

# GUIDELINES

FOR THE  
EFFECTIVE DESIGN AND MANAGEMENT  
OF VOLUNTEER INVOLVEMENT  
IN JUVENILE AND CRIMINAL JUSTICE



THE NATIONAL ASSOCIATION  
ON VOLUNTEERS  
IN CRIMINAL JUSTICE

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# CONTENTS

	Page
<b>Acknowledgements</b>	4
<b>Introduction</b>	7
<b>Chapter One:</b> <b>Philosophy</b>	8
<b>Chapter Two:</b> <b>Guideline Statements</b>	11
<b>Chapter Three:</b> <b>Training and Education for Criminal Justice Personnel</b>	34
<b>Chapter Four:</b> <b>Management Information</b>	47
<b>Chapter Five:</b> <b>Examples of Volunteer Involvement</b>	50

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—Ronald W. Nikkel  
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# INTRODUCTION

A great deal has been written on the design and management of juvenile and criminal justice volunteer programs. The main difference between this manual and most of the other material is that it was written, not by a few "experts", but by the people across the country who actually run programs that involve volunteers. More than two hundred national volunteer management leaders and active volunteer managers contributed to the development of this manual. These are the people who know what will work with limited resources in terms of what you *can* do, and what you *must* do. With a sense of urgency not meant to offend, the people directing the development of these guidelines insisted on the stronger word. These are the things that an agency administrator or person ultimately responsible *must* do in order to have an effective volunteer effort—in order to improve criminal justice through citizen participation.

The project which led to the development of this manual and one other manual in this series began in early 1980. A brief history of this enterprise follows:

The National Association on Volunteers in Criminal Justice (NAVJ) received funding from the Lilly Endowment and the National Institute of Corrections (NIC). After a project Manager was hired, a twelve-member National Advisory Committee was formed, and eight subcommittees were established involving a total of 88 people. These committees represented as many different regions of the country as possible with no committee having more than two people from the same state.

The National Advisory Committee (eight of whom were chairpersons of committees) met in September, 1980, to work out the details of the project plan and to draft a design paper. This plan was distributed, chairpersons gave assignments to their committee members and the writing began. In the spring of 1981 the National Advisory Committee reconvened and began to combine the best ideas

for each of the chapters. After several reviews by committee members, a thorough examination by over eighty external reviewers, and many rewrites, the manuals began to take final form.

This Guidelines Project has attempted to pull together the best thinking about volunteer management. The guidelines and methods prescribed should help achieve the goal of increased and more effective citizen involvement in criminal justice. But there is also the danger that this document might overwhelm an administrator by seeming to add more work to already an almost impossible load. The National Advisory Committee of this project wishes to make it clear that no one is expected to put all the guidelines into effect overnight. It is also impossible to apply every guideline to every program, as programs will of course differ in size, structure, and purpose.

The reader should be prepared to give broad interpretation to the role of "administrator" which, at first glance, may seem to leave out anyone who is not the head of a large agency or organization. In many cases the organization may be a small office with two or three paid staff members; where the "administrator" interviews, trains, supervises, evaluates, develops public information plans, does the accounting on a pocket calculator, and cleans out the coffee maker. On the other hand, the administrator may be the head of a very large organization, in which case many of the responsibilities prescribed in this manual might be delegated to a volunteer services manager or other personnel.

Regardless of what "administrator" means there is one person who provides leadership and management. This person knows the potential for citizen participation or he/she would not be reading this. These guidelines, procedures, and methods can help that person develop effective volunteer involvement.

—David Gooch  
Guidelines Project Manager



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## CHAPTER ONE

# PHILOSOPHY

A complete partnership of paid staff and volunteer: this is the central theme of the Guidelines Project.

The practical implications of this conviction will become evident in the four chapters which follow. Our purpose is to provide a useful and durable resource to those who manage and work directly with volunteer services in the fields of adult criminal and juvenile justice. For these guidelines to have their fullest intended value, the concept of a complete partnership of volunteers and paid staff must be clearly grasped by agency administrators and all those in positions of decisionmaking responsibility. This entire manual is based on the assumption, tested in a wide variety of experiences and backgrounds, that the enduring contributions of citizen participation, in all levels of the justice process, will best be realized when both paid and volunteer personnel accept one another as essential partners in delivering the highest quality of service; and when volunteer management is integrated as fully as possible into the management of all the services being offered by the agency.

The concept of such a complete partnership is neither widely practiced nor generally understood. Despite a steady increase in the number of volunteers and the diversity of services they provide, this concept of integration competes today with several other views that have greatly influenced the development of volunteer services. In general there are two polarized tendencies, neither of which lead to the fullest

possible mobilization of paid staff and volunteer resources.

On one side, is the "hard core professional" in criminal justice who feels that the volunteer is still an outsider—an unwelcome guest whose presence promises more trouble than help. Those with this view seem to have forgotten that, in earlier times, almost all social services and institutions (including probation and prisons) were begun and staffed by volunteers. But even if the "hard core professional" remembers these institutional roots, he or she will usually respond by saying, "Conditions have changed and volunteers don't have either the knowledge or the expertise necessary to work effectively in the complexities and sensitivities of criminal justice. They lack the training and experience, threaten the job security of paid staff, create added work, and just give me more people to worry about."

On the other side of the spectrum is a view just as extreme. Many "naive citizens" have an exaggerated idea of what volunteers can do and a distorted view of corrections. These paragons of benevolence see volunteerism as the only answer to a "failed or failing system which is incapable of operating humane institutions and incapable of offering effective services to offenders." From their standpoint, society's paying "professionals" to handle the problems of the criminal justice system has only made matters worse for all concerned. They see volunteer services as "... a return to the basics, a bright light in a sea of

discouragement, the salvation—not only of a system that is trying to help themselves.”

The majority of paid staff and volunteers today do not align themselves with either of the two extremes. Rather, they view volunteer services as making an important, sometimes impressive contribution to criminal justice by offering something unique—something that would be impossible without them. In a system which is burdened with problems of funding, bureaucracy, and a growing number of offenders, volunteers offer, not only services, but a vital benefit which no amount of funding can buy. They help to make the system more humane.

Nevertheless, just because volunteer services are considered beneficial does not necessarily mean they are considered essential. “Nice to have” does not always get transformed into “absolutely necessary”. The result, very often, is a status for volunteer services which contains a certain measure of condescension. “We are grateful to you volunteers, but you are here only because we sometimes allow you to be here.” Such a status has a temporary quality about it which does not encourage long-term participation and planning. Even where volunteers are considered a more permanent addition, there is often a danger that the official system will co-opt volunteer services for its own internal needs. For example, a judge or public official might “use” the existence of a volunteer program as a way to get re-elected.

Clearly, realities demand a new vision of what can and must be done. We dare to urge that the time has come to integrate volunteer services fully as an indispensable resource for criminal justice. We uphold this, not as an option, but as an imperative. We advocate, without apology, a new and crucial step forward towards a partnership of professionals and volunteers in which neither assume automatic superiority of wisdom, commitment, or ownership; and in which neither is patronizing or threatened by the other’s presence. We offer an approach in which both volunteers and professionals are equally necessary and interdependent. We assume that the institutions and systems of criminal justice belong neither to paid staff nor to volunteers but to the community as represented in both. Thus our approach seeks to understand the strengths and the weaknesses of both, building on the best that each has to offer in this complex social concern.

There are a number of basic assumptions which have contributed to effectiveness in the management of volunteer services in the past. These were the basis upon which this manual and the NAVCJ Guidelines Project were developed. Some of these assumptions, based on the

experience of people in this field, are as follows:

1. The most important way to further the development of volunteer services is to have the unqualified support of the agency administrator. This may be the person in the position of warden, commissioner, probation chief, executive director, or persons in similar positions of authority.
2. The best combination of talent and energy with which to serve the offender and the community comes through a blending of services provided by paid and volunteer staff.
3. Volunteer services can only be as productive as the soundness of its management. Effective planning, organization, supervision, data gathering, training, and evaluation of the highest quality is required.
4. Volunteer and paid staff must accept each other’s contributions and limitations. This is the only realistic basis for a consistent, enduring partnership.
5. Volunteer services is one of the best ways to inform:
  - (a) citizens about the realities and complexities of criminal justice issues,
  - (b) paid staff about the vast potential of talent and real concern in the community, and
  - (c) offenders who can be exposed to an ever wider spectrum of intelligent caring.
6. Staff resistance is one of the biggest hindrances to volunteer services. Inadequate attention is given to the relationship between paid staff and volunteers.
7. Volunteers and volunteer managers can and should be both professional and accountable.
8. Continuity and effectiveness are best achieved through a well-trained volunteer management staff including, in most cases, a full-time paid volunteer manager.

We recognize that there is no standard volunteer services program. Programs range from those of small private non-profit agencies staffed by one or two persons, to large state departments with multiple staff; from record-keeping in a shoe-box to sophisticated computerized data systems; from rural communities where a few volunteers help a few offenders or clients, on a neighbor-to-neighbor basis, to massive, urban communities where thousands of volunteers perform hundreds of separate tasks. Yet each situation calls for the highest quality of service that can be generated. High quality depends on good management, whatever the size of the operation or the service. The management

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of volunteer services has become a respected profession. That is, perhaps, the best indication of the value of volunteer services to the community and to its criminal and juvenile justice systems.

It is our hope that those using these Guidelines will appreciate and share in the vision for a deeper and broader partnership of paid staff and volunteers, culminating in the highest standards of excellence in volunteer program leadership and service delivery.

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## CHAPTER TWO

# GUIDELINES

This Chapter presents the prescriptive consensus of scores of practitioner consultants concerning the optimum operation of volunteer programs in adult criminal and juvenile justice settings. This consensus is encapsulated in twenty policy guidelines and eleven operational guidelines.

Implementation of the policy guidelines are the responsibility of the agency or institutional administrator, to implement directly or to delegate with careful accountability.

The eleven operational guidelines are the responsibility of the volunteer coordinator (or person in a similar role) to implement with the full support of the agency or institutional administrator.

In summary, the *Policy Guidelines* are as follows:

The administrator:

- 1 . . . must develop a definition of "volunteer".
- 2 . . . must be open to involving volunteers at all levels of staff services in the organization.
- 3 . . . must include consideration of volunteer services in establishing policy regarding lines of authority, areas of responsibility, and procedures of accountability for all levels of staff.
- 4 . . . must create the (appropriately supported) position of volunteer services manager.
- 5 . . . must secure funds and establish a budget for volunteer services.
- 6 . . . must establish a strong policy with specific incentives to encourage paid staff to actively support volunteer staff.
- 7 . . . must establish adequate support systems for paid staff who work with volunteer staff.
- 8 . . . must establish policy to provide for the training of all paid staff regarding volunteer services and volunteer staff.
- 9 . . . must incorporate volunteer services in the organization's training plan.
- 10 . . . must include volunteer services information in the organization's planning, reporting, and evaluation system.
- 11 . . . must develop policy for all staff pertaining to the confidentiality of records and client contacts.
- 12 . . . must develop a policy on public information and education which involves volunteers as well as paid staff.
- 13 . . . must establish policy and practices that provide support services to volunteer staff.
- 14 . . . must develop policy concerning insurance and liability coverage for volunteer staff and the organization.
- 15 . . . must be sure grievance procedures include channels for complaints by volunteers and paid staff.
- 16 . . . must establish the procedures by which a

volunteer staff service or assignments may end.

- 17 . . . must establish authorization and verification procedures for volunteer staff.
- 18 . . . must establish policy to determine how volunteer services will function during an emergency.
- 19 . . . must develop a policy that determines if, when, and how persons with criminal backgrounds can be involved as volunteer staff.
- 20 . . . must establish a procedure for periodic review of organizational policy and procedures which apply to volunteer services.

The summarized *operational guidelines* are as follows:

The volunteer services manager;

- 1 . . . must see that the organization's planning for volunteer staff involvement is implemented.
- 2 . . . must develop (and follow through on) the process whereby both paid and volunteer staff participate in the development of appropriate job descriptions, role expectations, and contracts for volunteer staff.
- 3 . . . must use recruitment strategies that are designed to attract a cross section of the community.
- 4 . . . must be involved in planning and implementing the organization's public information and education program.
- 5 . . . must develop and use a screening and interviewing process for the selection of prospective volunteer staff.
- 6 . . . must coordinate the design and delivery of orientation and training so that volunteer staff are prepared to perform their jobs and that paid staff are prepared to work with them.
- 7 . . . must arrange for the appropriate assignment of volunteer staff.
- 8 . . . must develop a system and methods for the effective supervision of all volunteer staff.
- 9 . . . must ensure that volunteer staff have opportunities for professional and personal development.
- 10 . . . must be responsible for seeing that volunteer services information is integrated into the organization's system of management information and decision making.
- 11 . . . must develop and use a system to evaluate the organization's volunteer services.

Each of these thirty-one guidelines will now be discussed and analyzed briefly.

### **POLICY GUIDELINE 1:**

**The administrator, in developing the agency's personnel policy, must include a definition of "volunteer".**

#### **Rationale and Discussion:**

It is important to have a clear definition of *volunteer* in the agency's personnel policy. This will clarify the agency's expectations of volunteers and provide a foundation for integrating volunteers into the agency. The chief administrator, senior policy making staff, volunteer services manager, as well as line staff should be involved in establishing this definition in order to obtain maximum support from all levels of paid staff. A precise definition helps the administrator establish policies for volunteer services and helps define the volunteers' roles and responsibilities. This definition will help answer many of the sensitive questions regarding volunteers, such as:

- can people with criminal backgrounds be volunteers? (See Policy Guideline 19.)
- is someone a volunteer if he or she is compensated monetarily?
- can paid staff be volunteers?

#### **Methods for Implementing Guideline:**

Develop two definitions of "volunteer" within the organization—one general; the other, role specific:

- *General:* Define "volunteer" in a broad sense which includes the organization's philosophy of volunteers, their purpose in the organization's program, and their relationship to paid staff with whom they will work. Consider the concept of volunteers as aides, advisors, unpaid staff, auxiliary to professionals, fund raisers, and those technically skilled beyond paid staff. In developing this definition also consider the implications of offenders or ex-offenders serving as volunteers and the idea of paid staff as volunteers.

- *Role Specific:* Define the specific roles or functions volunteers will perform within the agency. You might include specific roles such as tutor, friend, court investigator, volunteer probation/parole officer, driver, case aide, staff aide, visitor, case manager, employment advisor/ counselor, family/divorce counselor, temporary guardian, restitution counselor, play therapist, activities counselor, special learnings

diagnostician, advocacy volunteers, advisory board members, members of boards of directors, and others. The role possibilities for volunteers are as varied and unlimited as the community. The program's definition should be broad enough to allow new roles to be developed based on volunteer skills and interests, and should be based on the expanding and changing needs of the offenders themselves.

### Resources:

\*Schwartz, I.M., Jensen, D.R., and Mahoney, M.J. *Volunteers in Juvenile Justice*. (U.S. Department of Justice) Washington, D.C.: Government Printing Office, 1977.

\*Ellis, S., & Noyes, M. *By the People*.

\*Manser, G., & Cass, R.H. *Volunteerism at the Crossroads*.

\*Loeser, H. *Women, Work & Volunteering*. Beacon Press, 1974.

\*Naylor, H. *Volunteers, Resource for Human Services*.

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*Manual of standards for adult probation and parole field services*. Rockville, Md.: Commission on Accreditation for Corrections, Inc., 1977, p. 8, 3040.

*Manual of standards for adult community residential services*. Rockville, Md.: Commission on Accreditation for Correction, Inc., 1977, p. 27, 2135.

*Manual of standards for juvenile community residential services*. Rockville, Md.: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6188.

*Manual of standards for juvenile probation and aftercare services*. Rockville, Md.: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7106.

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### POLICY GUIDELINE 2:

**The administrator must be open to involving volunteers at all levels of staff services in the organization.**

#### Rationale and Discussion:

By involving volunteers at all levels, paid staff will be encouraged to broaden their perception of what volunteer staff contribute to the agency. As paid staff at all levels of responsibility become more experienced in working with volunteer staff, the opportunity for successful service increases. The benefits of volunteer staff involvement will also be felt throughout the organization. Only when paid staff experience volunteer staff as colleagues can the full potential of volunteer services be realized.

Administration should publicly encourage and support volunteer staff involvement and communicate the benefits of volunteer services to boards of directors and to the public. For example, the administrator can demonstrate

this support by having a volunteer on his or her staff.

### Methods for Implementing Guideline:

Consider the following when developing a strategy to involve volunteers throughout the organization:

- Establish policies and procedures that specifically require volunteer staff involvement in the agency.
- Have paid staff both advise how they can involve volunteer staff, and present specific plans for volunteer involvement. Make sure that paid staff have an appropriate process for accomplishing the involvement of volunteer staff.
- Use specific job descriptions for paid staff which spell out their roles and responsibilities in relation to volunteer staff involvement.
- Include sessions on volunteer staff involvement and management in the training and development requirements for all paid staff.
- Show paid staff how volunteer staff will help them achieve the organization's goals—and how volunteer staff ought not to be seen as a threat or a detriment.
- Demonstrate to the appropriate governing body (boards of directors, legislators, governors, or other regulatory bodies) how volunteer staff involvement will help achieve the organization's goals and better serve the community.
- Emphasize the importance of paid staff leadership in making volunteer services work.
- Have paid staff develop specific plans, in each area of operation for volunteer participation.

### Resources

Hansen, S. *Corrections Volunteer Information Portfolio*. Boulder, Colorado: National Information Center on Volunteerism, 1979.

\*Scheier, I. *The New People Approach Handbook*. Boulder, Colorado: Yellowfire Press, 1981.

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### POLICY GUIDELINE 3:

**The administrator must include consideration of volunteer services in establishing policy regarding lines of authority, areas of responsibility, and procedures of accountability for all levels of staff.**

#### Rationale and Discussion:

Executive, administrative, middle-management, and line staff share responsibility for the support and success of volunteer services. It is imperative that

both paid and volunteer staff know their responsibilities and understand who they supervise and who supervises them.

### Methods for Implementing Guideline:

- Involve all levels of staff (both middle and line staff) in accountability systems.
- Clearly state (in writing) lines of authority, responsibility, and channels for reporting.
- Write job descriptions which define all areas of responsibility.
- Provide regular supervision and performance evaluation.
- Make sure paid staff and volunteer staff understand the goals and objectives of volunteer participation.
- Make sure both paid and volunteer staff understand the reasons for each volunteer staff responsibility.

### Resources:

\*Wilson, M. *The Effective Management of Volunteer Programs*, Boulder, Colorado: Volunteer Management Associates, 1976. (Chapters IV & VI).

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 88, 4464; p. 87, 4457.

*Manual of Standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 78, 5374, 5376.

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*Manual of standards for adult probation and parole field services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 4, 3017; p. 8, 3039; p. 5, 3025, 3026.

*Manual of standards for juvenile probation and aftercare services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7105, 7106; p. 2, 7006; p. 3, 7016.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6187, 6188; p. 3, 6012; p. 38, 6191.

*Manual of standards for juvenile detention facilities and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 82, 8405, 8407.

*Manual of standards for juvenile training schools and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 97, 9479; p. 4, 9016; p. 98, 9481.

### POLICY GUIDELINE 4:

**The administrator must create the position of volunteer services manager. The person in this position must be given the time, budget, and authority to carry out his/her duties.**

### Rationale and Discussion:

A volunteer services manager is necessary to provide leadership and initiative within the organization's operations. The person who is assigned that management responsibility should (if possible) not have other job responsibilities. When the management of volunteer services is shared with other responsibilities, many of the management tasks necessary for good volunteer services performance are often neglected. Other responsibilities tend to compete for the available time, leaving the more developmental tasks of volunteer services management without proper attention.

The volunteer services manager has a significant responsibility for several reasons. He or she must coordinate persons who may be responsible to a different set of priorities, loyalties, and goals, and whose accountability, rewards, and incentives are often different from those of paid staff. Thus, the controls and incentives necessary to maintain services and quality performance may be different. Therefore, volunteer staff management must be skillful, individualized, and must support the volunteer's reason for being involved. At the same time volunteer staff skills and resources in meeting organizational goals and objectives must be properly harnessed. The job is complex because the volunteer services manager must coordinate the work with paid staff who may not always be aware of the benefits of volunteer services or know how to work with volunteer staff. Paid staff may have strong preconceptions about "volunteers". So, volunteer management must be skillful and individualized to support them in meeting organizational goals and objectives by involving volunteers.

The responsibilities of the volunteer services manager are broad and multi-faceted. The person must be able to handle planning and problem solving with both volunteer and paid staff and must be able to work effectively with community groups. The volunteer manager's responsibilities further require the interpretation of policy and the analysis of problems affecting the effective integration of volunteer with paid staff services.

Some additional skills needed by the volunteer services manager are communications (listening, writing, interviewing, public speaking, working with groups); management (time management, planning, marketing, working with community resources); working with personnel (assessment, placement, evaluation). The job is unique and demands a high degree of management skill. The administrator must determine the most efficient and effective means to deploy staff within the limits of opera-

tions and resources. Determined efforts should be devoted to funding a full time volunteer services manager position.

### Methods for Implementing Guideline:

The administrator must take the following steps:

- Create the position of volunteer services manager.
- Involve line and management staff in the process of defining the position of volunteer services manager.
- Involve volunteer staff helping to administer any existing volunteer services both in the process of defining the position of volunteer services manager and in selecting the person to fill the position.
- Ensure that an appropriately qualified volunteer services manager with demonstrated skills and experience in working with community resources and groups is selected.
- Ensure that the volunteer services manager receives a salary commensurate with his or her administrative/management responsibilities.
- Ensure that the volunteer services manager receives the appropriate training to do the job.
- Include the volunteer services manager in the organization's management team and in the management staff meetings.
- Ensure allocation of the necessary funding for the position of volunteer services manager in the organizational budget.
- Obtain alternative funding if existing funding sources cannot provide for such a position.

### Resources:

\*Wilson, M. *The Effective Management of Volunteer Programs*, Boulder, CO: Volunteer Management Associates, 1976. (Chapters IV & VI).  
Scheier, I., and Berry, *Guidelines and Standards for the Use of Volunteers in Correctional Programs*. U.S. Department of Justice, U.S. Law Enforcement Assistance Administration, Washington, D.C.: U.S. Government Printing Office, 1972.

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Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 82, 8406.

*Manual of standards for juvenile training schools and services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 98, 9480.

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### POLICY GUIDELINE 5:

**The administrator must secure funds and establish a budget for volunteer services.**

#### Rationale and Discussion:

An effective volunteer staff program needs to have its own budget. If volunteer services is to be an integral part of the organization's operation, it needs to be integrated as a regular part of the budget, and be as consistently funded as other areas of operations.

The source of funding for volunteer staff programs can be public, private, or a combination of both. Regardless of how it is funded it should not be considered separate from the organization's regular funding and budgeting system. If public funding is used (such as federal grants) plans should be made to secure sources of on-going funding to provide for the continuation of services. If private funding is the primary source (such as foundation grants, private corporations, or churches) it is important to arrange for long term commitments.

#### Methods for Implementing Guideline:

The administrator must:

- Establish the goals and objectives of volunteer services.
- Identify the minimum number of paid and volunteer staff needed to effectively direct, manage, and carry out the goals and objectives.
- Establish a budget that incorporates paid staff expenses (including salaries), volunteer staff expenses, and other program operating needs.
- Be able to document the need for services.

#### Resources:

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA0. Washington, D.C.: U.S. Government Printing



Office, 1977.

\*Scheier, I.H., & Berry, J.L. *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (LEAA, U.S. Department of Justice). Washington, D.C.: U.S. Government Printing Office, 1972.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 21, 4109.

*Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977 p. 6, 5029; p. 78, 5376.

*Manual of standards for adult community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977 p. 6, 2029; p. 7, 2032.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 6, 6029; p. 7, 6032.

*Manual of standards for juvenile probation and aftercare services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 14, 7069.

*Manual of standards for juvenile detention facilities and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 8055; p. 19, 8098.

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### **Policy Guideline #6:**

**The administrator must establish a strong policy with specific incentives to encourage paid staff to actively support and participate in the involvement of volunteer staff.**

### **Rationale and Discussion:**

For the volunteer staff effort to be productive, paid and volunteer staff must work together to achieve the organization's goals and objectives. Creating the foundation for this to happen is the responsibility of the administrator. The actions of the administrator set the tone for how much support volunteer services receives from paid staff and the community. Motivating paid staff to change work patterns requires administrative time, support, direction, and specific rewards.

Difficult changes must be mandated. The success of the mandate, however, will depend upon how well administration follows up with reinforcement in such areas as training, staff recognition, supervision, and evaluation. Repeated administrative encouragement and work incentives will ultimately lead to the willing involvement of paid staff with volunteer staff.

### **Methods for Implementing Guideline:**

The administrator must:

- Hold program administrators, middle managers, and line staff accountable for involving and assign-

ing volunteer staff in their areas and for cooperating with the volunteer services manager.

- When announcing new paid staff positions, include the specific expectations of volunteer staff involvement.
- Explore attitudes toward volunteer staff involvement in interviews with applicants for paid staff positions.
- Include, in job evaluations, performance criteria related to paid staff's involvement with volunteer staff.
- Consider pay differentials for paid staff commensurate with skills and new levels of responsibility related to volunteer services.
- Include involvement with volunteer staff as a consideration for the promotion of paid staff.
- Recognize paid staff's involvement of volunteer staff in the recognition and award processes.
- Include, in the staff handbook, a section which describes paid staff responsibilities regarding volunteer staff, as well as the incentives for working well with volunteer staff.
- Provide paid staff with training on the involvement of volunteer staff.
- Include paid staff at all levels in volunteer staff program planning, implementation, and evaluations.

