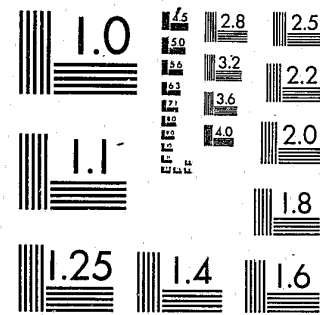


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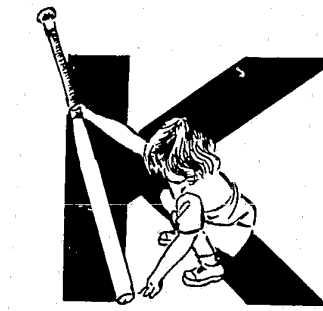
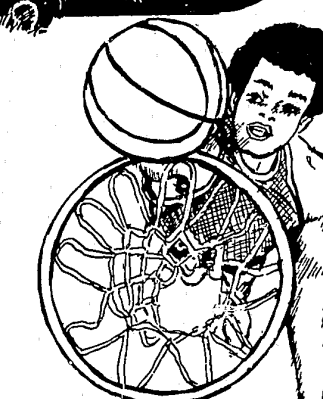
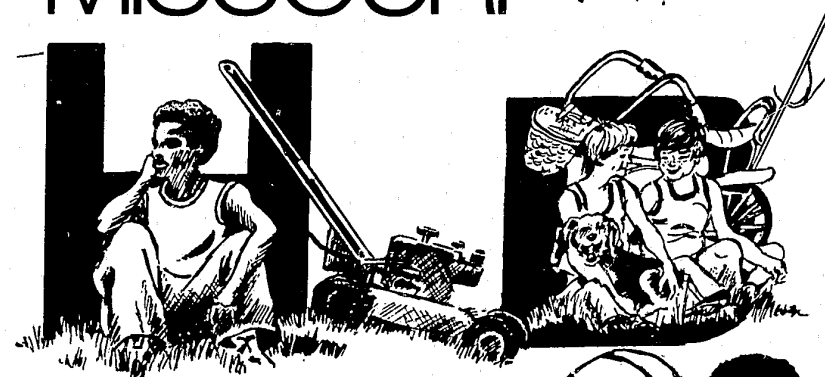
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MISSOURI
HANDBOOK
for
VOLUNTEERS
in
JUVENILE JUSTICE

U.S. Department of Justice
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PREFACE

With the organization of the Law Enforcement Assistance Administration (LEAA) in 1967 and the passage of the Juvenile Justice and Delinquency Prevention Act (JJDP) in 1974, the involvement of citizens in the work for juvenile justice has become meaningful and important -- more than that, it is mandated. Federal monies are allocated for volunteer programs. Written into the law is the mandate to include volunteer citizens in helping to solve the problems of delinquency and in planning in the prevention of children and youth entering the juvenile justice system. Never has the need for the volunteer been greater than it is now.

As written into the Goals and Objectives of the JJDP Act of 1974, "If this country is to reduce crime, there must be a willingness on the part of every citizen to give of himself, his time, his energy, and his imagination."

As the strength of the need for volunteer involvement becomes greater, the status of the volunteer worker is greatly enhanced. Opportunities for service are as wide and expansive as the need arises and as the creativity of the agency and the volunteer are motivated. In addressing ourselves to the volunteer citizen, you are needed.

The committee of professional and lay people who wrote this Handbook are:

Chuck Ackerson, Supervisor
North County
St. Louis County Juvenile Court
Clayton, Missouri

Bill Hentz
Juvenile Officer
36th Judicial Circuit
Poplar Bluff, Missouri

Beth Bilhorn, Director
G.E.D. Program
St. Louis County Juvenile Court
Clayton, Missouri

Dr. Warren Kass
Volunteer Coordinator
23rd Judicial Circuit
Hillsboro, Missouri

Steve Love
Prevention Specialist
Division of Youth Services
Jefferson City, Missouri

Vicki Noll
Prevention Specialist
Division of Youth Services
Kansas City, Missouri

Carol Portman, Volunteer Coordinator
St. Louis County Juvenile Court
Clayton, Missouri

Joe Rulo
Director of Special Services
St. Louis County Juvenile Court
Clayton, Missouri

Betty Seeley
Director of Court Services
Jefferson County Courthouse
Hillsboro, Missouri

Phyllis Stevens
Volunteer Coordinator
10th Judicial Circuit
Hannibal, Missouri

Teresa Weaver
Kansas City, Missouri

JoAnn Weigner
Cole County Juvenile Volunteers
Jefferson City, Missouri

Katherine Whitlock
Jackson County Juvenile Court
Kansas City, Missouri

Marie Williams
Assistant to the Director
State Division of Family Services
Jefferson City, Missouri

Their expertise and practical knowledge and experiences are documented in this Handbook. They are greatly appreciated. The staff, Alice Weathers, Ron Larkin, Gail O'Dell, Jerry Wolfskill, and Trish McCloud have been exceptional in their devotion to this project.

Margaret "Corky" Pfeiffer
Project Director
Chairman, Volunteer Subcommittee
Kansas City, Missouri

September 1978

FOREWORD

The creation and publication of a Volunteer Handbook for juvenile courts reflects both a general and a specific change in course for juvenile courts. Both are vital to the continued existence of the juvenile justice system.

The general change I consider to be a result of the advent of what is generally designated as consumerism. Consumerism results from dividing people into two groups: The first group, an insignificant numerical minority, are the bureaucrats; the second group, an overwhelming majority, are those who are affected, no matter how indirectly, by the acts of the bureaucrats.

Consumerism or public interest advocacy is the current manifestation of the cyclical surges of reform in our democratic society. Ordinarily this results when the activities of institutions, both public and private, become so much at variance with widely held community values that criticism receives ready acceptance and encouragement. Frustrated by a feeling that "nothing works" in the justice field, both adult criminal and juvenile justice, the anger of the private citizen seeks a method to bring about change.

This is not to say that volunteerism in the juvenile court system is, nor is it intended to be, a devastating attack on the juvenile court system. It is rather, as I see it, a method by which that court may be, in some part, taking the public into its confidence and exposing its inner workings, both good and bad, to those who have an interest in it and in its effect upon children. (See page 40 of the Volunteer Handbook, Section "Media of Communication.")

The current demand for accountability is demonstrated by the great expansion in policy research in one segment of Federal operations. The General Accounting Office conducted a telephone survey of Federally funded program evaluations and found a 500% increase in expenditures from 1969 to 1974 (\$146 million in 1974) for such programs. Note that the "Volunteer Handbook" indicates (at page 46) that changes in the traditional role of

volunteers are considered which will affect public attitudes:

"Volunteerism should be citizen participation in a decision-making function, and not simply the concept of a volunteer providing free help. More people are seeking meaningful involvement in great social issues. They realize that change seldom comes from within the system and therefore outside citizen participation is essential."

The demand for accountability results from an increased unwillingness to take it for granted that benefits automatically accrue from bureaucratic rules and regulations. The myth of the infallibility of judgment of professionals and administrators has suffered seriously from a general awareness that the value of a program should be expressed in hard facts. Although the layman tends to generalize from a limited series of personal encounters, much can be learned from projecting a few particulars to the general business of defining and raising issues.

The objection that volunteers in the juvenile court setting would in some way affect its confidentiality -- so beloved by the bureaucrats -- is an attempt to shift the original purpose of confidentiality from shielding the juvenile to shielding bureaucrats. A comparable situation existed in an L.E.A.A. sponsored program: "Citizen Court Watching: The Consumers Perspective." Their October 1977 report contains a section (3.2 p. 32) entitled, "Monitoring the Family Courts" in which it is stated (p. 33):

"Although one would expect that serious problems of confidentiality and court decisions requiring private sessions in juvenile court would bar monitoring, court rules in New York State have recently been amended to begin to open juvenile sessions."

The amended New York court rules simply bring that state into agreement with the present existing rules and law in Missouri relating to admission to juvenile court proceedings.

Although the increasing interest of the juvenile courts in volunteerism has the aspect of opening the courts to public scrutiny, thereby bringing about a general awareness of its many and complex problems, it also serves a more humane purpose by improving the quality of the delivery of services to children.

It should be noted that in the past decade juvenile courts have been restructured in a manner which in many ways mimics the adversary procedures

of the criminal court. The juvenile court now has a quintet of declarations by the United States Supreme Court which are mandatory guidelines for all the court's actions. Then followed, in many states including Missouri, Supreme Court Rules which detail much of the activity of the court. This is undoubtedly all to the good, but it also places increased burdens on the judge, the court administrators, supervisors, and those whose principal concern is providing direct services to children. These changes in the court's activities consume much time, thereby diverting much effort from providing services to children.

Under these conditions the professional staff should aggressively pursue planning for and developing programs utilizing volunteer lay personnel. But many juvenile court professionals view volunteers with some reservations and misgivings. The professional has been warned of the pitfalls inherent in this technique, that the amount of effort required to work with volunteers is not commensurate with the results and he will have even less time to devote to his case load. He has been warned that the initial enthusiasm of the volunteer soon fades and they are often missing when called upon for the difficult and unglamorous job of working with a delinquent child. The professionals may have a patronizing attitude resulting from their vain belief that direct work with juveniles is no field for amateurs. And there may be a vague unreasoning feeling by the professional that any success by the amateur may reflect unfavorably on the professional who is convinced that his training and experience created a unique quality for dealing with children. The attitudes of the professionals can have an unsettling effect on the amateur who may feel less than sure about working directly with delinquents.

The training program developed in detail in the Volunteer Handbook can be very important in instilling confidence in the volunteer. By explicitly outlining the program of formal training and objectives, it can do much to eliminate the nervousness of the professional about the goals of the volunteer as well as fortify the volunteer in working with the professional.

Volunteers will make errors and will feel the personal pain resulting from them. The professional will also make errors but they are more aware of the possibility of less than total victory. Thus the volunteer encountering

a mistake in handling his/her charge is inclined to undervalue her work. The volunteer must guard against looking at a setback as an overwhelming defeat. He/she must be conditioned to accept the hard fact that his/her endeavor is limited in scope; he/she cannot have a successful result with each child he/she works with. It is, however, essential that the volunteer offer the best effort to contribute something to each child with whom he/she works.

Helping to set a troubled child on the path toward acceptable behavior is an awesome task for the professional as well as the volunteer. But the needs of many of these children makes the technique of supplying a warm, sympathetic and understanding adult friend especially effective. This requires some emotional involvement which may disturb the professional who may have reached the point where he/she considers a ward as just another case. This is a difficult area in which to establish fixed boundaries. Becoming too emotionally involved may have a devastating effect on the volunteer and the child. But this factor can be controlled largely by training, experience and adequate supervision.

The role of the volunteer is unique in that it offers to the troubled child an adult whose help is not clinical in nature but is understanding and helpful without the restraints which the professionals are required to apply in most of their dealings with a ward. The methods used by the volunteer to help children achieve self-reliance, independence and responsibility are in substance the same as the ones the professional would like to use but cannot because of the time constraints of case load and finances.

Not all families welcome the volunteer with open arms. Some will not cooperate, others will be indifferent, while still others will be harshly critical. Tyrannical fathers, annoyed stepfathers and rejecting mothers are less than receptive to outside aid, but on the whole, most families will eventually cooperate and be grateful.

Volunteers can be of invaluable help to delinquent children, can maintain a harmonious, productive relationship with the professional staff, and even boost their morale by lessening the frustration the professional may feel about his/her overwhelming caseload. The volunteer's intensive work with the individual child may even spur the professional to renewed efforts despite case load problems.

The volunteer has one very important advantage over the professional which is of great value in dealing with a child involved in a troublesome situation. When the volunteer is confronted by the child who is untrusting, wary of injury, and continually testing others offering friendship, with "How much are you paid to be my friend?" the response of the unpaid volunteer is sufficient to more than offset all the training and experience of the professional.

Noah Weinstein

*Noah Weinstein
Circuit Judge
St. Louis County, Missouri
Retired*

INTRODUCTION

What is a volunteer? Is there really any need to answer this question regarding the status of an army of people who give of themselves to help others? Volunteerism is said to be completely American in concept and in scope. A state of people helping people.

Volunteerism per se is not new in our country -- structured volunteerism is. Therein lies the reason for this manual -- the need for some guidelines.

The utilization of volunteers in delivery of services through the juvenile courts has gained considerable attention in recent years. Where models have been established there has been a strong tendency to break away from the stereo-type volunteer programs and to experiment with new program designs and new areas of responsibility previously limited to paid professionals. Opportunities for involving of volunteers within the juvenile justice system are expansive, as expansive as the imagination of those who would set objectives, establish goals, recruit, train, assign responsibilities, motivate and supervise volunteers in their system.

Volunteers have been used in court settings dating from 1960. This manual takes into consideration the need for volunteer help in all aspects of the work with the juvenile: The child or youth who is peripheral to the juvenile justice system, e.g., one experiencing behavioral difficulty as a result of school failure or family misunderstanding, as well as the youth who is part of the juvenile justice system, who is subject to jurisdiction as a result of any infraction of the Juvenile Code.

What is a volunteer program related to the child in trouble with the law? What is the need for a volunteer program? Who do we recruit, what kinds of jobs will we ask these people to do, and what expenditures of times, energy, and money will be required of them? What commitment and loyalty will a volunteer be expected to assure the program?

The spectrum of tasks of the volunteer in the juvenile justice system is varied and requires lay, as well as professional skills. The agencies serving juveniles, in most areas, have need for additional support and assistance and generally welcome the service of auxiliary staff members. Traditionally, these agencies have been understaffed in closing the gap in system of prevention, juvenile justice and rehabilitation. The volunteer

can supplement the professional staff in this area. Through participation in volunteer work, community members can convey to other members of the community the importance and need for more interest and assistance in the area of service to juveniles.

