

Voluntary Action Leadership

FALL 1992

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A CHANCE TO CHANGE TOMORROW

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Voluntary Action Leadership

FALL 1992

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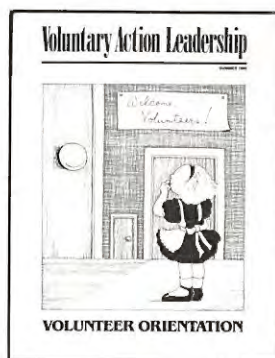
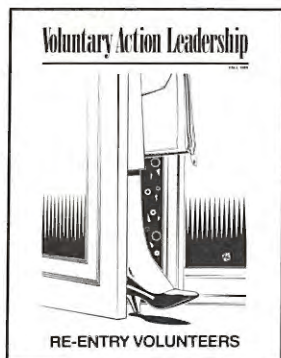
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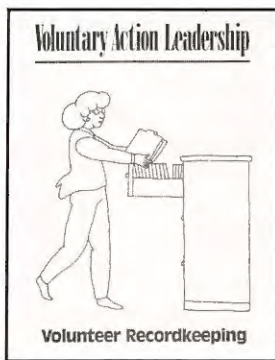
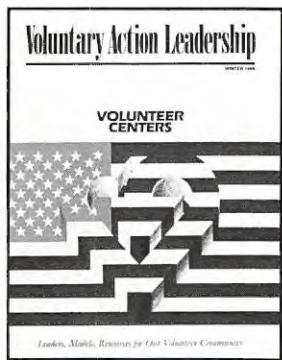
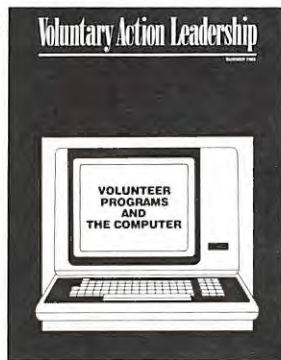
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for
Administrators
of
Volunteer
Programs**



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Voluntary Action NEWS

The Holiday Project Offers Two-Way Giving Experience

By Linda Thornburg

You're visiting a nursing home on Christmas Day with some friends from a local service club. You're nervous, because the last time you were in a nursing home was the day your father died, and you swore you'd never be back, especially as a patient. But one of your best friends has talked you into this, because he committed to bringing a certain number of people to visit this place through The Holiday Project. It's the first time the club has done anything like this, and he wants to make sure he lives up to his promise.

You're wondering how he found so many people willing to give up part of their Christmas Day. There are almost 20 people gathered around the sofa in the lobby. Your friend and a national Holiday Project volunteer are doing a sort of orientation. They are describing the type of people in the nursing home. Good lord, nearly 25 percent of these patients are practically comatose. Will it really make a difference to them that you gave up the visit from your Aunt Betsy this morning to come and visit?

Now the volunteer is asking people how they feel about the visiting they'll be doing in a few minutes. Does anyone have anything they'd like to talk about first?

You find yourself stammering that

your father died in a place like this, and you're not sure what you really have to offer these people. It feels better just to say it.

You're not the only one, it seems. Four of these people have had parents in nursing homes, and none of them has very pleasant memories of this. You exchange sympathy with them. The volunteer leader says this sort of feeling is common to new volunteers. She encourages you to just go with the flow

and try to concentrate on the person you're visiting. Find out, if you can, what they're like and what they're interested in, and if you can't, tell them a little about yourself. If you're really uncomfortable, find another resident to talk to, she says.

Five minutes later you find yourself in the room of two old ladies, and one of them is asleep. The other is talking to the wall. Her syntax is strange, and what she says doesn't really make any sense, but when she pauses, you say things like, "Oh, I see," or "Is that right?" At the end of a minute and a half, after about as much of the jabberwocky you can stand, you end the "conversation."

"Thank you very much," you say.



During a Holiday Project visit on St. Patrick's Day, a New York volunteer shares a song with a local nursing home resident.

Linda Thornburg is a freelance writer/editor in Alexandria, Va., and a frequent contributor to VAL.

All photos by Dave Kaphingst

"I've enjoyed talking to you."

She looks you straight in the eye for the first time. "Thank you," she says. "I've enjoyed it, too."

Sally Cooney, The Holiday Project's executive director, says some people actually have come out of comas when visitors pay them enough attention. The Holiday Project operates in 411 communities in 28 states, organizing visits to people in institutions during the holidays. Initially, all visits were during Christmas and Chanukah, but now the project is extending its visits to other holidays. This year, Cooney is arranging for visits to more than 20 Veterans Administration (VA) hospitals on Veterans Day.

There are two million people in institutions and most of them are consumed by loneliness. The Holiday Project, with roots in a movement that started in the early '70s, is an attempt to alleviate a little of the loneliness. Just as important, it changes the lives of visitors, who in giving part of a day to residents in psychiatric hospitals, long-term care facilities, prisons and other institutions, often learn that the worries they thought they had are minuscule, or that conversing with someone with whom they have very little in common can be a fascinating experience.

"We can't measure the effect the program has on many of these people," Cooney says. "But we know the visitors are transformed by their experiences because they are getting the greatest gift of all, which is letting someone give to them."

