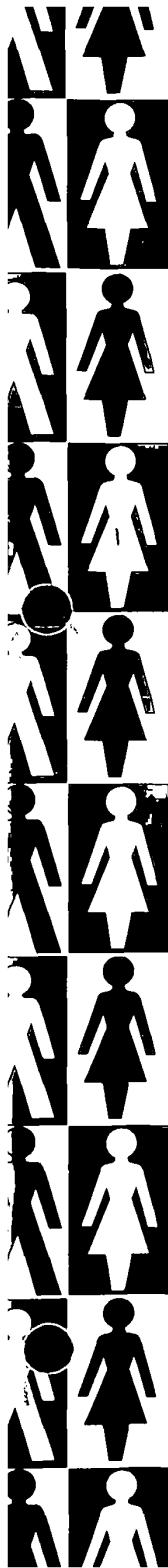


190342

Tools for Building Effective  
Community Corrections

# Volunteers: How to Find, Train and Manage Them

CCC: A public-private partnership promoting an effective  
system of community corrections





---

The Center for  
Community  
Corrections

PROPERTY OF  
National Criminal Justice Reference Service (NCJRS)  
Box 6000  
Rockville, MD 20849-6000



# Volunteers: How to Find, Train and Manage Them

By Dianne Robinson  
Margot C. Lindsay


CCC

A public-private partnership promoting an  
effective system of community corrections

October, 2000



The research conducted for this publication was supported under award #99-DD-BX-0090 from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice.



## THIS PROJECT IS DEDICATED TO THE FOLLOWING PROPOSITIONS:

- That successful community corrections depends on intergovernmental collaboration which recognizes the needs and promises of each level of government;
- That successful community corrections demands a genuine partnership with the community;
- That the optimum use of community corrections requires public officials and a public who understand its purpose and are willing to support its programs;
- That small, relatively inexpensive changes in the right places can do much to increase the likelihood of successful community corrections.





# TABLE OF CONTENTS

**PART 1 Introduction** ..... 1

The Community of Volunteers ..... 1

The Purpose of This Paper ..... 2

Some Unanticipated Benefits ..... 2

**PART 2 Help From Community Organizations** ..... 5

Experts Willing and Available ..... 5

**PART 3 Program Development** ..... 9

Volunteer Treatment Similar to Staff ..... 9

The Need for Careful Planning ..... 10

Steps in the Program's Design ..... 11

Recruitment ..... 14

Orientation and Training ..... 16

**PART 4 Program Management** ..... 19

Managing the Volunteers ..... 19

Quality Control ..... 20

**PART 5 Some Final Suggestions** ..... 23

Establishing Boundaries ..... 23

Checking Before Speaking ..... 24

Appropriate Dismissals ..... 25

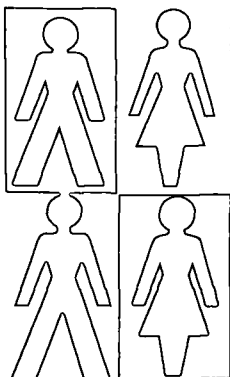
**PART 6 Resources** ..... 27

**F**ive residents of an area meet once a month to review cases referred to them by the court. This evening they are dealing with a shoplifting case. They listen to the story and feelings of both victim and offender, and develop a contract with the offender which allows her to make amends to those harmed and deal with her own addictive behavior.

**A** hardware store owner chairs a citizen task force to examine the public safety and correctional needs of the county. The task force will then make recommendations to the County Commissioners as the Commissioners put together their long-range plans.

**A** retired businessman, volunteering with the local court and probation office, interviews a probationer, hoping to refer him to a possible job opening so that he can pay his court-ordered restitution. Should the offender be hired, the businessman will follow up with both employer and employee to make sure all is well with both.





## PART 1

# Introduction

## THE COMMUNITY OF VOLUNTEERS

Since that long ago day when John Augustus took on his first “probationer,” both the number of volunteers and the variety of their activities have grown dramatically. Today there are one-on-one mentors/tutors, third-party supervisors, job screeners, assistant probation officers, and teachers of GED and job preparedness classes, to name a few.

And there are board and committee members. Community Corrections Acts call for citizen members on their state and local boards. Volunteers serve on advisory committees to commissioners, to chief probation officers, to directors of day reporting centers and half-way houses, and on governing boards of provider agencies. Most recently, the creation of restorative justice panels such as the Reparative Boards of Vermont, the Neighborhood Accountability Boards of Iowa, and the Merchant Accountability Board of Oregon, have brought in many a new volunteer to community corrections.