An explanation of the writing format is necessary so the person using this manual will be able to use it to advantage. For the most part it is written with a minimum to maximum progression, i.e., "must, most desirable" to "may, shall, it is recommended." The "desirable minimum" will probably be most helpful to the court or agency who has no program but is desirous of starting one, or to the outstate suburban, rural setting. The "most desirable" will probably suffice a larger agency or court where a program requires more people for experiencing success and where there are more people willing to work as volunteers, and where a program has been functioning at a minimum level.

*George Romney (former Secretary of Health, Education and Welfare) issues the challenge: "In every community and every state across the country we need to program for voluntary action by the people, not just government action for the people. Many problems can be tackled right at home, human and social problems like education, mental illness, traffic safety, urban decay, crime, delinquency, and family deterioration, through the organization of voluntary effort. Nothing can melt such human and social problems faster than the willingness of one individual to involve himself voluntarily in helping another individual overcome his problems." However, the techniques of involving the public and maintaining their support require planning and effective management.

This publication is designed to provide helpful support where it is needed for the most gratifying work possible -- that is, for a caring adult to work with a child.

Remember, though the first requirement is to recognize a need for a program, the first requisite is enthusiasm and the second is funding.

These guidelines have been written from experience. People actively involved in work with children and youth as professionals and as lay volunteers have pooled knowledge and experience. This then, is their workbook.

* The Effective Management of Volunteer Programs, by Marlene Wilson, Pg. 15, Chapter 1, "A New Look At Volunteerism, published by Volunteer Management Associates, 279 S. Cedar Brook Road, Boulder, Colorado 80302.

SECTION I

- I. Goals & Objectives
- II. Program Development & Planning
- III. Fund Development
- IV. Eliciting Public Support and
Maintaining Good Public Relations

GOALS AND OBJECTIVES

Goal is defined as "a thing for which an effort is made; a thing wanted." Objective is defined as "something aimed at; something real and observable." They may be comprehended ostensibly as one and the same.

A comprehensive "pie-in-the-sky" goal for a volunteer program related to juvenile justice would be to give every child a chance to achieve his potential, to realize his part in the American dream, and to be happy. The immediate goal of a good childhood and the long range goal of an adulthood worthy of himself and society, would seem a challenge to a program involving volunteers. Anyone would agree that is the inherent right of every child born into this world. The belief in this right is what makes us work so hard to achieve it for children.

Your own goals for your program may be far more specific. These you will set in accordance with individual programs.

In considering the developing of a volunteer program the first and most important thing to do is to establish program objectives. This may seem a simple thing to do on the surface, but a number of questions must be answered before a realistic and specific objective can be set. An analysis of your current situation is essential in defining areas where volunteers may be utilized. Such questions as: "What has to be done?" "How are we doing it now?" "What resources are available and being used?" "How can we realign responsibilities and resources in order to do a better job?" "What areas may be assigned to volunteers?" must be asked. Areas which have been considered for volunteer services include: Clerical assistance, public relations, recreation, tutoring, residential child care, transportation, home visitation, "big-brother, big-sister," and casework services.

Goal:

Once the area for volunteer service is selected and overall objectives are established by asking the question again, "What has to be done?" you may want to set objectives such as: To minimize the involvement of minor offenders in the juvenile justice system; to reduce the number of referrals to the court; to divert youth from the court system to other community resources; to intensify casework supervision by establishing one-to-one relationships between assigned youth and trained volunteers; to better acquaint

the community with juvenile court processes and services. The extent and nature of such objectives are limitless; however, your objectives should be consistent with the overall objectives of your juvenile court, organization or agency.

Once the overall objectives are set, they should be further defined by asking the question, "What specifically do we want to accomplish? "What is the purpose of the objective?" This should enable you to focus on the kind of measurable results to be expected and the amount of time to be anticipated for accomplishment of those measurable results. An example on one objective may be:

Objective:

To utilize trained volunteers in order to reduce professional worker's caseload size.

Purpose:

To assure that more time is spent with each youth in the system, thereby reducing the number of times a child is brought back; and to provide necessary support and guidance for each assigned youth and his family.

End Results:

The objective will be met when caseload size is reduced to 30 cases per paid worker and 4 cases per trained volunteer. The measure of effectiveness will be determined by the number of re-referrals per assigned case over a period of six months. It is anticipated that re-referrals will be reduced from the present rate of six re-referrals per assigned youth to zero re-referrals during the period with an allowable deviation of three re-referrals per assigned case over the six month period. Effectiveness of the program will also be indicated by the increase in length of time between referrals and a reduction in the seriousness of any subsequent offense.

Careful attention must be given to developing and planning a volunteer program. According to Susan Bashant, Colorado Volunteer Services Coordinator, "A two to six month planning period is necessary before the first volunteer goes to work. A lack of planning causes failure while over-planning is responsible for inaction."

In order to set objectives, establish purpose or goals for your program and to determine the means of measuring program effectiveness, you must give careful attention to the total planning and development process. Once the area of need is identified and selected, the next part of the

developmental process may be facilitated by such questions as, "Where will it be done?", "When will it be done?", "Who will do it?", "How will it be done?".

The crowning achievement of American volunteerism is its commitment to purpose and its dedication to its goals.

PROGRAM DEVELOPMENT AND PLANNING

Determine the Need for a Program:

1. A need must be identified in order for a program to have a reason to exist. Each community is unique in its needs and resources. Identify and define the particular need a volunteer in your locale can meet.
2. To determine what needs exist in your community, inquire of:
 - a. Juvenile Court Judge and Staff
 - b. Law Enforcement Officials
 - c. Agencies that Serve Youth
 - d. Youth
 - e. School Officials
3. After the need is defined, determine if the need is one volunteers can and will do something about.

Identify the Need:

Needs should be real, not imagined, the criteria to substantiate the need must be determined. Needs generally can be divided into three categories:

1. Service directly to the juvenile:
 - a. One-to-one counseling
 - b. Big sister/brother relationships
 - c. Specific group recreational/therapy programs
 - d. Drop-in centers
 - e. Vocational/employment services
2. Alternative additional resources:
 - a. Maintenance of shelter care facilities (alternative to detention)
 - b. Emergency housing facilities
 - c. Educational programs: Driving improvement courses, academic tutors, pre-vocational programs
 - d. Organizing, maintaining out-patient mental health facilities
 - e. Group homes for long-term placements
 - f. Full-time, on-going recreational programs

3. Once the need is identified, the formation of a steering committee is advised, and may include:
 - a. School resource person
 - b. Business leader, especially if fund-raising will be involved.
 - c. Representative from the medical profession
 - d. Representative from the mental profession
 - e. An ex-offender
 - f. City/county Council representative
 - g. An attorney

Expectations of a Steering Committee:

1. Discuss with committee members about the identified need
 - a. How do they perceive the problem?
 - b. What resources already are available in the community?
 - c. Can these resources be expanded?
 - d. What resources could be developed?
 - e. Can further needs be identified?
2. Be flexible enough to allow for input of the committee
 - a. Is there agreement that the need exists?
 - b. Is there agreement that volunteers could provide the need?

Develop Goals and Objectives to Meet the Need:

1. Define goals and objectives early in the planning stage
 - a. Can the program be dealt with effectively by volunteers?
 - b. Is the program realistic to be dealt with by volunteers?

Method of Implementation of the Program:

Volunteers may be part of an agency already established or may set up their own private organization with their own control.

1. Volunteers working within and under the auspices of an agency allow the agency control over personnel, policy, and programming of the volunteers.
 - a. The Judge/Agency Director must give strong approval for the programming of volunteers, and the program.

- b. Staff has to be educated in the programming of volunteers, especially to assure that volunteers will not be usurping staff positions.
 - c. Job descriptions must be clear so volunteers and staff know their roles.
 - d. One individual needs to be designated as the volunteer contact person and to serve as liaison with the agency.
 - e. Budget items, i.e., office space, supplies, telephone, etc., need to be defined.
2. Volunteers choosing to set up their own corporation will have more autonomy which may enhance community support and pride.
- a. Agencies making referrals to the program must be agreeable to work with that program, even though they will not be a part of the decision-making process.
 - b. There must be a good working relationship between personnel of the volunteer program and personnel of the referring agencies.
 - c. One individual needs to be designated to coordinate staff, volunteers, office, etc.
 - d. Location of program facility/office should be convenient to those serving and being served.
 - e. Legal papers for a private corporation need to be filed.
 - (1) Articles of incorporation should be filed with the Secretary of State.
 - (2) Application should be made to Internal Revenue Services for a tax-exempt status.
 - f. The corporation must have officers, a board of directors, and may also seat appropriate ex-officio members.
 - (1) Composition of a board of directors may be similar to composition of a steering committee.
 - (2) Thought should be given to including an attorney on the board who would oversee the legal aspects of the organization.

Delegation of Responsibilities:

Delegated responsibilities need to be specified and preferably placed on an organization chart. (See Appendix). A key person is the

"volunteer coordinator" whose responsibilities are as follows:

1. The overall function of the program.
2. Supervision of volunteers.
3. Responsibility for client referral/assignment process.
4. Recruiting, screening, interviewing of volunteers.
5. Training and orientation of volunteer .
6. Matching of client to volunteers.
7. Communicating regularly with volunteer.
8. Responsibility for volunteer evaluations.
9. Dismissal of volunteer .
10. Maintaining records and reports.
11. Responsibility for public relations.
12. Responsibility for budget, funding, etc.

Sources of Funding:

Funding can be a combination of sources:

1. Agency
 - a. Provide office space
 - b. Include volunteer program in agency budget
2. Other Monetary Needs
 - a. Provided by public/private grants, foundation monies
 - b. Financial support by an organization
 - c. Private/public solicitation

Considerations for a Budget:

As with funding, budget needs can be a combination of shared space/services, in-kind donations, direct payments, etc.

Consider the following:

1. Office space
2. Program space
3. Supplies:
 - a. Paper, envelopes, stamps, etc.
 - b. Office machines (typewriter, duplicating, etc.)
4. Specific program equipment, tools, etc.
5. Training materials for volunteers
6. Telephone
7. Staff (A paid Director is ideal; a private corporation should

consider at least a paid part-time Director to start.)

Communication: (See Chapter on Communications)

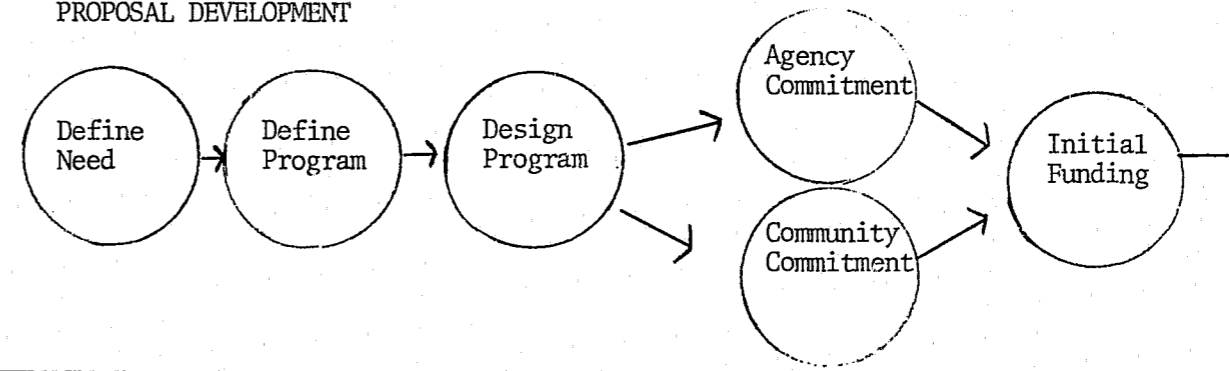
On-going communication with volunteers should be preplanned, so volunteers are aware of commitment prior to entering the program.

1. Monthly volunteer meetings:
 - a. In-service training
 - b. Opportunity to get feedback from the volunteers
2. Monthly newsletter:
 - a. Provides for opportunity to give directives
 - b. Acquaints newcomers, other agencies, organizations, etc., with the program.

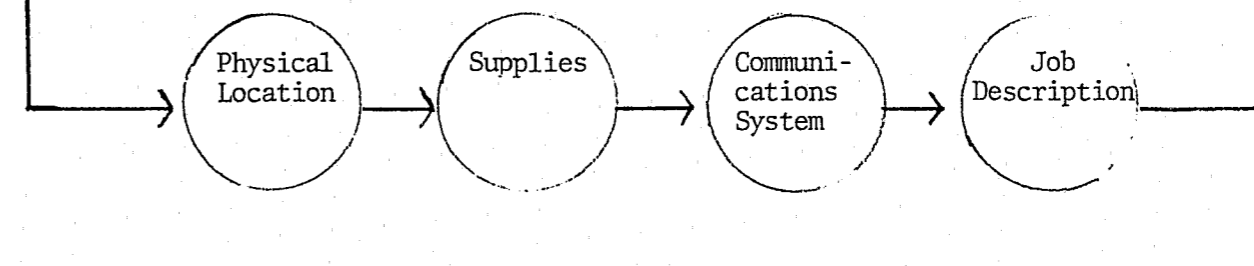
The following chart may be helpful in the planning and development of your volunteer program.