Cooney says most people feel more comfortable being the giver than the receiver, but The Holiday Project tries to reverse the roles when possible. The project enlists institutionalized individuals in the making and/or wrapping of gifts and other traditional activities. But what visitors find most dramatic is a sort of transformation in other aspects of their lives.

"A conversation with an institutionalized person is a pure experience," Cooney says. "There is no hidden agenda, most visitors aren't worried about how they are being received, and they can concentrate wholly on the other person. For myself, this translates into other things in my life. When I have a conversation with someone in my work, or with a family member, I've learned to give everything to that conversation, and not be thinking about what's going to happen next in my life."

The Holiday Project has about 20,000 volunteers and 2,000 managers, who run the chapters. Because there is no

training to speak of and no requirement to commit to more than one visit, the organization is a good volunteer activity for people leery of heavy time commitments. But Cooney says some people end up going back to visit the same person again and again after positive experiences. The Project is trying to encourage this especially with AIDS victims, some of whom are in desperate need of relationships in their lives after being cut off by their families.

Service organizations can make such visits a one-time project or can establish chapters in their area. Managers receive training on how to schedule visits, how to solicit funds for running the chapter, and how to publicize the program. Cooney says chapters evaluate their communities to decide where they will concentrate their efforts. Some visit nursing homes exclusively, others include facilities such as prisons, which can present some of the most confrontational experiences, Cooney says, but which also can be very rewarding.

For information about how to participate in a visit, join a chapter or start a chapter, contact The Holiday Project, P.O. Box 6347, Lake Worth, FL 33466-6347, DEPTVAL.

—Linda Thornburg



A Holiday Project volunteer from Palm Beach County, Fla., brings a smile and a hug to a local nursing home resident.

Catholic Charities, USA Remains America's Largest Charity

Catholic Charities, USA's income increased by over \$300 million to \$1.84 billion in fiscal year 1991, making it America's largest charity for the second year in a row, according to the NPT 100, *America's Biggest Charities*, a special report of *The Nonprofit Times*.

Lutheran Social Ministry Organizations' revenue grew by some \$200 million to \$1.65 billion, making it the second largest charity for two years running.

The YMCA of the USA, with \$1.53 billion in income, rose from fourth to third place, moving the American Red Cross from third to fourth place. The Salvation Army remains in fifth place.

The rankings in this year's edition are based on total income for fiscal year 1991. Information is gathered from the organizations' IRS forms or audited annual reports.

Charities appear to be weathering the recession fairly well, according to the report. Total revenue for the top 100 charities was \$20.15 billion in fiscal 1991, a 24 percent increase from the \$16.9 billion in total revenue reported in 1990. Public support accounted for 45 percent of the top 100's total income, up from the 36.9 percent of total income reported in last year's survey.

Human service organizations continue to dominate the top spots on this year's ranking and make up seven of the top 20 groups. In addition, smaller human service organizations are scattered throughout the list, and account for 18 percent of the total organizations represented. Seventeen relief and development organizations made the list.

Among the fastest-growing charities are those whose special concern is the environment, with 10 environmental groups making this year's listing.

Organizations that have an international orientation are becoming more prominent, making up 30 of the top 100 groups this year.

The survey's focus is those organizations perceived as traditional charities by the general public. The top 100 list purposely excludes private schools, colleges, universities, hospitals, foundations, public television stations, museums and organizations whose sole purpose is to spread their religious beliefs.

The *Nonprofit Times* provides charitable giving research through data collection and public opinion studies on an ongoing basis.

For a copy of the *NPT 100* report, call Margaret Mason, (609) 921-1251.

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AAL 'Helping Hands' Ready for Hurricane Relief in Florida, Louisiana



The remains of a mobile home park in Homestead, Fla.

Anne Jabo of Hialeah, Florida, watched with dismay the television images of the devastation wrought by Hurricane Andrew on her neighbors to the south. She prayed that there might be something she could do to help. Two days later, Jabo, the president of an Aid Association for Lutherans (AAL) branch, was in Perine, one of the communities hardest hit by the hurricane. In almost unbearable heat and humidity, Jabo was cleaning debris from Mt. Olive Lutheran Church and helping with the distribution of food, water, bedding and other supplies.

Jabo was shocked by the destruction she saw upon arriving in the area. "First, you want to sit down and cry," she said. "Then you say, 'I don't have time for tears.'" Instead, she and hundreds of other AAL members went to work.

Emergency funds were distributed to local branches through AAL's benevolence program called "Helping Hands: Caring Acts Through Fund Raising or Service." AAL wired money to branches so members could purchase supplies such as ice, bottled water, food, plywood, plastic and other equipment desperately needed by the hundreds of thousands of victims.

Within days of the storm, AAL had



A relief worker unloads water bottles at Mount Olive Lutheran Church in Perine, Fla., one of the locations where AAL volunteers worked and supplied relief equipment.

earmarked a total of \$500,000 as matching funds to help its national volunteer network of 8,069 branches raise money for relief efforts. The \$500,000 is in addition to normal Helping Hands funds.