Thus today, the volunteers are numerous, performing a wide variety of functions, and offering the potential for a much needed constituency on behalf of community corrections.

*I'm a  
passionate  
believer in  
volunteerism—  
in us.  
I believe that  
for the  
first time  
in human  
history we are  
offering positive  
alternatives  
to punitive  
structures  
that have  
never worked!*

Volunteer administrator

*I've been  
struck by  
the strong  
interest many,  
many people  
have in the  
justice system,  
but there has  
to be a way  
provided  
for a  
productive  
engagement.*

Volunteer manager

## THE PURPOSE OF THIS PAPER

**W**hether acting individually as mentors, or collectively as board or committee members, volunteers all require much the same infrastructure and attention. The purpose of this paper is not to offer a definite treatise on the care and nurture of volunteers. There is plenty of good advice on that score, and some suggestions of where to turn are included in the body of this piece and at the very end.

Rather, our purpose here is to emphasize some points we feel are particularly important when dealing with volunteers in a corrections setting.

Corrections presents a unique environment, one very different from the other settings to which volunteers are accustomed. And its demands, such as confidentiality, are very different.

Our points—and we hope they are helpful—are addressed to those of you who:

- are responsible for agencies or departments with volunteer programs,
- manage volunteer programs,
- are thinking of developing a volunteer program, or
- may be wondering why the volunteers in your agency are not more effectively engaged.

## SOME UNANTICIPATED BENEFITS

**N**o question but that introducing volunteers into corrections systems takes time, energy, and a certain amount of funds. But the rewards of the volunteer involvement, particularly for community correc-

tions, are worth the considerable effort required. In addition to the actual work it produces for an agency, volunteer involvement:

- builds an appreciation of the difficulties of your work and of the complex needs of the population with which your agency is engaged;

As one volunteer put it, "I had no idea of the difficulty of getting these people out to work—do you know some of them can't even read, let alone get somewhere on time?"

- creates a knowledgeable constituency to help educate the public, government officials, and other funding sources;

Quiet conversations between volunteers and legislators have produced and preserved funding for community corrections.

- provides a communication channel for you to learn of a community's concerns, opportunities, and resources.

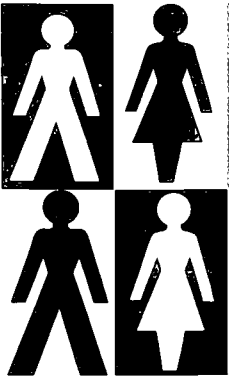
Volunteers have opened doors to private agencies, civic organizations, community forums and private foundations which had never before been involved with corrections.

These are all important benefits, yet ones lacking for many who work in community corrections.

*Volunteers get a more accurate view of both the successes and failures. The individual volunteer's learning experience can be translated to the community at large, and be the foundation for better relations with the community.*

Chief probation officer





## PART 2 Help From Community Organizations

### EXPERTS WILLING AND AVAILABLE

**A**s you deal with the issues of a volunteer program, written materials are all well and good, but there is no substitute for an experienced person with whom to discuss your plans or troubles. While probably not conversant with your particular setting, most of you have professional volunteer administrators in your area to whom you can turn, and who will welcome your questions. They will quickly come to appreciate the special opportunities you are offering the public and will welcome the addition to their existing supply, if for no other reason than, "We're always looking for opportunities—especially for men!"

Here are three suggestions:

1. A Volunteer Action Center (VAC), either free standing or under the aegis of the United Way and sometimes under a slightly different name.

■ VACs can help you set up programs, help you design an application and volunteer policies, help recruit vol-

*I was  
delighted  
when the  
court and  
the probation  
department  
asked me to  
help develop  
a volunteer  
program.  
I'd never  
worked with  
them before.*

VAC director

*I was asked  
to develop  
a visitation  
program  
and family  
support  
network  
through our  
churches.*

Director,  
ecumenical group

unteers on your behalf and develop their orientation. VAC staff can also serve as *pro bono* consultants on problems with existing programs.

- A CASE IN POINT: The Volunteer and Information Center in Montgomery, Alabama, worked closely with the court and probation department to design a program in which volunteers screen offenders and refer them to possible jobs, thus serving as a support system for the business sector as well as the offender. The Center also recruited the retired businessman who led the program during its beginning years.