VOLUNTEER PROGRAM DEVELOPMENT

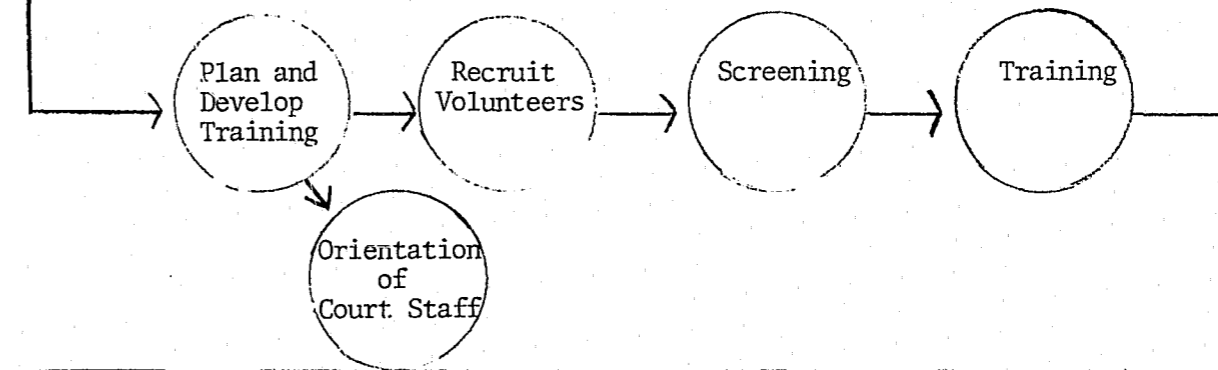
1ST MONTH PROPOSAL DEVELOPMENT



ESTABLISH PROGRAM (3RD THROUGH 7TH MONTH)

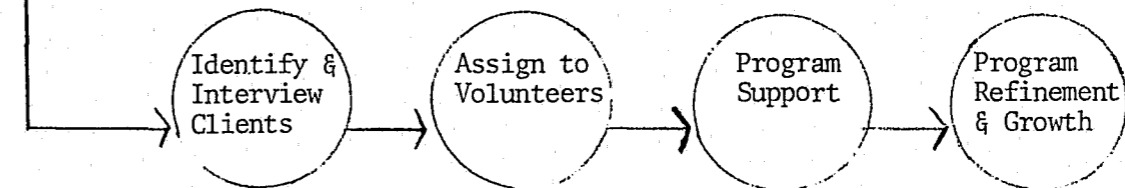


STAFFING



IMPLEMENTATION

ONGOING



ESTABLISHING NEEDS - DEVELOPING FUNDING

Fund development is the method of determining an organization's program needs, developing a plan, approaching potential funding sources and evaluating and updating program data in order to secure resources. Resources range from donations of money, time, equipment, labor, etc. The whole range of resources is vital to a volunteer program. Once resources have been discovered and utilized, consideration should be given to establishing a funding base for the future.

An initial word of advice to a newly developing volunteer program is that you should begin at the local community level. If you cannot sell your own neighborhood on the worth of your program, you are not going to be very successful securing funds from other sources. Community support can make or break the life span of a volunteer program.

What are some of the basics in fund development? Where does it start?

What is the Need?

What does it take to have a program function at a reasonable rate? The best way to determine your need is to compile a budget, which identifies and summarizes the financial needs of your organization. Modifications must be made each year to reflect changes in the program. It is advisable to write an ideal budget which can be used as a basis of generating discussion. After such a discussion a more realistic budget can be drawn up.

The following are items that may be included in a budget:

1. Personnel
 - a. Salaried
 - (1) Director
 - (2) Assistant Director
 - (3) Secretary
 - (4) Trainers
 - (5) Accountant
 - b. Fringe Benefits
 - (1) Social Security
 - (2) Unemployment
 - (3) Workmen's Compensation
 - (4) Retirement

- (5) Health & Life Insurance
- c. Travel
 - (1) Total mileage (miles x per mile rate)
 - (2) Conferences (travel and per diem)
- d. Consultants
 - (1) Training
 - (2) Conferences
 - (3) Accountant Services
2. Equipment
 - a. Purchase or rental of:
 - (1) Desks
 - (2) Chairs
 - (3) File Cabinets
 - (4) Typewriters
 - (5) Mimeograph
 - (6) Copy Machine
 - (7) Lamps
 - (8) Vehicle
 - (9) Group Home Equipment (beds, couches, T.V.'s, etc.)
 - b. Equipment repair or service contracts
3. Supplies and Expenses
 - a. Consumable Supplies
 - (1) Postage, paper clips, staples, pens, ledgers, envelopes, paper supplies, etc.
 - b. Rent and utilities
 - c. Telephone
 - d. Printing costs
 - (1) Brochures, stationery, promotional materials, manuals, annual reports, newsletters
 - e. Insurance
 - f. Special events
 - (1) Volunteer Recognition Program, workshops and seminars
 - g. Membership fees
 - h. Bookkeeping
 - i. Auditing
 - j. Library of resource materials

An internally used budget should be detailed and specific. The budget presented to prospective funding sources does not have to be detailed, unless requested. Remember that factors such as pledged contributions and in-kind contributions need to be included in budgeting.

What are the Potential Funding Sources?

Once you identify your needs and gain the support of your community through good public relations and sound management, you can begin the process of seeking potential donors. You will want to approach the following as potential funding sources:

1. Community
 - a. Business and Industry
 - b. Individual citizens
 - c. Churches
 - d. Social clubs
 - e. Public governmental agencies
 - f. Service organizations
 - g. Fraternal groups
2. State
 - a. Federal
 - b. Revenue sharing
3. National
 - a. Foundations and trusts
 - b. Federal programs

It is important that funding be conducted by persons who have a thorough knowledge of your program and who make a good impression. In some cases the selection of the person to make a contact may be based on his knowledge of the organization to be contacted and his acquaintance with key individuals in that organization.

ELICITING PUBLIC SUPPORT AND MAINTAINING

GOOD PUBLIC RELATIONS

It is important to thoroughly understand and state the goals of any public relations effort and then to specify the steps needed to achieve those goals. In developing a public relations program, the following questions should be considered:

1. What are some of the goals of a public relations program?
2. Who should be contacted?
3. When and how frequently should contacts be made?
4. What should be the content of such contacts?

Goals:

Following are examples of public relations goals you might consider relevant:

1. To elicit and maintain support from appropriate individuals and agencies interested in the needs of youth.
2. To increase interagency cooperation and individual participation with youth.
3. To promote and maintain community understanding and awareness of the needs of youth.
4. To encourage the development of alternative programs and strengthen public support of existing programs.
5. To promote social action and legislation by the public in the areas of juvenile rights and treatment concerns.

In order to develop an effective public relations program, it is important to examine the characteristics of your individual programs and your community. The nature and frequency of public relations efforts will depend on how familiar the community is with the work of your programs and community attitude toward youth and their problems. The less familiar the community is with your programs the more extensive your public relations efforts must be.

WHO ...

1. Are the knowledgeable and influential leaders in your community?
2. Would be interested in the needs and problems of youth?

WHO ...

3. Would be willing to be actively involved in a real, rather than a nominal manner?
4. Are the agencies currently involved in areas of social welfare, mental health or related community concerns?

Suggestions: Chamber of Commerce, Junior Chamber of Commerce, civic and business organizations, ministers, and religious organizations and groups, schools, universities, physicians, mental health centers, local political figures, and other social agencies.

WHEN ...

1. Do the above people meet together in order to discuss community problems and needs?
2. Will you hold the next tour of your facility; the next training session for volunteers; the next Recognition Dinner for volunteer services?
3. Are local clubs and organizations holding banquets where they will need speakers?
4. Does the media offer free public service announcements?
5. Is the next major drive of the local Voluntary Action Center?
6. Is the next School Board meeting?
7. Are the local universities and colleges offering adult continuing education classes or speakers?

HOW ...

1. Colorful and informative brochures describing your programs, including the benefits to the community and client.
2. Effective and entertaining slide or film presentations containing information about your program, and volunteer efforts.
3. Eye-catching posters which invite further investigation.
4. Booths in neighborhood shopping centers with materials and staff available for inquiries and suggestions.

The information presented in any of the above ways should be concise, specific, informative, and well-organized, including such information as the history and goals of your programs, client population, range of current services, present and future needs, ways the community can help, future goals,

and finally, specific information on the volunteer program. Presenters can include administrative officials, volunteer coordinators, staff directly supervising clients, youth served by the programs, or any combination. A team approach comprised of a person from each functional area may be very effective. A key contact person and telephone number should be stated in every media release.

SECTION II

- V. Job Descriptions for Volunteer Workers
- VI. Recruitment of Volunteers
- VII. Selection of Volunteers
- VIII. Orientation & Training of Volunteers
- IX. Volunteer Assignment
- X. Supervision of Volunteers
- XI. Recording Procedures in a Volunteer Program
- XII. Communication
- XIII. Recognition of Volunteers
- XIV. Terminating a Volunteer
- XV. Evaluation of Volunteer Program

JOB DESCRIPTION FOR VOLUNTEER WORKERS

The following job descriptions are not applicable to all programs; however, hopefully will meet the needs of many programs.

Job Title: VOLUNTEER COORDINATOR

- Duties:
1. Develops and implements a quality volunteer program.
 2. Recruits, screens, and matches volunteers with existing needs of staff, clients, as well as volunteers.
 3. The orientation of volunteers to the overall goals and objectives.
 4. Works with staff in the design, documentation, and implementation of a volunteer program including, but not limited to, program description, needs assessment, training, recruitment, orientation, and evaluation components.
 5. Maintains contact with volunteers through phone contacts, and meetings as a method to maintain high interest and motivation.
 6. Organizes volunteer and staff recognition events.
 7. Keeps records of volunteer activities for monthly evaluation process.

Training

Expected: Orientation to Crittenton -- 2 1/2 hours
Workshop on treatment approaches
Informal training with selected staff
Tour of all facilities
Careful reading of manual

Responsible

To: Director, Executive Director

Term of

Job: One year.

TIME

REQUIRED:

Minimum 12 hours per week. Additional time may become necessary for special meetings, staff training seminars. There may be occasions which necessitate working evenings. (This is for part-time coordinator.)

Job Title: SECRETARIAL ASSISTANT

Duties: The Secretarial Assistant may be used as a full or part-time aide.

1. Answers telephone
2. Assembles educational materials and handouts
3. Addresses envelopes
4. Files
5. Operates duplicating machines
6. Schedules appointments
7. Tour guide
8. Disseminates messages
9. Mans reception desk
10. Types

Other duties may be designated by the responsible supervisor.

VOLUNTEERS IN GROUP LIVING FACILITIES

You may have a need for volunteer personnel in residential settings, such as detention, group homes, county institutions and residential treatment facilities.

1. Assistant for planning of leisure time activity.
2. Recreational Specialist
3. Arts and crafts teacher for short-term and long-term projects
4. Child care worker
5. A person to obtain donations for supplies and materials not normally included in the agency budget
6. Transportation personnel
7. Resource persons for off-campus excursions, such as shopping, movies, sports events, camping, canoeing, biking, rappelling, etc.

BIG SISTER/BIG BROTHER CONCEPT

This concept provides an opportunity for men and women to serve as companions to troubled youth. Too often, the youth has had little or no exposure in forming positive or lasting relationships with adults. The adult volunteer may establish a trust relationship with a youth which could have lasting positive results. The volunteer may serve as:

1. Friendly visitor
2. Therapeutic counselor
3. Companion for outings
4. A financial resource
5. A behavior model
6. A parent surrogate
7. Other, as defined by your program

DRIVERS

In many areas there is a need for transporting youth to various resources for professional services. Duties of a volunteer driver may include:

1. Providing transportation
2. Relieving the professional worker should there be conflicts in appointment schedules

The volunteer driver can be an invaluable resource in residential settings as well as provide transportation to parents of youth for group and family sessions.

TUTORS

Tutors working directly with a group or on a one-to-one basis with youth can assist in improving many basic educational skills. Duties will be related to individual needs.

CASEWORK OFFICER

The volunteer caseworker enters into a one-to-one relationship with adjudicated or non-adjudicated youth, performs duties expected of the professional worker, and is committed to continue with the client as long as supervision is required. The volunteer casework officer performs the same duties as the professional staff.

ASSISTANT CASEWORKER

The assistant caseworker may be assigned to supplement the services given by the professional probation officer. In certain instances the youth and his family need support through a close and frequent relationship with a caseworker. The assistant volunteer caseworker communicates his findings to a professional worker who has input in making final recommendations relating to the youth.

GROUP ASSISTANT

The group assistant assists the professional worker in group-counseling with youth and family members. Through group interaction, attitudes and feelings can be tested offering an opportunity for change through self-confrontation and clarification.

RECRUITMENT OF VOLUNTEERS

In developing a volunteer recruitment program, determine how many volunteers will be needed, what type of work they will be assigned, what kind of person can best fill the assignment, who will supervise them, who will recruit and select them, and what sources are available for recruitment.

A good volunteer program depends on good recruitment. You should not hesitate to reject inappropriate applicants. Nothing done at later stages in your program development can repair or offset the damage caused by the failure to recruit skilled and dedicated people.

Orientation begins with the volunteer's awareness of your program. Recruitment publicity, therefore, should include basic background about the agency's programs, its purposes and services, and the various types of volunteer opportunities offered.

Since recruiting appeals give the volunteer a first impression of your program, it is important that the approach and content of the recruitment be planned in relation to the follow up procedures for orientation, training, and assignment. The recruiting program must also be flexible enough to expand as your program develops.

Local recruiting potential should be realistically appraised. Concentrate recruiting efforts on probable pay-off areas rather than spend time on sources unlikely to produce volunteers. No matter how focused the recruiting, often applicants do not qualify for any position in your program. Many volunteer organizations maintain a list of other volunteer openings in the community or keep in close contact with the local Volunteer Bureau in order to refer applicants to other programs.

Specific recruitment techniques include: (1) Word of mouth (2) talks given to local organizations (3) tours of facilities (4) mailing of brochures or special solicitation letters to selected target groups (5) promotional materials distributed in places on a read-and-take-away basis (6) press, radio, and television coverage on a spot or regular basis, on-going classified ads (7) Communication with voluntary action centers and other agencies who place volunteers (8) college and university student groups and organizations (9) setting up information booths in appropriate locations. Recruiting techniques need to be tailored to those resources available in your community.

A Kalamazoo, Michigan Voluntary Action Center provides a model for a recruitment program which conducts a drive in large and small companies and industries with and without unions and in governmental agencies. This effort has produced larger numbers of male volunteers than had previously been available.