Doris Petersen, AAL district representative from Cutler Ridge, Fla., surveys damage to her roof with a volunteer.



A Homestead, Fla., resident receives relief supplies at a distribution site set up in the parking lot of the remains of a shopping mall.



Victims of Hurricane Andrew select items of clothing at a relief distribution site at Mount Olive Lutheran Church, Perine, Fla.

Shelly Karolus, president of AAL Branch 4860 in Hollywood, Florida, used money AAL wired to the branch to buy two portable generators, gasoline for the generators and other supplies and equipment. Branch members brought the supplies to Mt. Olive, where they helped with the clean-up effort.

"AAL is very important in a crisis like this where you have people who have nothing," Karolus said. "The support was there when we needed it."

Doris Petersen, an AAL district representative who lives in Cutler Ridge just south of Miami, rode out the storm in her home, huddled in a bedroom closet with couch cushions over her head. The house vibrated, windows blew and through the ceiling door to the attic, she watched as the pressure of the storm sucked her roof up and down.

"You couldn't believe the intense fear," she said. "You don't know if your life will be snuffed out."

Several of Petersen's colleagues from the David Vorpapel Agency of AAL, Maitland, Florida, arrived within days of the storm, bringing her food and water. They helped clear debris from her home and yard and helped patch her roof. Then she was able to help coordinate efforts to assist others in her southern Florida territory.

AAL worked with Lutheran Ministries and Inter-Lutheran Disaster Response to help meet the needs of the hurricane victims. AAL agencies and local branches worked with local businesses, churches and other relief organizations, such as the American Red Cross, to provide assistance.

For example, the Steven Esala Agency of AAL, based in Memphis, Tennessee, organized a city-wide nonperishable food drive. The food was shipped to Lutheran churches in the hurricane-devastated areas of Louisiana. Local AAL branches arranged for 50,000 pounds of ice to be shipped to the Red Cross in Baton Rouge, Louisiana, and another 50,000 pounds to Grace Lutheran Church in Houma, Louisiana.

AAL, headquartered in Appleton, Wisconsin, is the nation's largest fraternal benefit society in terms of assets (\$10.3 billion) and ordinary life insurance in force (\$62.7 billion). AAL provides life, health, disability and long-term care insurance and retirement products, while its affiliated companies offer mutual funds and credit union services.

AAL's members are organized into 8,069 local branches throughout the United States. They meet regularly to carry out a wide variety of volunteer efforts to help themselves and their

neighbors, and to undertake projects to improve the communities where they live. Last year, AAL members volunteered three million hours of their time to help others.

Laubach Names Volunteer Consultants

Thirteen individuals from across the country have been asked to serve two-year terms as members of the Laubach Literacy Action (LLA) Volunteer Consultant Network. They will provide support and training to volunteers in local literacy programs through conference leadership, technical assistance, materials review and pilot-testing new training for LLA, the nation's largest nonprofit volunteer adult literacy organization.

The consultants will work with the LLA Field Services Department to support and implement LLA's program goals. Their primary role will be to help local program managers, trainers and new readers learn about and take advantage of current LLA initiatives. These include changes in certification of trainers; introduction of new modular tutor training; and new LLA membership system.

SCORE—30 Years and Going Strong

SCORE volunteers contribute time worth at least \$70 million a year in counseling and workshops, and that's a conservative estimate, according to The Service Corps of Retired Executives (SCORE) Association. With nine paid staff members and 13,000 volunteers who operate in most of the communities in this country, SCORE is the nation's oldest and largest volunteer business assistance program. In 1991, it helped 260,000 people in counseling and workshop sessions.

Many of those who accept SCORE counseling start new businesses, and several thrive. Others decide they won't pursue their idea because of start-up costs, too much competition or not enough capital or expertise.

According to the Small Business Administration's Office of Advocacy, more than 60 percent of new businesses will fail within six years. These statistics are discouraging, but Mark Sewell, SCORE's national director of communications, says the number one reason for failure is lack of management knowledge, not lack of capital.

SCORE volunteers can help a potential or fledgling business owner gain that knowledge through a series of counseling sessions, directing the individual's research and awareness of what types of professionals the business needs to utilize.

SCORE volunteers are motivated by the desire to use the knowledge and experience they have gained through extensive business careers to help others. They typically are retired men between the ages of 60 and 69 who have helped to shape a business. Sewell says 15 to 20 percent of the volunteers are not retired, and 1,100 are women. But the most easily encountered SCORE volunteer is a retired male executive of a retail or wholesale operation, including Fortune 500 companies or, somewhat less likely, a retired international trade or services executive. The higher the individual is in the SCORE organization, the more likely the person will be heavily involved in other organizations such as United Way, Rotary Club or church.