2. A Retired and Senior Volunteer Program (RSVP), federally funded and sometimes found under the Department of Elder Affairs or the United Way. RSVP offers many of the same services as a VAC but restricts its activities to older people. Considering the growing numbers of retirees, this is scarcely a limitation!
- RSVPs can sometimes also provide a Senior Aide for part-time work at a truly nominal cost, to help staff a program.
- A CASE IN POINT: The Retired and Senior Volunteer Program in Portage County, Wisconsin, recruits and places volunteers to work one-on-one in the local detention center.
3. Administrators of well run local volunteer programs, such as those often found in hospitals, Boys' & Girls' Clubs or the Red Cross.

- Very often program administrators form local associations with regular meetings at which help is available.
- A CASE IN POINT: In Jackson County, Oregon, volunteer managers from both the public and private sectors have formed an organization called MOVIA. Meeting monthly, they provide help to one another, and develop programs such as training which can be undertaken jointly.

A recent questionnaire sent to a handful of volunteer administrators confirmed that all of them were more than willing to help community corrections practitioners develop volunteer programs or assess existing ones. And, incidentally, most also indicated a willingness to help assure access to GED programs, vocational training and college level programs as well.

The internet offers a variety of helpful sites, and some of these are listed at the end of this paper under the Resource section. But of course the internet is unlikely to produce the wise counselor who can listen to your needs and knows your community!

4. A Junior League, if one exists in your area.

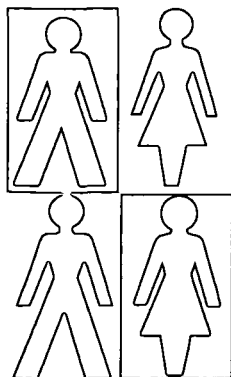
- Every year most Leagues review project proposals to undertake in the year following. It would be possible to propose to the League the development of a volunteer program for your organization.
- A CASE IN POINT: Contrary to what many people think, the Junior League is not a "lady bountiful" organization. In Miami Junior Leaguers work at the Agape Women's Center and at Transition.

*Two of my  
staff work  
with the police  
around  
mental health  
problems.  
We would be  
happy to do  
the same with  
probation  
and parole.*

**Director,  
social service agency**







## PART 3 Program Development

### VOLUNTEER TREATMENT SIMILAR TO STAFF

Many officials view volunteers as a breed apart, requiring special and delicate handling. Not so. The needs of volunteers are no different from those of staff:

- ✓ A good job description
- ✓ A recruitment process aimed at ensuring a good fit
- ✓ Sufficient training to be able to function effectively
- ✓ Supervision and feedback
- ✓ Respect and recognition
- ✓ Dismissal for cause

Just because their reward comes in terms of job satisfaction rather than dollars doesn't mean volunteers shouldn't be treated as professionals, subject to the same supervision, evaluation and termination as other personnel. Volunteers appreciate being treated as professionals. In community corrections, that they will be so treated should be made very clear from the first interview.

*Optimism and the willingness to tackle challenges and make a positive impact on our world seem to be common traits among those of us who enter the field as volunteers or as paid staff.*

Administrator

*Statistically,  
volunteer  
programs  
turn into  
staff jobs  
rather than  
replace them.*

**Volunteer  
administrator**

And, just like staff, they require infrastructure and nurture. There is an unfortunate tendency to think that, once established, volunteer programs run themselves. Again, not so. Particularly because the criminal justice demands are so different from other venues, and given the confidential and often delicate nature of the interactions, volunteers in community corrections need just as much, if not more support, supervision and feedback as other staff.

**A CASE IN POINT:** The well established volunteer programs in the New Jersey courts (where probation is under the courts) are tended by a staff volunteer manager and a coordinating council composed of staff and volunteers who manage the volunteer programs in each vicinage. The council and staff make sure the participants are effectively prepared and remain true to their mission. And incidentally, the practice of running support groups for newer volunteers works well in New Jersey's programs, as well as in many other settings.

## THE NEED FOR CAREFUL PLANNING

**V**olunteer involvement should not be undertaken without considerable thought. We urge you to seek out one of the volunteer experts listed earlier, particularly if this is your first exposure to volunteers, to gain an appreciation of the time and infrastructure needed and the pitfalls to avoid.

Before embarking on the use of any volunteers, be sure your agency has the capacity to provide the necessary support:

- A real understanding of time and resources required, and an explicit expression of support from the agency's leadership.
- A person to run the program who has the respect of colleagues and is sensitive to the support systems needed by volunteers, including their recruitment, training needs and evaluation.
- Staff time allotted for the preparation of the volunteers' work, such as cases or agenda, and attendance at meetings at times set for the convenience of the volunteers.
- Safe space for the volunteers in which to work. This is particularly needed in the case of boards and committees who meet at night.
- Ongoing training and supervision.