RECRUITMENT INTERVIEW

An interview: A process of getting acquainted with a potential Volunteer, a sensitive gentle exploration of motivations, values, attitudes, interests, skills and capabilities. This process can last one hour.

One of the first requirements in any interview is to establish a friendly climate, one that will convey to the applicant that he/she is important and that you care about his/her desire to spend some of his/her time as a Volunteer.

So often a Volunteer is not sure of what he/she has to offer that can meet your need. Often they believe they know what they want to do, but the interview often-times can assist them in clarifying their values and aid them in the discovery of what their real priorities are and how much time they want to spend on each one after first ranking them in order of importance.

As the interview progresses, you will be probing for why he/she wants to Volunteer: In one way, all the time you will be asking yourself this question -- is this person the right person for the job I have? If not, is this person's capabilities worth creating a job for? This will depend on the creative imagination of the interviewer.

Following are the reactions of one Volunteer's interview:

"Thirty years of volunteering had not prepared me for the indepth interview with the Volunteer Director. In fact, I had never before been interviewed for a Volunteer position, it was always thrust on me. I was at the time working as a Personnel Counselor and I felt I was qualified to evaluate this experience and I was looking for Volunteer involvement and I had just moved to the City and had taken a 32 hour Communication, Self-exploration, and Counseling Techniques Training Course designed for Corrections Volunteers. The training goal was to prepare me to work on a one-to-one basis with a client in the Juvenile Justice system.

As the interview progressed, I found myself telling the Volunteer Director my life story, I perceived that the interviewer's mind was working like a computer cataloging my experiences and skills and competencies in the area of Volunteering and giving me feedback.

The Volunteer Director was perceiving that I was really qualified to do more in the area of program administration

and it became clear to me that this was where I would be the most comfortable and effective."

Some questions that will be helpful in your interview are taken from Marlene Wilson's book, The Effective Management of Volunteer Programs. These questions will probably need to be changed or adopted to your own style and the particular interview situation. As Ms. Wilson suggests, they are merely examples of how to phrase questions to assist the applicants in talking about themselves. They are as follows:

1. What have you enjoyed most in previous volunteer assignments?
What have you enjoyed least? (Reflect 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? (Reflect interpersonal relations)
3. What would you consider to be the ideal Volunteer job for you?
Why? (Reflect motivation and values)
4. What things have you done that have given you greatest satisfaction? (Reflect motivation and values)
5. Why are you interested in doing Volunteer work? What are your longrange objectives? (Motivation)
6. What do you like to do in your leisure time? (Reflect values)
7. What is your "energy" or "activity" 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? (Reflect 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 temperaments. What do you like best about yourself? If you could, what would you improve? (Emotional stability)

In any interview situation, active listening is a must; it will also encourage the applicant to talk about himself.

The interviewer will, during the interview, spend time trying to be patient and judgmental.

SELECTION OF VOLUNTEERS

While each program will seek different qualifications in the volunteers selected, in general, persons are sought who have a genuine interest in helping to provide guidance for individuals who find themselves in some type of difficulty .

Screening of volunteers may take several directions: To accept people who offer to serve as volunteers, or to emphasize responsibility to the client and to the program. If providing the best possible services is your basic objective, then it doesn't matter whether the person providing those services is paid or unpaid, part-time or full-time. In all cases, you will want the best people possible for the tasks at hand. Therefore, you should screen volunteers just as carefully as paid staff.

The methods of volunteer selection parallel the methods of paid staff selection, with these three main exceptions:

1. Many prospective volunteers will respond positively to thorough screening. It means to them that this is an important job and that the agency is taking them seriously. A certain type of good prospect tends to be humble, modest, too easily discouraged at first. Be sensitive enough to spot this person and encourage him.
2. Volunteers typically detest paperwork or bureaucracy, even if they accept it in their non-volunteer life, and they may balk at too much bureaucracy in the screening process. Similarly, some will not tolerate much in the way of written aptitude and personality testing.
3. In most paid work, the applicant must fit the job; however, because a lot of money isn't needed to create a new volunteer position, you have an added option here. If the person doesn't fit the job, you can sometimes create a job to fit the person, with the crucial proviso that this new job, too, is responsive to client and agency needs. Job creation calls for extra sensitivity and flexibility on the part of the volunteer screener. You are not just seeing if people can all pass through the same standard door; you may find yourself creating new doors to the shape of good, talented people.

Volunteers who will have direct contact with children should be carefully selected and trained. The selection of assignments for volunteers, if they are to be used in your program, must include identifying those persons who can and cannot constructively work with children. Volunteers who cannot work with children can be used in other areas.

Separating persons who can work with children and those who cannot takes some professional assistance. Consequently, a volunteer psychiatrist, psychologist or social worker might well be available to help make the judgment.

When an individual who is exploring the possibility of becoming a volunteer makes an inquiry, basic information is obtained and any prior arrest records may be checked by consent. Some programs will use persons with a prior record. A personal interview is usually conducted and some form of psychological testing may be required as a screening and matching device.

During the initial interview, the qualities of the applicant may be clearly assessed. Areas to be investigated are the volunteer applicant's motives, ability to relate to people, especially children, and the degree of personal commitment to the program.

Other traits by which to gauge the applicant's ability are (1) common sense; (2) ability to remain objective and unprejudiced in a variety of situations; (3) ability to take directions and to work within the perimeter of these limits; and (4) adequate time available and willingness to devote that time to your program.

Volunteers should not be required to meet any financial criteria to be accepted.

A negative trait in an applicant is an indication of one who seems to have all the answers; who is there solely to provide the child with the benefit of his knowledge and who is either unwilling or unable to become involved with the child to learn about the child's real needs and problems.

"Preaching the gospel" or offering trite cliches do little to help a troubled adolescent in finding realistic solutions to problems within his own world. Persons who tend to handle their relationship with others in an autocratic, authoritarian manner probably will not be successful and should be "counseled out" of the program.

Rigidity in approach to solving situations should also be avoided. Textbook theories frequently do not apply; the volunteer must be able to

recognize an ineffective approach and adopt another.

A prior police record should not automatically disqualify an applicant from becoming a volunteer. Such persons often have the ability to reach children inaccessible to probation officers using professional techniques. The presence of a prior record does, however, raise an attention flag and it does require the person conducting the screening method to explore the areas of motives, commitment, etc., somewhat more fully.

Volunteer selection and screening is a sensitive, time-consuming process. In other words, careful volunteer selection implies turning down some people, including well-meaning people. This is likely to be unpleasant, but necessary, for the welfare of the client and the program.

Focussed recruiting will lessen the number of people you will potentially have to screen out. At any point prior to final acceptance, avoid promising the volunteer's acceptance into your program. Such a promise only sharpens the disappointment of rejection. In other words, give the volunteer applicant the opportunity to screen himself out before you have to do it for him. For example:

After the first recruiting effort, the applicant must take the initiative to come to your office.

After the initial interview, give him the registration form to fill out and let him take the initiative in returning it.

Don't sign him on before the end of the training period. This allows him to find it inconvenient to appear for any or all of the sessions and thus screen himself out.

Confer with the volunteer applicant to arrive at a substantial commitment of his time and involvement.

If you have a diversified program, you may often keep on file a list of other volunteer openings in the community, and in close contact with the local Volunteer Bureau. If the applicant doesn't qualify for any position in your program, you can at least refer him to other positions for which he might qualify.

When all your in-depth defenses have been breached, there will be times when you'll have to honestly say to a person, "Thanks for applying, but we're sorry, we can't use you." It is compassionate to take the time to

explain why if the applicant wants to know. Certainly the rejection should be handled by a very sensitive but firm person, with some counseling skills if possible. Given this, it can actually be a positive insightful experience for the volunteer.

This is never easy, but it may become somewhat easier as your program builds a reputation for insisting on the right person for the right volunteer job, due to the primary responsibility of getting the best possible service for the client.

Just as every person applying for a salaried position cannot expect to be hired, not everyone is suited for the special demands of correctional volunteer.

ORIENTATION & TRAINING

OF VOLUNTEERS

General Considerations:

The overall goal of most volunteer orientation and training programs should be to provide an opportunity for the participants to experience, practice, and refine a variety of skills which are directly related to their expected job function. In addition, the intent of most training efforts should be to effect a change in the behavior of the participants. In order to do this it is vitally important that those responsible for the training be aware of the change required. The trainer should have an intimate knowledge of the role to be fulfilled by the volunteer once the training is completed. He should also have some basic understanding of where the training group is in terms of their individual and combined training, education, and experience at the start of training.

In order to achieve the training goals in the most effective manner possible, you should keep in mind that:

1. The more participants assume responsibility for their own training, the more effective the training process.
2. The more participants can verbalize their own training needs, the more effective the training.
3. The closer the learning situation to the real job situation, the more appropriate the training.
4. The more the content of the training session meets the emotional needs, expectations, and learning styles of participants, the more effective the training.

The most effective trainer will, therefore, establish goals for training and implement a program to accomplish these goals in the most expedient way possible. He will recognize the need for personal involvement and input by the participants and make provision for same.

In addition, the trainer should keep in mind the following considerations:

- (1) Volunteers must want to learn
- (2) Volunteers will learn only what they feel a need to learn
- (3) Volunteers learn by doing

- (4) Volunteer learning centers on problems, and the problem must be realistic.
- (5) Past experience affects the learning of volunteers
- (6) Volunteers learn best in an informal environment
- (7) A variety of methods should be used in teaching volunteers
- (8) Adults want guidance, not grades

In short, volunteers will learn effectively when they have motivation to develop a skill or to acquire knowledge. The desire to learn cannot be forced. Volunteers learn best when they expect to get immediate benefits from the knowledge or skills they may acquire. Volunteer learning must be related to and integrated with their accumulated lifetime or learning experiences. An informal atmosphere with few rules, regulations and restrictions is not conducive to learning for the volunteer. Volunteers generally do not respond well to tests or grades which may serve to evoke their fears of being publically humiliated if they do not do well. In summary, training must be individualized and geared to meet the intellectual and emotional needs of the participants. Standard educational approaches have not proven to be effective in the training of volunteers.

The Training Site and Equipment:

Where the training takes place is sometimes as important a factor in determining the success or failure of a training program as is the trainer or program content.

The room used for training should be at least twice as large as the number of participants would need to be comfortable. If tables are to be used, it should be three times as large. Room temperature should be kept cool without being cold. Heat has a tendency to make participants drowsy. The temperature should be adjusted after all participants are in the room at least one-half hour. Bright lights are better than dim lights. The room should be painted in bright colors. Do not keep a clock in the training room. It can be a big distraction. Furniture should be comfortable, but not so comfortable that it encourages participants to relax to the point that they fall asleep.

The trainer should make a check list of all of his equipment and supply needs. This check list should be reviewed just before the start of each training session. It can be very disheartening to be ready to show

a training film and not be able to locate a "take-up" reel for the projector.

The equipment should be checked to see that it is in good working order. A typical check list is as follows:

- | | |
|---|--|
| <input type="checkbox"/> Announcements | <input type="checkbox"/> Electrical Outlets |
| <input type="checkbox"/> Ashtrays | <input type="checkbox"/> Extension Cords |
| <input type="checkbox"/> Audio-Visual Equipment | <input type="checkbox"/> Guest Speakers |
| <input type="checkbox"/> Tape Recorder | <input type="checkbox"/> Handout Material |
| <input type="checkbox"/> 16 MM Projector | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> 16 MM Take-Up Reel | <input type="checkbox"/> Name Tags |
| <input type="checkbox"/> 8 MM Projector | <input type="checkbox"/> Notepaper, pencils |
| <input type="checkbox"/> 8 MM Take-up Reel | <input type="checkbox"/> Pad, easel, crayon |
| <input type="checkbox"/> Overhead Projector | <input type="checkbox"/> Public Address System |
| <input type="checkbox"/> Movie Screen | <input type="checkbox"/> Podium |
| <input type="checkbox"/> Video Tape Equipment | <input type="checkbox"/> Pre-test |
| <input type="checkbox"/> Record Player | |
| <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Blackboard | |
| <input type="checkbox"/> Chairs | |
| <input type="checkbox"/> Chalk and Eraser | |
| <input type="checkbox"/> Coat Racks | |
| <input type="checkbox"/> Coffee or other Refreshments | |

The trainer should make his own check list. The training site and equipment recommendation outlined above are optional and as such do not exist in all places. Each trainer should strive for the best training situation possible. He should come as close as possible to the optimum situation.

The Trainer:

The relationship between the trainer and the participants is one of the most important factors affecting the success or failure of training. As a general rule, the trainer should be dynamic enough that the participants will relate to him. In this regard he should be able to serve as a provocateur. Participants should want to respond to what he says - either negatively or positively. They should not feel neutral to him for extended periods of time.

your name and tell a little about yourself." Introductions can also be made through the more game-oriented techniques such as having the participants write facts about themselves on paper and sharing these facts with other group members, who then share them with the group. Whatever techniques are used, they should be handled in as relaxed and informal a manner as possible.

Once the introductions are out of the way and the group starts to loosen up emotionally, the trainer should:

1. Use about fifteen additional minutes to personalize and informalize the participants to relax them further.
2. Help the participants express their immediate feelings, seeking to resolve any fears or anxieties that may exist concerning the trainer or the training situation and ask appropriate questions.
3. Explain his role and what the participants can expect from him and any other staff present.
4. Explain any time or attendance requirements that may exist: When will the group meet? What time? How often? Is attendance compulsory?
5. Outline the program for the participants.
6. Explain the goals of the training and the expected pay off.
7. Be empathetic and supportive.

As much time as necessary should be given over to discuss any questions which arise during the structuring process. It is best to have the group discuss these questions, then have the trainer answer them directly. The trainer can venture the answer after the group has attempted to find the answer and failed.