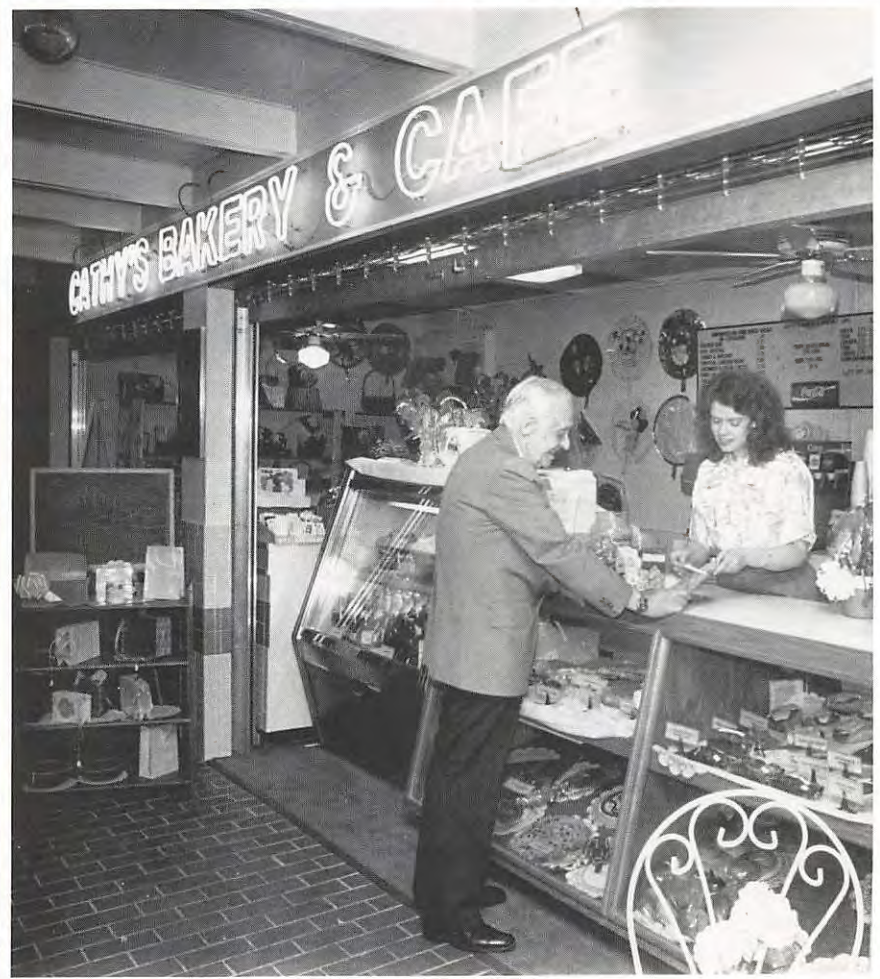
One of the resolutions articulated recently by the SCORE Board of Directors

is to recruit more women into the organization. In three "test markets," SCORE will strive to recruit two women for every ten men. While this may not sound like enough, Sewell points out that because women have a limited history in executive positions, the goal probably is reasonable. He says SCORE hopes to boost the number of women by recruiting those who are still working.

The requirements for volunteer knowledge and expertise are set at the local level. SCORE has 390 chapters, and the organization has always been a federation of semi-autonomous groups who report to districts, and then regions which parallel the federal government's ten geographic regions. SCORE volunteers are suspicious of bureaucracy or

too much direction from the top, and they maintain control of the individual chapter character by directing their own public relations and marketing, setting their own seminar and workshop agendas, determining how to target their recruitment efforts, and establishing standards for who can become a volunteer.

There are, however, some national standards for the organization. SCORE does not allow its volunteers to take money from those they counsel or to refer them to others for products or services. SCORE requires at least ten volunteers willing to do the chapter administrative work, at least two workshops or seminars a year, and formal training for new volunteers. The training includes pairing for 90 days with a mentor who is first coach, then co-counselor, and finally evaluator. Some chapters evaluate new volunteers through committee.



SCORE counselor visits with small business owner.



"Crystal Creations" owner shows his products to SCORE volunteer.

SCORE's board of directors consists of the ten regional directors, who are elected by the chapters. The chapters report directly to district chairmen, who generally are responsible for a single state. These individuals are appointed by the regional directors. Sewell says regional directors and assistant regional directors, who also are elected, work full time. They are reimbursed only for authorized out-of-pocket expenses.

Among the board's latest priorities are encouraging more existing business owners to take advantage of SCORE counseling. Sewell says that often owners of small, struggling businesses cannot admit they need help. SCORE is convinced, however, that saving existing businesses probably is more important than helping start new ones, especially in this economy.

SCORE's team approach allows a client to take advantage of the expertise of several individuals. For example, a business owner could get the benefit of an insurance expert, banker, marketer and personnel specialist, all from one SCORE office.

SCORE also encourages more long-term counseling. There is no reason, Sewell says, why a client cannot come for counseling once a week during start-up time, move to once a month after about six months, and then to once a quarter.

SCORE was chartered nearly 30 years ago to provide management counseling for recipients of Small Business Administration loans. Today, SCORE volunteers often will play a part in helping a potential business person get a small business loan by stringent critique of the business plan. In Oregon, one SCORE office has what is called a SWAT team, which brings experts of various disciplines to the critique. Many people who deserve a loan don't get it because they haven't put together a business plan properly, Sewell says.