### **Resources:**

Scheier, I.H. *Winning with Staff*. Boulder, CO: Volunteer Readership, The National Center for Citizen Involvement, 1978.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult probation and parole field services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 14, 3069.

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### **POLICY GUIDELINE #7:**

**The administrator must establish adequate support systems for paid staff who work with volunteer staff. (See also Policy Guideline #6.)**

### **Rationale and Discussion:**

Just as volunteer staff require support, so also do the paid staff who work with them. Paid staff need to understand how volunteer services affect them and their roles. Training helps to give paid staff a complete understanding about the relationship between volunteer services and the roles of paid staff.

Paid staff who work with volunteer staff, therefore, must be aware that:

- 1) They have full support from top administration;
- 2) their efforts will be appreciated and where appropriate, rewarded;
- 3) they will receive supervision which will recognize good performance and provide guidance where performance can be improved.

Such training will help paid staff to feel both confident and supported in working with volunteer staff, particularly in those organizations integrating volunteer services for the first time. This expression of support communicates to all staff the importance of volunteer and paid staff to the work of the agency and the key role that paid staff play in the success of volunteer involvement in the agency. The result is an improvement in the quality of all services rendered.

### Methods for Implementing Guideline:

The administrator can support paid staff who work with volunteer staff in several ways by:

- Including in the staff evaluation process a review of how paid staff members work with volunteer services.
- Recognizing paid staff who develop skills in involving volunteer staff.
- Considering paid staff who work with volunteer staff when determining job classifications and promotions.
- Including methods of working with volunteer staff in training and in service education programs.
- Recognizing paid staff who have worked well with volunteer staff.
- Endorsing and promoting volunteer services through public relations and promotion.

### Resources:

Scheier, I.H. *Winning with Staff*. Boulder, CO: Volunteer Readership, The National Center for Volunteer Involvement, 1978.

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### POLICY GUIDELINE #8:

The administrator must establish policy to provide for training all paid staff regarding volunteer services and volunteer staff.

### Rationale and Discussion:

Training of all staff in regard to volunteer services will help paid staff work more effectively with volunteer staff and will yield maximum benefit for all staff, for the organization, and for the clients.

Training should be required for all paid staff (not just

those who express a special interest in working with volunteer staff) and should be part of the regular staff training. The organization needs to equip the appropriate staff to perform the training role effectively. In an organization that has no volunteer staff, proper training must take place which will prepare all staff (including middle and top management) for the introduction and integration of volunteer staff.

All staff need to understand what they can and cannot expect realistically from volunteer services. Therefore, paid staff must be familiar with the training volunteer staff have received; duties and responsibilities of volunteer staff in their assigned roles; and the policies and procedures governing volunteer services. Training should be reinforced through the supervision of paid staff members, and through opportunities for additional in-service training on working with volunteer staff should be available.

By providing proper training to all agency personnel, administrators demonstrate their serious support and commitment to involving volunteer staff in the organization. (Specific training needs of volunteer and paid staff are addressed in Chapter Three.)

### Methods for Implementing Guideline:

The administrator must:

- Periodically complete a needs assessment, either formally or informally, to determine the organization's service and training needs. The volunteer services manager, paid staff, and experienced volunteer staff should help identify these training needs.
- Identify people who can lead training sessions. Experienced volunteer managers and staff (paid or volunteer) may be able to provide expert training in several areas.
- Within the total budget, designate specific funds for training. Private foundations, corporations, or community may provide additional funding for training events.
- Make optimal use of training films, video-tapes, and other creative resources.

### Resources:

Scheier, I.H. *Winning with Staff*. Boulder, CO: Volunteer Readership, National Center for Citizen Involvement, 1978.

Cull, J.G. & Hardy, R.E. *Volunteerism: An Emerging Profession*.

\*Naylor, H.H. *Leadership for Volunteering*. New York: Dryden and Associates, 1976.

\*Stenzel, A.K. & Feeney, H.M. *Volunteer Training and Development: A Manual*. New York: The Seabury Press, 1976. (pp. 157-159)

Scheier, I.H. & Berry, J.L. *Guidelines and Standards for the Use of*

*Volunteers in Correctional Programs*. (LEAA, U.S. Department of Justice). Washington, DC.: U.S. Government Printing Office, 1972.  
\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, DC.: U.S. Government Printing Office, 1977. (pp. 23-25)  
Schwartz, Florence. See Volunteer Readership.

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## **POLICY GUIDELINE #9:**

**The administrator must incorporate volunteer services in the organization's training plan.**

### **Rationale and Discussion:**

Volunteer and paid staff alike, need appropriate orientation and training to do their jobs. Since the effectiveness of volunteer services has an impact on the achievement of organizational objectives, volunteer services should be integrated into the organization's total training plan. A volunteer services training program should not operate separately from the organization's training program for paid staff. Training for volunteer services should include training both volunteer and paid staff to work with each other. (Training for the volunteer services manager and top level management should be included also.) The orientation of new paid staff, should deal with how volunteer services are essential in helping the agency achieve its goals and objectives. (See Chapter Three.)

### **Methods for Implementing Guideline:**

The administrator must assign someone to be responsible for the organization's training plan and to examine training needs relative to volunteer services. This will include:

- a) What paid staff need to know in order to work effectively with volunteer staff.
- b) What volunteer staff need to know in order to perform their duties well and what they need to know in order to work effectively with paid staff.
- c) What the administrative or governing body (e.g. board of directors or commissioners) need to know about how volunteer staff help in achieving the goals of the organization.
- d) What the volunteer services manager needs to know in order to perform his or her duties.
- e) A regularly scheduled review of the training needs of volunteer staff in order to determine what in-service training is necessary for both volunteer and paid staff.
- f) Making sure that sufficient funds are allocated for the training program.

## **Resources:**

Scheier, I.H., & Berry, J.L. *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (LEAA, U.S. Department of Justice). Washington, DC.: U.S. Government Printing Office, 1972.  
Jorgensen, J.D., & Scheier, I.H. *Volunteer Training for Courts and Corrections*. Metuchen, NJ: The Scarecrow Press, Inc., 1973.  
\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, DC.: U.S. Government Printing Office, 1977. (p. 46)  
McIntyre, B.B. *Skills for Impact* (Institute of Government, University of Georgia; The Association of Junior Leagues, Inc.), 1977.  
Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 17, 4088, 4090.  
*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 5070; p. 78, 5375; p. 79, 5378.  
*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2137.  
*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6190.  
*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7106, 7108.  
*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 20, 8102; p. 21, 8105; p. 82, 8405; p. 83, 8409.  
*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 21, 9103, 9106; p. 26, 9126; p. 98, 9483.

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## **POLICY GUIDELINE #10:**

**The administration must include volunteer services information in the organization's planning, reporting and evaluation system.**

### **Rationale and Discussion:**

Since volunteer services plays a part in the agency achieving its goals and objectives, it should be integrated into the total organization planning, reporting, and evaluation systems. As each part of the organization does its planning, it should consider how volunteer staff can be involved. As units within the organization report on their activities, the involvement of volunteers should be included in the reports.

A regular periodic review and analysis of information will help the administrator know whether or not program objectives are being achieved. Volunteer services should

be included as a part of the organization's routine evaluation of its operations. (See also Chapter Four.)

### Methods for Implementing Guideline:

The person(s) responsible for planning, reporting, and evaluation must consider what information and procedures are needed relative to volunteer services. These will include:

- Placing representatives from volunteer services on any committee responsible for planning and reviewing policy and procedure.
- Keeping paid and volunteer staff informed of any changes in policy and procedures.
- Having the volunteer services manager work with the organization's management group to determine what volunteer services information should be gathered and reported. (See Chapter Four for a more complete discussion of this.)
- Making sure volunteer services information is included and considered in the existing planning and review process.
- Making sure executive, administrative, line staff, and volunteer staff are represented in the planning and review process.

### Resources:

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: Government Printing Office, 1977. (pp. 51-60)

Reigel, B. *Basic Feedback System: A Self-Assessment Process for Volunteer Programs*. Boulder, CO: National Information Center on Volunteerism, 1977.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

- Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 21, 4106.
- Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 35, 2175.
- Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 25, 9122.
- Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 25, 9122.

### POLICY GUIDELINE #11:

**The administrator must develop policy for all staff (paid and volunteer) pertaining to the confidentiality of records and offender or client contacts.**

### Rationale and Discussion:

A breach of confidence can harm clients and may cause them to distrust staff (whether paid or volunteer). Confidentiality rules protect the organization, the offender or client, and the staff. Furthermore, the organization must comply with legal requirements regarding confidentiality.

### Methods for Implementing Guideline:

The administrator must designate someone to:

- Emphasize issues related to confidentiality during orientation of paid and volunteer staff, by communicating the policy to them both orally and in writing. Also include confidentiality policy in the agency handbook and other staff manuals where applicable.
- Establish ground rules among staff, and offender or client at the outset of the relationship.
- Handle infractions judiciously and in a timely manner. Make it clear that violations may lead to termination.
- Make sure regulations regarding confidentiality of records and offender or client contacts comply with existing federal and state laws and organizational regulations.
- Make sure all staff are aware of these laws and regulations.
- Make sure that under no circumstances is information about an offender and/or offender's family divulged by the volunteer to anyone except duly authorized supervisory staff.

### Resources:

\*Shelly, E.L.V. Confidentiality. *NAVCJ Examiner*. 1981, 2, 5.  
Applicable standards published by the American Correctional Association Commission on Accreditation are:

- Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 10, 2048, 2049; p. 32, 2158, 2159.
- Manual of standards for adult probation and parole field services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 3055, 3056.
- Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 4065, 4066; p. 17, 4087; p. 26, 4137; p. 88, 4462.
- Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 9, 5048; p. 10, 5049; p. 79, 5380.
- Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 10, 6049, 6050; p. 39, 6200; p. 40, 6201.
- Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections,

Inc., 1978, p. 10, 7049, 7050; p. 16, 7079.  
*Manual of standards for juvenile detention facilities and services.*  
Rockville, MD: Commission on Accreditation for Corrections,  
Inc., 1979, p. 16, 8081, 8082; p. 29, 8139; p. 83, 8411.  
*Manual of standards for juvenile training schools and services.*  
Rockville, MD: Commission on Accreditation for Corrections,  
Inc., 1979, p. 17, 9083, 9084; p. 30, 9143, 9144; p. 98, 9485.

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## POLICY GUIDELINE #12:

The administrator must develop a policy on public information and education which involves volunteer as well as paid staff.

### Rationale and Discussion:

Much of the negative attitude toward criminal and juvenile justice programs comes from the community not being informed. By helping volunteer staff communicate realities, the agency can acquire more community support, encourage the community to provide more opportunities for offenders and clients and help attract additional volunteer staff. Effective public information and education helps clarify the issues and concerns that the general public has about the justice system. Just as paid staff are involved in public education, it is also important to involve volunteer staff. They will, in some ways, be more effective at public education and information than paid staff because they have a unique kind of credibility. Since volunteers are a source of the community's information about the organization, it is important that what they convey is accurate.

### Methods for Implementing Guideline:

The key to involving paid and volunteer staff in public education is making accurate information about the program readily available. The administrator must:

- Consider including volunteer staff representatives in the organization's group which handles public information.
- Prepare written materials such as summaries of goals and objectives, brochures, files on previous newspaper articles, and research materials so that volunteer and paid staff members interested in participating are adequately prepared to speak or write on behalf of the organization. Paid staff members may need to work together with volunteer staff in the preparation of written testimony for public hearings or speeches.
- Conduct orientation sessions with paid and volunteer staff on issues affecting the program so

they are aware of upcoming public relations efforts or events.

- Provide training sessions with volunteer staff, to let them know they are conveyers of public information and education for the organization. Let them know how to get accurate information.
- Provide training sessions for paid and volunteer staff who want to know more about public speaking, letter writing, or telephone campaigns so they might help with organizational public information and education.

The administrator, as chief spokesperson for the organization, often has the opportunity to make public statements. He/she should:

- Make public statements in support of volunteer services and how it contributes to solving the problems of crime. (This may also help recruit additional volunteer staff an added benefit.)
- To do this effectively, he/she must be informed and updated on a regular basis about the activities of volunteer services.

### Resources:

McIntyre, B.B. *Skills for Impact* (Institute of Government, University of Georgia; The Association of Junior Leagues, Inc.) 1977.  
Applicable standards published by the American Correctional Association Commission on Accreditation are:

- Manual of standards for adult correctional institutions.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 5, 4023; p. 19, 4099; p. 8, 4464.
  - Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 4, 5019; p. 78, 5374.
  - Manual of standards for adult probation and parole field services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 7, 3037; p. 13, 3068.
  - Manual of standards for adult community residential services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 2025; p. 33, 2165.
  - Manual of standards for juvenile community residential services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 11, 6056; p. 37, 6187.
  - Manual of standards for juvenile probation and aftercare services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 6, 7033; p. 13, 7063; p. 21, 7105.
  - Manual of standards for juvenile detention facilities and services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 6, 6031; p. 22, 8112; p. 82, 8405.
  - Manual of standards for juvenile training schools and services.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 7, 9033; p. 24, 9119; p. 29, 9142.
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## POLICY GUIDELINE #13:

The administrator must establish policy and practices that provide support services to volunteer staff.

### Rationale and Discussion:

The basic rights of volunteer staff should be consistent with those enjoyed by paid staff in the organization. (See also Policy Guideline #7.) Benefits should be comparable to those of paid staff whenever possible in order to show volunteer staff that they are valued within the organization. A meaningful benefits package will enhance volunteer services and will also help to retain volunteer staff.

One example of an important benefit of paid and volunteer staff is basic training. A further benefit might be continuing training such as advanced skills development. (See also Operational Guideline #9.)

### Methods for Implementing Guideline:

The administrator must:

- Outline the rights (those things all staff are entitled to) and define the benefits by considering such needs of volunteer staff as training, job recommendations, mileage reimbursement, travel expenses, insurance, and job or educational credit for volunteer work.
- Rights and benefits do not necessarily have to cost a great deal. Consider, for example, allowing volunteer staff to participate in existing professional training courses—even if it is on a space available basis.
- Make sure sufficient funds are allocated in the budget to provide benefits to volunteer as well as paid staff. In a public organization, it may be necessary to seek legislation allocating funds for volunteer services. In private organizations it may be necessary to present proposals for benefits funding to advisory boards, foundations, corporations, or other community sources.
- Explain to volunteer staff at the outset of their involvement what their rights are and what benefits are available. (For example, volunteer staff should know about the right of access to their personnel files.)

The administrator can also support volunteer staff by:

- Providing adequate space furnishings; supplies, training, supervision, evaluation, expense reimbursement, and insurance.
- Involving volunteer and paid staff at policy review levels.

- Including volunteer and paid staff in public relations presentations.
- Recognizing outstanding volunteer staff performance publicly.
- Making public statements promoting volunteer service.

### Resources:

Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976. (Chapters IV & VI)  
Host, B.R. *Corrections Volunteer Information Portfolio*. Boulder, CO: National Information Center on Volunteerism, 1980.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*. Rockville, MD: Commissions on Accreditation for Corrections, Inc., 1977, p. 88, 4464.

*Manual of standards for adult probation and parole field services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 3065, 3068.

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## POLICY GUIDELINE #14:

The administrator must develop policy concerning insurance and liability coverage for volunteer staff and the organization.

### Rationale and Discussion:

Volunteer staff persons should be insured against the possibility of any loss due to physical injury while working with the organization. Volunteer staff should be insured against the possibility of any legal action arising from or in the course of performing assigned responsibilities in the volunteer services program.

Likewise, the organization should have appropriate liability insurance. Some organizations, such as state agencies, may be legally immune from suit. But even in these cases, the administrator should be aware of relevant liability issues and how these relate to volunteer staff.

### Methods for Implementing Guideline:

The administrator must designate someone to:

- Make certain that the organization's legal counsel review the state law and the organization's policies and procedures to determine whether volunteer staff are protected by insurance. Also, legal counsel should give an opinion about the overall liability of the organization.
- Develop an organizational policy and insurance program that will provide for the insurance of volunteer staff.

- Consider worker's compensation or some similar sort of coverage for volunteer staff while they are on the job.
- Provide liability insurance for volunteer staff. (A state agency should examine its liability and provide such insurance if necessary.)
- Be sure that volunteer staff have adequate automobile insurance coverage if they are involved in transporting clients.
- In cases where funds are limited, provide an insurance package which volunteer staff have the option of purchasing. Make provisions so as not to exclude volunteer staff who are unable to afford the cost of insurance.
- Explain to volunteer staff what coverage is available for them and encourage them to obtain their own additional insurance if needed.
- Consult legal counsel and insurance advisor about the organization's insurance needs and concerns. A state authority (such as the Attorney General's Office or organization staff attorney) can provide information on state laws concerning organizational liability.
- Investigate current legislation regarding volunteer staff liability, volunteer insurance and organizational liability. Areas which should be considered are: organization liability and/or volunteer liability, liability insurance for board members, accident insurance for volunteer staff, and automobile liability insurance.

## Resources:

Gurfein, P.J. and Streff, T. *Liability in Correctional Volunteer Programs: Planning for Potential Problems* (The American Bar Association, the National Volunteer Parole Aide Program, Commission on Correctional Facilities). Based upon an earlier work by the National Information Center on Volunteerism, 1975.

Berry, J.L. and Scheier, I.H. *Insurance Coverage for Court Volunteers*. Boulder, CO: National Information Center on Volunteerism, 1975.

Scheier, I.H., & Berry, J.L. *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (LEAA, U.S. Department of Justice). Washington, D.C.: U.S. Government Printing Office, 1972.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 7, 2036; p. 28, 2140.

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 4052.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc.,

1977, p. 7, 5035.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 8, 6036; p. 38, 6194.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 22, 7112.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 13, 9065.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 83, 8410; p. 85, 8414.

## POLICY GUIDELINE #15:

**The administrator must be sure personnel grievance procedures include channels for complaints by volunteers and paid staff.**

### Rationale and Discussion:

Since volunteer staff are an integral part of the organization, there should be established grievance procedures for them and for paid staff who work with them. Every effort should be made to resolve differences through normal supervisory channels. As a last resort, grievance procedures provide a channel for volunteer and paid staff to voice their unresolved concerns or complaints. This provides a process for paid staff, volunteer staff, and clients to resolve conflict through procedures that will help avoid problems that unresolved disputes might cause. (See also Policy Guideline #16.) The grievance procedures for volunteer staff ought to be integrated into the grievance procedures of the organization or agency.

### Methods for Implementing Guideline:

- The structure for dealing with conflicts and grievances need not be complicated or elaborate. It might simply state that the volunteer staff assigned to a paid staff supervisor might bring any concerns or problems to the volunteer services manager. If the problem is not resolved, it should be taken to the administrator.
- If a more elaborate procedure is necessary, it should describe the chain of authority as it relates to the volunteer staff. This should be well defined and should include a time frame for written responses and action; evaluation by someone not directly connected with the case under review; special provisions for emergencies; the right to appeal; and a monitoring system.

- During the orientation of new volunteer staff the grievance procedure should be made available in written form and be verbally explained.

### Resources:

\*Schwartz, I.M., Jensen, D.R. & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977. (p. 40)

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult probation and parole field services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 3054; p. 14, 3072.

*Manual of standards for adult correctional institutions.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 6, 4027; p. 13, 4067; p. 14, 4068.

*Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 5, 5023; p. 10, 5051.

*Manual of standards for adult community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 9, 2047; p. 10, 2050; p. 27, 2135.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 10, 6048; p. 24, 6123; p. 37, 6188.

*Manual of standards for juvenile probation and aftercare services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 10, 7051; p. 13, 7065, 7066; p. 21, 7106.

*Manual of standards for juvenile detention facilities and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 18, 8093.

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### POLICY GUIDELINE #16:

**The administrator must establish the procedures by which volunteer staff service or assignments may end.**

#### Rationale and Discussion:

A volunteer staff person's service may end because the assigned task has been completed or because the task is no longer necessary. Service may also end when the volunteer staff, or client, or supervisor requests termination for either positive or negative reasons. It must be possible to promote, reassign, or fire volunteer staff.

With each assignment, the manager should specify the time commitment required to do that task. The manager should also set a date for completing the task or reviewing its progress. Setting a probationary period when an assignment is begun allows both the volunteer staff person and the organization to examine the volunteer staff person's suitability for that task during the initial stages of the assignment.

### Methods for Implementing Guideline:

The administrator must:

- Set a review or probationary period for volunteer staff in new assignments.
- Give an expression of appreciation to volunteer staff who successfully complete their assignments.
- Work with volunteer staff in overcoming difficulties.
- Discuss the procedures for involuntary termination with each volunteer staff person.
- Make sure the organization has written procedures for terminating volunteer staff. (These procedures should be approved by the organization's governing body.)
- Give verbal and written notice to any volunteer staff person being terminated.
- Make available an avenue of appeal for individuals who feel the reasons for their termination are unjustified. (See also Policy Guideline #15.)

### Resources:

Swanson, M.T. *Your Volunteer Program*. U.S. Office of Education. Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 88, 4465.

*Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 79, 5382.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 38, 6193.

*Manual of standards for juvenile probation and aftercare services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 22, 7111.

*Manual of standards for juvenile training schools and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 19, 9095; p. 29, 9141; p. 99, 9487.

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### POLICY GUIDELINES #17:

**The administrator must establish authorization and verification procedures for volunteer staff.**

#### Rationale and Discussion:

Few things are as frustrating to volunteer staff as encountering obstacles and delays when trying to see a client. Such delays may cause a volunteer staff person to lose trust in the organization's management. Clear authorization procedures will help volunteer staff work to their potential.



Programs in institutions (both juvenile and adult) have the most obvious need for authorization and verification procedures because of their concern for security and safety. However, any criminal justice volunteer program will benefit from attention to this matter.

A complicated process is not necessary. In some instances, approval, authorization, and verification are all part of a single process. In others, particularly where volunteer staff are part of an organization outside the system, there may need to be a prior stage of approval or acceptance. In all cases, simple effective procedures can be devised which will expedite the identification of volunteer staff who have been approved and authorized for service.

### Methods for Implementing Guideline:

- Establish and maintain specific criteria for volunteer staff participation. (Criteria may vary depending on many factors. Be as reasonably inclusive as possible.)
- Develop well defined guidelines for interviewing, screening, training, and supervising volunteer staff.
- Develop procedures to implement the above guidelines. For example:
  - a) Before making an assignment have the staff member who will actually supervise the volunteer staff person interview him or her.
  - b) Make sure to obtain positive responses from references, employers, or school personnel prior to making an assignment.
  - c) Set minimum standards for volunteer staff orientation and making sure institutional or agency rules and regulations are clearly understood.
  - d) Make sure written job descriptions and volunteer service agreements are signed by the volunteer staff and their supervisor.
- Keep records of who is certified as volunteer staff.
- Where necessary, require appropriate identification to be carried by volunteer staff.
- Establish a routine procedure so that means of volunteer staff identification are returned at the end of their term of service.
- Make sure that adequate funding is in the budget for maintaining verification and authorization procedures.

### Resources:

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.*  
Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 23, 4118.

*Manual of standards for adult local detention facilities.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 16, 5083.

*Manual of standards for adult community residential facilities.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2135.

*Manual of standards for juvenile probation and aftercare services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 17, 7085.

*Manual of standards for juvenile training schools and services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 27, 9131.

### POLICY GUIDELINE #18:

**The administrator must establish policy to determine how volunteer services will function during an emergency.**

#### Rationale and Discussion:

In emergency situations (e.g., prison riots, union strikes, natural disasters) it may become necessary to alter or limit volunteer services until the crisis is resolved. A plan should be worked out in advance to avoid confusion in the event of such an emergency.

In some emergencies (such as natural disasters) volunteer services might be increased. But in some cases volunteer services may have to be temporarily suspended. Lines of communication should be kept up to date, and at the earliest possible moment volunteer services should be restored.

The most complex emergencies are those which occur while volunteer staff are on site and become directly involved. [Examples range from prison uprisings in which volunteers may, among others, be taken hostage, to a fire in a juvenile institution or a fight in a half-way house when volunteer staff are present.] Properly trained volunteer and paid staff will know how to respond in order to protect the safety of all concerned. Safety should be a priority whether we are dealing with emergencies on-site or those which affect volunteer staff and volunteer programs after they have occurred.

Emergencies do not happen often. When they do, it is imperative to deal with them in ways that protect both the individual and the organization.

### Methods for Implementing Guideline:

- The administrator must designate someone to establish a plan for volunteer services during

emergencies. This plan (for either increasing or limiting volunteer services) should be shared with volunteer and paid staff, and those receiving services.

- When it becomes necessary to suspend volunteer services, all staff should be notified in the most expedient manner and given as complete an explanation as possible. The volunteer services manager should assume the responsibility for seeing that volunteer staff are contacted by telephone, through the media, or by letter.

All volunteer staff (including those notified by telephone) should, as soon as possible, be advised in writing of the following:

- a) reasons for the suspension, giving as much detail as possible and feasible;
- b) expected duration of the suspension, if known;
- c) an expression of appreciation of their understanding and continued interest in the offender's or client's program.

If the emergency continues longer than originally expected, some form of continued contact should be maintained on a regular basis with the volunteer staff to ensure their return when the suspension is lifted.

## Resources:

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 35, 4180, 4181.

*Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 46, 5227; p. 47, 5229.

*Manual of standards for adult community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 25, 2126, 2127.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 31, 6156; p. 32, 6165, 6166.

*Manual of standards for juvenile detention facilities and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 17, 8089; p. 61, 8303; p. 62, 8305.

*Manual of standards for juvenile training schools and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 19, 9092; p. 46, 9225, 9228.

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## POLICY GUIDELINE #19:

The administrator must develop a policy that determines if, when, and how persons with criminal backgrounds can be involved as volunteer staff.