Orientation and Training Program for Volunteers:

When establishing an orientation or training program it is important to remember the following points:

Most training programs out of necessity will be a combination of orientation and training and not just training in the strict sense of the word. The trainer will find that orientation often must occur before training can take place. If it does not, the training falls short of its goals because the participants have no frame of reference to relate the training to. It is, therefore, best to establish a program which is half orientation and half training for no more than (25) twenty-five

The trainer should also be very knowledgeable in the area of training. He should not be defensive or easily challenged. He should carry with him the authority of competence. In general, he should be extremely accepting of all points of view and have the capacity to relate expressed points of view to the content of training. In this regard he should not be condescending or critical of the production of others. He should have the capacity to always leave the participants with a "good or positive" feeling about themselves on both a group and individual basis. He must be able to individualize the participants and be sensitive to both group and individual needs.

Structuring the Training Group:

Structuring is that opening series of techniques utilized by the trainer to help the participants deal with their immediate feelings and at the same time prepare them for future training sessions. While establishing the initial relationship with the training group, it is extremely important that the trainer recognize that the participants will probably be very apprehensive.

The best way to deal with individual and group apprehension is for the trainer to develop an atmosphere which is informal and friendly. The trainer should encourage participation and be very supportive of group and individual production. He must be able to put across the idea that the group can achieve, better yet, that it will achieve and be the best training group ever assembled. The trainer should consciously facilitate, as much as possible, an atmosphere of acceptance, informality, friendliness, support and trust during the structuring process. If the trainer can help the participants alleviate their apprehensions during the initial sessions, he will have gone a long way toward establishing a meaningful, helpful relationship which may pay dividends for the participants in the future.

During the structuring process, the trainer should attempt to discuss as many areas of participant concern about the training situation as possible. His intent is to make the participants comfortable by reducing the participants' fears or doubts concerning the trainer and the training sessions. The first order of business is always individual introductions. This can be accomplished by utilizing a rather simple, "going around" technique. "Let's go around the circle and introduce ourselves. Give

participants.

While it is important that the trainer be a strong dynamic person, it is just as important that he not do all the training himself. Since the program is partly orientation, it is advisable to bring in those individuals who are already doing the job to explain their role and function. This approach not only provides sound information to the participants but also provides them with the opportunity to meet many of the existing staff. Most importantly, participation in the training by existing staff can serve to cut down on resistance to the use of volunteers at the court.

As indicated in an earlier section of this article, the actual training should provide an opportunity for the participants to experience, practice, and refine a variety of skills which are directly related to their job function upon completion of the training. Therefore, the closer the learning situation to the real job situation, the more appropriate the training. Since it is known that adults learn better by active participation, the training program should be a combination of information giving and active involvement in realistically designed role-playing situations.

Since the juvenile justice system is unique, its uniqueness should be emphasized during the orientation and training. The history of the juvenile court should be presented, but not to the point of becoming burdensome. How the court evolved to its present status should also be discussed. Emphasis should be placed on the differences between the adult and juvenile systems. Extended discussion should be carried out on the "why" of these differences.

Evaluation:

A training program should be evaluated at the last session by both the leadership and the participants. The participants should be given the opportunity to express their opinions concerning the training in as open a manner as possible. If a prepared evaluation sheet is used, some of the questions should be open-ended in order to allow for expression of ideas by the participants.

The trainer should remember that the basic purpose of evaluation in training programs is to determine the extent to which learning objectives

have been achieved. Information concerning incidental learning, feelings about the faculty, leadership, method used, staff behavior, group relationships, may also be discussed. The trainer should stand ready to evaluate the participants' evaluations as objectively as possible. If he does so, he will find ways to change the program, perhaps himself, so as to benefit the next training group.

Summary:

Training programs must be relative to the situations in which the training takes place. Different programs will want to handle training in different ways. Programs will also differ in the caliber of personnel available to lead the training.

Due to this relative nature of training, each trainer must assess his own situation to determine both the scope and content of his particular training program. Since many of the points outlined in the preceding paragraphs are applicable to most training programs regardless of their content and scope, it is recommended that you keep these points in mind when designing your training program.

VOLUNTEER ASSIGNMENT

Creating a meaningful, productive relationship for and between the client and the volunteer is the essence of "assignment."

It is essential to bringing about that productive, meaningful relationship that the following occur:

1. The volunteer coordinator be given sufficient background information about the client to enable the coordinator and the worker to select the "right" volunteer.
2. The consent be obtained from both the client and the volunteer to be involved in the relationship prior to the first contact.
3. Both the client and the volunteer be provided with background information about the other, prior to the first contact, to facilitate a favorable climate for the first contact.
4. The volunteer coordinator and/or the client's worker be present when the first contact is made, again to facilitate a favorable climate in what may be a frightening experience for the client and/or the volunteer.
5. A site for the first contact be carefully selected, preferably a place familiar to the client.
6. Once contact is made, the volunteer coordinator or worker should withdraw at the appropriate point but with the understanding that he or she is available at any point during the remainder of that first contact.
7. Following the initial contact a schedule (contract) if possible, or at least a commitment, should be developed by the volunteer coordinator or worker with the client and volunteer to assure a continuity of contacts during the client/volunteer relationship.
8. Review of the assignment be made on a regular basis to help assure that the assignment is a satisfactory one.
9. Both the client and the volunteer be permitted to withdraw

"gracefully" from the assignment when it is mutually agreed the assignment is not working, or when either the client or the volunteer requests to withdraw.

It is essential that the coordinator be well acquainted with all of the volunteers and be familiar with the cases assigned to each. As the supervisor becomes aware of the strengths and weaknesses of each volunteer, the process of assignment becomes easier. The supervisor must be able to determine what kind of "matching" characteristics to look for in pairing up children with workers. Informal individual interviews are the best method of gaining enough information to proceed with assignment.

SUPERVISION OF VOLUNTEERS

Supervision of a volunteer program is a constant challenge. It requires a high degree of coordination with the officials of the court or agency, and clearly understood and mutually agreed upon policies, plus a realization of legal limits which may at times contraindicate volunteer involvement. Neither a laissez-faire attitude nor a rigid, highly structured approach works well with volunteers. The supervisor must always remember that the workers are voluntary, may or may not have any authority depending upon what your program may permit, and receive their reward through satisfaction and status recognition rather than pay. A common-sense program with clearly defined policies, which recognizes the tremendous potential of volunteers as individuals with varying backgrounds, capability and resources will aid immeasurably to the well-being of the volunteers, the children, your program, and the community. Competent supervision is required to make a program function effectively.

Ideally, supervision of volunteers should be handled by a full-time salaried professional who is thoroughly conversant with methods of operation of your program. An experienced volunteer who is willing to work full-time could serve as a volunteer supervisor, particularly in areas where the volunteer force is small, but experience has shown that better services are provided by a paid supervisor. In most situations, volunteers should be assigned to individual caseworkers, who are then responsible for the supervision of those volunteers assisting them with their caseloads.

Relationship of Supervisor and Volunteers:

Supervision actually begins with the first screening interview with a prospective volunteer and extends through all the phases of training, assignment and work. It is in that first interview that the essential rapport between volunteer and supervisor is established. The supervisor then begins to assess the ways in which the volunteer can best perform. Good training, of course, is the next step.

Individual Meetings:

Frequent communication between volunteer and supervisor is necessary on a regular basis. When a volunteer is new, individual meetings should be held on a monthly, bi-weekly or a weekly basis.

As the volunteer's experience and expertise increases, the frequency of these conferences can be adjusted. The supervisor should always be available for crisis intervention and advice. Essentially, whoever is supervising the volunteers is of necessity in a counseling role and may often have to act as a back-up counselor should the client be unable to contact the volunteer.

Group Meetings:

Group meetings of all volunteers with the supervisor once every month or two can serve a number of purposes. They can be used for group discussion with may serve to clarify problems of mutual interest. They can be used for in-service training, by other staff members or outside personnel. Group meetings serve to increase solidarity and heighten group morale.

Continuing Training and Communication:

In-service training is necessary for good supervision. Although monthly or bi-monthly meetings are appropriate for on-going training, a newsletter or bulletin may be used to inform volunteers of procedural changes that might affect their work as volunteers, and of new or newly discovered resources which might be helpful. The supervisor should maintain liaison with schools, colleges and law enforcement agencies which might offer courses of interest to the volunteers, or set up such courses in group or family counseling, for example, for volunteers, under supervision.

Involvement of Staff:

Some staff resent having to spend extra time in educating new volunteers, and a wise supervisor will be well aware of this. Part of the supervisor's responsibility is the education of staff as to the value of volunteers as co-workers and colleagues. To this end, involvement of staff members in all stages of volunteer planning is advised, from the recruitment and training areas on through the actual field work.

Role of the Supervisor:

Proper supervision of volunteers requires more than record-keeping. The sensitivity of the supervisor to the needs of the volunteer as well as those of the client is important. Where conflicts develop, the supervisor must be able to solve them--or, as a last resort, transfer the case to another worker. Should a staff member or his assigned volunteer become unhappy with each other, the supervisor must be able to mediate the difficulty or reassign the volunteer. Tact, empathy and skill in handling people are prime necessities for supervision of volunteers.

One of the least desired responsibilities of the supervisor is the necessity for having to terminate a volunteer. It takes a certain aggressiveness and a great deal of objectivity to "fire" a non-employee.

Expectations should be high for volunteers, and good supervision will ensure that these expectations are fulfilled. A good, experienced volunteer will be able to work with a minimum of supervision, whereas a new one will obviously require more time and attention. But the final responsibility, no matter what the volunteer's degree of expertise may be, always belongs to the supervisor. The quality of the volunteer program itself is dependent to a large degree upon the quality of its supervision.

Reporting, Recording, Reviewing:

Written reports by the volunteers are vital to good supervision. A "log" or summary of contact should be kept by each volunteer, so that the supervisor can tell at a glance how each assignment is being carried out as well as any difficulties or problems the volunteer may be having. Crisis intervention should be reported in some detail.

Review by the supervisor of all written reports in a given file before each meeting with the volunteer is necessary, particularly when the volunteer is first assigned. At that time, most supervisors go over the file carefully with the volunteer, helping to formulate a tentative treatment plan, to be reviewed after the volunteer's pre-forming of opinions and prefer that a review of the file be delayed until after contact with the family is made. Caution is advised in using this approach.

A good supervisor is always supportive and should be able to suggest available alternatives, realistic goals and practical solutions to problems.

Good record-keeping is essential to good supervision, and vital to the evaluation of a program.

RECORDING PROCEDURES IN A VOLUNTEER PROGRAM

The paper work involved with volunteers usually varies from almost nothing (just a list of names) to an extremely involved system. You should scrutinize each recording form and procedure and ask if this information or process is necessary. We tend to acquire too much information.

Try to keep all forms simple, utilizing "fill in" type forms whenever possible. Volunteers are more likely to fill in a form than to write a narrative report, although the latter may be necessary at times; "fill in" forms are easier from which to glean information.

Basically, four types of recording procedures are necessary:

- A. Volunteer/Client or Service Assignments for fast reference and control.
- B. Progress reports on work volunteer is doing with client for client file.
- C. Recording of time a volunteer is giving to your program for statistics.
- D. Personnel files on volunteers for reference purposes.

All of the above information should be maintained in writing and developed into systems easy to follow by others in the absence of the individual responsible for them.

A. VOLUNTEER/CLIENT OR SERVICE ASSIGNMENTS

1. Volunteers Assigned to Individuals

Knowing which volunteer is assigned to which client and visa versa serves as a control for number of clients assigned to a volunteer and a ready reference for incoming telephone calls.

- a. A cross-index file is a simple method for this control.

(1) Client's card would show necessary statistics

Client's
Name

Doe, Richard "Ricky"	DOB: 6-11-63	Rowe
200 S. Poe 63092	555-1234	
Father: Richard S. Doe Same		
Mother: Mary Q. Doe Same		
Assigned: April 20		

Volunteer
Name

- (2) Volunteer's Card would show respective statistics:

Rowe, Jim	555-5678
501 S. Brentwood 63105	
Assigned: Robert S. Martin, January 10	Closed: April 5
Albertine Finney	January 11
Ernest Heming	January 12
Richard Doe	

b. Index cards provide for other optional information, i.e., dates of service.

c. The mobility of index cards is important for keeping files current on a daily basis.

2. Volunteers Assigned to Groups

a. A card for each volunteer would still be necessary such as above, except showing service area.

b. If a volunteer is assigned to the same client(s) within a group, individual client cards may be needed.

3. Volunteers in Service Areas

a. Individual volunteer cards same as above.

b. Knowing which volunteer is serving in an area on a specific day, time, calls for a master chart for that service:

Service Area: Group Home Activities		Chr. Judy West	
Morning		Staff: Carol Lee	
Afternoon		Evening	
Sun.	Higher University Students Field Trip- Arch. 2:00 p.m.		
Mon.	Jr. League Horseback Riding 10:00 a.m.		
Tues.	Abigail Jones Mary Green Cooking, 9:30 a.m.	Fay Brown Cosmetology 3:00 p.m.	Dee /Edward Best Table Games 7:00 p.m.

Another example of Service Area Card:

Service Area: Clerical		Chr. Margaret May	
Morning		Staff: Wanda Son	
Mon.	Anna Adams 9:00-11:00	Barb Bent	2:00-4:00
Tues.	Cora Cob 10:00-11:30	Donna Door	1:30-3:30

Note: (Pencil in names -- provides for easy updating.)

B. Progress Reporting on Clients

Type and detail of reporting might be pre-determined by your program.

1. One-to-One
 - a. Face sheets, showing personal, school and family statistics.
 - b. Narrative form summarizing progress during a specified period of time; stipulate when due (weekly/monthly).
 - c. Chronological log of all contacts, listing of all phone calls, visits, etc.

Note: Some programs may require a summary of every contact, thus combining b and c.