SCORE doesn't counsel too many not-for-profits, although Sewell says SCORE volunteers are receptive to the idea. He cites examples of a Pennsylvania volunteer fire department that was saved from bankruptcy because a SCORE volunteer could suggest a cheaper way to get capital; the mayor of a city who used SCORE volunteers to help rebuild a region; and a university that used SCORE to help boost sales of tickets to football games.

Sewell says those who decide to go into business for themselves will work twice as hard for less money. "It's not a fast way to easy street," he warns. But the rewards are sometimes worth it.

—Linda Thornburg

Community Service Projects Take Off with \$63 Million in Grants

"We have one of the great, awesome tasks of America," Pete McCloskey, chairperson of the bipartisan Commission on National and Community Service, told a National Press Club audience of journalists, House and Senate members, White House officials and representatives of various youth service organizations.

"We're charged by the Congress with stimulating and renewing the ethic of civic responsibility in the nation and generating volunteer service for all of those problems which we have tried in the past with government to solve."

The occasion was the announcement of the Commission's approval of 153 grants totaling \$63 million to stimulate innovative ways to "weave service into the fabric of American life."

The mostly one-year grants ranging from approximately \$7,000 to \$3.5 million will test new and expanded community service projects in nearly every state. Most will be distributed by the states for hundreds of projects in schools, colleges and universities and communities, in some cases beginning next summer. Approximately one-third of the total will fund potentially large-scale models for national service.

The grants were authorized by the National and Community Service Act of 1990, which also created the Commission. All require some matching effort. The Commission was established to provide funds, training, and technical assistance to states and communities to develop and expand service opportunities. Its 21 members, who were appointed by the President and confirmed by the Senate, approved the grants from more than 500 applications.

Before winning Commission approval, each grant application was reviewed first by an outside peer review panel according to four basic criteria: quality, innovation, replicability and potential for sustainability without federal funds.

"The extent to which these programs can be imitated by others will become the best measure of their success," said Gregg Petersmeyer, director of the White House Office of National Service.

U.S. Rep. Jim Leach, who was present at the announcement, said that growing economic and social divisions make it clear that the nation's biggest challenge "is more from within than without," and is in some ways not unlike the situation that confronted America in the 1930s.

"What distinguishes the '30s was that everybody was in the same boat," the Iowa Republican said. "What distinguishes the plight today is that there are different boats for different folks. And in that circumstance, the prospect of societal division has never been greater, and that's why the Commission was formed."

The grant money was distributed as follows:

Serve-America

\$16.7 Million

Forty-seven states, the District of Columbia and Puerto Rico will implement service-learning innovations in elementary and secondary schools. Of these, eight Leader States whose proposals hold especially significant promise for the effective development of school-based community service will share an additional \$1.2 million above their state allotment for an accelerated expansion of their proposals. They are Colorado, Maryland, Minnesota, Pennsylvania, South Carolina, Vermont, West Virginia and the District of Columbia.

Higher Education Innovative Projects

\$5.2 Million

Fifty-eight grants will help at least 175 institutions of higher education undertake innovative community service efforts. Projects will explore new ways to integrate service into the curriculum, support model community service programs on campus, develop teacher and volunteer training programs, and involve students in community service—often in ways that complement their course of study.

Many of the grants go to consortia of colleges and universities, which also will help build a strong infrastructure for training, information sharing and technical assistance at the state and national levels. The grants range in size from \$15,000 for a tutoring program at one university to \$500,000 for a national subgranting and technical assistance program involving as many as 50 colleges and universities.

American Conservation and Youth Service Corps

\$21.5 Million

Youth corps in 25 states, five operated by Indian tribes, will become laboratories for involving young people from widely different backgrounds in innovative projects that directly meet community needs. Youth corps unite teenagers and young adults to serve their communities, learn job skills and become active citizens. In exchange for their services, corps members receive living allowances and earn scholarships. Corps may also include special participants, such as senior citizens, who bring needed skills to the corps.

Emphasis on service and a service-learning curriculum that equips the corps member to help lead his or her community to help itself is what makes the Commission-supported corps distinct from programs that focus more exclusively on job training.

National and Community Service Models

\$21.5 Million

Of the seven national service demonstration models selected, all but one—the Massachusetts plan—will be established as a direct result of Commission funding. An eighth state, New Jersey, was given a planning grant.

Each of the models, both rural and urban, is similar in important ways. All engage youth age 17 and older in full- or part-time service to their communities, all share the common virtue of benefiting both the community and the participant, and all the programs enhance participant job skills and education, develop leadership skills, cultivate positive civic attitudes, and have a strong service-learning component. But each model also is unique. While some of the models offer a comprehensive vision of what a national service program might look like, others emphasize one or more aspects.

■ Massachusetts (\$3,500,000 per year for two years) will test whether City Year, Boston's successful urban youth corps, can maintain its quality while expanding four-fold. Among the Commission's applicants, privately funded City Year was the best example of what the Board came to see as the *civic responsibility model* of national service—a model designed to strengthen the sense of civic pride and commitment to service in both participants and the larger community.

■ Pennsylvania (\$2,900,000 per year for two years) has proposed a *leadership development model* that is something of a community service "officer corps."