## Rationale and Discussion:

Involving persons with criminal backgrounds as volunteer staff has been an option for many agencies for a long time, and the practice is increasing throughout the nation. There are three distinct categories which may require specific exploration.

1. Those offenders or clients who are incarcerated at the time they are considered for a volunteer job.
2. Those offenders or clients who, though released from incarceration, are still in supervision status under some form of jurisdiction such as parole, probation, or deferred prosecution.
3. Those offenders or clients who are not under any jurisdiction.

All three categories may involve special conditions or stipulations that require careful attention before offenders or clients are recruited for participation in a particular volunteer services program.

Such a policy functions to open the door for volunteer participation in a structured way for offenders, ex-offenders, or clients who might be otherwise excluded automatically. It also provides adequate screening in a sensitive area of volunteer staff recruitment and assignment. However, it is most important that such persons, like all volunteers, be sought because of their skills, experiences, and strengths. The above policy suggests that ex-offenders and clients not be excluded from participation because of their past records; they are individuals who may possess experiences and talents which could be valuable in providing services.

## Methods for Implementing Guideline:

- Involve offenders and clients in volunteer staff program planning and training.
- Survey the skills available in the offender and client population.
- Contact established offender and client self-help groups for advice and assistance.
- Explore potential community service opportunities which might be used in deferred prosecution or restitution programs.
- Use a technique of needs analysis so that the question of recruitment of offenders and clients as volunteer staff is dealt with at all staff levels. An example of such a process is Need Overlap Analysis In Helping (NOAH)—a needs analysis technique which is explained in *The New People Approach Handbook* by Ivan Scheier.

## Resources:

\*Scheier, I.H. *The New People Approach Handbook*. Boulder, CO: Yellowfire Press, 1981.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult probation and parole field services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 10, 3051.

*Manual of standards for adult correctional institutions.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 15, 4078.

*Manual of standards for adult community residential services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 9, 2046.

*Manual of standards for juvenile community residential services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 10, 6047.

*Manual of standards for juvenile probation and aftercare services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 9, 7045.

*Manual of standards for juvenile detention facilities and services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 14, 8070; p. 16, 8079.

*Manual of standards for juvenile training schools and services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 15, 9072; p. 17, 9081.

- Establish a routine review of policy.

## Resources:

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 88, 4464.

*Manual of standards for adult local detention facilities.*

Rockville, MD; Commission on Accreditation for Corrections, Inc., 1977, p. 2, 5006.

*Manual of standards for juvenile training schools and services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 3, 9010; p. 4, 9017; p. 17, 9076; p. 19, 9096.

*Manual of standards for juvenile probation and aftercare services.*

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 3, 7012; p. 10, 7048.

## OPERATIONAL GUIDELINES

### OPERATIONAL GUIDELINE #1:

**The volunteer services manager must see that the organization's planning for volunteer staff involvement is implemented.**

### Rationale and Discussion:

The volunteer services manager has the expertise and position which makes him or her functionally responsible for seeing that volunteer services become operational. The volunteer services manager must also take the lead in seeing that the organization incorporates planning for volunteer services within its regular planning processes. To do this the volunteer services manager must be involved in the organization's planning system and must see that volunteer services are applied to meet the organization's goals and objectives. Policy Guideline #4 and parts of Chapter 3 discuss in more detail the position of volunteer services manager.

### Methods for Implementing Guideline:

The volunteer services manager should:

- See that the organization's policy for volunteer services is implemented. (All the guidelines in the preceding section of this document spell out necessary volunteer services policy and list ways to implement this policy.)
- Be a member of the organization's planning and review committee.
- Keep staff informed of volunteer services policy and procedures.

### POLICY GUIDELINE #20:

**The administrator must establish a procedure for periodic review of organization policy and procedures which apply to volunteer services.**

### Rationale and Discussion:

Even carefully formulated policy and procedures which apply to volunteer services may become outdated. The needs of the organization may change or evaluations may demonstrate that the current operation of the program is ineffective or inefficient. It is therefore necessary that policy and procedures which apply to volunteer services be routinely updated so they will be relevant to actual organizational operations. Ideally this would be done as a part of the organization's regular review of policies and procedures.

### Methods for Implementing Guideline:

The administrator should:

- Form a representative committee composed of administrative, as well as other paid and volunteer staff to review suggested policy and procedure changes.
- Through written communications, inform all staff (including volunteer staff) of any changes in policy and procedures.

## Resources:

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977.

Attkisson, C.C., Hargreaves, W.A., Hurwitz, S., & Sorenson, J.E. *Evaluation of Human Service Programs*. New York: Academic Press, 1978.

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976. p. 78.

McConkey, D.D. *M.B.O. for Non-profit Organizations*. New York: American Management Association, 1975.

Minstello, P.A. & Wimberly, C.A. *Management Systems in Education*. Lincoln, Nebraska: Professional Educational Publications, 1975. (pp. 37-47)

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 37, 6187.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 82, 8405.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 97, 9479.

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## OPERATIONAL GUIDELINE #2:

The volunteer services manager must develop (and follow through on) the process whereby both paid and volunteer staff participate in the development of appropriate job descriptions, role expectations, and contracts for volunteer staff.

### Rationale and Discussion:

If paid staff, volunteer staff, and managers participate in the development of job descriptions, role expectations, and contracts, there is a sense of ownership which improves cooperation and services at all levels. Being a part of this process will give staff a clear understanding of their roles and will help improve communications. Whenever possible, offenders or clients should be involved in this process.

Potential volunteer staff should have access to written job descriptions which clearly outline: volunteer job title, duties involved, supervision, training required, time commitment, qualifications for the position, and where the position is available.

### Methods for Implementing Guideline:

The volunteer services manager should:

- See that paid staff are provided appropriate training regarding writing job descriptions, agreements, and contracts.

- If there is an advisory board for volunteer services, set up a subcommittee which would work with paid staff, volunteer staff, and possibly offenders or clients to develop job descriptions.

- Consult with organization personnel to identify organizational needs which might be met by volunteer staff. One technique of identifying organization/staff needs and matching those with volunteer staff skills and willingness is Needs Overlap Analysis for Helping (NOAH) in *The New People Approach Handbook* by Ivan Scheier.

- Provide both volunteers and staff with copies of their job descriptions.

- Review job descriptions on a regular basis.

## Resources:

Berger, R.J., Crowley, J.E., Gold, M., Gray, J., & Martin, M.S. *Experiment in a juvenile Court: A Study of a Program of Volunteers working with Juvenile Probationers*. Ann Arbor: University of Michigan, Institute of Research, 1975.

Moore, L. *Volunteer Administration* (Arkansas State Office of Volunteers). Vancouver, 1977.

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976. (Chapters IV & VI)

Gordon, M.T. *Involving Paraprofessionals in the Helping Process: The Case of Federal Probation*. Cambridge: Ballinger Publishing Co., 1976.

\*Scheier, I.H. *The New People Approach Handbook*. Boulder, CO: Yellowfire Press, 1981.

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## OPERATIONAL GUIDELINE #3:

The volunteer services manager must use recruitment strategies that are designed to attract a cross section of the community.

### Rationale and Discussion:

In developing recruitment strategies, the volunteer services manager has two major considerations. One is the recruitment of individuals to perform special tasks. The other is securing volunteer staff who represent a cross section of the community.

Certain groups of people are often overlooked or not considered as potential volunteer staff. Some of these are: racial and ethnic minorities, the economically disadvantaged, clients, offenders, or ex-offenders, youth, senior citizens, the handicapped, and students.

Since a disproportionate number of minority group members may often be "in the system", it is especially important to have minority group members participate as volunteer staff. This should be kept in mind whether recruitment is aimed at people with special skills or other target groups.

## Methods for Implementing Guideline:

The volunteer services manager should:

- Consider (based on organizational needs) recruiting people with special skills, recruiting people from a certain segment of the community, or aiming recruitment at the entire community.
- Determine the type of person needed for the assignment and decide where potential recruits for the particular assignment are likely to be found.
- Identify all sources for volunteer staff recruitment.
- Enlist the help of existing volunteer and paid staff, and where applicable members of the board of directors.
- Determine a specific strategy for recruiting members of minority groups.
- Remember that the most effective recruiting is done by the people associated with the organization. Encourage those already working in the organization to participate in recruitment.
- Consider some of the following recruitment ideas: Telephone and personal contact; speaking engagements; public service announcements; appeals in corporate, church, or community organization newsletters; volunteer service fairs; shopping center displays or information booths; brochures; notices on neighborhood bulletin boards, grocery stores, laundromats.
- Review all recruitment efforts periodically. Revise and update procedures as appropriate.

## Resources:

Scheier, I.H., & Berry, J.L. *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (LEAA, U.S. Department of Justice). Washington, D.C.: U.S. Government Printing Office, 1972.

\*Wilson, M. *The Effective Management of Volunteer Programs*.

Boulder, CO: Volunteer Management Associates, 1976.

Kottler, Phillip. *Marketing for Non-profit Organizations*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*.

Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 87, 4458.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 78, 5377.

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2136.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6189.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7107.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 83, 8408.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 98, 9482.

## OPERATIONAL GUIDELINE #4:

The volunteer services manager must be involved in planning and implementing the organization's public information and education program. (See also Policy Guideline #12.)

## Rationale and Discussion:

The volunteer services manager should participate in developing and implementing the organization's public information and education system so he or she can suggest ways for the community to become involved. The volunteer services manager is in a unique position to assess (through volunteers) public impressions of the organization, and therefore can be helpful in suggesting what public information and education is needed. Also, he or she can suggest how to more effectively involve volunteers who are already an important source of public information and education. Another benefit of good public information and education is that it will help recruit members of the community for volunteer services. (See also Operational Guideline #3.)

## Methods for Implementing Guideline:

The volunteer services manager should:

- Make sure he or she is part of the organization's committee which plans and implements public information and education.
- Keep abreast of statements about the organization which are released to the public so that these statements can include ways for the community to become involved.
- Provide information for speeches made by organization staff so that these speeches can offer ways for the community to become involved.
- Communicate accurate information about the organization to volunteers (for example, through the volunteer staff newsletter).
- Let volunteer staff know where they can find information about the organization.

## Resources:

Moore, L. *Volunteer Administration*. Vancouver: The Volunteer Bureau of Greater Vancouver, 1977.

Scheier, I.H. & Berry, J.L. *Guidelines and Standards for the Use of Volunteers in Correctional Programs* (LEAA, U.S. Department of Justice). Washington, D.C.: U.S. Government Printing Office, 1972.

Jackson, K.W. *Telling Your Story*. Washington, D.C.: National Center for Voluntary Action, 1976.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult probation and parole field services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 7, 3037; p. 13, 3068.

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 5, 4023; p. 19, 4099.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 4, 5019; p. 78, 5374.

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 2055; p. 27, 2134; p. 33, 2165.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6187.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 13, 7063; p. 21, 7105, 7109.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 6, 8031; p. 22, 8112; p. 82, 8405.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 7, 9033; p. 24, 9119; p. 29, 9142.

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## OPERATIONAL GUIDELINE #5:

**The volunteer services manager must develop and use a screening and interviewing process for prospective volunteer staff.**

### Rationale and Discussion:

Screening is necessary to select individuals qualified who are to work in needed roles. Screening also aids in the matching of organizational needs with the skills of potential volunteer staff. (See also Operational Guideline #7.) The screening process continues through the initial training and role assignment in order to ensure a good "match-up".

Although interviewing is not the only way of determining the suitability of a potential volunteer staff person, it is a useful way of making an initial assessment. Other screening techniques include application forms, reference checks and pre-service training.

## Methods for Implementing Guideline:

- Know the specific qualifications corresponding to each volunteer staff role.
- Supply information that clearly identifies volunteer staff roles and requirements/qualifications to all potential volunteer staff.
- Develop screening criteria based on specific requirements as well as the role qualifications. For example, it might be necessary for a volunteer staff person to provide his or her own transportation.
- Develop a series of questions to be asked during the interviews which will provide information on the applicant's suitability. Include questions related to why the person is interested in volunteering, prior relevant experience, or skills. (Be aware of current equal opportunity regulations.)
- Develop clear policy and procedures for the acceptance or non-acceptance of potential volunteer staff.
- (If a person is unsuitable for one job, assess his or her suitability for other jobs.)
- Be well informed about volunteer staff needs of other organizations so that you will be prepared to refer applicants elsewhere if they are not suitable for your criminal justice organization.

## Resources:

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976.

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA0. Washington, D.C.: U.S. Government Printing Office, 1977.

Scheier, I.H. *Winning with Staff*. Boulder, CO: Volunteer Readership, The National Center for Citizen Involvement, 1978.

McIntyre, B.B. *Skills for Impact* (Institute of Government, University of Georgia, The association of Junior Leagues, Inc), 1977.

Moore, L. *Volunteer Administration*. Vancouver: The Volunteer Bureau of Greater Vancouver, 1977.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 87, 4458.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 78, 5377.

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2135.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc, 1978, p. 11, 7058.

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## **OPERATIONAL GUIDELINE #6:**

The volunteer services manager must coordinate the design and delivery of orientation and training so that volunteer staff are prepared to perform their jobs and that paid staff are prepared to work with them. (See also Chapter Three.)

### **Rationale and Discussion:**

Orientation is necessary so that volunteer staff have an understanding of how the organization works, how their jobs fit into the structure of the organization, and how the organization fits into the criminal justice system. They also need training in approaches and skills which will help to make them more effective in their specific assignment. Through orientation and training volunteer staff can further assess their own desire and aptitude for their specific roles. (See also Operational Guideline #5.) Orientation and early training sessions set the stage for how they function within the organization.

Including paid staff in the orientation and training will help them learn how to work more effectively with volunteer staff. In-service training in this area should take place on a regular basis, and should include development of supervisory skills. (See also Operational Guideline #8.)

In-service and other training should be available for volunteer and paid staff alike, which may mean involving volunteer staff in training sessions for paid staff.

### **Methods for Implementing Guideline:**

The volunteer services manager must:

- Involve paid and volunteer staff in planning for the orientation and training sessions.
- Plan an effective way to present the organization's philosophy, structure, objectives, and policies.
- Ensure that volunteer staff receive a realistic profile of the clients/offenders being worked with by the organization or institution.
- Provide all volunteer staff with a specific job description which defines the responsibilities of the job and includes information on the knowledge and skills needed to perform the job, the number of hours expected, length of service, reporting procedures and other organizational requirements. (See also Operational Guideline #2.)
- Give volunteer staff a manual which defines their legal and ethical obligations as well as the support that they can expect from the organization in the fulfillment of their roles.
- Arrange for appropriate paid and volunteer staff as

well as other speakers to be involved in training. Clients should be used wherever possible.

- Use a variety of training methods (such as lecture, small group discussion, films, role-playing, video tapes, field trips).
- Make the program flexible to allow for the expression of individuality by using volunteer staff talents and skills to the fullest.
- Work wherever possible with a training officer already established in the organization to integrate volunteer staff training into the organizations training program.

### **Resources:**

- \*Stenzel, A.K. & Feeney, H.M. *Volunteer Training and Development: A Manual*. New York: The Seabury Press, 1976.
- Jorgenson, J.D. & Scheier, I.H. *Volunteer Training for Courts and Corrections*. Metuchen, N.J.: The Scarecrow Press, Inc., 1973.
- Applicable standards published by the American Correctional Association Commission on Accreditation are:
  - Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 17, 4090; p. 87, 4459.
  - Manual of standards for adult probation and parole field services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 3065.
  - Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 14, 5071; p. 79, 5378.
  - Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 2053; p. 27, 2137.
  - Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 37, 6190.
  - Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 12, 7059; p. 21, 7108.
  - Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 20, 8103; p. 21, 8105; p. 83, 8409.
  - Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 22, 9109.

## **OPERATIONAL GUIDELINE #7:**

The volunteer services manager must arrange for the appropriate assignment of volunteer staff. (See also Operational Guideline #5.)

### **Rationale and Discussion:**

The volunteer services manager must make certain that volunteer staff are properly assigned to the tasks/roles

with both supervisors and volunteer staff.

- In some cases it may be helpful for the volunteer services manager to supervise volunteer staff in order to demonstrate how paid staff can work with volunteers effectively.
- Encourage volunteer staff to meet with supervisors for problem-solving and consultation.

## Resources:

Nikkel, R. *Volunteer Mobilization, Motivation, and Management*. 1981.  
Scheier, I.H. *Guidelines and Standards for the Use of Volunteers in Correctional Programs*. U.S. Department of Justice, U.S. Law Enforcement Assistance Administration, Washington, D.C.: U.S. Government Printing Office, 1972.

Office of Juvenile Justice and Delinquency Prevention, (LEAA, U.S. Department of Justice). *Volunteer Services*. Washington, D.C.: U.S. Government Printing Office, 1972.

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977.

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2135.

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 87, 4456.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 5069; p. 78, 5375; p. 79, 5376.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 38, 6191.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7109.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 82, 8407.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 98, 9483.

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## OPERATIONAL GUIDELINE #9:

**The volunteer services manager must make sure that volunteer staff have opportunities for professional and personal development.**

### Rationale and Discussion:

Many volunteer staff will be more satisfied with their work in the organization if there are opportunities for pro-

fessional and personal development as well as opportunities for advancement to positions of greater responsibility. Such opportunities help the organization in recruiting and retaining volunteer staff, enhancing the organization's community relations and building volunteer staff morale. Providing opportunities for training and development also demonstrates that the organization values and supports its volunteer staff.

## Methods for Implementing Guideline:

The volunteer manager should:

- Develop opportunities for the promotion of volunteer staff to positions of increased responsibility.
- Send volunteer staff to relevant conferences and training sessions. This can often be done at little cost by, for example, including them in existing training sessions conducted for paid staff.
- Keep appropriate records documenting the work of volunteer staff. (Many employers accept volunteer work experience for job experience credit.)
- Provide letters of recommendation based on volunteer job performance for employment or education.
- Advise volunteer staff that they can obtain letters of recommendation and reports of hours worked. Encourage them to include their volunteer staff experience on their resumes.
- Provide volunteer staff with opportunities for involvement in the decision-making processes related to the programs in which they are involved.
- Develop written guidelines for providing opportunities given to volunteer staff on a fair, uniform, and widespread basis.
- Advise volunteer staff that academic credit may be available for their volunteer service. If none is available it might be possible to arrange this with a local college or educational institution.

## Resources:

*Managing Volunteers for Results* (Institute for Fund Raising). 1978.

Jacobson, A. (ed.) *Standards and Guidelines for the Field of Volunteerism*. Association of Volunteer Bureaus, Inc., 1978.

Moore, L. *Volunteer Administration*. Vancouver: The Volunteer Bureau of Greater Vancouver, 1977.

\*American Red Cross. *I Can: Guidelines Volunteer Development Workbook*. American Red Cross, Washington, D.C., 1981.

Naylor, H. *Career Ladder in Volunteering*.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc.,



1977, p. 6, 4026; p. 15, 4077; p. 88, 4460, 4463.

*Manual of standards for adult local detention facilities.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 5, 5022; p. 12, 5061, 5065; p. 79, 5381.

*Manual of standards for adult community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 12, 2063; p. 28, 2139; p. 35, 2171.

*Manual of standards for adult probation and parole field services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 10, 3050.

*Manual of standards for juvenile community residential services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 38, 6192.

*Manual of standards for juvenile probation and aftercare services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 9, 7044; p. 22, 7110.

*Manual of standards for juvenile detention facilities and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 83, 8412; p. 84, 8413.

*Manual of standards for juvenile training schools and services.* Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 20, 9100; p. 99, 4486.

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### OPERATIONAL GUIDELINE #10:

The volunteer services manager must be responsible for seeing that volunteer services information is integrated into the organization's system of management information and decision making. (See also Policy Guideline #10. For a lengthier discussion of management information in volunteer services see Chapter Four.)

#### Rationale and Discussion:

A management information system serves a variety of purposes. It assists an organization in planning, monitoring progress, and establishing accountability.

Since volunteer services is an important part of the agency's services, the information related to services provided by volunteer staff should be a part of the organization's information collection and review processes. For example, just as the number of probationers served by a probation officer is reported, so should the number of probationers served by volunteer staff be reported. (See Chapter Four for other examples.) This communicates to all staff that volunteer service is an integral component of service delivery. Using management information on volunteer staff services gives the volunteer services manager the means to monitor the level of volunteer staff contribution in delivering the agency's services. It also allows top management to see which departments are including volunteer staff in their programs.

### Methods for Implementing Guideline:

The volunteer services manager should:

- Develop formal reports on volunteer staff activities as part of the management information system.
- Use informal methods to collect information (such as talking to staff and offenders or clients).
- Review, periodically, the kind of volunteer staff information being conducted.
- Be involved in deciding which information is to be used by whom, and decide when it is to be collected.
- Decide where volunteer staff records are to be kept and who should receive and keep records.

### Resources:

Jacobson, A. (ed.) *Standards and Guidelines for the Field of Volunteerism.* Association of Volunteer Bureaus, Inc., 1978.

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977. (p. 40)

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### OPERATIONAL GUIDELINE #11:

The volunteer services manager must develop and use a system to evaluate the organization's volunteer services. (See also Policy Guideline #10 and Operational Guideline #10.)

#### Rationale and Discussion:

Evaluation is necessary to determine if volunteer services is efficiently and effectively providing the services it was designed to provide. Through an evaluation, management determines whether the agency's objectives are being accomplished and if the structure and procedures need to be modified for improvement. Within the context of the organization's normal evaluation processes, the volunteer services manager must provide leadership to have volunteer services evaluated.

### Methods for Implementing Guideline:

The volunteer services manager should:

- Obtain training in how to conduct evaluations.
- Decide whether to have an internal or external evaluation.
  - a) If internal, select an evaluation team made up of paid and volunteer staff, and possibly offenders or clients.
  - b) If external, secure an evaluation team made up of volunteer staff from the academic and business community who are skilled in

evaluation. If funds are available, contract with appropriate consultants.

- Following the evaluation, the volunteer services manager should make sure that recommendations from the evaluation are incorporated into the planning process of the agency.

### Resources:

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976. (p. 79)  
Reigel, B. *Basic Feedback System: A Self-Assessment Process for Volunteer Programs*. Boulder, CO: National Information Center on Volunteerism, 1977.

\*Stoeckel, J. *Your Check-Up: Program Evaluation and Action Plan*. National Association on Volunteers in Criminal Justice, 1980.  
Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc.,

1977, p. 15, 4075.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 11, 5060.

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 10, 2051.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 11, 6052; p. 43, 6218.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 10, 7052.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 18, 8094; p. 25, 8124.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 31, 9149.

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## CHAPTER THREE:

# TRAINING AND EDUCATION FOR CRIMINAL JUSTICE VOLUNTEER PERSONNEL

Training, education, and professional development are key components of effective volunteer staff involvement, and, as such, need to be integrated into the organization's overall training plan. This integration requires that the administrator assume overall responsibility for the training, education, and professional development of criminal justice volunteer personnel. The administrator may choose to establish training policy and delegate the implementation responsibility to the volunteer services manager and/or the organization's training coordinator. There are four general levels of training related to criminal justice volunteerism:

1. training for agency administrators on citizen participation.
2. training, education, and professional development of the volunteer services manager.
3. training of supervisory and line staff on the involvement of volunteer staff.
4. pre-service and in-service training of volunteer staff.

To cover all four levels of training is too vast an enterprise for this chapter. Entire books have been written solely on training of volunteer staff (Jorgensen and Scheier, 1973). Moreover, the need for the training of paid and volunteer staff has been addressed in the previous chapter on Guidelines (see Operational Guideline #6).

### I. Why Training is Needed

Although training is primarily conducted to prepare someone to do a job, it also serves various other purposes. A good training program helps trainees put into perspective the goals of their organization and lets them see how their work and the work of other staff contributes to the accomplishment of those goals. It can help to give both volunteer and paid staff a sense of reward for their efforts. Relevant training does this by promoting personal growth and an increased sense of individual effectiveness through skills development and personal enrichment. Training also serves to promote program continuity as experienced persons interact with new persons coming into the program.

Training includes a range of activities including orientation, pre-service training, skills training, on-the-job training, and supervision; and of course, it involves personnel from various areas in a program (administration, volunteer management, paid and volunteer staff). In setting up a training program at any level, or for any task, the process will be basically the same. The person in charge of establishing a training program should start with a very general overview of his or her task by looking at organizational goals—and by thinking through the reasons for training. The process might go like this:

1. Look at the organization's goals and objectives. Who are the offenders or clients being served? What is the mission of the agency, organization or institution? Why does it exist?
2. Look at how the agency or facility is set up to accomplish those goals and objectives. Where are the staff roles placed within the organizational structure?
3. Look at what each person does. What tasks must be performed by the person in each role? (This should be specified in job descriptions.)
4. Look at what each person has to know to do the assigned job or to complete assigned tasks. What knowledge and skills are needed to accomplish those tasks?
5. Finally, look at how a person might acquire the knowledge and skills to do the job. What training is necessary to attain those skills and acquire the knowledge.

Having logically arrived at the reasons for a specific training program, the person in charge should then proceed in an equally systematic manner to set up a training program. There are a number of effective training program designs, some of which are suggested in the list of resources at the end of this chapter. The following approach is known as "Skill-Based Training". It offers a logical design which can be applied to any training situation.

## II. How To Design A Skill-Based Training Program

- A. **IDENTIFY THE TASK:** List the tasks which you expect the person to perform. Be complete and specific — based on the job descriptions which have been developed for the position, and based on general expectations required to meet the agency's goals.
- B. **DETERMINE THE SKILLS AND KNOWLEDGE NEEDED:** What knowledge or skills are needed to perform each task identified?
- C. **ASSESS THE COMPETENCY OF THE TRAINEE:** In what areas is the person already competent, and in what areas does the person need specific training.
- D. **DESIGN A CURRICULUM:** What needs to be taught to whom, and how this will be taught? The process used for curriculum design will vary

with the task, but the following steps hold true for training in any situation.