2. Group Assignments

- a. Mass attendance sheet for clients may suffice.
- b. If individual performance per session is needed, then a form providing for brief remarks:

Client's Name: Ricky Doe	Phone # 555-1234	
Address: 200 S. Poe	DOB 6-11-63	
Referred by: J. Rowe, Supervision Unit	Date: June 11	
Date	Comments	By
5-10	More shy than usual for first visit	Sue Port
5-17	Responds to direct questions	Sue Port

C. RECORDING VOLUNTEER TIME

Keep in mind that one purpose in maintaining hours of service is to evaluate a program. In some areas of service, hours can be used for recognition.

1. Determine if total hours should be broken down into categories, i.e., hours spent with client, contacts with others, special service, travel time, time spent recording, training sessions, etc.
2. Specify when reports are due: Monthly, weekly
3. Are reports recorded in-house or mailed:
 - a. For off-premise service; a mailed report suffices, but will need phone follow up.
 - b. For on-premise service, simple sign-in sheets should suffice.
4. A designated individual will need to culminate these hours into a master file.

D. PERSONNEL RECORDS ON VOLUNTEERS

1. Keeping a file on each volunteer serves many purposes and is a good business practice. Files would include:
 - a. Applications, screening test results, letters of reference, any initial material an agency requires of a volunteer.
 - b. Brief comments on quality of volunteer work made periodically.

cally. (Every six months or a year), awards given, reason reason a volunteer left service, newspaper clippings, practicum reports on students, reasons for dismissal, etc.

- c. Files serve to facilitate letters of recommendation requested for work, school, community awards, etc.
 - d. Personnel file showing service given to an agency verifies volunteer's IRS Return, should the need arise.
2. Maintaining a simple card file on everyone who inquires about volunteering, especially on those individuals who from the initial interview are unacceptable to the program can be invaluable. These names have a way of re-occurring one and two years later. These cards are also a way of noting an individual's specific interest that is not needed at present, but may be of future value.

COMMUNICATION

The success of any volunteer program lies with the quality of communication. Communication is the facilitator which keeps things running coordinatedly and smoothly. The volunteer always needs that "lifeline" which supports him in doing his job. There is little gratification in a job poorly done. To be closely in touch with those working to help a child is a two-way street -- the volunteer needs the refueling and the agency staff need to know what is going on with the youngsters in the program who are staff responsibility.

The volunteer in the court is a friend and companion of the probationer. He can speak informally and with compassion, a role not usually fulfilled by the court. He is not concerned with being authoritative or with determining punishment. So, if he is to be a friend, he must feel friendly and good about what he is doing. The key to feeling comfortable and happy in his volunteer role is communication; to always know what is expected of him, whether he is performing well, and to be apprised of mistakes as well as successes.

Industrious cultivation of a receptive atmosphere is the most important quality of a volunteer program. To work in isolation is a formidable thing, even to the point of destruction. Isolation is sometimes a subjective, personal thing. While one volunteer may feel he is receiving all the communication he needs to do a good job, another individual may feel lost, alone and isolated. Communication has overall guidelines but the persons in charge of a volunteer program must be aware of the differences in volunteers as people with a variety of needs. Isolation may be overt or covert. Be certain that communication exists between coordinator and volunteer and between volunteer and volunteer.

Confidence is probably one of the most important attributes a volunteer can have. Different volunteers require differing amounts of "stroking" and different communication techniques. Few have built-in radar which automatically tells them what to do. Few are programmed to know what is expected of them, what they should be doing, and how well they are doing it, if they know. The results of isolation are non-functioning, frustrated and unhappy volunteers.

Remember that the only pay a volunteer receives is self-gratification that he is providing a needed service, that he is doing it to the best of his ability, and that he is appreciated.

Volunteerism must be a worthy occupation. There must be an ingredient of prestige -- the "in" thing to do. The need is always great, but we must drop the "sinking ship" mentality. Ideology should be that service is great; self-indulgence is not acceptable.

Although anyone can perform as a volunteer, quality is needed, and quality alone serves. Never make the volunteer position sound like a too easy job with nothing to do -- then who needs it?

Volunteer potential can only be realized when communication is at its best and greatest. There must be constant enthusiasm -- the volunteer leader must be constantly fed encouragement to nourish workers. The leader must be the "coach," forever ready with the pep talks.

Communication needs to be with staff and with other volunteer programs. The case for communicating being worth special staff effort is a strong one. Without it, volunteer program effectiveness will be low, waste motion rife, and morale poor. It is demoralizing for a volunteer to feel he is being left out, to arrive for a meeting which has been cancelled, or never even heard of it in the first place. In large agencies, the volunteer staff may be sizeable, and in an organization previously not set up for such size puts communication on its mettle.

The nature of volunteer employment is a test of communication. Volunteers are part-time people, and as such are especially hard to keep track of and contact. The volunteer is often indifferent to bureaucratic systems of administration and reporting, so that it is not possible to set up a neatly logical, formal communication system, leave it, and assume the volunteer will use it.

Confidence is probably one of the most important qualities a volunteer can have. He often needs to have his confidence built up before he will really tell you his troubles, complaints, suggestions. Staff are sometimes unwilling to speak their full minds about volunteers, or to them. This means the communication process does not end with the transmission of the obvious, but it must also solicit the covert.

The problem of confidentiality has been a consistent source of communication blockage and hard feelings between regular staff and volunteers.

So, while emphasizing communication, we should never forget the problem of protected, confidential material, as much care must be taken not to communicate some things as to communicate others. Most courts consider their volunteers within the boundary of release of confidential material on the volunteer's own assigned individual case. It is inconsistent to entrust a volunteer with the welfare of a child while withholding from him the information he needs to carry out his responsibility. If you do not respect a volunteer enough to give him the necessary information, he should not be trusted with the child.

Media of Communication:

Written material plays an important role and should be preserved and referred to as needed.

1. Agency newsletter distributed monthly to volunteers and staff. Includes news and notes on program developments, human interest stories, etc. May also be distributed outside the agency to related agencies and the press for purposes of public relations. It must be remembered, content best for internal distribution is not always as appropriate for external information sources.
2. Monthly summaries, logs, status reports, and agency calendars cover same kinds of items.
3. Special postcard reminders are good for meetings and important events. Meetings should be held on time -- state time beginning and ending in notice and stick to it.
4. Form-letter type for longer communications of a routine nature.
5. Distribution:
 - a. Up-to-date mailing lists: Turnover is steady and change of address frequent.
 - b. Letter boxes for volunteers who come in frequently.
 - c. Bulletin board -- well kept, prominently placed.
 - d. Telephoning -- more flexible instrument for informal contact. Especially effective when return message from the volunteer or some reaction or information from him is desired.
6. Face-to-face contact: Gives chance for exchange of ideas and discussion.
7. Meetings: An essential ingredient of volunteer program communication.

- a. Large courts: Inter-program communication at top levels.
 - 1) Council of leading volunteers and/or administrators from various programs. Meets periodically with regular staff. Each volunteer chairman summarizes recent activities and problems in his program, needs for coordination with other programs, budget, etc., then referred to regular staff or volunteer leadership for recording, decision, and action.
 - 2) Volunteer program leaders take news back to own program meetings. Volunteers feel need for more opportunity to meet in small groups to discuss common problems.
- b. Informal staff-volunteer coffee hours every month or two. Advantage in smallness (5-15 in size). Can include speaker or film of general interest.
- c. Yearly volunteer party for morale and recognition, fund-raising, or just a good time together. There is communication in this too.
- d. Individual contact -- meetings of the one-to-one variety. Volunteer coordinators stress individual contacts between supervisory staff and volunteers is fundamental to good communication and success of a program. No formula for frequency. All volunteers need staff contact, if only to be assured of court interest in their work.
- e. Volunteers will make contact with staff on own initiative, so staff must be reasonably accessible to them. Volunteers may not be able to make contact during 9:00 to 5:00 business hours due to their own hours. They need to know how to contact staff at other times too. Remember, volunteers do not always drop in strictly on business -- they remain your volunteers largely because you have gained their trust and respect.
- f. There is a need for volunteers to open up. The volunteer needs to share work experiences the same as a paid staff member.

Principles and Methods of Communication:

- 1. Centralization of communication responsibility -- most volunteer programs evolve toward this as they grow. Key person -- volunteer

- program administrator or someone near top who can see the whole picture and speak with authority.
- 2. Good personnel methods -- people who use them must have the necessary ability, temperament, and experience.
- 3. Bureaucracy is anathema to a volunteer. A special pitfall of volunteerism is that there cannot be too much organization for fear of killing the spontaneity and informal warmth which are the special contribution of volunteers.
- 4. The communication system must respect and give priority to personal and informal ways of getting things done wherever possible.
- 5. Follow-through on details by staff is crucial. Mechanics and detail are the core of communication.
- 6. Communication is as much a matter of attitude as technique. The volunteer should be made aware that his ideas and information are not just acceptable, but they are necessary and are part of his personal obligation to the program system.
- 7. Establish from the beginning a two-way street system of communication -- staff also needs to let volunteer know if he is not satisfied with procedure or conduct.
- 8. Fun times and appreciation times are very important. A volunteer must understand that his communication with the staff person to whom he is responsible is imperative to the success of his work. It takes just as much out of a staff member to be in the dark about what a volunteer is doing with a juvenile for whom he is ultimately responsible.
- 9. Even were it not necessary on sheer efficiency, grounds communication would be vital for volunteer and staff morale.

RECOGNITION OF VOLUNTEERS

Making sure that appropriate recognition is given to volunteers is a particularly delicate matter. Because of the confidential nature of the child's relationship to the agency and its workers, both paid and unpaid, recognition must be carefully planned and given.

Some volunteers do not wish to have attention called to their voluntary service because it differentiates a status between them and salaried staff, or the publicity may become an undesirable labeling of clients when volunteer and client are seen together. Other volunteers receive gratification for service through being publicly recognized.

There are ways of providing appropriate recognition. Awards, plaques, certificates, pins may be given. You may choose to highlight individual volunteers in your program newsletter; you may also wish to request recognition in other organizational newsletters. Often media are willing to spotlight volunteers and their services. Banquets may be held to honor volunteers. Your program and the staff can make a point of saying "thank you" to its volunteers both informally and personally on a day-to-day basis so that they know their efforts are appreciated. Since recognition is the only tangible benefit the volunteer receives, it is important that you be aware of the feelings of the volunteers serving your program and provide appropriate "strokes." Increasing responsibility, inclusion in decision-making, appropriate and regular training, and treating volunteers with as much courtesy and care as paid employees, are all ways of regularly providing recognition. If you treat volunteers as you would like to be treated in similar circumstances, their needs will be met.

TERMINATING A VOLUNTEER

Even in the best program with the most careful screening, it may become necessary to dismiss a volunteer.

Hopefully, when negative signs begin appearing, the supervisor indicates his awareness of such signs to the volunteer during supervisory conferences, and makes notes of any such conferences. Be honest and direct with the volunteer about performance expectations.

When dismissal seems necessary, re-evaluate the volunteer's performance, attitude, and personality, and review the possibility of transferring the volunteer to another service. Perhaps the program setting is wrong and the volunteer would be better suited in another setting. However, not all volunteers will take kindly to such a suggestion.

Encouragement and support or transfer of the volunteer to another service may not solve all problems. In that case, the services of the volunteer may have to be terminated. The direct method of termination is best, though it may be painful. It is best to explain the program goals and the problems revolving around the adjustment or assignment of the volunteer. Usually the matter can be closed without hard feelings by handling it as if it were an ordinary personnel problem. Every applicant for a paid position is not employed or retained - so too with the volunteer. If handled in a careful and dispassionate manner, the termination can ordinarily be done without hard feelings and in a businesslike way. At this point, put into writing the specific reasons a volunteer is to be dismissed, noting the dates and content of pertinent conferences with the volunteer.

"Just causes" for dismissal will vary from program to program, but must be based on the criteria established for the volunteer service. When working with you, a volunteer who receives a criminal/morals charge or conviction may be a candidate for dismissal. A likely candidate for dismissal is the individual who misses opportunities, does not return telephone calls, nor accepts or follows the program's established guidelines.

Telling the volunteer in person is the kind thing to do; a phone call is second best. For your protection and in fairness to the volunteer, put reasons for dismissal in writing, placing a copy in the volunteer's personnel file.

Retaining inept volunteers out of kindness does not enhance a volunteer service to a client, nor improve the image of the agency. The process of terminating volunteers is as vital to a good program as greeting a new volunteer with warmth and a smile.

EVALUATION OF VOLUNTEER PROGRAM

Three types of evaluation design are customarily used:

1. General Program Evaluation consists of judging a program based upon its results. It is the minimal type of evaluation in that it presents results in the absence of comparison data. Thus, judgments about a program's benefit or effectiveness are subjective.
2. Comparison Program Evaluation goes a step further in the process by providing results which can be compared to the results of similar programs where volunteer services are not offered. Thus, the relative benefit, or the extent to which volunteers add to or subtract from, the program without volunteers can be assessed.
3. Program Component Evaluation is the most refined type of evaluation and provides information on the relative benefits or liabilities of the program components studied.

1. General Program Evaluation:

In order to accomplish this type of evaluation, a statement of objectives needs to be made. The statement must be an operational or measurable statement of program goals. Depending upon the particular program, such statements may be:

- a. To reduce the frequency and severity of juvenile referrals while on supervision to an average of one offense per adolescent with an average severity index of 20.
- b. To place 80% of the juveniles in need of foster home care in approved foster homes.