By placing participants in leadership positions in service projects across the state, the program fills the dual need of developing a cadre of skilled community leaders while providing the necessary supervision and staffing for ongoing and developing service programming. The program will recruit full- and part-time participants as well as special senior participants. Participants will be assigned as coordinators of service-learning programs in schools, community service directors in post-secondary institutions, and similar posts in other community service programs. The project will test both whether participants can develop the skills to play these roles effectively, and whether they can become long-term leaders in the field.

■ The Delta Service Corps (\$3,400,000) is a tri-state community development model proposed by Arkansas, Louisiana and Mississippi. Over a three-year period, the Delta Corps will assign approximately 1,000 full- and part-time participants to a variety of community-based organizations, schools and public agencies in the lower Mississippi Delta counties and parishes. Participants will work individually but gather regularly in county or parish teams to consult with one another and to coordinate their efforts. This program will test whether participants can not only perform useful services in their agencies but also help communities develop the spirit and capability to work together in meeting their own needs more fully.

■ Oklahoma (\$200,000) has proposed a *career development/mentorship model* that will match 20 recipients of Aid to Families and Dependent Children with health care professionals to provide training and mentoring to help them develop relevant job and academic skills as they serve. This model is unusual in that it is in the health care field, where the need for trained personnel and the number of available jobs is expanding relatively rapidly.

■ Georgia (\$2,300,000) will test a rural, crew-based model through the Georgia Peach Corps. In three distinct rural test sites (identified through the Governor's All Star community development program), the Peach Corps will place 40 young adults and 10 senior full-time participants in crews at each site. Participants will systematically rotate from education to human services to public

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April 18-24**

works assignments, spending 80 percent of their time in direct service projects and the other 20 percent on leadership development, career preparation and in-service education. The emphasis on crew or team work in rural areas, combined with a rotating project assignment, will allow for useful comparisons with urban team or corps approaches (e.g., City Year), as well as comparison with individual placements in the Delta Corps.

■ Maryland (\$1,200,000) will test a *volunteer multiplier model*, using a much higher proportion of part-time participants than the other prospective grantees. The key issue is whether program participants, who will be assigned to a variety of local service organizations, will be successful in enlisting many non-participant volunteers to augment the services of these organizations. The "Ten-Four Corps" proposes bringing the multiplier effect to community service by calling thousands of Marylanders to service. The project can provide the link between the many people who want to volunteer and the many service organizations that do not possess the leadership, resources or training to organize volunteers successfully.

■ In New York, the Seneca Nation of Indians (\$90,800), through its *Language Link* project, will test a *cultural and language revitalization model*. Tribal elders will serve as mentors and teachers to young adult participants, who, in turn, will serve as personal health aides and "friendly visitors." This intergenerational approach enables participants to perform service while learning the Seneca language and preparing to become teachers of the culture and language to younger members of the Seneca tribe.

■ New Jersey was approved for a planning grant (\$150,000) to further develop its *school strengthening model*. The project would build on the *school development model* by adding a unique community service component for involving parents and college students in schools.

The Commission on National and Community Service is located at 529 14th St., NW, Suite 452, Washington, DC 20045, (202) 724-0600.

—from the Commission's newsletter, October 1992

CIGNA Employee Volunteers Share Special Bond with Independence Hall Project

CIGNA Corporation owes a lot to Independence Hall, the site where its first predecessor company was founded 200 years ago. On September 25, the CIGNA Companies and their employees gave something back to the nation's birthplace and Independence National Historical Park as part of CIGNA's first Community Commitment Day.

After a colonial life and drum corps escort to the park from CIGNA's Domestic Property and Casualty Division

headquarters at Two Liberty Place, more than 300 CIGNA company employee volunteers raked, weeded and beautified the park. In a midday ceremony on Independence Square, Caleb Fowler, president of the Domestic Property and Casualty Division, presented Arthur Klein, president of the Independence Hall Preservation Fund, with an \$80,000 contribution from CIGNA and those of its vendors who participated in CIGNA's Independence Hall Fes-



CIGNA company employee Fran Brophy trims an ivy bed at Independence National Historical Park during the company's first Community Commitment Day.

tival this past July. In addition, based on CIGNA's contribution, the National Constitution Center, a nonpartisan organization devoted to preserving the legacy of the Constitutional Bicentennial, announced it will make a \$10,000 grant to the Preservation Fund.

The Preservation Fund was created to build a special endowment for the restoration of the historic buildings in Independence National Historical Park, which are in need of significant repair.

"We are proud to be associated with a program that is helping to restore the most visible symbol of our nation's founding," Fowler said.

As part of the ceremony, Fowler planted a tree donated by CIGNA company employees on the park grounds.

CIGNA's first Community Commitment Day is part of the Company's new Power of Personal Commitment Program, which includes ways for employees to give time, money or both to community-based organizations of their choice. The program was developed in response to employees' feedback about the need for personal involvement in their communities.

The CIGNA Companies are leading providers of insurance, health care, employee benefits, pension and investment management, and related financial services to businesses and individuals worldwide.

ADMINISTRATOR'S CORNER

Learning Types

The handouts are copied, the notebooks are ready, the flip chart is in place, the coffee is "perking," and you are ready for the trainees. Into the room stroll four types of volunteer learners, each of whom needs a different approach from you—the trainer.