1. **Establish learning objectives:** What should the training accomplish in each area? These objectives must be observable or measurable and the level of acceptable performance must be specified. These should be listed according to their priority.
2. **Plan the content:** What content must be taught in order to accomplish the learning objectives listed? What materials or resources are available?
3. **Select training methods:** What methods will be used to deliver the knowledge or skills needed? List all the possibilities such as lecture; films; readings; discussions; individual/group exercise; role playing; sociodramas; field observations; demonstrations; talks from offenders or clients, teachers, parents, police, judges, staff, and other specialists. Use the appropriate method for each learning objective. Vary instructional tools in order to maintain interest and involvement. It is often helpful to provide participants with handouts, books, reading lists, and other materials.
4. **Logistics:** Make a list of all the materials required for the session and make sure you have all necessary support tools (e.g., meeting space, projectors, screens, outlets, pencils, flipcharts). Consider the length of time needed for each exercise and allow for variety in methods and active participation by the trainee.

## EXAMPLES

The following are examples of how the training development technique described above might be adapted for volunteers who will work in various types of criminal justice programs. The examples include programs which handle similar problems in different settings. This will help to demonstrate the variety of ways in which a Skill-Based Training approach can be applied to various kinds of programs and training situations. In many cases, the volunteer staff programs described here could easily be "translated" into different settings, e.g. from adult probation to juvenile probation or adult parole. In each example only one area of volunteer staff involvement is the focus. Keep in mind that volunteer staff participation in

an organization will include more than only one type of service role or position.

#### EXAMPLE ONE

### A JUVENILE DIVERSION PROGRAM WORKING WITH THE JUVENILE AND HIS OR HER FAMILY

**A. Identify the task:** The volunteer staff person will be assigned to work with a juvenile and the juvenile's family following a diversionary process from the court. The purpose of this interaction will be to: (a) assure that court orders regarding community service and restitution are followed, (b) fulfill a service brokerage function by connecting the family with community services which are needed and, (c) act as a positive, adult role-model for the juvenile and be a friend and confidant.

**B. Skills and knowledge needed:** An understanding of the court's processes and orders. It is important that the volunteer staff be familiar with a range of alternatives available to judges in handling the case and with the resources used to implement judicial dispositions. For example, the volunteer staff person must be able to deal with personnel who provide community service placements and who facilitate restitution payments.

The volunteer staff person must be able to assess the needs for certain services within a family and should be aware of community service agencies available to address those needs. To act in a counseling role, the volunteer must have a basic understanding of the developmental patterns of adolescence, the roles that peers play in adolescent behavior, and something about the client's peer group. A basic understanding of family dynamics is also important.

**C. Competency level of trainee:** It is assumed that most of the volunteer staff will come to the job with little or no training in the criminal justice process. Also, it is believed that they will not be experienced in social work practice or counseling techniques. However, they will bring with them a variety of life experiences as well as a sincere interest in helping young people and their families.

### D. Curriculum design:

1. *Learning objectives:* The volunteer staff person will be able to:
  - Identify all judicial processes from point of entry to adjudication.
  - Identify and understand basic theories of adolescent development.
  - Apply listening and communicating skills.
  - Understand basic family dynamics.
  - Identify, utilize, monitor, and evaluate appropriate community resources.
- 2,3. *Content and methods:* Training will include lectures by members of the court's paid staff, including judges and social service personnel. Tours of the court facility will be conducted. Speakers from other community agencies will conduct additional presentations. Reading material will be distributed and then discussed. This material will deal with adolescent development and family dynamics. Additionally, volunteer staff will read and discuss relevant legislation and legal material. The training will focus on talents which volunteer staff already have, such as listening skills. The purpose of training is not to make professional staff out of volunteer staff but to strengthen their abilities in communicating with and relating to juveniles. It will be emphasized in the training that volunteer staff will be supported by paid professional staff.
4. *Logistics:* Training will primarily be conducted at the court's training center. Visits to community agencies will be arranged by the volunteer services coordinator. The coordinator will secure the needed guest speakers, select the training sites, be responsible for coordinating the time frames of the various training components, acquire the resource materials, and be responsible for conducting an evaluation of the training program.

#### EXAMPLE TWO

### INTERACTION WITH JUVENILES IN A COURT PROBATION PROGRAM

Here volunteer staff will be responsible to a probation officer and will provide support and attention through interaction with juvenile delinquents on probation.

- A. Identify the task:** The volunteer staff person will spend time weekly with a juvenile delinquent to provide the opportunity for interaction.
- B. Skills or knowledge needed:** (This example presents only one of several items of knowledge needed.) Understanding of adolescent lifestyles and the conditions and circumstances related to delinquent behavior.
- C. Competency level of trainee:** The trainee is generally unfamiliar with the problems related to delinquency.
- D. Curriculum design:** (The following is an example of a curriculum which addresses the one skill or knowledge identified above.)
1. *Establish learning objectives:* Develop an understanding of the conditions and circumstances related to delinquent behavior. Recognize one's own attitudes and value systems which might affect a successful relationship with a delinquent youth.
  2. *Plan content:* The volunteer staff person attends an informal lecture on understanding troubled youth and/or the background of juvenile delinquents; observes juvenile court; and visits a juvenile correctional facility.
  3. *Select training methods:* Participation in a discussion will help volunteer staff gain better insight into who the delinquents really are. It will also help them dispel some of the fear they often have about confronting juvenile delinquents. The session will include questions by the lecturer to assist volunteer staff in assessing their own understanding and perception of why young people break the law.
  4. *Logistics:* Select a professional to lead the discussion and lecture (chief court counselor, social worker or staff, psychologist).

### EXAMPLE THREE INTERACTION WITH JUVENILES ON PAROLE

Here volunteer staff will be responsible to a parole officer and will provide support and attention through interaction with juveniles on parole. The involvement is similar to that of the first example (probation) but the training design is handled somewhat differently.

- A. Identify the task:** The volunteer staff will spend time on a regular basis with an assigned juvenile parolee. The purpose will be to build a supportive and helping relationship. This will assist the parolee with interaction in the community and help with fulfilling of parole conditions.
- B. Skills or knowledge needed:**
1. An understanding of the juvenile offender and the juvenile justice system.
  2. The ability to initiate and build a positive helping relationship with the parolee.
- C. Competency level of trainee:** The volunteer staff person is not knowledgeable about the juvenile system and has had no previous experience relating to juvenile offenders.
- D. Curriculum design:** The following is an example of a curriculum which addresses the needed skills and knowledge identified above.
1. *Establish learning objectives:*
    - To establish a basic understanding of the juvenile justice system and the functions of aftercare/parole within that system.
    - To develop sensitivity towards and familiarity with the needs and problems of delinquent youth.
    - To assist volunteer staff in developing communication and helping skills necessary to initiate and maintain a positive, productive relationship with the parolee.
    - To inform the volunteer staff person as to his or her responsibilities in relation to the parolee and the parole department/officer.
  2. *Plan content:* Curriculum content would include information on the justice system as well as material on understanding delinquency and the delinquent (causes, problems, responses, dynamics). There would be direct training in helping skills. (What skills are necessary and what is the purpose of the skills or attitude.) Practical information will be given as to how to initiate and build a relationship, what to do, and how to deal with difficult situations.
  3. *Select training methods:* Methods will include: a visit to the juvenile court and a juvenile institution; group discussion with experienced volunteer staff about their experiences; lec-

tures and discussion on the juvenile justice system and delinquency; workshops, including exercise and role plays pertaining to the development of communication and helping skills.

4. *Logistics:* There will be an initial field trip to the juvenile court and juvenile institution. This will be followed by six weekly training sessions conducted by the parole officer and experienced volunteers. These sessions will combine lecture, discussion, and workshop format. Additional sessions may be planned on the basis of volunteer needs.

#### EXAMPLE FOUR ONE-ON-ONE VISITATION VOLUNTEER STAFF IN ADULT CORRECTIONAL INSTITUTIONS

The following is an example of how the training development technique described previously might be applied for one-to-one visitation by volunteer staff in adult correctional institutions. Volunteer staff will be responsible to the volunteer coordinator or other person at the institution who has responsibility for coordination of volunteer staff:

- A. Identify the task:** One-to-one visitation: volunteer staff will spend time on a regular basis with a prisoner who has requested a relationship with a concerned person from the outside. The volunteer staff person has an initial commitment of one year to the program.
- B. Skills or knowledge needed:** Understanding how the institution works; understanding the criminal justice system and its process; knowledge of the rules ("do's and don't's") as they pertain to the security of the institution, inmates programming, etc., and relationship principles.
- C. Competency level of trainee:** Most trainees will not be familiar with the rules and regulations of the institution, inmate problems related to incarceration and the conditions of confinement.
- D. Curriculum design:**

The following is an example of a curriculum which addresses the skills and knowledge identified above.

1. *Establish learning objectives:* Develop an understanding of the conditions and cir-

cumstances related to criminal behavior. Recognize one's own attitudes towards crime and incarceration which might affect a successful relationship. Encourage sensitivity in the effects of incarceration.

2. *Plan content:* The trainee would visit a local jail and prison; visit with men or women in a half-way house; attend in-prison orientation for new staff; and meet with the prison volunteer coordinator in order to be oriented to prison expectations, rules and functioning. The volunteer would also be given training in relationship principles and interviewing techniques.
3. *Select training methods:* Use role playing, films, and discussion sessions with other volunteer staff. Include both individual research, reading, and group orientation which would assess volunteer staff personal attitudes and value systems which might affect their relationship with a prisoner.

They will receive specific training in institutional procedures, security, rules and regulations. This training is conducted by institutional staff and the volunteer services manager.

4. *Logistics:* Arrange for tours of a jail and prison, a half-way house and for a police ride-along program. Develop a reading list and job description so volunteers can prepare before coming to an orientation session. Arrange a meeting place for discussion session. Secure a prison volunteer services coordinator, chaplain, or social worker to facilitate group discussion.

#### EXAMPLE FIVE VOLUNTEER STAFF IN A JUVENILE INSTITUTION

- A. Identify the task:** The volunteer staff person will meet weekly with the incarcerated juvenile to provide instruction in order for the juvenile to complete the General Equivalency Diploma (GED) program.
- B. Skills or knowledge needed:**
  1. General orientation to the operations of the institution including rules and regulations pertaining to volunteer involvement.

2. An understanding of the academic level of the student and what level the student must attain to complete the GED.
3. Tutoring skills.

**C. Competency level of trainee:** The trainee does have a basic knowledge of the academic subjects needed to pass the GED but is not familiar with the institution's policies and procedures or the rules and regulations governing volunteer services.

**D. Curriculum design:** (The following is an example of a curriculum which addresses the skills or knowledge identified above.)

1. *Establish learning objectives:* Develop an understanding of the rules and regulations and operations of the institution. Understand the needs of the student(s) to be tutored.
2. *Plan content:* The trainee will:
  - a) attend orientation sessions (perhaps individual conferences with others in institution);
  - b) meet with appropriate school teachers regarding GED requirements and have them explain tutoring methods;
  - c) meet with institutional personnel in individual conferences;
  - d) review the student's academic level (become familiar with his or her strengths and weaknesses).
3. *Select training methods:*
  - a) Orientation
  - b) On-the-job/in-service training with school personnel.
4. *Logistics:*
  - a) Set schedule for volunteer orientation session.
  - b) Set up meeting with school personnel.

### EXAMPLE SIX

## VOLUNTEER STAFF WORKING IN AN ADULT PAROLE PROGRAM

Volunteer staff will provide support and attention through interaction with offenders. The general outline could also be applied to training for any aftercare program, within or outside of parole, and can also be considered a variation on the preceding program example.

**A. Identify the task:** Volunteer staff will assist or support the adult parolee in developing his

educational and/or employment goals in life.

**B. Skills or knowledge needed:** Understanding of the "discouraged worker" syndrome. Familiarity with local adult education facilities/programs. General knowledge of the local labor market situation and specific knowledge of available employment preparation.

**C. Competency level of trainee:** It is assumed that the volunteer staff to be trained have a basic interest and enthusiasm for the task; that they are not intimidated by the employment process; and that they are willing and able to absorb the knowledge and skills needed to be helpful to persons paroled to find employment or schooling.

**D. Curriculum design:**

1. *Establish learning objectives:* Develop an understanding of the conditions and circumstances which contribute to the "discouraged worker" syndrome. (this is defined in the employment literature to indicate a worker who, because of prolonged unemployment or underemployment, loses the motivation to either find or maintain gainful employment.) Become familiar with the local employment situation.
2. *Plan content:* The volunteer staff would: meet and talk with state and local employment counselors who have extensive experience in working with "discouraged workers" and/or offenders; participate in a series of classroom lectures on the general labor market, and labor market trends; visit or become familiar with employment placement services that are available to the general public; visit local educational facilities to become familiar with their adult continuing education programs and services; and, in group setting, discuss with parole officers and parolees the expectations for volunteer staff in this area. Include, in this discussion, ex-offenders who have been through the program.
3. *Select training methods:* The training will include: reading employment literature about underemployment dynamics and general labor market information for the local area; having classroom presentations by employment and education specialists familiar with



the problems of the chronically unemployed; field visits to employment offices/agencies, colleges, and trade schools.

- 4) *Logistics:* Arrange for employment/education specialists to make special presentations to a group of volunteers and parole officers. Coordinate field trips so that volunteers have the opportunity to visit facilities as well as ask employees questions. Arrange for group discussions or presentations by parole officers in which they explain the expectations for volunteers.

Write to an employment service research center for employment information relevant to topics.

### EXAMPLE SEVEN VOLUNTEER STAFF WORKING IN ADULT PROBATION

Volunteer staff will be responsible to a probation officer and will provide support and attention through interaction with adults on probation.

- A. Identify the task:** The volunteer staff person will teach a three hour session once a week (for eight weeks) to a group of (3 to 10) probationers, preparing them to pass their General Equivalency Diploma (GED) exams.
- B. Skills or knowledge needed:** The volunteer staff will need a basic understanding of how probation works; the court's expectations of offenders, and an idea of some of the problems that may arise while teaching GED classes to offenders.
- C. Competency level of trainee:** The volunteer staff person has teaching credentials and/or experience to teach General Equivalency Diploma (GED) classes.
- D. Curriculum design:**
  1. Establish learning objectives: The volunteer staff will gain a basic understanding of how the court and probation department work, learn about the problems that can arise in conducting educational programs with adult probationers and learn strategies to overcome them. They will learn to make adjustments to teaching style in order to accommodate the differences in students and atmosphere.
  2. *Plan content:* Work with other probation

staff to design course content. For example, in order to meet the above objectives, volunteers will:

- a) Learn from other volunteer and paid staff (in an orientation session) about the department, mission, basics of probation (especially the conditions of probation), and the past experiences and current status of the program.
  - b) Learn about offenders' perceptions of probation expectations, and educational needs.
  - c) Visit the court and probation departments.
  - d) Visit with a probation officer.
3. *Select training methods:*
    - a) Observation of the systems and discussion with people in those systems.
    - b) Participation in group orientation.
    - c) Listening to offenders—either in a training session or by visiting offenders with a probation officer.
    - d) One-to-one work session with a probation staff person to plan GED course content.
  4. *Logistics:*
    - a) Plan training sessions (ask other volunteer and paid staff to assist).
    - b) Plan offender session.
    - c) Arrange for supervisor to work with volunteer staff on course content.
    - d) Arrange visit to court and probation department.

### EXAMPLE EIGHT VOLUNTEER STAFF TO WORK IN THE EMPLOYMENT OF ADULT PRISONERS IN JAIL AND AFTER RELEASE

The volunteer staff tasks will focus on employment for the ex-prisoner. The volunteer staff work under the supervision of an employment specialist and volunteer services manager employed by an independent, non-profit agency.

- A. Identify the task:** The task has two major components which overlap and are complementary. The first is to spend an agreed-upon amount of time each week (maybe an hour and a half) visiting the prisoner to define and shape his or

her thinking about employment after release. This would involve identifying specific personal strengths which would be assets for the prisoner in certain types of employment, and discussing the job and training options available to the prisoner.

**B. Skills or knowledge needed:** At the minimum, it is necessary to know the rules of the institution pertaining to volunteer staff, to have some conception of one's role in relating one-to-one with a prisoner, and to acquire the skills necessary to assist the prisoner in identifying possibilities for employment or training upon release.

**C. Competency level of trainee:** The trainee has never been in jail, never worked with a prisoner before, and has no special knowledge, other than personal experience, of employment or training possibilities.

**D. Curriculum design:**

1. *Establish learning objectives:* Learn about the jail and its operations, including physical layout of the jail, composition of the jail population, standard admittance procedures for visitors, formal and informal rules governing behavior with prisoners, areas of sensitivity on the part of jail staff, and how the institution utilizes volunteer activities. Learn about who the prisoners are in general, the many different paths through the criminal justice system which can lead to incarceration, and the personal experience of being incarcerated. Learn about employment and training possibilities. Also learn about the personal attributes and experiences which are helpful in preparing for employment.
2. *Plan content:* The volunteer staff will visit the institution; talk with its administration and staff; attend several hours of general training focusing on one-to-one volunteer work; attend a lecture on the justice system given by the local judge; read the volunteer manual; attend a workshop helping prisoners to identify employment possibilities; participate in a jail simulation experience; talk with ex-prisoners; and participate in a group discussion on attitudes toward prisoners,

jails, and the role of ex-prisoners in the community.

3. *Select training methods:* Training methods include: direct observation (e.g., of jail operation); experiential learning (e.g., through a realistic simulation of being incarcerated in jail); didactic learning (e.g., lecture by jail staff on rules pertaining to visitor behavior, or lecture by a judge on criminal justice system); group discussion (e.g., of personal attitudes toward prisoners); self-directed learning (e.g., reading the volunteer manual); and role playing (e.g., workshop rehearsal of employment counseling with a prisoner).
4. *Logistics:* Arrange for a group visit to the institution, making sure time is available for discussion with representatives of administration and staff. Call before leaving to confirm the schedule and the final number of people coming. Arrange a time and place for the volunteer training and call the volunteer staff prior to the first session to remind them. Identify instructors, facilitators, and discussion leaders for various segments of the training sessions. Discuss areas to be covered. Make sure they understand their responsibilities and are prepared. Secure a judge and one or more ex-prisoners to be present as resources for volunteer staff training sessions. Arrange for a jail simulation experience through the state department of corrections or other agency with access to prisons or jail facilities. Arrange a time and location for the employment workshop.

### III. Evaluating the Training Program

It is important to determine how effective the training program has been so that improvements can be made. Perhaps the simplest and easiest form of evaluation is through questionnaires. These might be given both before and after the training session. Obtain specific responses to specific questions. Always try to determine if the training objectives were met. Allow trainees to suggest changes they would like to see in the training program and incorporate these into future training events.

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# SAMPLE

## TRAINING EVALUATION FORM

1. Was the length of the training  
(Too short) (Too long) (About right)?
2. The room, facility, temperature and other physical environment was  
(Excellent) (Good) (Fair) (Poor)

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

3. What was most useful to you in the training?
4. What was least useful?
5. Please rate the *overall usefulness* of the training by circling *only one* of the numbers below:  
Poor          Fair          Good          Excellent  
1 2          3 4          5 6          7 8

6. What topics would you like to have covered more, for future training sessions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Any other comments you'd care to make would be appreciated:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature (optional)

#### IV. Training and Education Needs of the Volunteer Services Manager.

The success of volunteer staff participation in an agency depends heavily on the effectiveness of the volunteer services manager. In addition to being suitably qualified, the volunteer services managers must be trained to assume various special responsibilities. Training should involve the following subjects.

- A. *A complete understanding of the goals and structure of the organization and system within which the volunteer staff will participate.*

Training in how to work with volunteer staff is not meaningful until the manager has the proper perspective—that is, a grasp of the total organization and the systems in which it functions. The administrator must consider the need for the volunteer services manager to have this knowledge and not to limit the manager's training to the isolated areas of dealing with volunteer staff. The administrator is in the best position to assess the general agency training needs of the volunteer services manager and to see that these are met.

- B. *Development and management of agency volunteer staff participation.*

In addition to general organizational understanding, volunteer services managers need basic skills and knowledge which specifically apply to his/her unique job functions—developing and managing volunteer staff participation in the agency, or institution. Much volunteer services management training is available at local and state levels through Volunteer Centers (VACs or state offices), via local associations of volunteer directors or similar organizations. Some of the training not available in workshop or seminar form might be obtained through meeting informally with experienced volunteer services managers in the area. These volunteer services managers need not necessarily be involved in criminal justice programs, and can usually be contacted via local or state associations of volunteer directors.

The specific areas in which a volunteer services manager needs skills and knowledge include:

1. *How to plan.* The volunteer services manager must know how to plan for effective volunteer staff participation. This includes the ability to conduct needs assessments, set goals and objectives, and match the needs

of the organization with the community resources that are available.

2. *How to design jobs.* The volunteer services manager must be able to lead in the development of volunteer staff jobs which will help to fulfill agency objectives and meet identified needs. To accomplish this, the volunteer services manager must be able to define and develop clear, specific volunteer staff job descriptions.
3. *How to recruit.* Training in how to recruit volunteer staff is essential. The manager must learn to develop and implement an effective approach to recruiting the kinds of volunteer staff needed.
4. *How to interview and screen.* The volunteer services manager must acquire effective techniques for the selecting of prospective volunteer staff. Interviewing skills are essential to the process.
5. *How to make effective placements.* Clearly, an important aspect in the success of volunteer staff participation is placement. It is necessary for the volunteer services manager to be prepared to handle considerations that are involved in matching volunteer staff skills and interests with agency needs.
6. *How to train.* The volunteer services manager is usually the person responsible for coordinating the training of volunteer staff and also paid staff in relation to volunteer staff participation. It is therefore, important that the manager know how to design and plan both the training of volunteer staff as well as the training of paid staff who will be working with them.
7. *How to supervise.* Knowledge of effective techniques of supervision is necessary so that the volunteer services manager can provide support and training to those who will be supervising volunteer staff.
8. *How to provide motivational recognition.* The volunteer services manager needs skills in developing appropriate kinds of recognition for volunteer staff, staff and the paid staff who work well with them.
9. *How to establish strong community relations.* Depending on the particular agency and its organizational structure, the volunteer

services manager needs skills in community relations. These might include such things as preparing press releases, fund raising, designing advertising, conducting public relations functions, public speaking, and working with advisory boards and/or boards of directors. Team building skills are also helpful in dealing with both paid and volunteer staff and also members of the community.

10. *How to maintain appropriate records.* Determining how files, records, and reports should be maintained is another responsibility of the volunteer services manager. Training in record keeping is necessary to provide the organization with the appropriate information to be incorporated into its management information system.
11. *How to evaluate.* Training in the evaluation of personnel performance and programs effectiveness is also necessary for a volunteer services manager. Evaluations are used to improve volunteer services by providing feedback and support to volunteer staff, and by examining the effectiveness of the collective volunteer staff participation in the agency.

Other skills that might be needed by a volunteer services manager include those skills required to implement Operational Guidelines 1-11 (see Chapter 2). But the areas just described are the ones most generally needed. How these skills relate to the actual responsibilities of the volunteer services manager will depend on the size and structure of the agency.

## V. Basic Skills Needed by Agency Administrator, Paid Staff, and Volunteer Staff

These are not meant to be exhaustive lists, but should help to identify some of the knowledge and skills that persons in various positions need in order to do their job effectively. Such skills may then be used as the basis on which a training program can be designed.

- A. *What Agency Administrators, Organizational Executives or Institution Superintendents Need to Know:*
  1. The ways in which volunteer staff partici-

pation can be effective in achieving agency or institution goals.

2. The scope and diversity of services that can be performed by volunteer staff.
  3. How to delegate responsibility for the management of volunteer staff in order to maintain a high level of responsibility and accountability.
  4. How to lead the planning of volunteer staff participation in the agency or organization.
  5. Ways to express support and recognition for those contributing to effective volunteer staff participation. This will include volunteer staff, paid staff working with volunteers, and volunteer services leadership.
  6. How to make sure appropriate training is being provided to volunteer staff and the paid staff working with them.
  7. How to work with a citizen advisory board.
- B. *What Paid Staff Need to Know:*
    1. Ways in which effective volunteer staff participation can be valuable in achieving agency or institution goals, and the range and variety of services volunteer staff can provide.
    2. How to look at their own tasks and determine areas in which volunteer staff could be involved.
    3. How to supervise volunteer staff and provide supportive consultation when needed.
    4. How to impart knowledge and skills to the volunteer staff.
    5. How to help volunteer staff in clarifying their roles.
    6. How to evaluate the performance of volunteer staff.
    7. How to achieve accountability with volunteer staff.
  - C. *What Volunteers Need to Know:*
    1. How the system (agency, program) functions.
    2. Understanding the nature of the client or offender population.
    3. Knowing the specifics of the volunteer job. (What are the expectations, responsibilities and relationships.)
    4. Specific job-related skills. (For example, listening skills if the volunteer staff role involves interaction with the client.)