Once the goal(s) are determined, your program is ready to begin collecting information which will tell you the extent to which the goals are being met. Generally, these goals not only include outcome information, but also information on services received and numbers both providing and receiving the service. For example, a volunteer program working with juvenile court referrals may have as a series of goals:

- a. To recruit 60 volunteers yearly.
- b. To train 40 volunteers yearly.
- c. To provide volunteer service to 100 adolescents yearly on a weekly one-to-one basis.
- d. To provide volunteer service to 40 adolescents yearly by maintaining two weekly groups of 10 adolescents per group.
- e. To provide volunteer service to 10 sets of parents of juvenile court referrals by maintaining one weekly parent group of 5 sets of parents per group.
- f. To maintain the frequency of referrals to an average of 0.5 referrals per adolescent while on supervision.
- g. To maintain the average severity of referral to 20 as rated by the Criminal Index Codes.

Thus, the first task which must be accomplished in order to judge or evaluate a program is to set a series of measurable objectives. Once these are determined, the method of collecting the needed information must be developed. Some objectives may require data collection during the program (daily, weekly, monthly, quarterly) and some may require data collection only when the event occurs (recruit and train "X" number of volunteers) or at the completion of volunteer service (tabulate frequency and severity of referrals on supervision.)

In order to conduct a General Program Evaluation, the following minimum data must be collected:

- a. Number recruited and trained.
- b. Number of the target population served.
- c. Program components listed as program goals. Depending upon the goals set, this category might measure:
 - 1) Average frequency of contact between volunteer and target group.
 - 2) Number and types of services utilized by the target group through the volunteer's assistance.
 - 3) Average duration of volunteer service.
- d. Program outcome goals such as:
 - 1) Frequency of referral during a pre-determined time-frame. Recommended, but not required, data to be collected for a General Program Evaluation are:

- a. Long-term program benefits. This refers to follow up information and can include both services utilized and outcome goals. It is accomplished by determining which services and outcomes are important and collecting the needed information for a pre-determined time-frame after service completion.
- b. Consumer impression of the program. Consumer impression can be measured by attitude tests or questionnaires. Consumers may be either:
 - 1) Target population
 - 2) Agency sponsoring the program
 - 3) Agencies which sponsor services utilized by the program.
 - 4) Volunteers in the program.

A General Program Evaluation determines the extent to which the program has reached its goals. It does not provide information on the relative benefits of the program. That is, the value of the program can only be judged intuitively and depends upon the goals set. In order to determine the program's value or worth in comparison to another program or the same program without volunteer assistance, a Comparison Program Evaluation needs to be conducted.

2. Comparison Program Evaluation:

In conducting a comparison Program Evaluation, the requirement of setting objective goal(s) and developing a data collection system needs to be accomplished. Data needs to be collected not only on the volunteer program but also on a matched group. Selecting the matched group can be done in two ways:

- a. Random assignment. In this procedure, the individuals of the target population are either assigned a volunteer or receive the usual program without a volunteer on the basis of pure random assignment. For a juvenile court volunteer program, all potentially eligible juveniles would be assigned a number. A table of random numbers would then be used to determine which adolescents were assigned a volunteer and which received supervision without a volunteer.

b. Comparison Group Design. In this procedure, individuals who have been in the program without a volunteer are compared to those in the program with a volunteer. The problem for this design is to assure that no selection bias has taken place. That is, this procedure must take steps to assure that neither the volunteer or the non-volunteer group have received better clients than the other group. Assuring the equality of groups on those variables which have a demonstrated impact on program goal achievement. In the field of juvenile justice, the age of first arrest and referral, the sex of the adolescent, the academic achievements are three variables which must be equivalent (matched) in both groups. Determining which variables must be matched in order to assure equivalent groups and meaningful results can be accomplished in three ways:

1. By reviewing the literature on the target population to determine which characteristics are associated with program goal attainment.
2. By collecting information on all possibly relevant demographic characteristics in your own target group and statistically determining which characteristics are associated with program goal attainment.
3. By allowing differences to exist between groups on known important characteristics and then statistically equating the groups on these variables.

In general, the random group design is the most sound and acceptable approach. However, it is nearly always impossible to implement in a service agency. Additionally, some ethical questions around denial of service for evaluation purposes have been raised. Thus, the comparison group design where groups are equated on characteristics or variables which experience and literature have shown to be relevant is customarily used. Comparison group evaluations should be conducted as soon as possible after program implementation and whenever major changes occur in program operation. Comparison group evaluations allow the relative worth of the program to be judged. The evaluation tells the benefits of one program relative to another, similar program or the same program where volunteer services were not available.

Once the results of the evaluation are determined, judging the program's actual value is a tricky process. Not all programs need to be better than the service or program where no volunteer worked with the target group. The monetary cost of the program, as well as the actual results must be taken into account. An inexpensive Juvenile or Adult Court Volunteer Program which services the caseload of two or three paid staff may show equivalent results. That is, there may be no difference between the volunteer group and the non-volunteer group on services utilized or outcome measures. The program is still of value as long as the service is provided with less expense and it educates the general public.

Program Component Evaluation:

Once the program is determined to be of value, the task of Program Component Evaluation is to determine which element(s) of the program account for the demonstrated value. The Program Component Evaluation is conducted in a manner similar to the Comparison Program Evaluation. In both types of evaluation, more than one group needs to be evaluated. The Program Component Evaluation differs in that the groups are actually matched subgroups within the program, rather than a comparison group where volunteer services were not available.

In conducting a Program Component Evaluation, hypothesis about what makes the program work must first be generated. Then, the assignment of volunteers to the target population is carried out in such a fashion that part of the total group receives the standard or customary program, minus a program element that is hypothesized to have a beneficial effect. Or, as in the Comparison Program Evaluation, subgroups can be matched so that the group which does not receive the program element can be compared to the group that does receive the supposed beneficial program element. If the group that received identical services or assignment minus one program element did not do as well as the group which received the entire program, the program element excluded is judged to be a contributing element to the overall beneficial program effect. If both groups did equally well, the program element excluded is judged as not contributing to the overall beneficial program effect and can be excluded from future program operation unless the program element has value in some other respect.

As seen in the description of the Program Component Evaluation, objective goal(s) and a method of data collection must exist prior to the evaluation. Second, the subgroups must be statistically verified to make outcome differences meaningful. This means assignment to the respective subgroups must be done in a manner identical to assignment for the Comparison Group Evaluation.

For example, a volunteer program working with juvenile court referrals proves to be beneficial by a Comparison Group Evaluation. During this evaluation it was hypothesized that volunteers were more effective in reducing court referrals while on supervision when the adolescent was a first offender whose court petition listed only one offense than when the adolescent was a first offender whose court petition listed more than one offense. To test this assignment program element, the Program Component Evaluation would utilize standard program objectives and a standard data collection system. Then, some of the volunteers would be randomly assigned to first offenders whose petition listed one offense and some of the volunteers would be randomly assigned to first offenders whose petition listed more than one offense. The equivalency of both groups on significant variables (age and sex of the adolescent, frequency and duration of volunteer-adolescent contact, etc.) would then be statistically verified. If the groups are comparable on the variables, differences in outcome (average number of court referrals while on supervision) can be attributed to differential assignment.

The same type of Program Component Evaluation can be conducted without random assignment to subgroups. If data already exists, the evaluation can be run on volunteer adolescent assignments that have already been concluded. Furthermore, Program Component Evaluations can assess more than one program element at a time and can be conducted along with a Comparison Group Evaluation. The difficulty in assessing more than one program element at a time or combining types of evaluation is that the more complex the evaluation, the more sophisticated the statistical procedures need to be to control for various differences between groups.

SECTION III

- XVI. Approaches and Future Trends
- XVII. Tax Exemption for Volunteers

APPROACHES & FUTURE TRENDS

Several changes in the traditional roles of volunteers are being considered which will affect public attitudes. Volunteerism should be citizen participation in a decision-making function, and not simply the concept of a volunteer providing free help. More people are seeking meaningful involvement in great social issues. They realize that change seldom comes from within the system and therefore outside citizen participation is essential. Another change is an ever-increasing demand for professionalism and career orientation in the training and supervision of volunteers. These new changes demand new approaches, including greater support from higher administrators, a more open policy to the community, professional training, higher quality supervision, and advanced and relevant job descriptions.

TAX EXEMPTION FOR VOLUNTEERS

If your program has tax-exempt status, then you have a commitment to your volunteers to inform them and, at appropriate times, remind them of tax deductible benefits in the role of volunteering.

Internal Revenue Service tax benefits are subject to change from year to year. Each January, review that portion of the IRS Manual which is pertinent, and brief your volunteers.

In the past, these items have been tax-deductible and will give you some idea of the type of benefits which may be allowed:

1. Mileage involved in the execution of service, i.e., to/from agency; client home visits; conferences, meetings, etc. At this writing mileage is deductible at 7¢ per mile (if using personal car and there is no reimbursement).
2. Fees incurred for related conferences, meetings, and expenses for meals and lodging.
3. Baby sitting costs incurred while volunteering.
4. Cost of a required uniform paid for by the volunteer.
5. Expenses paid for a client by the volunteer, but not the volunteer's costs, i.e., refreshments purchased when counseling a client; a client's admission to a theater, etc.
6. Contributions in-kind, such as clothing, furniture, etc.

Volunteers should be apprised of the following tax deductible opportunities and the need for keeping record of expenses: Refreshments for group sessions, supplies purchased for agency use, attendance at workshops or training sessions. There may be other instances. Some may be fully aware of the possible deductions and others may choose not to take advantage of these deductions.

The Missouri Attorney General's Opinion Number 96, dated August 17, 1977, states: "It is the opinion of this office that volunteers working with an agency of the State of Missouri and in a class of employees of that agency, both of which were under the provisions of Chapter 287, RSMo, prior to October 13, 1969, on specific assignments, under full-time supervision of regular employees of that agency, are included for coverage under the Workmen's Compensation Law; and that volunteers working with

any state agency whose employees are covered under the Missouri Tort Defense Fund, on specific assignments, under full-time supervision of regular employees of that agency, are included for coverage under the Missouri Tort Defense Fund."

SECTION IV

XVIII. Appendix

APPENDIX

1. Orientation of Volunteers

There are at least two approaches which can be utilized in the orientation of potential juvenile justice volunteers. The first approach involves the establishment of an orientation program which is distinctly separate from training. The second approach involves the development of a program which incorporates both orientation and training. An example of this type of program is outlined at the end of this section. The following is an example of an orientation program which is separate from training.

I. Description of the problem:

A. History of Juvenile Court in the United States

- (1) Beginning
- (2) Unique to America
- (3) Evaluation of Present Juvenile Justice System

B. The Juvenile Justice System (Court) in Missouri

- (1) Purpose and Philosophy
- (2) Jurisdiction
- (3) Kinds of Cases
 - a) Delinquent children
 - b) Neglected children
 - c) Dependent children
 - d) Adoption cases

II. What Cases are Brought to Court?

- (1) Social Study
- (2) School Referral
- (3) Juvenile Officer Report, Etc.

III. Disposition of Cases:

- (1) Counseling
- (2) Probation
- (3) Removal of Custody
- (4) Transfer of Custody
- (5) Particular Conditions - Special treatment such as medical and psychological
- (6) Commitments to Division of Youth Services

IV. Juvenile Court in contract to other courts

V. Introduction of Juvenile Officer for the circuit. The Juvenile Officer should cover the following:

- (1) Introduce members of his staff and functions of each.
- (2) Explain and pass out samples of form covering Rules of Supervision and/or Probation.
- (3) Advise regarding need for confidentiality in reference to particular client assigned to volunteer.
- (4) Basis of one-to-one work of volunteers
 - a) Cover what to do.
 - b) Cover what not to do.

VI. Initial contact procedure; where, when, how. This again, will vary widely with individual circuits, type of volunteers, type of child, etc.

VII. Reports needed from the volunteer

VIII. Allow ample time (30 to 45 minutes) for questions.

2. Minimum Training for Volunteers

The minimum number of training hours required to prepare a volunteer to work in the juvenile justice system is 9-15. These hours should be spread over the following topic areas:

History of the Juvenile Court	1 or 1
Philosophy and Theory of Court	1 or 2
Missouri Juvenile Code	1 or 2
Court Procedures	2 or 3
Working with the Adolescent	2 or 2
Utilizing Community Resources	1 or 2
Techniques of Relating	<u>1 or 3</u>
	9 15

Smaller courts with the limited budgets and personnel will need to limit their training programs to the resources available. It is not advisable, however, to fall below the minimum number of training hours outlined above. The first four topic areas are felt to be vital to the training of the volunteers. The last three are optional. These optional topics could be replaced with other topics felt to be more important to a particular system. Whatever the areas are, they should deal with the understanding or the treatment of the child.

3. Maximum Training For Volunteers

The following training schedule is an example of how a training and orientation program can be integrated for maximum results.

It incorporates many of the points outlined above. It should be understood that the program as outlined below is a rather lengthy one, and could be modified to fit the needs of a particular court.

CITIZEN DEPUTY JUVENILE OFFICER

Training Session #8

1. Sessions are from 9:00 a.m., to 12 noon at the Juvenile Court Building.
2. One-half of each session will be spent meeting with court staff and learning court procedures. The second half of each session will be "learning to work with adolescents;" lecturer will be:
Don Dynamic
Chief Honcho
3. Please be prepared to take notes.
4. A ten minute break will be provided during each session. Coffee will be available at 10¢ per cup.