■ **The romantics** are volunteers who are pining for the old days and old ways. They can remember when "no one" filled out a form and the volunteer coordinator knew everyone's name. They resist change while they romanticize the past.

Solution: Involve these folks in discussion as to how the changes will keep the glorious past alive and take the organization into the 21st century with the great spirit. Don't allow yourself to be put off by their devotion to the past! Use it to your advantage as you organize the teaching activities. Reward and bring to the front their loyalty and hard work.

■ **The doers** are usually learners who are very focused on "getting to the meat" of the session. They are impatient with long philosophical discussions, especially by the romantics. They favor change that allows them to work independently.

Solution: The key to this group is to provide a clear connection between their interest in the program or organization and what you are trying to teach. Make sure some learning activities are individual and be sure to monitor group activities to ensure they stay on task. Organize any interactive tasks with clear instructions, preferably in writing.

■ **Hold-the-liners** are adverse to taking a chance. They are not risk takers and it usually includes their own learning. They will participate, but not reach to challenge old ways of doing things or ideas. They are primarily interested in maintaining the minimum amount. Security is what they want.

Solution: Make sure you have facts, figures and details in abundance to show how some extra effort increases security, while enhancing efficiency and effectiveness. A true motivator for these learners is to let them know that job security rests on their ability to learn and change current performance.

■ **The generators** are the engine of any training session. They put the goals of the training, and usually the organization, ahead of their own needs. They are committed to learn the task at hand, often being enthusiastic contributors.

Solution: This group can drive the other three types crazy. Your job as a trainer is to harness the enthusiasm and energy and direct it toward change and accomplishing the goals of the session. Involve them with leadership positions of small buzz groups, ask them to be a reviewer at the end of the session to summarize the key points discussed, reward them verbally for appropriate comments that encourage others to learn and change.

Involving the Quiet Ones

If you notice someone is quiet all the time you can also seek them out during a break and ask their opinion about a point made by someone sitting near them or how they think things are going. You will soon know if they are someone who is really learning or has dropped out. You might encourage them to share their observations with their buzz group or the entire group. This should never be forced, however. These are grown-ups who can decide when and how they wish to participate.

—Nancy Macduff in *Volunteer Today*, Jan. 1992 (Macduff/Bunt Associates).

CIGNA'S COMMUNITY COMMITMENT DAY

In a series of focus groups, telephone and personal interviews, CIGNA company employees declared their desire for opportunities to show their commitment to the communities in which they live and work. The employees said that volunteering time and expertise to community-based organizations was as important as making a financial contribution.

In response to employees' desires, CIGNA's developed the Power of Personal Commitment Program, which includes a week-long series of events designed to help employees get involved in their communities. Some of the activities include a voter registration day and a volunteer fair

as well as food, magazine and book drives.

An important part of the program is CIGNA's Community Commitment Day, which "offers employees a convenient way to give something back to the community and share the good feeling of volunteering with friends and co-workers," says Kevin Mitchell, chairman of the Power of Personal Commitment Program. "We chose Independence National Historical Park as this year's project because we have a special bond with Independence Hall. CIGNA's first founding company, Insurance Company of North America, was formed in the Assembly Room of Independence Hall in 1792."

MENTORS MAKE OPPORTUNITIES REAL

Mentoring programs may have goals such as helping children with homework assignments, or more ambitious goals such as providing job training and experience.

Through "mentoring," many youths are seeing a better side to life. Caring adults commit a few hours a week to sharing activities and being a friend. Mentors are role models who give young people significant positive experiences at home, in school or in the community.

Mentoring programs serve different purposes. They may have goals such as helping children with homework assignments, or they may have more ambitious goals, such as providing job training and experience or reducing substance abuse and crime by channeling adolescent activities into constructive and positive experiences.

More and more communities are discovering the benefits of mentoring programs. According to Atlanta-based education consultant Folami Prescott, mentoring can make a large difference in a person's life.

Prescott says mentoring gives young participants a view of the wider world—a view they might otherwise not have. It exposes them to new living and working environments; provides insights into the decisions, challenges and rewards that adults face at home and at work; inspires them to set goals and have higher expectations for themselves; and cements a lifelong relationship with an adult friend and advocate.

Mentoring programs in public housing can be remarkably successful. Operation Shadow, a program of the Omaha Housing Authority, can claim that none of the 380 6- to 12-year-olds who have participated since the program's inception four years ago have been involved with drugs or gangs.



All mentoring programs, whether for teenage mothers, career development or after school tutoring, are designed to accomplish the following:

- Provide guidance by example.
- Substitute constructive activities for inactivity or criminal activity.
- Emphasize the importance of education, training and learning skills.
- Foster responsibility among young people.

Guiding Principles of Mentoring Programs

■ **Mentors need training and ongoing support.** According to the Urban Strategies Council, and Oakland-based non-profit resource group, training acquaints mentors with the lives of their mentees (young persons) and offers guidelines for developing a solid mentoring relationship. Mentors must be screened, trained and appropriately matched with their mentees. Adult participants need a realistic understanding of what their roles are, what their limitations are, and how important it is to develop a lasting relationship with the young person with whom they have been matched.