**VI. Readings.** There are many training resources developed for business and education application. Many of the same principles can be applied to training for criminal justice volunteer service programs. Some of the works which apply more specifically to training related to volunteer services:

1. Bostic, L.A. *Volunteers in the criminal justice system: Impact of the experiences on their attitudes and behavior.* (Doctoral Dissertation, Ohio State University, 1977.)
2. Bradley, T. Court systems in which all the people have a part. *Judicature*, January 1975, 58, 270-275.
3. Chastain, J.D., & Scheier, A.K. *Primer for trainers.* Washington, D.C.: Women in Community Services, Inc., and Yellowfire Press, Boulder, Colorado.
4. *Community action training: A handbook for trainers.* Trenton: New Jersey Community Action Training Institute, Inc., 1968.
5. Coover, V., et al. *Resource manual for a living revolution* (2nd ed.). Philadelphia, Movement for a New Society Press, 1978.
6. Cull, J.C., Hardy, R., & Thomas, C. *Volunteerism—an emerging profession.*
7. Edlen, R.J., & Adams, B. *Volunteer courts: A child's helping hand.* Fulton (Missouri) Law Enforcement.
8. Evans, C. *A guide for the development and management of volunteer probation programs.* New Jersey: Administrative Office of the Courts, 1977.
9. Footlick, J.K. Will citizens change the judicial process? *Judicature*, August-September 1976, 60, 68-77.
10. Gates, V. (Ed.). *Helping hands: The key to success.* Office of Training and Human Development, YMCA of Metropolitan Chicago, 1979.
11. Gerhard, M. *(Text ran off page) outcomes approach.* New York: Parker Publishing Co., Inc., 1971.
12. Haines, M. *Volunteers: How to find them . . . how to keep them!* Vancouver, B.C.: Voluntary Action Resources Center, 1977, and Yellowfire Press, Boulder, Colorado.
13. (Ed.). *Corrections volunteer information portfolio.* Boulder: National Center for Citizen Involvement, 1980.
14. Johnson, D. & Johnson, F.P. *Joining together: Group theory and group skills.* New Jersey: Prentice Hall Publishers, 1975.
15. Jorgensen, J.D., & Scheier, I.H. *Volunteer training for courts and corrections.* Metuchen, N.J.: The Scarecrow Press, Inc., 1973.
16. Kibler, R.J., Baker, L.L., & Miles, D.T. *Behavioral objectives and instructions.* Boston: Allyn, and Bacon, Inc., 1970.
17. Lynton, R.P., & Pareek, U. *Training for development.* Homewood, Illinois: Richard D. Irwin, Inc., and the Darcey Press, 1967.
18. Lynch, R. *Planning for success: A strategy for community service programs.* Washington, D.C., Boulder, CO: VOLUNTEER, the National Center for Citizen Involvement, 1980.
19. Naylor, H.H. *Volunteers today: finding, training and working with them.* Dryden, N.Y.: Dryden Associates, 1973.
20. Pell, A.R. *Recruiting, training and motivating volunteer workers.* New York: Pilot Books, 1972.
21. *Prison People.* A training guide for prison volunteers. Prison Fellowship, Washington, D.C. 1981.
22. *Volunteer Manual.* J. McKinley, Proj. Dir., Memphis, Tennessee, 1972.
23. Scheier, I.H. *Winning with staff.* Boulder: Volunteer Readership, 1978.
24. Scheier, I.H. *Volunteerism in corrections: A look to the future.* *Canadian Journal of Criminology and Corrections.* 1977, 19, 134-147.
25. Scheier, I.H., & Allen, L.H. *Volunteer courts in America, the new decade.* Boulder: National Information Center on Volunteers in Courts, 1971.
26. Scheier, I.H., & Berry, J.L. (U.S. Department of Justice Law Enforcement Assistance Administration, Technical Assistance Division.) *Guidelines and standards for the use of volunteers in correctional programs.* Boulder: National Information Center on Volunteers in Courts, 1973.
27. Schwartz, I.M. *Volunteers in juvenile justice.* National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U.S. Department of Justice, 1977. Assistance Council, 1971.
28. Simon, S., Howe, L., & Kirschebaum. *Values clarification: A handbook of practical strategies for teachers and students.* New York: Hart Publishers, 1972.
29. Stenzel, A.K., & Feeney, H.M. *Volunteer training and development: A manual.* New York: The Seabury Press, 1976.
30. Streff, T. *Missouri profile: Volunteer program development and structure.* Chicago: American Bar Association, 1975.
31. Wilson, M. *The effective management of volunteer programs.* Boulder: Volunteer Management Associates, 1976.

#### B. National Organizations

Many organizations provide information or other resources of use in volunteer program training. Some organizations on the national level which might be helpful are listed below:

ACTION  
Washington, D.C. 20626

American Correctional Assoc.  
4321 Hartwick Road, Ste. L-208  
College Park, MD 20740

Association for Volunteer  
Administration (AVA)  
P.O. Box 4584  
Boulder, Colorado 80306

Association of Voluntary  
Action Scholars  
1785 Massachusetts Ave., NW  
Washington, D.C. 20036

Connecticut Prison Association  
340 Capitol Avenue  
Hartford, Connecticut 06106

John Howard Association  
67 East Madison Street  
Chicago, Illinois 61613

National Criminal Justice  
Reference Service  
Box 6000  
Rockville, MD 20850

Offender Aid & Restoration/USA  
918 F Street N.W.  
Washington, D.C. 20004

The National Association on  
Volunteers in Criminal Justice  
P.O. Box 786  
Milwaukee, Wisconsin 53201

National Organization of Victim  
Assistance, Inc.  
Southern Station  
Box 9227  
Hattiesburg, Mississippi 39401

Prison Fellowship  
P.O. Box 17500  
Washington, D.C. 20016

Project letter asking if they had a volunteer management course or curriculum related to volunteer services managers. We are sure that many other colleges and universities offer such courses. Probably the best strategy is to check with local DOVIAs, Volunteer Centers, or state offices (see section C), to ask about nearby colleges offering relevant instruction.

Some college programs offering management development for the criminal justice field are:

The University of Alabama  
Criminal Justice Department  
P.O. Box 6365  
University, AL 35486

University of Cincinnati  
Cincinnati, OH 45221

Delaware Technical and  
Community College  
Criminal Justice Department  
Stanton Campus  
Newark, Delaware 19702

The Florida State University  
School of Criminology  
161 Bellamy Building  
Tallahassee, FL 32306

Ohio State University  
Columbus, OH 43210

Center for Legal Studies  
Sangamon State University  
Springfield, IL 62708

DeAnza College  
21250 Stevens Creek Blvd.  
Cupertino, CA 95014

Rutgers University  
Continuing Ed. Pgm.  
Grad. School of Social Work  
Tillet Hall, Livingston Campus  
New Brunswick, NJ 08903

Ohio Dominican College  
Sunbury Road  
Columbus, OH 43219

University of South Carolina  
College of Criminal Justice  
Columbia, S.C. 29208

A handy reference for organization and other resources of assistance is Sue Vineyard's *Finding Your Way Through the Maze of Volunteer Management*, 1981, Vineyard Associates, also available from Yellowfire Press, Boulder, Colorado. As of early 1985, a national registry of consultants and trainers in the volunteer management field is being prepared by Ivan Scheier, Yellowfire Press, 1705 14th St., Suite 199, Boulder, CO 80302.

#### C. Local, State or Provincial Organizations

On a more local level, valuable help in training can often be obtained from the local associations of Volunteer Action Centers. On the state level, there are state criminal justice offices.

A Volunteer Center can usually be located in the telephone directory under "volunteer", "voluntary", "United Way" or in local government. A Volunteer Center will in turn usually be able to connect you with the local association of volunteer coordinators, sometimes called DOV or DOVIA for "Directors of Volunteers in Agencies". A national directory of local, state and regional DOVIAs was published in 1984 and 1985 by Ian Scheier, Yellowfire Press, P.O. Box 5434, Santa Fe, New Mexico 87502.

State or Provincial offices of volunteerism can also be very helpful and exist in many states or provinces. Such an office, if it exists is usually located in the state or provincial capital.

#### D. Colleges and Universities

The college and universities listed below responded affirmatively to a 1981 Guidelines

Many colleges and universities, including the following, offer volunteer management development training relevant to the criminal justice field:

Adelphi University, Center  
on Volunteers  
Broadway and Johnson Place  
Woodmere, NY 11598

The University of Connecticut  
Continuing Ed. Department  
Storrs, Connecticut

Guilford College  
Friendly Avenue  
Greensboro, NC 27410

The Pennsylvania State Univ.  
Continuing Education  
209 J. Orvis Keller Bldg.  
University Park, PA 16802

University of California  
P.O. Box 109  
La Jolla, CA 92037

University of Delaware  
Div. of Continuing Ed.  
John M. Clayton Hall  
Newark, Delaware 19711

Metropolitan Community College  
1501 Hennepin Avenue  
Minneapolis, MN 55403

Volunteer Management Pgm.  
University of Colorado  
Division of Continuing Ed.  
970 Aurora Avenue  
Boulder, CO 80302

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## CHAPTER FOUR:

# INFORMATION FOR AGENCY MANAGEMENT

For effective decision-making, administrators and managers need comprehensive information on all aspects of the organization's operations. Since services provided by volunteer staff are an integral part of an agency's service delivery system, information on volunteer services must be integrated into the system of collecting and using information.

This chapter discusses how information can help administrators accomplish their management responsibilities. These responsibilities include program planning, program modification, budget management and the evaluation of agency operations. This chapter also presents basic principles related to the use of information in management. Included are program planning, gathering information, interpreting information, applying information, and following-up on decisions. This chapter also discusses how an agency administrator can establish procedures to obtain the information needed for effective decision-making.

### THE IMPORTANCE OF INFORMATION IN MANAGEMENT DECISION-MAKING

Information is necessary for effective decision-making which leads towards accomplishing organizational objectives. The more relevant and comprehensive the information available, the more likely both administrators and

staff will be to make sound decisions.

Due to limited resources in most agencies, there is a high demand for efficiency and accountability. Funders, legislative and administrative bodies, as well as the public demand evidence of agency effectiveness. Information should not be used only to justify an agency's existence or to report its activity, but should be used as the basis for planning and development. Good information helps the agency administrator fine-tune program objectives and adjust directions if necessary. Information is also essential for the preparation of budgets and for justifying the various budget allocations.

### BASIC MANAGEMENT PROCESS:

Well defined information procedures are essential to effective agency or institution management. How the information processes are applied in the agency has significant implications to the interaction of volunteer staff involvement in the agency's overall operations. If the work of volunteer staff is managed in isolation from the work of paid staff, a dual service delivery system which is inefficient and possibly redundant is created. This is evidenced by volunteer programs which have separate planning, reporting, and evaluation systems.

The following four processes must integrate paid staff and volunteer staff involvement in the agency's operations.

1. *Planning:* The planning process begins by



defining the goals and objectives of the agency. Planning also determines who (paid or volunteer staff) is responsible for each objective and how the objective will be reached. This includes determining the length of time needed to accomplish each step, the targeted completion date, and the resources needed.

Using established overall agency objectives, those responsible for planning can determine what should be accomplished at the end of each time period (e.g. usually a month or a quarter). At these time intervals, the progress towards meeting stated objectives can be measured. There are several approaches to planning such as Management-by-Objective (MBO), Planning-Program-Budgeting-Systems (PPBS), and Program Evaluation Review Technique (PERT). Extensive literature is available on these and other planning methods.

As part of this planning process the agency administrator should apply the guidelines in Chapter Two in order to integrate volunteer services into the agency's total operations. Each guideline statement suggests a goal, and each "Method for Implementing" section provides several possible objectives for accomplishing the goal.

2. *Gathering information:* The process of gathering information is closely linked to the planning process.

The information being gathered should reflect the steps that are necessary to meet the agency's established goals and objectives, including the information required by funding agencies, and governing bodies. The methods used to gather the information is determined by the nature of the information needed, who can supply the information, and who will compile the data. (For a more thorough discussion of information gathering see *RESEARCH Methods in Social Services*. (1980)

Some considerations in developing information-gathering processes will include:

- a. Determine whether information gathering instruments will be developed by staff or external sources.
- b. Avoid duplication by not gathering in-

formation that already exists, and by not collecting as raw data information which can be arrived at by other means.

- c. Make sure that data is gathered by the most appropriate person(s). For example, the volunteer staff member may report contact hours with the offender (client, etc.) to the appropriate supervisor, who may be a paid staff member (probation or parole officer, chaplain, court officer, or other official) or another volunteer staff person. The supervisors compile data on direct service provided to the offenders (or clients, etc.) which incorporates both paid and volunteer staff contributions. As a result, compiled data should reflect the total number of offender (or client) contact hours provided by both paid and volunteer staff.
  - d. Make sure that specific assignments for information collection are made in each area of the agency's operation.
  - e. Provide training in the information gathering process used by the agency.
  - f. Assign the responsibility for compiling data into the most useful form to an appropriate person.
  - g. Provide for the bringing together of information gathered in various parts of the agency and also for compiling the information into an integrated format.
  - h. Determine how information is to be compiled and presented in the most useful form for analysis and interpretation.
3. *Interpreting:* The administrator must see that the compiled data are analyzed and interpreted in relationship to the agency's goals and objectives.  
In interpreting data, the following questions should be asked: What does the information reflect about progress toward reaching goals or objectives? Are expectations being met? Does the information indicate why or why not? Is additional information needed? Is the information valid? (If there is not enough information or if it is biased, adjustments must be made in the information gathering process.)
  4. *Applying What is Learned From Data Analysis:*  
The agency administrator must require

that the persons in charge of data analyses present information and findings in a clear, concise form that is convenient for decision-making purposes.

The administrator must ensure that what is learned from data and information is applied at the appropriate levels of the agency or organization. Decision-makers at various levels of the organization must take appropriate action based on these findings. Decisions may ultimately have to be made about:

- Resource allocation.
- Revision of plans including objective, time frames, and other aspects of planning.
- Paid and volunteer staffing.
- Revision of the information gathering process.
- Further study and research on identified problems.

In all cases, the processes of gathering and using information are cyclical and inter-related. Often what is learned requires revision of one of the earlier information processes. For example, if information obtained is inadequate, the information gathering process must be revised to collect the data which are needed.

### Examples of Useful Information About Agency Operations:

- Measuring paid and volunteer staff involvement with offenders or clients (includes caseload size, direct contact time, successful completion of case assignment).
- Planning and implementation accountability: Are the agency's operations proceeding according to plan? How well are goals and objectives being met?
- Evaluating program effectiveness: What is being done? Are volunteers, paid staff, and offenders satisfied with the services being provided?
- Indication of public interest: Is the community interested in the services of the agency?
- Needs within the agency's operations; What are the agency's paid and volunteer staff recruitment requirements? What are the agency's training needs? What are the budget needs? Other needs?

## How to Implement Information Processes Within an Agency:

The agency administrator must:

- Allocate sufficient funding to implement and maintain the information processes. In a large agency or institution this may involve sophisticated systems such as computer data collection and analysis. In a smaller agency, this may involve less formal methods of collecting, interpreting, and applying information, which do not involve a large expenditure of funds, but nevertheless, provide the information needed to effectively manage the agency's operations.
- Require all staff to provide data needed in the various information process.
- Insist on timely feedback to paid and volunteer staff who are furnishing data.
- Require that the information be used to make decisions concerning the agency's operations.

In agencies, where information on volunteer services is presently not included in the information processes of the agency information about volunteer services must become an integral part of the information available to the agency decision-makers in order to make management decision-making more complete and effective. The agency administrator must work with the volunteer services management to integrate volunteer services data into each of the agency's information processes. This may involve completely rethinking how the services of volunteer staff are included in the agency's operations.

### References:

- \*Scheier, I.H. *Guidelines and standards for the use of volunteers in correctional programs*. U.S. Department of Justice, U.S. Law Enforcement Assistance Administration, Washington, D.C.: U.S. Government Printing Office, 1972.
- Wilson, M. *The effective management of volunteer programs*, Boulder: Volunteer Management Associates, 1976.
- Stenzel, A.K. and Feeney, H.M. *Volunteer training and development: A Manual*. New York: The Seabury Press, 1976.
- Ganes, C. and Sarson, T. *Structured system analyses: Tools and techniques*. New York: Improved System design, Inc., 1978.
- Patrick, R.L. *Application design handbook*. C.B.I. Publishing Co., 1980.
- McIntyre, B.B. *Skills for Impact*. (Institute of Government, University of Georgia; The Association of Junior Leagues, Inc.) 1977.
- Drucker, P. *Management*
- Schwartz, I.M., Jensen, D.R., and Mahoney, M.J. *Volunteers in juvenile justice*, (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977.
- The more generally available version of Partners, Inc. Evaluation Committee. *Assessing and improving your volunteer program*, Boulder, Yellowfire Press, 1983.

## Chapter Five

# EXAMPLES OF VOLUNTEER INVOLVEMENT IN CRIMINAL JUSTICE

This chapter describes examples of how volunteer staff might be involved in the criminal justice system. The examples presented are based on fact, but are not necessarily actual programs. They are rather, a description of outstanding instances of volunteer involvement in a way which at least exemplify the guidelines in Chapter Two.

It is not intended that the agency administrator, executive, or superintendent exactly replicate any of the models described in this chapter. Rather, the administrator should work with staff to determine the ways in which volunteer staff efforts could best serve their particular agency. These models and examples mainly serve to suggest ways of including volunteer staff in achieving specific organization or agency service goals. Models are numbered 1 through 20 in the following kinds of groupings:

### A. By AGE OF TARGET GROUP

- Programs for Adults, Models 1-13
- Programs for Juveniles or Children, Models 14-20

Please note, however, that many adult programs are adaptable for juveniles and vice versa.

### B. BY STAGE IN THE CRIMINAL JUSTICE SYSTEM

- Alternative, Diversion, Deferred Prosecution, etc., Models 4, 5, 6, 14, 15, 16
- Probation or other Court-related, Models 1, 2, 3, 7, 20

- Institution or other Residential, Models 8, 10, 12, 13, and adaptation of 9
- Parole, Aftercare, Release, Ex-offender, Models 9, 10, 11, 17, 18, 19

Once again, many programs are translatable between one phase of the criminal justice system and another, especially between probation and parole.

### C. BY TYPE OF PROGRAM

- Advocacy, Model 20
- Community Service, Models 4, 6, 12
- Employment, Models 7, 17
- Legal Assistance, Model 9
- Life Skills and Related Education, Model 13
- Mediation, Model 5
- Monitoring, Model 1, 2, 3, 16
- One-to-One, Models 14, 18, 19, 20
- Recreation, Models 8, 13, 15
- Religiously Oriented, Model 12
- Substance Abuse, Model 11
- Women, Model 13

The following descriptions of model programs only rarely refer back specifically to earlier parts of this manual. To be sure, these models generally demonstrate awareness of the importance of training and education (Chapter 3) and Management Information (Chapter 4). Beyond that, the Chap-

ter 2 guidelines most frequently and explicitly applied in these model programs appear to be Policy Guidelines 3, 4, 5, 10, 17, and 19, and Operational Guidelines 3, 5, 6, 7, and 11.

The guidelines which are not as explicit in the model descriptions are Policy Guidelines 1, 2, 6, 7, 13, 16, 18, and Operational Guidelines 4 and 9. Presumably the model programs do explicitly demonstrate these guidelines because of either their implied application or obvious nature. However, it is also possible that the lack of explicit prominence those guidelines received indicates that more attention to those areas of volunteer inclusion is required.

*Note:* Examples of each model can be obtained by writing to NAVCJ National Office, University of Wisconsin-Milwaukee, Criminal Justice Institute, P.O. Box 786, Milwaukee, Wisconsin 53201 for additional information.

## MODEL 1: SUPERVISION OF ADULT PROBATIONERS BY VOLUNTEER STAFF

- I. **Description of Model:** Serves probationers in an adult felony court setting, though it can also be adapted to a municipal court setting. Not all states use the term municipal court, perhaps misdemeanor would work better-particularly since the word felony is used.

*Goals:*

- to supplement and complement services to probationers
- to intensify and add to the services provided by the paid probation staff
- to aid in the collection of court costs, fines, and restitution payments
- to maintain quality probation services within a restricted departmental budget
- to involve the community in the criminal justice system for education and exposure to it.

Each volunteer staff person accepts responsibility for supervising four or more probationers for a one-year period. The relationship can terminate at the end of a year's commitment.

- II. **Need Addressed:** The client's needs and the department's ability to meet these needs and to protect the community far exceed availability resources of

the probation department in terms of professional staff and economic support. Thus, the volunteer services program functions under the philosophy that the adult probation department's mission cannot be fully accomplished with only the use of paid staff. Needed services can be expanded and intensified by using individuals from the community as volunteer staff.

### III. How it operates:

*Administration:* Can be organized and operated by a private organization or the probation department itself. If organized by a private agency, a working relationship must be created with the court for gaining admission to and cooperation of the probation department.

*Management:* A full or part-time management position is required to properly oversee the program. This determine depends on the size of the projected number of volunteer staff, and the number of individuals on probation. The manager should be knowledgeable in the area of volunteer services management.

*Recruitment:* Requests for volunteer staff are initiated when a supervising probation officer submits a job description to the volunteer services manager. Volunteers are then recruited for the specific roles outlined in the job descriptions, and come into the department to be screened and trained.

Attempts are made to recruit volunteer staff who represent the entire community. Specific recruitment efforts may be directed at identifiable community groups or persons with particular characteristics or experience which are relevant to the roles in which they will be placed. Therefore, targeted recruitment is used extensively. Nevertheless, the "shotgun" approach to recruitment, in addition to attracting a wide range of potential volunteer staff also provides for a method of public relations and community education.

Long-term and short-term recruitment methods both have advantages in providing a group of individuals from which to select. Long-term consists of forming relationships with universities, voluntary action centers, and the motivation of volunteers to recruit others. Short-term consists of public service announcements, newspaper articles, and group presentations.

*Selection Process:* The selection process really begins during recruitment efforts, (i.e., the target individuals who possess the desired knowledge and skills necessary) for performance of the desired task.

Formal screening procedure begins when potential volunteer staff complete an application which is

reviewed by the volunteer services manager. If the application meets minimum qualifications required of all volunteer staff and the general criteria outlined in the job description, the applicant is asked to attend a screening interview which lasts one or two hours.

An applicant assessed as capable of performing the task described in the job description is then interviewed by the supervising probation officer (SPO) to whom he or she will be assigned. It is the SPO's responsibility to ascertain whether the applicant meets the requirements of the particular job description. Should the SPO decide not to work with an applicant, reasons for the decision must be filed in writing with the volunteer services program. An effort will then be made to reassign the applicant. Applicants who are selected and assigned to a SPO are invited to attend orientation.

*Training:* All volunteer staff are required to complete a pre-service orientation program during which they are introduced to the court system, the roles of paid and volunteer staff, supervision technique, and community services.

*Supervision:* Probation officers directly supervise volunteer staff performance, usually in a supervisory meeting which takes place at least once a month. During the meeting, both have a chance to review and discuss the volunteer's progress. The probation officer also monitors volunteer staff work and the progress of the probationer, through the notes recorded by the volunteer staff person in his or her client's file.

*Evaluation:* Supervising probation officers are encouraged to informally review with the volunteer probation officer the progress which he or she is making. At these times the SPO may discuss with the volunteer probation officer such things as quality, cooperation, attitude, attendance, and other matters pertaining to the performance of assigned tasks.

**IV. How the Service is Delivered:** Once accepted, the applicant is sworn in as a volunteer probation officer by a judge. The volunteer probation officer works with the probation officer and other volunteer probation officers as a group addressing the needs of the medium/high risk probationers. Each volunteer probation officer is assigned a minimum of four clients. A commitment of at least five (5) hours weekly for a year is required to provide their probationers at least two significant personal con-

tacts a month, and meet monthly with their supervisors. The volunteer probation officer is also responsible for completing all paper work related to his or her particular cases. A volunteer probation officer engages in a variety of tasks with his or her probationers including one-to-one supervision, monitoring, education, and assisting the probation officer in the update of pre-sentence investigations. From time to time, there may be differences of opinion which may result in complaints or grievances. It is good to get these problems out in the open and resolved as quickly as possible. Any problem arising between volunteer and paid staff should be addressed by the SPO. If satisfaction cannot be obtained at this level, either party may request an appeal to the SPO's supervisor. The supervisor may request the assistance of the volunteer services manager and the department executive director in bringing the conflict to final resolution.

## MODEL 2: VOLUNTEER STAFF IN COURT PROGRAM

**I. Description of Model:** This model operates in state criminal courts, under the direction of the Office of Adult Probation, though it could also be operated by a private agency.

*Goals:*

- to assist the probation officer in the timely processing of clients placed on probation by the court. In some courts, volunteers have assumed court monitoring and in-processing completely
- to allow the probation officer to maximize his or her time on primary duties, (i.e., case supervision and/or investigation)
- to provide to the officer assigned to the case for supervision and/or investigation, a completed file to include fact sheet, conditions of probation, signed medical releases and other required documents
- to increase public awareness of the complicated court process through the involvement of concerned citizens from local communities in the courtroom setting.

**II. Need Addressed:** Prior to the implementation of this program, probation officers were required by the presiding judge to personally cover courts on a daily basis in order to process the thousands of

probation cases each year. As caseloads and investigations increased in volume, it became difficult, or impossible in some locations, for officers to spend the required time in court. Volunteer staff have been able, in most courts, to assist the officer in this function, thus allowing the professional to concentrate on primary duties.

### III. How it Operates:

*Administration:* This service can be organized by a state judicial department or a local probation department.

*Management:* The volunteer services manager works closely with field office chief probation officers and court personnel, supervises the volunteer staff program, and is responsible for all aspects of volunteer staff management to include recruitment, screening, training, placement, and supervision of volunteers in this program.

*Recruitment:* Volunteer staff recruitment includes media appeals, agency referral, and referral from volunteers already in the program. College interns are also frequently used. Interns are students who receive academic credit from their participation in the program.

*Selection Process:* All prospective volunteer staff are required to complete a volunteer application which is thoroughly screened by the volunteer services manager. Character references are checked and a criminal record check is conducted. Volunteer staff are personally interviewed by the volunteer services manager and, if selected, immediately begin training.