If your agency does not have this capacity at the moment, we urge you to wait until it has. Launching anything involving volunteers without the ability to provide the needed support systems, given the arena in which you are dealing, is likely to cause real problems.

## STEPS IN THE PROGRAM'S DESIGN

**A**ssuming agency capacity, what follows are suggested steps to follow in forming a volunteer program. If you have a program already underway, just use this as a check list to see if all the ingredients are in place.

1. Look around for a well-run volunteer program within your agency or another agency.

*It's important  
to include  
staff in the  
planning.  
They're being  
asked to  
change their  
belief system,  
and a lack of  
support  
will kill a  
program.*

Volunteer  
administrator

*Without quantifiable goals and objectives for each volunteer program we wouldn't be able to gauge the program's success.*

**Trial court  
administrator**

- Talk to its director to learn of elements of success and pitfalls.
  - Get copies of his or her job description and job application forms, and policies and procedures to review and possibly adapt. It will save you much time.
2. Identify the need to be addressed, in clear terms understandable to the layperson.
- Will the need be understood and appeal to potential volunteers?
  - How will victims, the community, and/or offenders be better served if the program is implemented?
  - Will the agency be able to support the program for long enough to test its usefulness?
- Answers to these questions will be useful for recruiting volunteers and persuading both public and private funding sources.
3. Secure support from those within your agency.
- Engage the support and agreement of senior administrators. The answers to the questionnaire of administrators of volunteer programs all cited leadership (or lack thereof) as a key factor in the success of any of the correctional programs of which they were aware.
  - Engage the support and understanding of others within the agency who may fear their jobs are somehow threatened, or fear they may be asked to add an uncomfortable dimension to their work.

4. Decide who will manage the program.

- This must be someone who will have:
  - ✓ an understanding of the complexities of managing volunteers in a setting that is foreign to them;
  - ✓ the respect of other staff and administrators so that the program will be viewed as credible and serious;
  - ✓ well developed people skills.

5. Develop a job description.

- The description, similar to one for paid staff, needs to spell out clearly the duties, skills, commitment and confidentiality required, and any other particularly important elements of the position.

6. Develop operating guidelines and management policies for the program.

- How many volunteers will be used initially? We recommend you start small to work out the glitches which, no matter how thorough the planning, are bound to arise.
- Who will be eligible? Will persons with a record be accepted—at all—under certain circumstances?
- Is there liability coverage? This is always a concern to volunteers. Often states have statutes immunizing volunteers when performing their tasks for a public agency.
- Will there be a trial period for each volunteer to make sure the job is a

### **A Reporative Board Volunteer in Vermont—**

- obtains, completes and returns application form, with records and references subsequently checked;
- attends volunteer board orientation training;
- visits at least four board meetings at two different sites, and;
- participates in an interview and in **Basic Reporative Training.**

*Will  
they know  
what it  
feels like  
to be 20?*

Offender  
going before  
a community  
panel of  
professionals  
and retirees

proper fit from the perspective of both you and the volunteer?

7. Develop a volunteer application.
  - The application should contain the job description and a request for references. Be as specific as possible about time required and state where the work will take place.
8. Ask two or three people with volunteer experience to review your plans from the viewpoint of potential recruits.
  - These people can come from other volunteer programs in your agency, or from volunteer programs elsewhere, such as school volunteer programs. A review will allow you to do some fine tuning and begin to get leads about where to look for possibilities.

## RECRUITMENT

**T**wo issues arise around recruitment in community corrections programs: Attracting a pool of volunteers who, as much as possible, reflect the cultural and ethnic composition of those with whom they will be dealing, is important. And for boards and committees, diversity in age too would be helpful. This is not always easy. Colleges and churches are good starting points.

Just as everyone is not suitable for a particular paid staff position, so everyone is not suitable for every volunteer position. For most volunteers, the criminal justice world will be a new experience. Many will never have come in close contact with offenders. You may want to think about offering a trial

period to see if the job fit seems right for both you and the volunteer. That way you can both withdraw gracefully if things don't work out.

That being said, here are suggested steps to take in the recruitment process:

1. Ask the VAC director or other administrator of volunteers for some pointers on what to ask in interviews to make sure the fit is as appropriate as possible.
2. If you are recruiting for an existing program, bring one of your best volunteers in to do the interviewing with you.
3. Enlist (preferably in a face-to-face interview) the key networks to help find likely candidates. Leave the job description and application forms with them, making sure they understand the somewhat different nature of the job (compared to most volunteer activities) and the characteristics important to you. Likely ports of call include the VAC, RSVP, universities and colleges, churches. Many employers, too, are now offering time to their employees to engage in volunteer work, so the human services departments of corporations are worth a call.
4. Conduct extensive interviews, probing for the comfort level of working with offenders, the capacity for empathy without sentimentality, and the willingness to abide by the restrictions imposed by the nature of community corrections.
5. Check references on applications. Do not accept anyone until the checks have been made. This will reinforce the professional quality of the volunteer job, and may also save you some grief!