SCHEDULE

(Schedule of speakers is subject to change)

- | | |
|----------|---|
| Sept. 14 | Don Dynamic
Scope of Delinquency Problem; History/Theory of Juvenile Court; Juvenile Court Transition
(The Honorable Justice Scales will speak to the class as his schedule permits.) |
| Sept. 16 | Equala Justice, Legal Advisor
Impact of U.S. Supreme Court Rulings on Juvenile Court
Don Dynamic
Working with Adolescents - "Adolescence, What is it?" |
| Sept. 21 | Robert H. Boss, Director of Court Services
Coordinating All of the Court Services |
| Sept. 21 | H. Whip, Chief Juvenile Officer
Quality Control at the Juvenile Court |

- | | |
|----------|--|
| Sept. 23 | Don Dynamic
"Adolescents' Reactions -- What can you expect?"
Gay Findfact, Delinquency Intake Supervisor
Duties: Delinquency Intake and Screening
Anna Abusenot, Neglect Intake Supervisor
Duties: Neglect Intake
Don Dynamic
"Depression in Adolescents" |
| Sept. 28 | Otto Outreach, Director of Court Community Services
Purpose: Court Community Services
Don Dynamic
"Drugs and Alcohol Use by Adolescents" |
| Sept. 30 | Larry Locks, Director of Detention
Admission Procedures, Purpose of Detention, Tour
Don Dynamic
"Counseling Techniques - Role Playing" |
| Oct. 5 | Greta Fair, Hearing Officer
Hearing Procedures
Don Dynamic
"Counseling Techniques - Role Playing" |
| Oct. 7 | Charles Chair, Ron Room, Joe Broom, Austin Closet:
Unit Supervisors
Explanation of Delinquency Units
Police Juvenile Officer
Police Role in Relationship to Juvenile Court
Don Dynamic
"Counseling Techniques - Role Playing" |
| Oct. 12 | Dr. Eugene Guesser, Director of Clinical Services
Connie Compact, Director of Intensive Services
Services available, referral method
Panel of working volunteers on "doing the job" |
| Oct. 14 | Mel W.H.O., Director: Y.O.U. Program
Service available referral method |
| Oct. 19 | Gertie Group, Director of Group Homes
Purpose of Group Homes, Referral Method
Fanny Foster, Director of Foster Homes
Purpose of Soter Homes Care, Referral Method |

Carol Paperclip, CDJP Coordinator

"The Paper Work"

Don Dynamic

"Counseling Techniques-Role Playing"

Oct. 21

Wrap-Up with Don Dynamic

Swearing in of CDJO's with the Honorable Justice Scales

PARKING: Parking at the Juvenile Court is available on a first come, first serve basis. You are advised to allocate time accordingly for parking purposes and adhere to parking restrictions at the Juvenile Court, neighboring commercial establishments and private streets. Additional parking is available at 701 S. Brentwood (near the County Health Department).

In the program outlined above, many of the hours spent in learning to deal with the "adolescent" consist of "role-playing" situations. It is extremely important to remember that it is not so much the role-playing exercise that makes for sound learning, but the discussion of the process which immediately follows the exercise. Experiential activities can be very powerful interventions in the learning experience of the participants. It is important, therefore, that ample time be provided for participants to talk through their learning. The training should use "experiential" type learning where appropriate and not so much on a pre-planned basis.

VOLUNTEER APPLICATION

PERSONAL INFORMATION

Complete and return to: Juvenile Officer
Courthouse - Room #1
Poplar Bluff, Missouri 63901

Date _____

FULL NAME _____ Home Address _____
(Last) (First) (Middle)

Place of Birth _____ Date of Birth _____

Age _____ Sex _____ Race _____

Home Phone _____ Business Phone _____ Position _____

Business _____ Address _____

Availability as V.P.O. _____

Highest year school obtained _____ Hobbies & Sports _____

Religious Affiliation _____ Club, Union, Etc.
Affiliations _____

Marital Status: _____ No. of Children _____

Have you ever been arrested? _____ If yes, please give details on back.

Have you ever been treated for any emotional problem? _____

Briefly state why you feel you would qualify as a Volunteer Probation Officer: _____

PERSONAL REFERENCES

(Do not use relatives)

NAME	ADDRESS	PHONE #	YEARS KNOWN
1. _____	_____	_____	_____
2. _____	_____	_____	_____

4. Would you object to an investigation through law enforcement agencies?

DO NOT WRITE IN SPACE BELOW

Interviewed by _____ Date _____

Recommendations _____

Approved by _____ I.D. Card Number _____

Juvenile Court Judge Juvenile Officer

RECORDING FORM

Worker: Jim Rowe

Date Opened: 4/20/76
(When actually received)

I. PERSONAL DATA:

Name: Doe, Richard O. ("Ricky")

Address: 200 S. Poe, Richardville, MO. 63092

Telephone Number: (314) 555-1234

Date of Birth: 6/11/63 Sex: M Race: W

School: Richardville Jr. High Grade: 7

Child Living With: Natural Parents

II. VIOLATION:

Referral #3 - 4/7/76 - Stealing under \$50 (shoplifting)

Referral #2 - 3/3/74 - Runaway (Counseled and closed)

Referral #2 - 3/15/74 - W/o proper care & supervision (Ref. to Div. of F.S.)

III. CHILD'S VERSION OF VIOLATION:

Another boy threatened to beat him up if Ricky wouldn't participate.

Ricky refuses to discuss incident further.

IV. CONTACTS WITH OTHER AGENCIES:

A. Family:	Name of Agency	Address	Date	Person Contacted	Phone
------------	----------------	---------	------	------------------	-------

	Division of Family Services		1974		
--	-----------------------------	--	------	--	--

	State Dept. of Probation & Parole		1974-75		
--	-----------------------------------	--	---------	--	--

B. Court:					
	Neglect Unit		1974	Maud Stow	

V. PARENTS OR GUARDIAN:

Name	Address	Telephone #
------	---------	-------------

A. Father - Richard S. Doe	Same	Same
----------------------------	------	------

B. Mother - Mary G. Doe	Same	Same
-------------------------	------	------

C.		
----	--	--

VI. EMPLOYMENT:	Occupation	Employer's Name	Business Phone
Father	Warehouse Mgr.	Robert's Mfg. Co.	555-6758
Mother	Bookkeeper	Poe Dist. Co.	555-1122

VII. CHILDREN:	Name	Address	Child	Sex	DOB	School/ Occupation
	Terry	Same	Natural parents	Fe	5/4/60	Richardville H.S.
RICHARD						
	Michael	"	"	M	11/17/64	Richardville Elem.
	Scott	"	"	M	5/6/71	None

VIII. MARRIAGE:	Date	Separation or Divorce	Date
Richard S. & Mary	11/1/58	None	

IX. BEHAVIORAL FUNCTIONING:

A. Family -- The Doe family seems now to be a stable, cohesive group with positive relationships, except for Ricky's feelings about his father. Since Mrs. Doe was released from prison in June of 1974, where she served 18 months of a sentence for armed robbery, both she and her husband have worked hard to make their home a good one for children to grow in. During his wife's absence, Mr. Doe drank heavily and entertained paramours at home; but this behavior has now ceased; he is now working steadily and showing much interest in family activities. The two younger boys were "mothered" by their sister Terry during the mother's absence & so seem to have escaped the traumatic effect that Ricky is still evidencing. The children express love for their mother, which is freely returned, and are coming more accepting of their father as he earns their respect.

B. School -- Ricky has had many favorable reports from school, although this is

due more to his liking for one specific teacher than to a general liking of school. He spent a year in Grammar School last year, following two years of behavior problems and poor grades. Currently, both behavior and grades show marked improvement.

C. Peer Activities -- Likes bicycling, mechanics and movies. Has few friends his own age. Seems easily intimidated by larger boys. Shows no interest in girls as yet.

X. ASSESSMENT

Ricky's most apparent need is for a male model to emulate, to overcome the oedipal conflict. Since Ricky still shows great hostility and resentment toward his father, Mr. Doe is unable as yet to help his son through his adolescent problems. With attention to this need and aid in communication skills between father and son, Ricky should soon outgrow his occasional anti-social behavior.

XI. SUPERVISION GOALS:

- (1) To provide male model role for Ricky, helping him to engage in masculine skills (auto mechanics, woodworking, household maintenance chores), and enlist help of family in reinforcing this identity whenever need arises at home.
- (2) To transfer male model role to father in successive steps and encourage communication within family.
- (3) To encourage father-son activities.

XIII. SUPERVISION PLAN:

- (1) Periodic home visits to engage Ricky in varied masculine activities which are meaningful and useful.
- (2) Involve Ricky and parents in discussions.
- (3) Involve Ricky and father in activities.

CONTINUED

1 OF 2

SUMMARY OF CONTACTS

CHILD: Richard Q. Doe

WORKER: Jim Rowe

DATE: May

5/3 Met Ricky and Mrs. Doe at school to discuss discipline on school bus with principal, John Coe (555-9876) and counselor, Frankie Frowe (555-9877). Problem seems to be resolved. Ricky more cooperative with me as a result of this meeting.

5/4 Mother called to cancel home visit. Michael has three-day measles.

5/8 Called to make another appointment for home visit. General discussion revealed Ricky is now more receptive toward me. Also, he says he and his father are talking about going fishing together sometime soon (we had discussed this possibility following school meeting).

5/13 Home visit. Visited with family for 2 1/2 hours. Ricky's aunt and uncle were there, giving me a good opportunity to observe family interaction. Terry and Ricky showed me Ricky's school scrapbook. Ricky was much more pleasant, and seemed excited when I asked if he'd like to come to my house on 5/23 to help me work on my car. He's interested in all mechanical things.

5/23 Picked Ricky up as planned and drove to my house, where we worked together doing routine auto maintenance work. At first he was very quiet and reserved, but I let him work at his own pace and offered immediate praise. He had a fair knowledge for his age and was quick to learn.

We stopped for ice cream en route home. Ricky became increasingly more friendly, although hardly confiding as yet. But at least things are a lot more hopeful for our relationship. Ricky wants to do more of this kind of activity.

5/27 Phone call -- mother reports no problems. Ricky was just leaving on fishing trip with his father -- their first such excursion together. Ricky is to call me when he returns.

SUMMARY OF CONTACTS

CHILD: Richard Q. Doe

WORKER: Jim Rowe

DATE: April 1976

4/22 First meeting with Richard and parents in office. Parents were very receptive and friendly, eager to help Ricky in any possible way. Ricky was apathetic and resistant, seeming totally disinterested.

4/25 Home visit. Lengthy productive conversation with Mrs. Doe. She shows a genuine interest in and love for Ricky. Mr. Doe is more reticent, but also seems most interested in helping Ricky; he finds it difficult to show his affection. They both find Ricky's hostility toward his father very unsettling.

Ricky, however, continued resistant, seeming to resent my intrusion into his privacy. We drove out to see his school, but he continued apathetic.

Later, talking to the family, it was agreed that frequent visits together would, hopefully, lessen Ricky's resistance as he observed his family's acceptance of me. No problem with the other siblings; they are all very friendly.

4/30 Phone conversation with mother -- set appointment for next home visit. Discussed problem Ricky is having with another student on school bus, which is resulting in fist fights. Ricky left house to avoid talking to me on phone. Agreed to meet mother and Ricky at school to try to work out school bus conflict situation.

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Charles C. Thomas
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2817 North Door Avenue
Fairfax, VA. 22030

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THE AUXILIARY - NEW CONCEPT, NEW
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National Board of YMCA
291 Broadway
New York, N.Y. 10007

Human Resources
Research Organization
300 North Washington St.
Alexandria, VA. 22314

Goodwill Industries
of America, Inc.
National Auxiliary to Goodwill
Industries
9200 Wisconsin Avenue
Washington, D.C. 20819

National Center for Voluntary
Action
1795 Mass. Avenue, N.W.
Washington, D.C. 20036

National Student Vol. Program
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

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Middlesex Community College
Div. of Continuing Educ.
Box T
Bedford, Maryland 01730

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44 East 23rd Street
New York, N.Y. 10010

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840 North Lakeshore Drive
Chicago, IL. 60611

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621 South Virgil Avenue
Los Angeles, CA. 90005

Cove
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Erie, PA. 16501

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Schenkman Publishing Co.
3 Mount Auburn Place
Cambridge, MA. 02138

Institute for Voluntary
Organizations
48 Prince Street
Downers Grove, IL. 60515

Morgan Doughton: People Power
3311 P. Street, N.W.
Washington, D.C. 20036

National Information Center
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P.O. Box 4179
Boulder, Colorado 80302

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NATIONAL INFORMATION CENTER ON
VOLUNTEERS IN COURTS

National Information Center
of Volunteerism (NICOV)
P.O. Box 4179
Boulder, CO. 80302

Commission on Private
Philanthropy and Public
Needs
1776 K Street, N.W. Suite 800
Washington, D.C. 20006

Association of Voluntary
Action Scholars (AVAS)
Box G-55 Boston College
Chestnut Hill, MA. 02167

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Han/Mar Publications

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Division of Family Services
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FOR YOUTH IN TROUBLE WITH THE LAW

Joe Alex Morris
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New York, New York

(The Honorable Keith J. Leenhouts'
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probation movement in the U.S.)

VOLUNTEER SERVICES PROGRAM

Division of Family Services
State Department of Social
Services
Jefferson City, Missouri

HANDBOOK EVALUATION FORMAT

Handbook: A prescription for Missouri Volunteers in Juvenile Justice.

To help us establish the need and usefulness of this Handbook, we ask you to share your ideas and criticisms.

1. What is your general reaction to this Handbook?
 Excellent Above Average Average Poor Useless
2. To what specific use, if any, have you put or do you plan to put this particular package?
 Modifying existing projects Training personnel
 Administering on-going projects Developing or implementing new projects
 Others:
3. For evaluation purposes, how could this Handbook have been better?
4. Would further training or technical assistance be helpful in developing a program?

What are your needs?
5. How did the Handbook come to your attention?
6. What is your affiliation with the Juvenile Justice system?

Please mail to:
Ms. Alice Weathers, Juvenile Specialist
Department of Public Safety
Missouri Council on Criminal Justice
621 East Capitol - P. O. Box 1041
Jefferson City, Missouri 65102

(CUT ALONG THIS LINE)

If you wish further information on technical assistance to help in setting up a volunteer program, please write to ~~Ms. Alice Weathers, Juvenile Specialist, Department of Public Safety, Missouri Council on Criminal Justice, 621 East Capitol, P. O. Box 1041, Jefferson City, Missouri 65102~~ or to Mrs. Conky Pfeiffer, 148 West 54th Street, Kansas City, Missouri 64112.

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