*Training:* "On the job training" is closely monitored by an experienced volunteer staff person and the volunteer services manager. A volunteer staff handbook is a key training tool used during training since it contains all forms and stipulates all policies for this program. The volunteer staff must be totally familiar with the contents of the handbook and comfortable with the court process before being allowed to work individually and independently.

*Supervision:* Supervision is a continual process. The volunteer services manager monitors the performance of volunteer staff by reviewing attendance and the quality of the work performed. Supervision is enhanced by the involvement of experienced volunteer staff already in the program who report frequently to the volunteer services manager, as well as to the chief probation officer, on the operation of each court program.

*Evaluation:* Evaluation keys on the level of individual performance, i.e., ability of volunteer staff to interview a variety of different clients, accuracy in filling out necessary paperwork, and the ability to relate to court personnel. Attendance is also closely monitored.

**IV. How the Service is Delivered:** In most courts, several volunteer staff will be assigned each day. One will cover the court session, monitoring the docket and referring probationers directly to intake, which is completed by another person in an office located in the court building. The intake volunteer staff do intake and refer the clients to the office for assignment immediately. The client's completed file is then forwarded to the chief probation officer who in turn assigns the case to a probation officer. The entire process runs smoothly with volunteer staff playing the key role in processing new probation cases.

### V. Special Considerations:

—Job descriptions must be available for new volunteer staff to inspect so that they have a clear understanding of court expectations.

—Reimbursement of volunteer staff expenses may assist in the retention of volunteers in this program.

## MODEL 3: VOLUNTEER CASE MANAGERS FOR ADULT OFFENDERS MISDEMEANANT-FELONY

**I. Description of Model:** This model serves courts and probation officer with trained volunteers to help monitor post-sentencing cases.

*Goals:*

- to provide consistent monitoring of adult probationers, using volunteers.
- handles a large volume of "low risk/low problem" cases, often overlooked on busy caseloads.
- allows paid staff to have time to address the supervision responsibilities of more serious offenders.

Trained volunteer staff are assigned specific office days each week to make probationer and collateral contacts (through use of phone, mail, and, sometimes, in-office interviews) under the direction of one paid probation officer who is assigned most of

the "low risk/low problem" cases.

## II. Need Addressed: Two chronic, but different problems facing probation officers are addressed:

1. time-consuming attention is often given to all cases, regardless of severity; consequently, the more serious cases get less attention than they need;
2. little or no case attention is given to the less serious cases due to workload demands on more serious cases.

Dramatically increasing caseloads in adult courts create inordinate demands on probation officers. Understandably, courts place a higher priority for probation staff to conduct pre-sentence investigations and give primary supervision attention to the more serious offenders. Involving trained volunteer staff not only frees paid staff to concentrate on more pressing demands, but provides follow-up on a large volume of cases not otherwise possible.

## III. How it Operates:

*Administration:* This program works best when the probation department's overall volunteer services is integrated with professional staff service. The volunteer and paid probation officer should work closely together.

*Management:* It is essential to have a full or part-time supervisor assigned to manage this program and coordinate paid staff. The supervisor of volunteer services is responsible for volunteer staff recruitment, selection, training, and assigning volunteers to paid line staff. The supervisor also must collaborate with the department's management in assessing staff needs for volunteer services, preparing job descriptions, developing operational procedures, and engaging in problem-solving activities.

*Recruitment:* Volunteer staff are recruited by the program supervisor, from the community at large and should at least approximate the demographic characteristics of the offender population served.

Volunteer staff should be expected to make a commitment to at least a certain number of hours per week and a definite length of service.

*Selection Process:* Selection of volunteer staff needs to include the following criteria: personal maturity, effective speaking voice, previous related paid and unpaid work experience, willingness to work in an office with only occasional direct client contact, and ability to assess and handle early developing

problems involving offender adjustment. Former offenders can be considered after having been released from all jurisdiction for a minimum of three years.

Volunteer staff applicants who have successfully completed chemical dependency treatment should have a minimum of one year of sobriety and positive personal adjustment before selection.

*Training:* Training of volunteer staff, conducted by paid staff and experienced volunteer staff, should include at least the following areas (in a minimum of hours):

- Orientation, with information about how criminal justice processes work (purpose, philosophy, function, procedures)
- Knowledge of relevant federal and state laws and local ordinances
- Basic knowledge of criminal behavior
- Development of beginning interviewing skills
- Knowledge of community resources and contact persons
- Observation of a probation officer's duties in conducting pre-sentence investigations and providing probation supervision
- Training related to specific tasks.

*Supervision:* Line probation staff should be a part of the training process and must be satisfied that, at least, a minimally adequate training has been completed before accepting the volunteer staff for supervision. Paid staff, with full participation of volunteer staff and volunteer services supervisor, need to establish the work hours/days to be covered and make assignments accordingly. Supervision, expectations, and work performance of volunteer staff will be the same as for paid staff with comparable duties.

*Evaluation:* Each volunteer service program should develop and use an appropriate management information system, including basic statistics (monthly, quarterly, annual reports) and measures of effectiveness. Also it is important to establish methods of problem identification, trends, and ways of coping with changing workload volume and assignments. The goal of this program is two-fold: effective monitoring of a large volume of probationers and support the work of professional staff time spent on these cases. Outcome measures used need to reflect both these purposes.

## IV. How the Service is Delivered: After the probation officer assesses the case as to level of supervision needed (through formal classification

system or other objective method), the case is transferred to one probation officer assigned to supervise the volunteer services. Preferably, it should be a line staff probation officer. Each volunteer staff person agrees to a fixed day of the week to be in the office. Each is given a number or a percentage of the total cases to monitor with a contact of once or twice per month, depending on the case plan established by the probation officer. As each contact is initiated, it should be recorded in the case file or case log sheet, with the following information:

- date of contact
- method of contact (phone, mail, in person)
- person/agency contacted
- response of person contacted
- relevancy of the response to the court order
- comments as to the time of the next contact, nature of areas to cover and problem areas to closely track
- indicate if the probation officer needs to be involved.

Because of the large volume of cases handled, it is essential that all contacts and information be recorded immediately. This also documents the file for future court progress reports and violation proceedings.

- V. Special Considerations:** As with all volunteer staff, any out-of-pocket expenses incurred by reason of their assignment may be reimbursed by the agency. Mainly these should include mileage to and from the office, on-the-job driving, bus fare, parking fees, and baby-sitting expenses. Generally, meals do not require reimbursement as the cost is too variable.

#### **MODEL 4: ADULT DEFERRED PROSECUTION PROGRAM—SUPERVISING COMMUNITY SERVICE FOR FIRST OFFENDERS**

- I. Description of Model:** This model serves adults who are first offenders and who, under supervision of a private agency, are assigned to perform a certain number of community service hours while sentencing is deferred. This program could also be operated by a state or local probation department and may be designed to service most adult offenders.

**Goals:**

- to expand and intensify the rehabilitative services of the court
- to effect the reform of the offender by imparting a sense of accountability for anti-social behavior
- to provide non-profit agencies and organizations with volunteer services by offenders
- to provide governmental agencies (county, state and federal) with volunteer services by offenders
- to enhance public awareness of the criminal justice system through the involvement of concerned citizens as volunteers to the court.

- II. Need Addressed:** Although monetary restitution might be ordered as a condition of probation, some probationers are not able to make timely restitution payments. In addition, probationers not guilty of victim-related offenses would not be ordered to make restitution although they might be required to pay fines or court costs. Implementation of this particular community service program offers an additional sentencing alternative to the courts and a "second chance" to first time offenders. It also provides a beneficial psychological effect on offenders and public confidence in the criminal justice system. In some instances this program could be a cost-effective alternative to incarceration.

**III. How it Operates:**

*Administration:* This service can be organized by a private agency governed by a board of directors or by a governmental department. If coordinated by a private agency, a good working relationship between the private agency, the court officials, and the probation department must be established. In all instances a good working relationship must be established with community agencies and governmental agencies for the purpose of obtaining community service placements.

*Management:* Depending on the volume of placements projected, a full or part-time supervisory position is required. The supervisor is responsible for all aspects of management of this service, including recruitment, screening, training, placement of volunteer staff as well as overseeing the selection of placements and service by offenders.

*Recruitment:* Volunteer staff are recruited from the



community through media appeals, public speaking engagements, and word of mouth.

*Selection Process:* All prospective volunteer staff complete an application which is reviewed by the supervisor. Character references are checked and a criminal record check is conducted.

*Training:* All volunteer staff complete a pre-service orientation program during which they learn about the court system and receive information on supervision of offenders and development of working relationships with agencies providing the community service work placements.

*Supervision:* Paid staff is responsible for regular monitoring of the performance of each volunteer staff person.

*Evaluation:* The staff regularly evaluates the program. Records include number of offenders referred and accepted, number of hours of community service performed, and number of offenders completing the program (successful and unsuccessful completion rate). Records are also kept on number of volunteers who participate in the program, and number of volunteer staff hours given. Estimated cost of services (if wages were paid or fees charged) for cost-benefit analysis are also recorded. At the completion of the deferral period, defendants voluntarily participate in the evaluation process. They provide input as to the services provided by both volunteer and paid staff and the benefits received from performing community service work.

**IV. How the Service is Delivered:** The following outlines the delivery of this service in a sentence-deferred program. This model can be modified to provide service also to adult probationers. Volunteer staff are recruited to supervise adult first offenders who are assigned a specific number of community service hours. The offender is given the opportunity by the judge and the district attorney to voluntarily participate in the program.

When the offender is placed in the program, no plea has been entered in court, and the case is deferred for a period of twelve months. During these twelve months, the offender must follow certain conditions including: cooperating with a volunteer, remaining employed or in school, and maintaining regular contact. The offender cannot be arrested,

tried and convicted of a second offense during the period of deferral. If so, he or she is automatically taken out of the program and is remanded to ordinary criminal justice processing.

At the conclusion of the twelve-month period, the first offender returns to court along with his or her volunteer. At that time, the volunteer staff person reports to the judge how the offender has done and what progress has been made. If the offender has complied with the conditions of the program and has done well, the judge will make a finding of fact accordingly. The district attorney's office will take a voluntary dismissal in the case, and the offense will not have a criminal conviction.

**V. Special Considerations:** Volunteer staff may also develop the sites used in the community service assignments.

## MODEL 5: MEDIATION CENTERS OR NEIGHBORHOOD JUSTICE CENTERS

**I. Description of Model:** This model provides a forum whereby persons can resolve disputes between each other outside of the normal court process. The two or more persons involved in a dispute are given an opportunity, through the services of a volunteer mediator, to resolve a dispute through mutual agreement.

*Goals:*

- to offer citizens a non-adjudicatory alternative to resolve minor disputes among themselves
- to instill a sense of justice among citizens seeking mediation services
- to alleviate an already overburdened court system by taking minor disputes between citizens out of the formal court process.

Each volunteer must make a personal commitment to resolving conflict and to assist others in doing so. Volunteer mediators do not have the power to compel a resolution, but must rely upon the mutual agreement of the disputants. The relationship can end either with a written mediation agreement or else after a reasonable follow-up period to determine whether the disputing parties are conforming to the mediation agreement.

**II. Need Addressed:** Every society develops alternatives through which major and minor disputes can be settled. Traditionally, the resolution of serious cases has been within the purview of the court system. In more recent times, there has developed an equivalent concern that we assist persons who want to resolve minor disputes out of court. Some examples of cases which might be solved by mediation services are disputes involving: landlord and tenant, neighbors, consumer complaints, destruction of property, domestic problems, animals, petty larceny, loitering, improper telephone calls, trespassing, and assault.

**III. How it Operates:**

*Administration:* Mediation services can be organized through a private non-profit organization, city or county government agency, or university. Cooperative relationships must be maintained between project staff and referral sources. Referrals come from, but not necessarily limited to, police agencies, criminal and civil courts, prosecutor's office, social services agencies, city and village attorneys and other community sources.

*Management:* The composition and size of the management team is largely dependent upon the number of mediation referrals received. A project director, coordinator, or project manager is essential to oversee project operations. Additional personnel including project intake workers, fiscal officers, social workers, and clerical personnel, can be added to the management team. The scope of mediation services, number of referrals, and number of locations in the community where mediation is offered will tend to dictate the management-staff configuration.

*Recruitment:* The backbone of any mediation center or neighborhood justice center is its volunteer staff. Volunteer staff can be drawn from diverse groups within the community or from specific groups (e.g., law students or volunteer attorneys). Before volunteer staff are recruited, a plan should be developed to determine how many prospective volunteer mediators the project will need for its next year.

*Selection Process:* Screening of prospective volunteer mediators is conducted by project staff who attempt to assess whether the applicant has a vested interest in the welfare of the community; a personal commitment in working with others to resolve conflict; and a personal commitment to work as a mediator

for a specified time period following training.

*Training:* After volunteer staff are accepted into the program they are required to attend formal training sessions which are designed to prepare them for their roles as mediators. Volunteer staff are provided information about the criminal and civil justice systems, types of cases appropriate for mediation, and the law (for example, confidentiality and the effect of agreements). A substantial portion of this training is given to communication and to practicing mediation skills.

*Evaluation:* An evaluation plan to test the model should be developed prior to the project start-up date. The type of information wanted or questions being asked about mediation services will dictate the type of evaluation design ultimately used. At minimum, staff should monitor project operations to determine whether project resources are appropriate for the mediation services being offered. Maintaining records on case flow and case costs is essential in giving the manager information necessary to accomplish project goals and objectives.

Several other types of evaluation could become part of the evaluation plan. Thus, follow-up attitudinal surveys involving disputants, volunteers, and members of the criminal justice community (e.g., referral sources) could be conducted to assess the impact of mediation services.

**IV. How the Service is Delivered:** When the referral source feels that mediation is an appropriate method for resolving a dispute, a staff member explains the purpose of mediation to the complainant and the respondent. If both parties agree to mediation, a mediation session is scheduled.

Mediation sessions are convened by the volunteer mediator or a panel of volunteer mediators. Each session typically lasts two hours. When the volunteer mediator is ready to begin, both disputants are brought into the room and the mediator explains the purposes of mediation. It is stressed that a mediation hearing is not a court and that if an agreement is reached during the session, it will be reached through the efforts of the disputants themselves. Further, the expectation is emphasized that each party will abide by any agreement reached, after the mediation session is over. All verbal agreements are written by the volunteer mediator or panel, signed by both parties, and witnessed by the mediator.

## MODEL 6: COMMUNITY SERVICE ALTERNATIVE SENTENCING PROGRAMS FOR ADULTS

**I. Description of Model:** This model serves adults who, as an alternative to incarceration or fine, are assigned a specific number of community service hours to be performed under the supervision of a local not-for-profit organization. This allows those defendants to receive punishment while also giving them rehabilitation opportunities.

**Goals:**

- to provide an alternative to incarceration for defendants for whom incarceration is inappropriate
- to offer an alternative to the payment of fines where the fine would create a financial hardship on the defendant
- to create a way that defendants who have violated society's rules can, in some measure, make restitution
- to provide a positive learning/working/socializing experience for those defendants who are not in the contributing mainstream of society
- to reduce the population pressures on the prison system
- to make available a flexible system that allows the defendant's record to be cleared, at the judge's discretion, upon satisfactory completion of the assigned hours
- to increase the available pool of volunteer labor for not-for-profit organizations and, in effect, permit defendants to voluntarily help themselves.

**II. Need Addressed:** Certain defendants would not benefit from incarceration, nor would society benefit by incurring the expense of locking up these individuals who pose only a minimal threat. For instance, a 65-year-old first offender shoplifter would be greatly traumatized by a jail sentence that could benefit from a positive socialization experience to help him/her rebuild self-esteem through community service.

Large segments of the population cannot afford to pay fines or suffer financial loss by missing work while in jail, but do have time available to "work

off" those fines through community service. Furthermore, community service, as a condition of probation may lead to a transition from an unsatisfactory lifestyle to a more positive outlook and role in society.

Meanwhile, not-for-profit organizations such as charities and governmental agencies, can use the skills and talents of defendants to deliver service to the community in a more economical and humane way.

### **III. How it Operates:**

**Administration:** A judge or probation officer screens and selects defendants who are suitable for the Community Service Alternative Sentencing Program. These individuals are referred to a volunteer services clearinghouse which handles recruitment and placement. Most often this is a volunteer center, voluntary action center, or volunteer bureau that serves the area where the defendant lives or works. This center maintains a list of what volunteer staff assistance is needed in local not-for-profit organizations.

The volunteer center interviews the client-defendant to determine the number of hours to be served and the required completion date. Other information gathered is which hours/days the client is available for service, transportation available, previous volunteer or paid experience, and what type of assignment the client is interested in. The volunteer center arranges with a not-for-profit organization to accept this client and supervise his/her hours of service.

**Management:** Within the volunteer center, one or more full or part-time employees, depending upon anticipated caseload, are assigned to manage the court-referred clients. This individual should be familiar with not-for-profit agencies within the community and traditional volunteer needs of those organizations. Paid staff may be supplemented by volunteer staff, including appropriate court-referred clients. The program should be supervised and administered by the executive director of the volunteer center or other individual with expertise in volunteer management.

A cooperative, working relationship is developed between the courts/probation officers and the volunteer center, and between the volunteer center and not-for-profit organizations.

**Recruitment:** Since defendant-clients are referred by

courts or probation departments, it is necessary to provide orientation for judges (particularly municipal court presiding judges) and probation officers. This helps to gain support and understanding of the program.

Not-for-profit organizations also need to be educated about benefits and conditions of the program in order to develop appropriate and sufficient placements for the client.

*Selection Process:* Where statutes permit, judges may select appropriate defendants for the Community Service Alternative Sentencing Program. These defendants will give community service as part or all of a sentence or as a condition of probation. It is suggested that defendants chosen for the program be:

- first offenders,
- involved in only non-violent crimes,
- facing financial hardship,
- posing little or no threat to society,
- involved in cases where non-monetary restitution is an appropriate punishment, and
- capable of accepting the responsibility for completion of the program.

Private attorneys, public defenders, and unrepresented defendants are free to request community service as an alternative sentence.

Volunteer centers do not select clients but attempt to serve all who are referred. Certain clients may choose not to serve or may be unwilling to complete service. In these cases the client is returned to the referring source. Experience indicates an 80-90% completion rate can be anticipated.

*Training:* Training of volunteer center staff who will place clients in not-for-profit organizations is provided by volunteer center management. Training of clients placed in not-for-profits to provide community service is the responsibility of that not-for-profit organization.

*Supervision:* The court/probation officer is responsible for the initial completion of community service forms and instructions to the defendant regarding his or her responsibility to seek a community service placement from the volunteer center.

The volunteer center is responsible for maintaining a file on each client. This includes copies of the original referral form, results and date of interview, name of organization(s) where referred, hours completed, due date, and comments by the not-for-profit organization. Based upon information provided

by the not-for-profit organization, the volunteer center will validate the hours completed, and send this information to the court on the appropriate forms.

The not-for-profit organization is responsible for keeping records of client hours served, providing orientation for the client, integrating the individual into the volunteer program, and supervision of the client while on assignment.

The client is responsible for making and keeping his or her appointment with the volunteer center, completing the required number of service hours by the assigned due date, requesting a new placement if the first placement does not provide sufficient hours, reporting completed hours to the volunteer center, and returning to the court or probation office on the date specified.

*Evaluation:* To determine level of participation, a simple count is made of the number of cases handled by the volunteer center. A sense of the effectiveness of the program can be ascertained by determining the percent of clients who complete or surpass the required hours of service. In addition, clients may be asked to complete an evaluation form which includes their opinion of the program and their willingness to accept additional volunteer assignments. This form also permits a degree of feedback about the agency's treatment of the client.

*Cost:* The volunteer centers in some counties are subcontracting units. It has been determined that the volunteer centers can administer the program at less cost than if the program were managed by probation officers, though the program costs could reasonably appear in the budgets of the courts or the sheriff's department. Sometimes the volunteer center or other subcontractor collects a fee from clients referred to the program. Fees are reduced for clients unable to pay.

*What the Client Does:* Clients have been assigned a wide variety of tasks, with a significant effort made to match the client's abilities, interests, and time available with the needs of not-for-profit organizations. Placements have ranged from public beach clean-up to the creation of puppets and a puppet show for a hospital pediatric ward.

Professionals referred to the program have used their skills in free clinics, legal aid services, establishing computer bookkeeping systems, and entertaining. Other assignments include medical recordkeeping,

preschool aide, maintenance, clerical, thrift shop sales, tutor, and recreation leadership. Clients are not assigned in religious proselytizing roles, political campaigns, or to benefit private individuals.

## MODEL 7: ADULT PROBATIONER JOB PROGRAM

- I. **Description of Model:** The Offender Job Program is designed to operate using volunteer staff within a field office to assist adult offenders in need of employment. Most volunteer staff work three days a week in the probation office.
- II. **Need Addressed:** Offenders are frequently in need of jobs and need special assistance to compensate for personal shortcomings in finding jobs, also some assistance in overcoming the stigma of having a criminal record. The probation officer is limited in the time available for personally assisting each offender in finding a suitable job.
- III. **How it Operates:**

*Administration:* The department of correction's policy and procedures clearly provide for the use of volunteers.

*Management:* The Probation Circuit Administrator appoints one staff member as a volunteer services coordinator for local programs. A probation officer is appointed to manage the model program described here. There is no additional remuneration or additional incentives to staff (such as a reduced workload) although extra considerations could be helpful to prevent burnout. Approximately 25 additional hours per month of professional time is required to perform these duties.

*Recruitment:* Most volunteer staff are recruited from students at the local junior college and university. Ideally, this would be balanced with retirees for stabilization and balance.

*Selection Process:* Staff recruit new volunteer staff mainly by making presentations to interested groups. Applications are taken and a check for prior criminal record is conducted. The circuit court administration reviews the applications and the recommendation of the volunteer services coordinator and makes final approval. Volunteers must

sign an agreement which includes seven rules to do such things as preserve confidentiality and maintain professionalism. An I.D. card is given each volunteer.

*Training:* A minimum of five hours of individual orientation is provided to volunteer staff. They are then placed in a position of observing a veteran volunteer in action for several days. This is followed by an experienced volunteer staff person observing the new person until proficiency is achieved.

*Management Information/Recordkeeping:* On a daily log, documentation is kept and all offender referrals are recorded.

*Evaluation:* During the first six months of this program, each offender receiving services was given a questionnaire evaluation form and anonymously questioned as to the usefulness of the program. This helps determine whether or not the offender thinks the volunteer staff person was courteous and showed genuine interest in him or her.

*Costs:* No costs are involved above normal staff costs.

## IV. How the Service is Delivered:

Offenders are referred by a probation officer to the volunteer staff person. The job bank records are reviewed for sources of appropriate job opening referrals. This includes copies of computer printouts with job listings which are reviewed by the offender with the assistance of the volunteer. Also, city, state, and federal government job opening listings, and some private employer listings are made on a referral card listing the position numbers to avoid duplicate work having to be done by counselors offices. Referral cases are returned to the probation office with results. Volunteer staff also work to verify employment claimed on the offender's written monthly reports. This service is also helpful to busy probation officers.

## V. Special Considerations:

Special considerations include the need for recruiting volunteers who can relate effectively to the business community and convey to them the benefits of hiring offenders.

Extra credit may be given to students through the university system.

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## MODEL 8: PROGRAM TO ENRICH RECREATIONAL ACTIVITIES AT AN ADULT INSTITUTION

**I. Description of Model:** An institution housing 200 inmates whose sentences ranged from 90 days to two years wished to expand leisure time and recreational activities. The staff of the institution included one full-time recreational director. There is a gymnasium with a well-equipped stage and gymnastic equipment. The floor of the gym was marked out for basketball and other activities. Six small program rooms included a library, classrooms, and two well-equipped workshops, including kilns for ceramics.

**II. Needs Addressed:** This program serves to:

- reduce the amount of dead time during which inmates are unoccupied,
- provide opportunities to inmates for the development of new interests in leisure pursuits in which they could participate after release, and
- give inmates opportunities to meet with and interact with “square Johns off the street.”

### III. How it Operates:

1. The recreational staff member works with other staff to determine ideas for possible program activities. These include a) a little theatre group, b) teaching inmates how to umpire and referee a variety of games, c) hobby crafts, such as furniture repair and home maintenance with a minimum of simple tools, and d) creative writing.
2. The recreational director discussed these ideas with inmates. Inmate responses paralleled staff but added a) a request for a community dance, b) visits by a rock group, c) a bridge club, d) a chess club, e) more weight lifting, and f) boxing training.
3. The ideas of both staff and inmates were evaluated by the recreational director and by the director of the local YMCA who had an awareness of resources in the community and the feasibility of implementing the ideas advanced. With this information on hand, the recreational director met with senior institution management and a joint decision was made:
  - a) The program would take place on Monday,

Wednesday, Thursday, and Friday evenings between the hours of 7 p.m. and 9 p.m.

b) Three staff members who had offered their help would assist the recreational director with the project; the duty rosters at the institution would be arranged in such a way that staff were available to provide the necessary escorting and security to the program.

c) Feasible projects are:

—the production of two one-act plays which would be presented to other inmates, with one performance for the public

—a course in umpiring basketball. To enable practical experience in this project an in-house institutional basketball league would be put in place leading to the selection of an institutional team which would play teams from the local YMCA and some local schools.

—talent. Some inmates volunteered to be stage hands, electricians, etc.

—Basketball: The local YMCA provided a coach for an institutional team while the local umpire association undertook to give instruction in umpiring. Again, screening and security training were conducted within the institution. The YMCA also arranged games with civilian teams. All games were played within the institution. Visiting teams were all briefly instructed in institutional do's and don't's on arrival for their games and warned about some of the problems which can arise when a civilian team plays against inmates.