*I was  
showing him  
how to fill out  
a job  
application  
when I  
suddenly  
realized—  
I'll bet  
he can't  
even read!*

Volunteer

*I wish we  
had had a  
better  
understanding  
of what it is  
to be  
addicted and  
how hard  
it is to  
break it.*

## Volunteer

6. Recruit only the number of volunteers you need, which may be few at the beginning of a program. You may want to keep a pool of reserves, but do not make the mistake of trying to manage too many volunteers early in the program development. For those you do recruit, schedule orientation within a short period of time. Enthusiasm runs high in a new volunteer, and needs to be tapped as quickly as possible.

## ORIENTATION AND TRAINING

**B**ecause community corrections is such a different world for most people, orientation, always important, becomes critical in your arena. Since orientation is easier to assimilate if one has some context, you may want to have the volunteers first observe a program or a meeting, if they are entering an existing program, or spend some time around the probation office or day reporting center, or whatever site is closest to the environment in which they will be working.

Orientation can include:

1. A review of the job to be performed. Include expectations and importance of commitment, and parameters of involvement.
  - How the job benefits the community, the victim, and the offender.
  - How the job fits within the broader context of community corrections (with written handout).
  - How community corrections fits within the state's criminal justice system (with written handout).



- The characteristics of the population with whom the volunteers will be dealing. Most volunteers may not be familiar with the chaotic lives, low education and skill levels of many offenders.
  - Issues particular to community corrections and to the program—confidentiality, security, liability, etc.
2. Schedule a second session for any particular skills that may be required. Many volunteer positions in community corrections, for instance, require interviewing skills, not a talent everyone comes by naturally.
    - A CASE IN POINT: A program supervising adults on probation for drug offenses requires the volunteers to have a basic knowledge of the effects of substance abuse (on individuals and families), knowledge of community resources, information on how offenders are handled, and what would happen if the offender is not able to complete the requirements of probation.
  3. Offer attendance at training sessions given probation officers or other staff, even though the sessions may not be relevant to the volunteers' jobs. One of the rewards of volunteer work is learning new things, and while some may not attend, all will appreciate the invitation.
  4. Check in periodically with the volunteers to make sure they have the tools they need to perform their tasks effectively.

*People whose lives include no personal contact with those struggling at the margins of society are vulnerable to images shaped by talk shows, news broadcasts and TV dramas.*

Corrections official

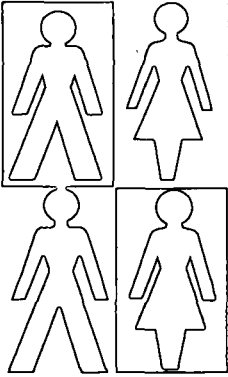
*For about  
five years  
I had been  
concerned  
about crime  
and the growth  
of the prison  
population.  
While I was  
concerned, I  
didn't know  
of any way to  
plug into the  
problem and  
make a  
difference—  
the project  
provided me  
with that.*

**Businessman**

Training resources exist in many different places, ready to be tapped.

- Corporations provide communication skills training, diversity training, mentoring instruction (AT&T), problem solving, and interviewing. Corporations, incidentally, may also offer to print your materials.
- Colleges and universities provide training in mediation, problem solving, communication, and diversity training. As another aside, departments of public relations and marketing departments, looking for student projects, can often help with publicity needs, and art and graphics departments with logos and layout.
- The Junior League provides training in group process and leadership, as do some Leagues of Women Voters.

And speaking of orientation and training, don't forget to orient your staff and colleagues to the purposes of the volunteers, and provide training for those who will be directly involved with their management! VACs will often offer this kind of training.



## PART 4 Program Management

### MANAGING THE VOLUNTEERS

**V**olunteers are unpaid staff with the same expectations of providing quality service as paid staff. Input from them and feedback to them about their job is important. And remember, it is easier to deal with problems before they fester.