—Chess and bridge: Volunteer staff interested in this activity were recruited by the institutional chaplain from local churches. The chaplain of the institution agreed to take full responsibility for this program together with the recruitment, screening, and training of volunteer staff. It was agreed that volunteer staff could be of either sex. Churches donated chess sets and also playing cards. It was agreed that this activity would take place one evening a week.

—Home repairs and Carpentry: An approach was made to local trade unions and through this resource instructors were found in simple home maintenance and carpentry using only hammer, screwdriver, saw, plane, and drill, tools which any inmate might be able to afford on the street. The unions were informed about the policies of acceptance as a volunteer and were allowed to conduct their own recruitment of volunteers in keeping with institutional policy concerning criminal records and other requirements. The volunteer staff was trained within the institution in security and do's and don't's. The trade union movement donated tools, wood, and other supplies. Overall responsibility for the program was assumed by the three correctional officers who volunteered to give their services one evening each week.

*Evaluation:* The program and its effectiveness was reviewed and evaluated on a regular basis to enable corrective action before major problems developed and to maintain flexibility.

Evaluative components included the attendance and interest shown by inmates, and also volunteers' perception of the program. Some considerations were: From the institutional perspective did participation by inmates in fact reduce tension and security difficulties in the evenings? Was the value of the program to the institution commensurate with the extra staff time involved?

The success of the program resulted in adding the ceramics program and current affairs program with the assistance of local art college students and the Women's University Club, respectively.

**IV. Special Consideration:** The program was well planned and inmates liked it. The recreational director, while accepting overall responsibility for the supervision of the program, delegated to others a responsibility for many details of implementation.

The program, although designed by the institution, was largely "owned" by the community (the church, the local theatre group, the trade unions, the YMCA).

Security training was provided by the institutional staff.

## MODEL 9: LEGAL ASSISTANCE TO ADULT PAROLEES AND EX-OFFENDERS ON CIVIL MATTERS

**I. Description of Model:** This model serves adult parolees and other ex-offenders in a variety of community settings, though it can be adapted to institutional settings if desired or necessary (via parole revocation for example).

*Goals:*

- to provide legal counsel on civil matters for persons who cannot afford a private attorney
- involve practicing lawyers in a structured, "pro bono publico" service
- increase public awareness of the criminal justice system among lawyers, many of whom go on to serve as legislators and judges
- reduce tension among parolees by timely resolution of problems which might otherwise go unresolved and generate other pressures and, possibly more crime.

Each volunteer attorney agrees to take one or more cases per year and assumes responsibility for client representation including all court appearances. The relationship can end at the completion of any given case.

**II. Need Addressed:** Civil legal assistance for parolees serves to meet a very specific need with professional help. Such problems are met only on a very limited basis, if at all, by existing neighborhood legal services. There is a need for legal counsel regarding such matters as divorce, child custody, visitation rights, paternity suits, immigration/deportation problems, bankruptcy, and other creditor actions, parole revocation hearings (when counsel is permitted), replevin, torts, wills, trusts, and estate questions, and other legal issues that can arise in the community or in institutions.

**III. How it Operates:**

*Administration:* This service can be organized by a private agency, a department of corrections, a bar association, or some combination of the three. A working relationship must be set up with the agency handling parole services (usually a department of corrections) and with community agencies to gain referrals.

*Management:* A full or part-time supervisory position (determined by the volume of cases projected) is required to properly oversee the service. The service can provide excellent field work placements for law students who can work for credit, salary, or both. The service should be directed by an attorney; otherwise, the manager/coordinator should be supervised by a committee of attorneys set up to help screen referrals.

*Recruitment:* Volunteer attorneys can be drawn from large law firms as well as independent practitioners. Pro bono publico work has always been offered by many attorneys, a tradition which makes recruitment acceptable and relatively simple. Bar association mailing lists, committees, and even phone listings can provide prospective names, although personal invitation remains the single most effective recruitment device.

*Selection Process:* Parolees need to be screened to determine 1) that they are ex-inmates, 2) that they meet income criteria, and 3) that they have a valid legal problem of a civil nature. Such screening is done by the program coordinator. Attorneys are assumed to be screened by means of Bar examinations.

*Training:* Since the work contributed is purely technical and professional, little or no additional training is usually required—unless there is a desire to educate the attorneys about the criminal justice system.

*Supervision:* The manager or coordinator bears responsibility to monitor completion of these cases assigned. This can ordinarily be done by phone if paperwork is not returned by a volunteer attorney within a reasonable time period.

*Evaluation:* This should be done regularly by the program coordinator. Records include number of cases referred, types of cases, estimated cost of such services (if fees were charged for cost benefit analysis), number of attorneys involved, hours donated, and number of assignments completed. Whether cases are won or lost should not be considered when assessing program success. Compulsory feedback from attorneys or parolees on case outcome can prove counter-productive. The essential need is to have the parolee's legal problems referred to a professional for resolution in an expeditious manner.

**IV. How the Service is Delivered:** Once the prospective cases are referred to the program by

various sources or are brought by the parolees themselves, all the background work is done by the coordinator or law students, including preliminary interviewing, data collection, and screening for eligibility. Following tentative acceptance by phone, the prepared material is sent to the volunteer attorney as a basis for further interviewing. Once referred to a volunteer attorney, the parolee is responsible for either setting up an appointment or keeping appointments made by the program coordinator. Volunteer attorneys should be free to refuse parolees who do not comply with this requirement.

**V. Special Considerations:** Attorneys agree to work on a no-fee basis. Parolees usually pay court costs, if any (normally a nominal sum).

**MODEL 10:  
VOLUNTEERS IN AN ADULT  
HALFWAY HOUSE SETTING**

**I. Description of Model:** This model may be used to serve parolees and work release clients in residential halfway house facilities. Volunteer staff assist paid staff through a one-to-one supportive relationship with a residential client. Volunteer staff provide technical assistance in such areas as remedial education, GED preparation, AA counseling, stress management, decisionmaking, vocational and career planning, etc. Other volunteer staff could be trained to work with residents as treatment aides.

**Goals:**

- to assist paid staff in providing personal support and technical assistance in areas critical to successful community adjustment for residents
- to encourage community concern and support for the treatment objectives of the halfway house
- to afford residents support which can best be enriched by volunteers.

**II. Need Addressed:** The volunteer staff offer the parolee specialized skills that paid staff might not possess or have time to develop. For example, helping parolees through tutoring, religious studies, or alcoholic rehabilitation can greatly assist them with their personal and social adjustment. Additionally, volunteers can act as confidants and friends of the resident client.



### III. How it Operates:

*Administration:* This service can be operated by the halfway house itself or through a contractual arrangement with local volunteer service organizations such as voluntary action centers. A paid staff person, usually the program director, should be designated as coordinator of volunteer services for the halfway house.

*Management:* As most halfway houses have been ten and twenty beds, the volunteer management component would probably only require the services of a part-time coordinator or no more than 30 to 50% of the program director's time. Care should be taken to avoid supplanting paid staff or duplicating services. Focus should be directed toward those needs of administration and residents which can be best handled by volunteer staff.

*Recruitment:* Volunteer staff should be recruited from the local community so as to develop a base of community acceptance and support.

*Selection Process:* Residents who are properly motivated are identified by paid staff for involvement with the programs. Volunteer staff selection is based on needs of staff and residents as well as the volunteers' own personal motivation and expectations. Volunteer staff who represent national groups such as AA, Red Cross, or RSVP provide a ready source of specialized skills. Student interns who are majoring in education or behavioral sciences are also a valuable resource.

*Supervision:* The resident volunteer service coordinator or program director has the responsibility to organize and supervise all volunteer staff working with the halfway house residents. This can be done by having periodic contact with the volunteer or by delegating supervision duties to other paid staff who are involved with volunteer staff on a day-to-day basis.

*Training:* Start with initial orientation to philosophy, aims, and procedures of the halfway house. Regular inservice training is important for those volunteer staff who may be acting as general support figures within the treatment process. Such training can best be offered by resident staff. Volunteer staff should also be encouraged to attend local workshops and conferences which offer information on subject areas related to their particular assignments. For the most part, persons who already possess a special skill require little training from resident staff. However, such individuals could be valuable resources for staff

training by providing technical assistance that would enhance professional skills of paid staff.

*Evaluation:* This should be done regularly by the volunteer services coordinator. Records should be kept on number of volunteers, volunteer staff hours, number of service units, types of services, cost-benefit statistics. Volunteer and paid staff, as well as resident clients should be given information which will help determine the overall effectiveness of volunteer services.

**IV. How Service is Delivered:** Once halfway house staff has completed a general needs assessment of the administration and the resident clients, volunteer staff are recruited in accordance with required skills and services. Volunteer staff may work with parolees on either a one-to-one or group basis depending on the type of service provided.

**V. Special Considerations:** Care should be taken to see that volunteer staff do not supplant paid professional staff in the performance of their duties. All persons who may be affected by volunteer services should be allowed to participate in the decision-making process to determine the nature and scope of volunteer services as well as specific roles of each volunteer staff person.

### MODEL 11: VOLUNTEER STAFF WORKING WITH ADULT SUBSTANCE ABUSE OFFENDERS

**I. Description of Model:** This model provides the department of correction, parole division, with aftercare counseling and specimen analysis for those parolees identified as previous alcohol and/or drug abuse offenders. Volunteer staff assist paid staff, usually through the parole officer, in a one-to-one supportive relationship with the parolee. In addition to acting as a sounding board, confidant, and positive role reference, volunteer staff can also be helpful in finding opportunities for employment, housing, transportation, recreation, and religious involvement.

**Goals:**

- to help parolees adjust to community life without resorting to drugs or alcohol
- to offer additional counseling services to the parolee in critical areas for successful adjust-

ment in the community after release from incarceration

—to provide independent feedback to the parolee on his or her progress toward successful re-entry into the community.

**II. Need Addressed:** Volunteer staff in supervised aftercare service provide an impartial third-party link that greatly aids the parolee in making a successful adjustment to community life. The volunteer encourages conformity to parole stipulations but is also a safe sounding board for the parolee allowing more open expression of thoughts and feelings. Volunteer staff also represent the parolee's interest, thus providing the system with an alternative to the "cop-counselor" duality so common among paid parole staff.

### III. How it Operates:

*Administration:* This service can be organized and operated by a private agency or the department of corrections. Best results seem to occur when volunteer staff are referred from a private agency under contract with the department of corrections. Such an arrangement or partnership assures ongoing bureaucratic support for local program efforts, while at the same time facilitating non-partisan, private agency involvement in community corrections.

*Management:* A single private agency can be contracted to provide supervisory leadership of volunteer staff in local aftercare programs. In large states which operate under a county system, private agency networking may be more desirable—with each agency accountable to a central office administration or county administrator. The service should be directed by someone who is not only adept at methods and procedures of volunteer management, but who is also aware of the specific needs and behaviors of the drug-dependent personality.

*Recruitment:* Volunteer staff can be recruited from the general public. In some cases, reformed alcoholics or former drug addicts can be quite effective in offering meaningful support to a substance-abuse offender. Careful selection should be made in order to recruit persons who are old enough to relate to issues such as pain and conflict in a mature and positive way. Individuals who have previous drug experience are most effective when associated with a formal organization or program such as AA

or a drug-concept facility (e.g., Daytop, Empathy House). Student interns can also serve as trained volunteer staff, especially when their field of studies include work with the addictive personality. Persons with professional experience in counseling may also be available in the community.

*Training:* Orientation to the department of correction and community parole is critical for all volunteer staff entering the system. Specialized training is also important to help them gain better insight and understanding as a helping agent for the drug abuse client. Paid parole staff can serve as trainers in educating volunteer staff.

*Supervision:* The program coordinator of each private agency under contract is ultimately responsible for the supervision of all volunteer staff. Such supervision may be shared, where appropriate, with local staff who make the initial referrals. Paid staff may need to communicate with volunteer staff from time to time to learn about the parolee's progress.

*Evaluation:* Evaluation is carried out by the program coordinator in conjunction with the paid parole staff, thus offering a feedback system on the performance of volunteer staff assigned to work with parolees. Monthly reporting instruments and personal contacts with each volunteer staff person are necessary to maintain quality service.

**IV. How Service is Delivered:** Each parolee is referred to the supervising agency. The supervising agency interviews both the parolee and the prospective volunteer staff person to determine the appropriateness of the assignment. A monthly reporting and supervision system is employed which provides information to parole staff, the volunteer services coordinator, and a central office of corrections. Volunteer staff are expected to make personal contact with their parolee at least once a month. The assignment can last as long as the offender is on parole or until such time as the volunteer staff person, parolee, parole staff, or the coordinating agency determines assignment is inappropriate.

**V. Special Considerations:** Parolees with a long dependency background can be especially manipulative because of their previous life-style. It is imperative, therefore, that volunteer staff have both training and supervision that will enable them to deal realistically with such offenders without losing

the humane quality which they bring to the program.

## MODEL 12: INMATE COMMUNITY SERVICE FURLOUGHED PROJECT

**I. Description of Model:** Qualified non-violent federal and state prisoners are furloughed to this privately sponsored program for two weeks to work on homes of impoverished residents of inner city communities. The inmates are housed and fed by people from churches in the target city. Project funding, volunteer mobilization, project coordination, transportation, training and on-site work supervision are provided by the program. The purpose of the project is to train churches to assist and monitor inmates as the inmates provide needed social services in the inner city. The ultimate goal of the project is to develop a nationwide network of churches to monitor inmates in city community service projects and to equip churches to accept responsibility for developing community restitution projects in lieu of incarceration for non-violent offenders.

### II. Need Addressed:

#### A. NEEDS IN THE CITY

1. The deserving poor—many elderly people, especially widows and physically handicapped individuals, live on fixed incomes that allow little margin for home or apartment upkeep. Home weatherization, maintenance or remodeling can be provided by inmates at no expense to the government through the inmate community service furlough project.
2. Churches—The church has responsibility for ministry to the poor.

#### B. NEEDS OF THE CRIMINAL JUSTICE SYSTEM

1. Inmate community service furlough project will help reduce prison overcrowding by training churches to accept responsibility for developing restitution projects for non-violent offenders, remanded to their supervision by the judicial system. In addition, prison overcrowding will be reduced as churches are trained to develop post release follow-up support for ex-convicts. The

inmate community service furlough project equips congregations to accept both of these responsibilities.

2. Inmates—the greatest felt need of inmates is to get out and stay out of prison. Two conditions must occur before that need is met: 1) Inmates must repay a debt they owe to society and 2) once released, they must find a way to avoid criminal activity that will lead to a return to prison. Restitution is a way for non-violent property offenders to repay their debt to society. Through services rendered, the inmate community service project allows inmates to make restitution for their crime. The key to combatting recidivism is post-release follow-up that leads the ex-convict to find a community and a way of life that avoids criminal activity. The relationship developed between criminals and churches through the inmate community service furlough project opens the door to a supportive environment and relationships for prisoners upon their release.

**III. How it Operates:** All on-site project training, administration and management responsibilities are fulfilled by trained and experienced project staff of the sponsoring private organization. The prison authorities are responsible for determining the inmate security classification with final selection of inmates approved by the prison. The budget is the responsibility of this privately-sponsored program.

### IV. How Service is Delivered:

- A. ROLE OF VOLUNTEER**—volunteers are mobilized from host churches in the target city. Each of the inmates involved in a typical project is housed by a host family. In selecting host families, emphasis is given to stability, experience and emotional maturity. Volunteer training consists of two phases. The first phase is an overview of project purpose and goals delivered by a project staff person to the entire host congregation. The purpose of this church training session is to encourage the entire church to participate in the project through opening the doors of all congregational activities to the inmates for the duration of the project. The second phase of training concentrates on host families. Each family is

given a manual with clear instructions outlining all project expectations including a selection dealing with anticipated questions or problems that might arise during the inmates' stay. The host family training concludes with a project orientation and review session prior to the inmates arrival. Any questions or misunderstandings are addressed at this time by a program staff person. From the time these inmates arrive in the target city until their return to prison, the host families and congregational volunteers are involved in building personal relationships. Whether at the work site with clients being served, at services with the congregation, or at homes of the host families, all the inmates are surrounded by loving, concerned people committed to realizing the goals of the inmate community service furlough project.

**V. Special Considerations:** In addition to the training necessary to acquaint the volunteer with the purpose and goals of the project, special consideration must be given to the key host family volunteers. These volunteers need close on-going access and support from a larger group of volunteers consisting of key leaders from the host family's congregation and program staff personnel. This close on-going access and rapport is necessary because of the tendency of the host family to feel isolated by the responsibility of providing hospitality and guidance to the inmates staying in their home. To insure this support from the church to the host family, the project staff enlists commitment from congregation leadership to a long-range relationship whereby the project initiates a three-phased training process for the congregation. This process begins with an inmate community service furlough project and ends with a congregation accepting criminal justice offenders for long-term restitution programs as an alternative to incarceration. The church's commitment to this long-range training process ensures that the host family will not be isolated from the congregation but will be supported as the congregation strives to fulfill long-range commitments.

## MODEL 13: FILLING DEAD TIME FOR UNSENTENCED WOMEN IN JAIL

**I. Description of Model:** This is a program for women not yet sentenced but in a local jail. The project provides a program on one evening of each week which will help reduce the amount of dead time in such a situation. It also offers an opportunity for the agency to inform inmates of the services the agency is able to provide, and makes available different types of programs in a repeating four-week cycle.

Week 1 Entertainment—bingo or live entertainment (alternative weeks) and informal discussion with volunteers over refreshments provided by volunteers

Week 2 A Life Skills Program—bringing in speakers from the community concerning services which are available to meet the needs of women such as birth control and VD clinics, legal information related to domestic problems, care and custody of children

Week 3 Films of an educational nature which will also lead to discussion

Week 4 Dancercize program

**II. Need Addressed:** An opportunity for inmates to spend time with members of the community at large providing an informal setting in which the agency is able to establish contact with women in conflict with the law. Unsentenced women are in a situation of high anxiety and the program helps provide an outlet to express fears and concerns. This provides an opportunity for the agency to interpret the assistance it can provide:

- (1) On release
- (2) Dealing with personal matters related to family, etc., on behalf of the inmate
- (3) In providing residential programs upon release
- (4) Enabling the agency to link women with the agency social worker either during sentencing or upon release.

The provision of technical information on specific topics identified by inmates or staff as being helpful such as legal information concerning children, venereal disease, birth control, pregnancy, budget counseling.

### III. How it Operates:

*Administration:* A private sponsoring agency negotiated with the senior management and volunteer coordinator of the institution and established that the program could take place and was congruent with the needs of female inmates and institutional policy. The agency takes responsibility for the management of the program which includes informing the institution two days before each evening that the program will take place, the program subject for that evening, the names of agency staff and volunteers who will participate, and any special requirement such as the provision of audio-visual equipment, etc. The institution informs inmates of the program and inmates are asked to sign up for participation on the basis of first-come, first-served with a maximum allowable capacity of 35. (This is governed by room size and security considerations.)

*Management:* The agency has a volunteer services coordinator on staff who recruits, screens, and trains volunteer staff for the program. The institutional volunteer services coordinator and administration have approved the recruiting, screening, and training standards for the agency. The institution staff provide training to the volunteer staff in addition to the training provided by the agency in security considerations, do's and don't's, and what to do in crisis situations. The agency provides all information to the institution concerning proposed program and any other information required by the institution concerning the program.

*Recruitment:* By the agency. In addition to agency volunteer staff, special resource persons such as lawyers, doctors, service agency representatives, are recruited to deal with specialized topics such as hygiene, etc.

**IV. Special Considerations:** Volunteer staff are cleared for entry into the institution by the agency with the concurrence of the institutional volunteer coordinator. The same is true of the special resource persons. Meetings are held between the agency and institutional administration quarterly to evaluate progress and any modification which may be required in the program's structure.

Expenses for volunteer staff to travel to the institution are provided from the institutional budget. Volunteer staff from the agency while delivering a service to the institution and while in transit to and from the institution, are covered by an insurance

policy which protects all volunteer staff working with the department of corrections.

## MODEL 14: JUVENILE DIVERSION— ONETO-ONE VOLUNTEERS

**I. Description of Model:** This model serves juvenile offenders who have had at least one contact with the juvenile court. The program can be operated by the juvenile court or adapted to youth service agencies outside the court.

*Goals:*

- to make the juvenile offenders aware that their own community is interested in helping them, not just punishing them
- to provide juveniles with attention from persons who have learned to cope adequately with life and its problems
- to offer a vehicle through which the juvenile can learn to adequately cope with his problems
- to bring an awareness to private citizens of the community that they are a vital tool in helping with the problems of juvenile delinquency.

Volunteer staff agree to work with juveniles who have been placed on 90-day informal court supervision. Volunteer staff are accountable to the court for that time (which may extend beyond 90 days).

**II. Need Addressed:** Many of the juvenile offenders who are referred to the court need positive attention. Probation offenders are not normally in a position to provide the friendship that these juveniles desire and need.

### III. How it Operates:

*Administration:* This service can be provided by a private organization, a department of correction, a local public agency, or a court. Regardless of who administers the program, there must be cooperation between the referral source (the court) and the community. Policies of the court should be kept in mind. *Management:* A professional in human services with a background in probation and counseling is required to properly oversee the operation. Each staff member should carry no more than a maximum of 60 volunteer staff assignments. Staff members should also have background in counseling and probation work.

The volunteer program needs to have a contractual relationship with its referral source to clarify operations. In the case of a court-sponsored diversion program (in which staff members are employees of the court), inter-departmental understandings need to be reached concerning the policies and procedures of the program.

*Recruitment:* Volunteer staff are drawn from the population of the area served by the court. They may be recruited through volunteer bureaus, churches, businesses, or civic organizations. The use of mass media — TV and radio spots, newspaper articles and ads—will help in recruiting. Volunteer and court staff are an excellent referral source for additional volunteer staff. Undergraduate college students on practicum assignments or students exploring probation work as a career can give short-term, intensive service. An attractive brochure, a description of program operations, posters, and visual materials are helpful. A specific appeal may need to be made to ethnic and cultural groups. Recruiting with a specific child/client in mind can be effective.

*Selection Process:* Applicants complete an application form which requests factual information, opinions and references. References from an employer and others along with a police check are seriously considered. The existence of a police record does not eliminate a person from the program. Applicants are individually interviewed to determine their appropriateness to the program and for specific assignments. They are also evaluated as to maturity, judgment, empathy, reliability, motivation, and interests basis. An annual report is submitted to the court administration and volunteer staff. At the beginning of the year, goals and objectives are established for the program. Upon completion of the year, success in achieving the goals is measured and documented statistically.

**IV. How the Service is Delivered:** Once prospective clients are referred to the program through a request form, they are evaluated as to their appropriateness for volunteer service. The volunteer staff person, volunteer coordinator, court representative, and client draw up a contract for the specific period in consideration. All parties understand that violation of the agreement is grounds for returning the case to the juvenile court. (In some juvenile diversion programs, participation on the part of the

juvenile is strictly voluntary. Consequently, the juvenile may drop out of the program at any time.) The volunteer is introduced to the juvenile and the juvenile's family by the court representative. Volunteer staff then arrange to visit their assigned juvenile and family separately. The volunteer staff person and the client have weekly visits at their convenience. Progress is reported on a monthly basis. Failures on the part of the client are reported immediately. *Cost:* Staffing and activities are the main costs of the program. If the program is housed separately from the court building, office space, telephone, paper, stamps, printing and other expenses of operating an office are additional expenses. Staff should be paid at a level competitive with other social service agencies, and which attracts experienced and qualified people. It also confers status on the program. Travel expenses are an additional necessary expense. Funds for volunteer staff activities and volunteer staff reimbursement also need to be available; this is especially important in attracting lower and middle income people.

## MODEL 15: JUVENILE DIVERSION STRESS RECREATION PROGRAM

- I. **Description of Model:** This model serves juveniles referred from a variety of sources such as courts, schools, private youth-serving agencies, and individual families. The juveniles are involved in recreational activities such as rock climbing, river rafting, canoeing, backpacking, winter mountaineering, and obstacle courses.
- II. **Need Addressed:** Recreation has been used for years in working with youth to expand their skills, improve working rapport with professionals or volunteers, and to offer positive experiences for youngsters who may be learning how to just have fun. But there is more than fun and games with this recreation program. A distinct philosophy of behavioral development can be implemented if programs and projects are serious about capitalizing upon opportunities.

Recreation can offer a microcosm of experiences similar to the experiences and challenges youngsters may face in their lives. Experiences can be a good teacher. Recreation programs offer youngsters an

opportunity to test and refine their skills. Many youngsters in the criminal justice system have had limited exposure and are often afraid of new and challenging experience. The program builds their confidence to tackle challenges similar to those that they will have to face in education, work, or at home. Also, recreation programs can capitalize upon the many skills of volunteers in the community. These volunteer staff persons have the competence necessary to organize activities for the benefit of the program and, if they are good at working with youth, they can share the sheer enjoyment that many of these activities have to offer. There is a considerable distance between the "streets," the fast food or convenience store, and a stress recreation program. These projects can take many forms in the city or town, or in the wild. Stress recreation requires much attention to detail to assure safety and coordinate behavioral outcomes.

**III. How it Operates:** A recreation project must be coordinated and consistent with the goals and objectives of the overall agency. Sporadic recreation efforts will not produce the desired results.

*Management:* Responsibility for recreation programs can be handled either by paid or volunteer staff. Perhaps a local university has a recreation or outdoor education program that could sponsor activities for criminal justice agencies. In either case, persons responsible for management of a recreational program should have four basic skills.