1. Meet with each volunteer at the end of the trial period, if one has been established, to assess how comfortable both you and the volunteer are with the job. At this time it is easy to ease someone out if you are dubious about the fit, or to suggest the person move to a different volunteer position in the agency.
2. Meet with all the volunteers regularly, especially if their work location is removed from the day-to-day operations of the agency. This enables you to pick up early warning signals, make sure programs are on track, remind volunteers of their purpose, and give them feedback on their accomplishments.
3. Recognize volunteer efforts on a regular basis, both for particular accomplishments at the time they occur, and at an annual event at which senior administrators, judges, local offi-

*I'm not  
so sure  
they're as  
interested  
in the  
system  
as in justice.*

**Volunteer  
administrator**

*Before Carol,  
the only  
people besides  
immediate  
family who  
bothered with  
my life were  
people who are  
paid—police,  
teachers,  
youth workers,  
probation  
officers.*

Young offender

cials or other dignitaries may be present. Put articles in local newspapers annually with names of volunteers (which will also help replenish the volunteer pool as new people will come forward).

4. Schedule meetings every three months or so for all volunteers from similar programs. This creates energy, commitment, and the sharing of ideas.
5. Remember the tangibles, such as:
  - parking spaces
  - work area and tools
  - water
  - identification badges
6. Evaluate the programs regularly.
  - Decide what outcome measures will be used to determine program success.
  - Develop a tracking system to capture the necessary information.
  - Reach out to a law school, school of social work, doctoral student, or non-profit organization to assist with the evaluation component.
  - Use the program evaluation to build excellence and accountability into the program—the only way to give the program a long life.

## QUALITY CONTROL

The most important part of managing any volunteer program is to ensure the quality of the services being provided. Nowhere is this more true than for volunteer programs in community corrections. To

develop a program, staff it, recruit volunteers and allocate cases is not enough. To create a program worth running or replicating means assessing the quality of services on a regular basis.

The following is a list of the processes and procedures—many of which have already been touched on—that can be used to assess program quality:

#### SCREENING, INTERVIEWING AND TRAINING OF VOLUNTEERS

Effective screening, interviewing and training of volunteers is the most important quality control mechanism that can be put in place. Volunteers who are well matched (this is especially true when volunteers will work in groups) and well prepared are much more likely to provide quality services.

#### DATA COLLECTION

The regular collection of pertinent data is critical to the ability to assess program success, efficiency, and effectiveness, and can often be used for grant requests.

Data should include case types, relevant offender information (age, sex, offense, sanctions, etc.), recommendations, volunteer case load, and volunteer hours.

#### SATISFACTION SURVEYS

Satisfaction surveys can be a great help in making certain a program is working and can be useful when making a case for increased funding. Find out if the assistance or sanctions offered/ordered are helpful or meaningful. This means asking the offenders as well as the victims (for a restorative justice panel). Too often we just assume, without really knowing, that what we determine will help put an

*People feel  
richly  
rewarded by  
supporting  
others  
in crisis.*

Volunteer

*I believe the  
biggest effect  
is on the  
volunteers.  
It puts a  
face on crime,  
and it's the  
best avenue to  
public  
education.*

## Volunteer

offender on the "right" path, or a victim on the path to healing, is really working.

### VOLUNTEER EVALUATIONS

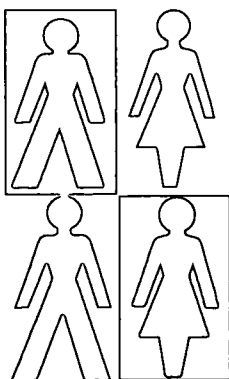
Regular evaluations (once a year) of the quality of a volunteer's work (or the work of a board) will do much to improve program quality. A phone call, face-to-face interview or personal evaluation form can all be used to ascertain whether or not the volunteer is still committed to the program or agency, its purpose and clients. An interview with a probationer or family will provide information on the quality of a volunteer's work. Occasional attendance at board and committee meetings will allow the program manager to watch the group process and the decision making process.

### EXIT EVALUATION

Any time a volunteer leaves a program or a board, she/he should be asked to complete an exit evaluation. There is no better time to get a person's honest appraisal. The exit evaluation can be done in person or with a well crafted form. It can then be used by the program manager to make needed changes.

### IN SERVICE TRAINING

In service training should be a requirement for all volunteers, otherwise the only people who will attend when it is offered will be the people who don't need to attend. In service training not only increases the knowledge base of the volunteers, it raises the expectation that a high quality of service is expected, and weeds out volunteers who are not fully committed to the program.



## PART 5

# Some Final Suggestions

### ESTABLISHING BOUNDARIES

**B**e very clear to the volunteer from the very start of the association "the rules of conduct." The restraints demanded of volunteers because of their involvement with a government agency, and particularly with corrections, are not things that would normally occur to most people outside the criminal justice system.

Because community corrections is such a different type of volunteer experience, be very clear, for instance, about the demands of confidentiality and what constitutes inappropriate behavior. In fact, the demands in these two areas go so counter to normal instincts they should not only be part of the orientation program, they should be reiterated at periodic intervals.

A volunteer may innocently say or do something, not understanding the implications. Or a board may not understand the limits of its mandate. It should be made clear that volunteers do not get involved in individual personnel matters. Nor do volunteers get involved in individual offender cases, unless, of course, that is part of the job.

*It's all so  
interesting.*

*It never  
occurred to me  
I couldn't  
talk to my  
friends about  
the people  
I was seeing.*

Volunteer

*The  
volunteers  
can be  
our best  
spokesmen,  
but they  
need to have  
their facts  
straight.*

Administrator

SOME CASES IN POINT: A member of a probation advisory board asked about a case on behalf of a neighbor, and was indignant when told that was confidential. A tutor gave money to one of his tutees because "the man was broke and wanted to get a present for his kid," without realizing it was against regulations. Another gave her home phone number to the offender with whom she was working.

## CHECKING BEFORE SPEAKING

**V**olunteers can be marvelous supporters of community corrections funding and initiatives. As a credible and knowledgeable constituency, they can help to educate both the public and government officials about the importance of your work. Before advocating on your behalf, however, they need to check their facts with you and let you know with whom they are going to meet, lest their meeting interfere with your own negotiations.

A CASE IN POINT: The chair of a statewide advisory group appeared one day before her county commissioners to discuss the county's corrections budget without first talking to department staff. In fairness, nothing had been said to her about the potential complications of such an appearance.



## APPROPRIATE DISMISSALS

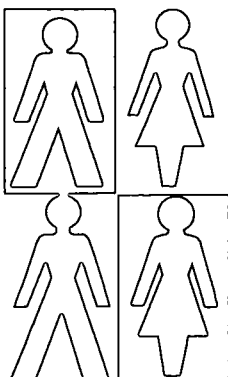
If a volunteer is behaving inappropriately, she/he needs to be told so immediately. If the behavior continues, the volunteer may have to be moved to another position, or be asked to leave. It is entirely appropriate to fire volunteers as long as it is for cause, and the cause is understood. If a volunteer makes things difficult for other staff, paid or unpaid, it can't help but diminish the quality of the program.

In the spring of 1999, the American Bar Association and the National Center for State Courts commissioned a survey to test public sentiment in preparation for a National Conference on Public Trust and Confidence in the Courts. The survey revealed that the public's trust in the courts was driven mainly by its confidence in the jury system. Sixty-nine percent of the 1000 people surveyed considered the jury to be the most important component of the justice system.

A survey in Vermont found that the public approved, by a margin of 92 to 8, the concept of reparations boards, in which panels of citizens meet with offenders and victims to develop punishments which allow the offender to make amends to both victim and community.

If these surveys showing that the use of "outsiders" brings credit to the justice system are correct, then it stands to reason that adding a strong volunteer component to community corrections can only help promote the public's trust and confidence in your work. And the public will respond. The public won't volunteer unless invited, but once the invitation is extended, the public has shown itself to be more than willing to accept.





## PART 6

# Resources

*The following book on the management of volunteers, though written some time ago, is so basic in its wisdom it remains as viable today as when it was written:*

Harriet H. Naylor, *Volunteers Today: Finding, Training and Working with Them*, New York: Dryden Associates

*The following organizations offer help in networking and training for volunteer managers:*

VOLUNTEERS IN PREVENTION,  
PROBATION & PRISONS, INC. (VIP)  
Contact: **Jerry Dash, Director**  
163 Madison Avenue, Suite 120  
Detroit, MI 48226  
**(313) 964-1110**

VIP sponsors training and networking institutes which bring together justice systems practitioners for purposes of education, training, networking, and information exchange in the area of volunteer issues and volunteer management. VIP also sponsors an annual conference for

both volunteers and practitioners. VIP Examiner, their quarterly publication, provides information and technical advice on the effective use of volunteers.

POINTS OF LIGHT FOUNDATION  
1400 I Street, N.W., 8th Floor  
Washington, D. C. 20005  
**(202) 729-8000**

A non-profit organization, the Foundation's mission is to engage more people, more effectively, in helping to solve serious social problems. It publishes documents, conducts training events, and provides networking opportunities in the interest of promoting effective volunteer programs.