1. They must be competent or be able to identify competent people to oversee specific recreational activities. It is essential that people coordinating or sponsoring these activities have proper credentials. For example, people working with water-related sports should have credentials, such as proper Red Cross Advanced First Aid Water Safety Instructor or Safety Instructor or Emergency Medical Technician Certification. For white-water sports, they should be properly licensed and have significant experience.
2. They must possess good organizational abilities. Good logistic support for recreation requires solid administration with attention to such details as timing, purchasing, equipment repairs, and transportation. Each trip requires parental permission, medical

records, knowledge of special medical and emergency facilities enroute or on location, communication backup, and emergency procedure.

3. The coordinators must be skilled at working with people. They must be sensitive to developing the behavioral potential of recreational outings, especially when stress or physical challenge is involved.
4. They must possess common sense. Perhaps the key ingredient in any successful program is knowing when not to attempt something. There is an element of risk involved both physically and emotionally. Experiences can be thrilling without being dangerous. A good coordinator knows when to draw the line — even if the group desires a bigger challenge.

*Recruitment:* It is best to determine specific recreational opportunities for your locale and style of program, then seek out people who have strong interests in that type of recreation. The best places to look for volunteers are universities, experiential education centers, other programs which have recreational outings, professional recreational centers (e.g., Outward Bound), or clubs and associations.

*Selection Process:* The selection process must fit the requirements of the recreation project. A specific time commitment (e.g., six weekends, five hours a week) must be enforced. The logistical requirements for a stress recreation program cannot handle rapid turnover. Volunteer staff who are involved in helping to support the recreation effort should follow selection and screening processes coordinated between the overall program and the recreation coordinator. Recreation volunteer staff should participate in regular volunteer staff training opportunities so that they fully understand the philosophy and objectives of the overall program.

*Training:* In addition to general program orientation, specific project training should be required. It should emphasize safety, logistics, behavioral goals, coordination, and other pertinent information. Training for certification in a particular form of recreation is often necessary.

*Evaluation:* Management information necessary for evaluation can be collected from people who participate (juveniles and volunteers) and through general observation about their participation. Other

areas which might need evaluation are: Did the juvenile improve his or her communication skills and problem-solving abilities? What were the recidivism rates? What rate of school attendance took place? Evaluations before and after the program can be conducted. Sometimes a student working on a thesis or dissertation is interested in coordinating a research project in this area.

*Cost:* Cost varies dramatically from one style of project to another. Shared operations or cooperative interests can reduce costs substantially. One cost that is worthy of specific attention is additional liability or medical insurance that may be required. These expenses can either be paid by the participant directly or through special fund-raising efforts, such as car washes or auctions.

- IV. What the Volunteer Does:** Volunteers can be responsible for promotion, coordination, and general assistance.

### MODEL 16: VOLUNTEER STAFF HELPING JUVENILES COMPLY WITH CONDITIONS OF DIVERSION PROGRAM

- I. Description Program:** This program takes some of the caseload burden off a juvenile court by having volunteer staff help resolve juvenile cases which are not legally complex or concerned with serious delinquency. The population targeted for diversion are those offenders who do not show evidence of a continuing pattern of delinquent behavior. The volunteer services program is set up as a division of the court, and volunteer staff work with juveniles to help them comply with conditions set by the judge as an alternative to sentencing. Some of these conditions might include making restitution, attending counseling, or doing community service work.
- II. Role of Volunteers:** The court must be sure that juveniles comply with conditions set by the judge or diversion hearing officer, but it is difficult to have the time to follow every case. Here is where volunteers come in. Volunteer staff fulfill two important functions: they see that juveniles are connected with services they need, and they provide

verification to the court that the juveniles have complied with the conditions set by the diversion hearing officer.

### III. How it Operates:

*Administration:* Volunteer staff are a part of the diversion unit of the court. Their supervision is provided by the supervisor of the unit who may have other responsibilities such as hearing diversion cases and supervising paid staff.

*Recruitment:* Recruitment is conducted by a coordinator of volunteer services; however, recruitment could also be done by the diversion unit supervisor. Adults of all ages, educational backgrounds, and work experiences can be qualified applicants for volunteering; thus, recruitment is relatively easy. The program offers an excellent fieldwork experience for social service students. Students make a commitment for one school semester and gain the experience of carrying their own caseload of clients.

*Selection Process:* Volunteer staff complete an application form and then interview individually with a coordinator of volunteer services and the diversion unit supervisor. Applicants are accepted if they demonstrate an ability to do the following:

- communicate effectively both orally and in writing,
- respect confidentiality of client and court information,
- listen effectively and be empathetic,
- deal with hostility, anger, and other emotional attitudes in a constructive fashion, and
- relate effectively to people from diverse socioeconomic backgrounds.

*Training:* Volunteer staff are required to attend a six-hour orientation session conducted by a coordinator of volunteer services on general court policies and procedures. Since the job does not require a great deal of skill other than the life experience the volunteer brings with him or her, little additional training is necessary. The diversion unit supervisor provides some training on how to interview and work with juveniles. In addition, volunteer staff participate in role plays of telephone interviews and observe several diversion hearings before receiving a caseload to monitor.

*Management:* Minimal record keeping is required to manage the program. A card is kept on each active case with the name of the volunteer assigned to the



case. A follow-up form is completed by the volunteer documenting the volunteer's activity on the case up until the time the case is closed. A record of the total number of hours worked by volunteer staff and names of the cases handled are kept for purposes of evaluating the program.

*Supervision:* Volunteer staff do not require close supervision in order to perform job duties. The diversion unit supervisor bears responsibility for assigning cases and being available to assist with cases upon request. Most supervision is carried out informally in group fashion when the diversion unit supervisor meets with volunteer staff between hearing cases or over lunch. Additional supervision, if needed, can be provided over the telephone.

*Evaluation:* Evaluation of the program consists of reviewing the diversion unit's records to make sure each defendant has had a volunteer assigned, and that upon case termination, a follow-up has been completed on the defendant by the volunteer staff person. Whether or not the follow-up provided by volunteer staff deters defendants from further law violations is not a relevant factor for assessing program success. This, however, could be determined from the statistics kept on the program. Volunteer staff receive a periodic performance evaluation from the diversion unit supervisor for purposes of identifying their strengths and weaknesses, documenting professional growth, and identifying changes needed in the program and in style of supervision.

**IV. How the Service is Delivered:** Volunteer staff receive cases to monitor from the diversion unit supervisor. In each case the defendant has already appeared before the diversion hearing officer and agreed to comply with certain conditions within a designated period of time. It is the responsibility of volunteer staff to contact all relevant individuals and agencies during the conditional period to determine whether the defendant is complying with the conditions of diversion. Examples of typical follow-up activities are as follows:

- call defendant and/or defendant's parents
- review defendant's letter of apology to victim
- refer defendant to another agency
- review defendant's essay on the negative consequences of his or her behavior
- call school to check defendant's attendance
- phone call to victim to make sure restitu-

tion has been made.

At the end of the conditional period, volunteer staff complete a follow-up form which describes all his or her follow-up activities and states whether or not the defendant has complied with the conditions set by the court. The report is submitted to the diversion unit supervisor and the volunteer's responsibility for the case is terminated.

## **MODEL 17: EMPLOYMENT TRAINING ASSISTANCE FOR JUVENILE EX-OFFENDERS**

**I. Description of Model:** This model serves juvenile ex-offenders in the community through pre-employment training and assistance in job placement.  
*Goals:*

- to assist older juvenile ex-offenders in acquiring basic skills related to obtaining and keeping employment
- to assist in matching and placing juvenile ex-offenders with jobs for which they are suited
- to involve employers from the community in helping the ex-offender make the adjustment to job requirements
- to provide a stable influence and gainful involvement for ex-offenders in order to keep them from further delinquent activity.

Each employer agrees to make one or more positions available and to provide a supervisor who will assist the ex-offender in learning job skills and coping with the demands of employment.

**II. Need Addressed:** Employment training and assistance for ex-offenders serves to meet several basic needs. The primary need, frequently, is the difficulty that the juvenile ex-offender has in obtaining gainful employment. Usually due to the factors of age, lack of work experience, and delinquent record, the ex-offender has great difficulty in finding employment. Secondly, many juvenile offenders haven't developed marketable skills or the coping skills related to dealing with the demands of regular employment.

**III. How it Operates:**

*Administration:* This service can be organized by a private community agency, a department of corrections, or a combination of the two. A working

or part-time supervisory position is required to coordinate the service. The nature of this position depends on the number of ex-offenders involved and the number of volunteering employers. The service should be directed by someone who both understands the juvenile justice system, including its clients, and who is knowledgeable in the area of employment. A committee of employers can be used to screen and place referrals.

*Recruitment:* Volunteer employers can be recruited from the ranks of industrial and service businesses as well as smaller trade establishments. A basic criteria for involvement is the employer's ability to provide job placement and appropriate supervision and training.

*Selection Process:* Juvenile ex-offenders will be accepted into the program based on referral from the parole or aftercare agent and upon meeting basic criteria, such as: a) that they are of employable age, b) that they are not able to find suitable employment, and c) that they are medically or psychologically able to be engaged in work.

*Training:* Since the involvement of the volunteer employer is largely technical, the only training required is to familiarize the employer with the juvenile justice system (particularly parole) and to provide basic training in understanding and dealing with the needs of the youths involved.

*Supervision:* The program manager or coordinator is responsible for supervising the ex-offender—volunteer employer placements. This can consist of on-site observation and phone contact with both the employer and the ex-offender.

*Evaluation:* This should be conducted regularly by the program coordinator. Information should include the number of youths referred, the placements they were matched with, the length of involvement, and the outcomes. Program assessment will consider the successful completion of the employment placement and the continuation of gainful employment if the ex-offender leaves the placement.

- V. How the Service is Delivered:** Ex-offenders are referred to the program by their juvenile parole or aftercare officer. These referrals are then screened by a committee for eligibility for the program and for placement matching. Following this, the parolee is introduced to the volunteer employer and the place of employment. The expectations of

the employer and the ex-offender are clarified and mutually agreed upon in contractual form. The program manager makes sure that the relationships are monitored and that both parties have access to supportive assistance in handling any problems that may arise.

- VI. Special Considerations:** Volunteer employers pay the ex-offender no less than the applicable minimum wage for the time that they are employed. Additional components may be added to the program to include such things as formal pre-employment training (coaching) and life skills training.

## MODEL 18: VOLUNTEER PAROLE AGENT

- I. Description of Model:** This department of corrections program serves juvenile parolees and their families with volunteers working under the supervision of state parole agents. Volunteers provide friendship, counseling, and brokerage to other community services. They also assist the department of corrections in adding much-needed community input.
- II. Need Addressed:** One of the major problems parole services face is the ever-increasing case loads and the fact that parole agents have very little time to spend with individual parolees. Volunteer staff appropriately involved can meet this need. This model provides intensive supervision and assistance in addressing the needs of clients while freeing the state agent to spend more time with other parolees.

### III. How it Operates:

*Administration:* This model is organized and directed by the department of corrections, or by local parole or probation authorities. Agency approval, commitment, and clear lines of authority and responsibility are necessary. Budget is provided for staff management and program operation.

*Management:* A full- or part-time supervisory position is required to provide necessary coordination, program planning, and evaluation. This volunteer services supervisor assigns qualified volunteer staff to parole agents, depending on their caseload needs. A volunteer services coordinator's work is monitored by an agency director who assures the integration of volunteer services in the overall service parole operation.

*Recruitment:* Volunteer parole agents are drawn from all segments of society with recruitment emphasis in colleges, community service organizations, young lawyers, and the retired sector. Occasionally, a needs assessment or planning session points out a need for special qualifications (e.g., tutor or vocational counselor), and a more selective recruitment strategy is employed. Normal recruitment techniques used are: word of mouth, talks, lectures, mailings, and media promotional materials.

*Selection Process:* Volunteer staff are initially screened through an application, interview, and orientation session. Screening is an ongoing process. Major screening criteria include: a one-year commitment, time of availability, mobility or dependability, ability to relate to troubled youth, amenability to working within the juvenile justice system, and ability to absorb required training.

*Training:* Orientation and training are required. This will include: job description, role expectations, selected readings, how to use existing community services, and case studies. Discussions and observations are conducted in both a classroom and field phase. Emphasis is placed on providing a general framework from which to work, knowledge of what a parole agent does, a set of "do's and don't's", and a basic ability to solve problems and get questions answered when they arise.

*Management Information/Evaluation:* Regular statistics are kept on all volunteer staff activities. Program and cost evaluations are done at least every two years. Program evaluation includes a survey of clients, as well as volunteer and paid staff.

*Supervision:* Supervision is maintained by paid parole agents. This usually includes weekly meetings and annual reviews.

**IV. How the Service is Delivered:** This model provides an increased service to juvenile parolees through the use of appropriately recruited, screened, trained, and supervised volunteer staff serving on a one-to-one basis with juveniles and their families. Volunteer staff are supervised by juvenile parole agents working as a team. As a result of this model, there is more attention given to juvenile parolees, and the community as a whole becomes more knowledgeable about the problems associated with juvenile crime and incarceration.

**V. Special Considerations:** The use of volunteers in a professional role is dependent upon: 1) a sound philosophy on how volunteers can be involved to increase the quantity and quality of service; and 2) how well the volunteer services program is managed.

## MODEL 19: RELEASE AFTERCARE PROGRAM

**I. Description of Model:** This model serves juveniles released to the community following their being in institutions. It is a community based program.

*Goals:*

- to provide relationships and activities to youth returning to the community
- to assist youth in re-entry through practical services and referrals
- to create a stabilizing influence for youths returning from the institution who are at risk in terms of recidivism due to family, peer, and community influence
- to match juvenile releases with mature adult volunteer staff.

Each volunteer staff person is matched with a releasee on the basis of compatibility of interests, skills, and other relevant skills.

**II. Need Addressed:** Many youth being released to the community following institutionalization face difficulty in adjusting to the less structured community environment. In instances where parole or aftercare services are provided, the level of service may not provide sufficient support to enable successful readjustment. There are also instances in which paroles or aftercare services are not available at all, thereby leaving the releasee without any support. This program attempts to address that need through community volunteers providing supportive relationships and services.

**III. How it Operates:**

*Administration:* This service can be organized by a private agency, a juvenile institution, or a juvenile parole and aftercare agency. When a private seeks to provide the service, a working relationship must be set up with the institution and/or aftercare agency for the purpose of gaining referrals.

*Management:* A full- or part-time supervisory posi-

ition is required to properly oversee the service depending upon the number of juvenile releasees involved. The program should fit into the existing service system.

*Recruitment:* Volunteer staff can be recruited from the community at large and, where necessary, volunteers with specific skills can be recruited to meet the specific needs of the releasee involved. A basic criterion for the involvement of the volunteer is his or her time availability and personal suitability for work with juvenile releasees based on established criteria.

*Selection Process:* Releasees will be accepted into the program based on referral by the juvenile institution or an aftercare agent. Involvement by the releasee will be voluntary rather than mandated, and each releasee will be screened to determine if they are suitable for participation in the releasee aftercare program.

*Training:* Since many of the volunteer staff may not have previous experience in working with juvenile offenders, and may also have a limited knowledge of the juvenile justice system, basic training will be required. The training should be designed on a skill-based format (see Chapter 3) which could include the following ingredients: a) understanding the juvenile justice system, b) helping relationship skills, c) communication and listening skills, and d) understanding client (releasee) needs. Both paid staff and experienced volunteer staff should participate in doing the training for new volunteers. Additional training may be developed to meet the needs expressed by the volunteer staff.

*Supervision:* The program manager bears responsibility to ensure that volunteer staff are supervised. This should consist of a combination of personal visits and telephone calls on a regularly scheduled basis. Both paid and volunteer staff who are qualified could fulfill the supervisory roles. A basic reporting system can also be instituted to track volunteer involvement with their case.

*Evaluation:* Volunteer staff should be evaluated regularly on the basis of their performance, and should receive constructive feedback from their supervisors. In addition, the entire program should be evaluated on the basis of volunteer and releasee involvement, the number of case assignments completed, as well as feedback from clients, volunteers, and the agencies involved.

**IV. How the Service is Delivered:** Releasees are referred to the releasee aftercare program by the juvenile institution or an aftercare agent. Each referral is screened for suitability in the program and for matching with a volunteer staff person. Once the releasee has been accepted for involvement, he or she is introduced to the person to whom they have been assigned. For best results, this introduction may take place in a "non-threatening" situation rather than a formal office visit. In some situations it may even be possible to arrange for the volunteer staff person to begin meeting with the releasee prior to actual release from the institution. The involvement of the releasee in the program is designed to provide him or her with a supportive relationship and with practical help in the community. The role of volunteer staff is to become involved with the releasee on a weekly basis and to arrange for or provide the specific kind of assistance that the releasee needs. This may involve tutoring, employment, counseling, medical/dental care, housing, etc.

**V. Special Considerations:** This program may involve a one-to-one matching format, a small group format, or a combination of the two.

### MODEL 20: COURT-APPOINTED SPECIAL ADVOCATE PROGRAM [CASA]

**I. Description of Model:** The Court-Appointed Special Advocate (CASA) Program is an innovative volunteer staff program which has received national recognition because of its successful advocacy efforts for children.

Volunteer staff are recruited, trained, and appointed to serve as advocates for abused and neglected children coming before the juvenile court, as well as for some delinquent and pre-delinquent youth.

**II. Need Addressed:** In the past, such children have had no consistent person who stayed with them and remained committed to representing only *their* interests in court. The judge, who must make decisions affecting these children's lives, often hears conflicting assertions and recommendations, with little agreement on the best course of action for the child.

This model addresses the need for increased

accountability on the part of the adults in the child's life (family and agency personnel) because of the presence of an independent third party asking questions and bringing information to the Court's attention.

Further, this model permits better communication and understanding between the government and the private sector at a time when cynicism and distrust of government have led many people to believe that they lack an effective voice in public concerns that affect them. The program fosters increased community awareness and involvement in serious issues affecting children and families.

### III. How it Operates:

*Administration:* The CASA program operates as one of two programs within the volunteer services unit at the court. CASAs are appointed by the judge on particularly sensitive cases where an independent judgment can be of benefit, working in the best interest of the child. Parents, teachers, caseworkers, probation officers, and other interested persons all can recommend to the judge the appointment of a CASA.

*Management:* The CASA program is overseen by a program coordinator and a program supervisor. The coordinator is accountable to the deputy director of the agency, conducts the initial intake interviews on all prospective CASAs, and presents a mandatory, six-hour orientation training session.

The program supervisor is responsible for the day-to-day CASA program operation. Case assignment, case assistance, court report editing, and inter-agency facilitations are among the supervisor's duties.

*Recruitment:* Responsible people from as broad a spectrum of the community as possible are needed to represent the diverse children who come through the court, special education and expertise are not required, although any special skills or ability that CASAs possess are beneficial and are matched, to the extent possible, with special needs of children. What is crucial is a commitment to stay with the child until his or her needs for a secure, permanent home are met, also a sense of responsibility about the seriousness of the assignment.

A recruitment committee, comprised of CASAs with an interest in the program as well as individual children, can be formed to assist in recruiting additional volunteers to the program.

*Selection Process:* The selection process for involvement in the CASA program is, as follows:

1. Completion of the volunteer staff application;
2. Completion of the security background check conducted by the police liaison officer;
3. Receipt of favorable reference letters;
4. Completion of an in-depth intake interview which assesses the potential CASAs strengths, biases, interests, motivation, and maturity;
5. Participation in a mandatory, six-hour training session;
6. Provision of resource material, including CASA manuals, prior to the volunteers first assignment;
7. Matching of CASA preferences with the needs of the child; and
8. Involvement in the swearing-in ceremony, making CASAs officers of the court.

*Training:* Training is a crucial aspect of the CASA program. In order to enhance the varying degrees of expertise of the volunteers, ongoing training is provided. A training committee, again comprised of CASAs interested in contributing in this way, assist in topic and presenter selection, as well as scheduling.

*Management:* A manual, along with a newly-developed computer recordkeeping system, is helpful. Matching of CASA and cases is facilitated with the use of an on-line minicomputer. Plans to build both CASA and case profiles can be developed.

*Supervision:* After prospective CASAs have completed their orientation and training, these volunteers report to and are supervised by the CASA program supervisor, who presently supervises all volunteers.

*Cost:* It is difficult to assess costs because different salary structures and levels of donated services have such a great impact on program costs and vary widely between communities. Program needs include:

*Personnel:* At least one full-time experienced professional, plus at least one 2/3-time experienced secretary.

*Equipment:* Office space for two persons, with some provision for privacy for interviewing; normal office furniture, plus at least 2-3 comfortable chairs are also needed.

*Operations:* Normal operating budget for a two-person office, with provision for some extra funds for:

- a. Printing and Copying—There will be

considerable copying of court records, resource handouts, and mass mailings.

b. *Travel and Training*—Because of the newness and uniqueness of this type of volunteer child advocacy work, it is strongly recommended that funds be allocated to allow training and on-site visits to other programs.

c. *Professional Services*—If the program cannot locate donated services in this area, then funds will be necessary to purchase legal services, psychological or psychiatric consultation, and training expertise.

- IV. How Service is Delivered:** The Court-Appointed Special Advocate makes a commitment to remain with the child or children until the case is out of the court system, and to perform the following activities:
1. Conducts an impartial investigation of the facts;
  2. Identifies the child's individual needs which must be considered in planning for his or her future;
  3. Monitors the efforts and progress of all parties, including parents and agencies;
  4. Arrives at an independent assessment of the situation;
  5. Reports these findings along with concrete recommendations directly to the juvenile judge; and
  6. Advocates for the child's interests both in and out of court until the child is assured of a secure and loving placement.
- The volunteer allows for greater opportunity for

the utilization of input from the community into juvenile matters, a perspective badly needed, which often does not have an organized way of coming to the attention of public officials who could use such input.

*Evaluation:* CASAs evaluate their involvement in their case at the close of court involvement by use of an evaluation tool attached to their case file.

A CASA office operations and ongoing evaluation committee has been formed to increase feedback between CASAs and program staff. A needs assessment survey was recently sent to CASAs.

- V. Special Considerations:** One of the most significant features about this volunteer program is the *myths* which it dispels. One frequently hears that volunteer staff are undependable, unaccountable, primarily white, middle-class women, and often more trouble than they are worth; in short, a poor substitute for paid staff. However, the CASA program uses trained volunteer staff in a highly responsible role, calling for considerable independence, judgment, initiative, and a long-term (i.e., multi-year) commitment. In the child advocacy area, volunteers can also offer something that our paid staff cannot: time (because the CASA has one case, not a large caseload), a fresh perspective (because the CASA doesn't see the matter as "routine" due to working with similar cases forty hours a week), and independence (because the CASA does not need to fear job-related repercussions from exposing system shortcomings or criticizing policies).
- Note:* Examples of existing programs related to any of the aforementioned models can be obtained by writing to NAVCJ, P.O. Box 786, Milwaukee, Wisconsin 53201.

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## OPERATIONAL GUIDELINE #8:

The volunteer services manager must develop a system and method for the effective supervision of all volunteer staff.

### Rationale and Discussion:

While on-site supervision of volunteers is not always necessary, some form of monitoring the performance of assignments is important. When supervising volunteer staff, it can be determined not only whether the task is being accomplished, but also whether or not there is a good match between the person and the assignment. Supervision should help to improve the skills of the staff (volunteer and paid) and help to improve the effectiveness of volunteer services. Supervision provides guidance and direction. It is a means of assuring and encouraging continued good performance and promoting professional growth. Performance evaluations provide tangible evidence of the strengths and limitations of a volunteer staff person's ability to do the job. (See also Policy Guideline #10.) Those responsible for volunteer staff supervision must have appropriate training. (See also Operational Guideline #6.)

### Methods for Implementing Guideline:

The volunteer services manager should:

- Determine the levels of supervision required.
- Provide special training for supervisors in such areas as team building, creative problem solving, leadership effectiveness, listening skills and other helpful skills for managing people.
- Monitor volunteer services to be sure that proper supervision is taking place. Some ways of doing this are:
  - a) Using supervisory report forms.
  - b) Reviewing supervisory process by discussion with both supervisors and volunteer staff.
- In some cases it may be helpful for the volunteer services manager to supervise volunteer staff in order to demonstrate how paid staff can work with volunteers effectively.
- Encourage volunteer staff to meet with supervisors for problem-solving and consultation.

### Resources:

Nikkel, R. *Volunteer Mobilization, Motivation, and Management*. 1981.  
Scheier, I.H. *Guidelines and Standards for the Use of Volunteers in Correctional Programs*. U.S. Department of Justice, U.S. Law Enforcement Assistance Administration, Washington, D.C.: U.S. Government Printing Office, 1972.

Office of Juvenile Justice and Delinquency Prevention, (LEAA, U.S. Department of Justice). *Volunteer Services*. Washington, D.C.: U.S. Government Printing Office, 1972.

\*Schwartz, I.M., Jensen, D.R., & Mahoney, M.J. *Volunteers in Juvenile Justice* (NILE, LEAA). Washington, D.C.: U.S. Government Printing Office, 1977.

\*Wilson, M. *The Effective Management of Volunteer Programs*. Boulder, CO: Volunteer Management Associates, 1976.

Applicable standards published by the American Correctional Association Commission on Accreditation are:

*Manual of standards for adult community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 27, 2135.

*Manual of standards for adult correctional institutions*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 87, 4456.

*Manual of standards for adult local detention facilities*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1977, p. 13, 5069; p. 78, 5375; p. 79, 5376.

*Manual of standards for juvenile community residential services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 38, 6191.

*Manual of standards for juvenile probation and aftercare services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1978, p. 21, 7109.

*Manual of standards for juvenile detention facilities and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 82, 8407.

*Manual of standards for juvenile training schools and services*. Rockville, MD: Commission on Accreditation for Corrections, Inc., 1979, p. 98, 9483.