INTERNATIONAL ASSOCIATION OF  
JUSTICE VOLUNTEERISM (IAJV)  
P. O. Box 1152  
Delta, Colorado 81414-1152  
**(303) 874-8952**

Committed to the improvement of the criminal justice system through

the development and support of citizen volunteers, IAJV convenes state/regional conferences, produces a quarterly newsletter, maintains a library resource center, and publishes "how-to" manuals.

*The following are two among the training manuals that have been developed for volunteers involved in restorative justice mechanisms:*

REPARATIVE PROBATION  
CURRICULUM GUIDE  
Department of Corrections, Vermont  
Contact: **Carl Roof**

RESTORATIVE PROBATION BOARD  
TRAINING WORKSHOP  
Greenfield, Massachusetts District  
Court  
Contact: **Lucinda Brown**

*The following web sites can provide useful information:*

AVA (ASSOCIATION FOR VOLUNTEER  
ADMINISTRATION)

[www.avaintl.org](http://www.avaintl.org)

AVA's purpose is to "promote professionalism and strengthen leadership in volunteerism." Site includes information about their certification pro-

gram for volunteer managers and a listing of workshops and links.

CYBERVPM.COM

[www.cybervpm.com](http://www.cybervpm.com)

The web site includes resources on volunteer management, training kits, information on how to subscribe to Nan Hawthorne's volunteer management discussion list and offers access to a chat room where groups can schedule discussions.

ASDVS

[www.asdvs.org](http://www.asdvs.org)

This site is for the American Society of Directors of Volunteer Services. Includes membership information, events and other information.

GOV-VPM

[www.cybervpm.com/  
gov-vpm/home.htm](http://www.cybervpm.com/gov-vpm/home.htm)

Sponsored by the Points of Light Foundation Institute, the site is designed for anyone who works with volunteers in programs, agencies, or departments of government at any level.

---

## ACKNOWLEDGEMENTS

**This publication was developed  
with the assistance of project team members:**

Margot Lindsay, Project Co-Director  
Jill Murphy, Project Administrator  
Mary Shilton, Project Co-Director

**The project review team included:**

Warren Cikins, Secretary, Center for Community Corrections  
Donald Murray, National Association of Counties  
Donald Santarelli, President, Center for Community Corrections  
Harold Wooten, National Center for Institutions and Alternatives  
James Turpin, American Correctional Association

**Technical assistance, review and comments were provided by:**

Lucinda Brown, Greenfield, Massachusetts District Court  
Jude DelPreore, Mercer County Court, Trenton, New Jersey  
William DiMascio, Pennsylvania Prison Society  
Carl Roof, Vermont Department of Corrections

## CCC MEMBERSHIP

**Benjamin F. Baer (1918–1991)**  
Former Chairman  
U.S. Parole Commission

**Donald E. Santarelli**  
President  
The Center for  
Community Corrections

**Warren I. Cikins**  
Secretary  
The Center for  
Community Corrections

**James Gondles**  
Executive Director  
American Correctional  
Association

**Dr. Don M. Gottfredson**  
Richard J. Hughes Professor of  
Criminal Justice, Emeritus  
Rutgers University School of  
Criminal Justice

**James J. Lawrence**  
Executive Director  
Oriana House

**Margot C. Lindsay**  
Former Chair  
National Center for Citizen  
Participation in the  
Administration of Justice

**Edwin F. Meese, III**  
Ronald Reagan Fellow in  
Public Policy  
Heritage Foundation

**Dr. Norval Morris**  
Professor of Law  
University of Chicago Law School

**Donald Murray**  
Associate Legislative Director  
National Association of Counties

**J. Michael Quinlan**  
Former Director  
Federal Bureau of Prisons

**Mary Katherine Shilton**  
Criminal Justice Planner

**James K. Stewart**  
Director  
Justice Systems Technology Practice  
Booz-Allen & Hamilton

**Anthony Trivisono**  
President  
Capitol Corrections Group

PROPERTY OF  
National Criminal Justice Reference Service (NCJRS)  
Box 6000  
Rockville, MD 20849-6000



## **About the Center for Community Corrections**

The Center for Community Corrections is a broad coalition of former public officials, researchers and correctional professionals representing local, state, and federal concerns. The Center was created in 1987 to promote the overall concept of community-based sanctions as well as specific program options.

## **Additional Copies of This Report May Be Ordered From**

Donald Santarelli  
Center for Community Corrections  
1615 L Street, N.W., Suite 1200  
Washington, D.C. 20036

**Phone:** 202-778-0770

**Fax:** 202-463-0678