■ **Mentors must be consistent in their participation.** They must be willing to make a long-term commitment to the mentee. Most youths who participate in mentoring programs have experienced frequent disappointments in their young lives and for that reason they doubt the value of adult help. The worst thing a mentor can do is let the child down again. Programs typically require mentors to commit eight hours a month for a minimum of one year.

■ **Mentors must strive to be nonjudgmental.** Mentors unanimously say that the key to a successful relationship is listening and being as nonjudgmental as possible. "Alonzo was pretty unique because I could really talk to him about all my ups and downs," says Keith Earl about his Big Brother mentor in Oakland, California.

■ **Mentors need to learn about the lives of their mentees.** The mentor should become familiar with the child's family and environment. "You have to be willing to learn something from the young person," says Jan Dalton, a Career Beginnings mentor. "I've learned a lot about myself through my two mentees."

■ **Mentoring programs should involve the young people themselves.** Adolescents can accept responsibility by helping to create or run the program or by remaining involved. At Jubilee Housing in

Washington, D.C., for example, a program involving young boys was floundering until the boys were allowed to make the rules and pick a chairperson. The boys are now working with each other and their mentors to make a videotape. "You've got to get the kids involved to find out what their needs are," says Betty Parnell, who is planning a teen mother mentoring program out of a Brooklyn office of New York's Human Resources Administration.

HOW TO START A MENTORING PROGRAM

■ **Decide what you hope to achieve with a mentoring program, then set attainable goals. Start small. With some successes under your belt, you can always set your sights higher.**

■ **Designate one person to keep the ball in the air. If at all possible, fund one full-time staff position to organize and maintain the operations of the program or tie into a national organization that sponsors mentoring programs.**

■ **Seek advice and examples from others who have done what you would like to do. See the resource list on this page.**

■ **Recruit volunteers to be mentors. Look close to home. Mentors do not have to be affluent or powerful community leaders. The conscientious, contented father of four who happens to be the building custodian can be the perfect mentor.**

■ **Screen your volunteers. Be realistic about the world we live in. You owe it to the young people in your community to keep out inappropriate or even dangerous mentors. Reconsider those whose commitment and perseverance you question. Perhaps they can be helpful without actually mentoring.**

■ **Train the mentors well. Help them to see their own limitations. Teach them to teach their mentees, and guide them in how to establish a lasting relationship.**

■ **Give the young people who will be participating a say in the program. No mentoring program can be successful without them.**

■ **Be flexible. Since your program may evolve differently than you envisioned, you will need to adjust to keep the program on track toward meeting its goals.**

Mentoring Teaches Responsibility and Growth

Successful relationships are also built on trust and shared responsibility. Children need to learn that they cannot expect something for nothing. Prescott, who has helped set up a number of mentoring programs, explains that mentors who offer children an afternoon in a middle-class environment, a meal out, and occasional gifts should teach the children how to achieve those things for themselves. The child needs to go home having learned something about setting and achieving goals, solving problems or realizing a better life.

A mentoring program benefits everyone involved—the community, the young people, and even the mentors themselves who often find that volunteering for such programs raises their self-esteem and their own expectations and goals.

—from *Home Front, Spring 1992*, published by U.S. Department of Housing and Urban Development, Drug-Free Neighborhoods Division

Resources

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000

Career Beginnings Program
Center for Human Resources
Brandeis University
P.O. Box 9110
Waltham, MA 02254
(617) 736-3770

National Urban League
500 East 62nd Street
New York, NY 10021
(212) 310-9000

One to One
2801 M Street, N.W.
Washington, DC 20007
(202) 338-3844

Folami Prescott
Educational Consultant
2740 Greenbriar Parkway, SW
Atlanta, GA 30331
(404) 775-1630

Connections: Linking Youth with Caring Adults. Urban Strategies Council (1989).

Youth Mentoring: Programs and Practices. Erwin Flaxman, Carol Ascher, and Charles Harrington. New York: ERIC Clearinghouse on Urban Education (1988). ■

The Volunteer

A Look at What the Austin Public Library

By Lisa Miller-Gray

The handbook is used at orientation, my time with individual volunteers. It consists of a folder with a pocket on each side for various materials of different sizes. I use this format rather than a printed book or handbook so that I can quickly update it, use current information and make it specialized for special groups.

A lot of the information on the left side is current information about the library and the events that are taking place. These pamphlets and flyers give the volunteer good information about the library and advertise the library and the broad scope of activities and programs we have. Many times volunteers will pass some of the information on to others, and you can bet they will be asked all sorts of general questions about the library because they volunteer there.

The business plan presents our golden objectives—the library's dreams about what we want to accomplish. It shows volunteers that they are so important in the larger scheme of things that they are included in the annual business plan that is shared with the city council.

The policy statement (Welcome to the Austin Public Library) tells volunteers

Lisa Miller-Gray, volunteer services coordinator at the Austin, Texas, Public Library, oversees the efforts of more than 700 volunteers who contributed 20,000 hours to the library last year. She says she often conducts four or five orientation sessions a day.

Left Pocket (General Information):

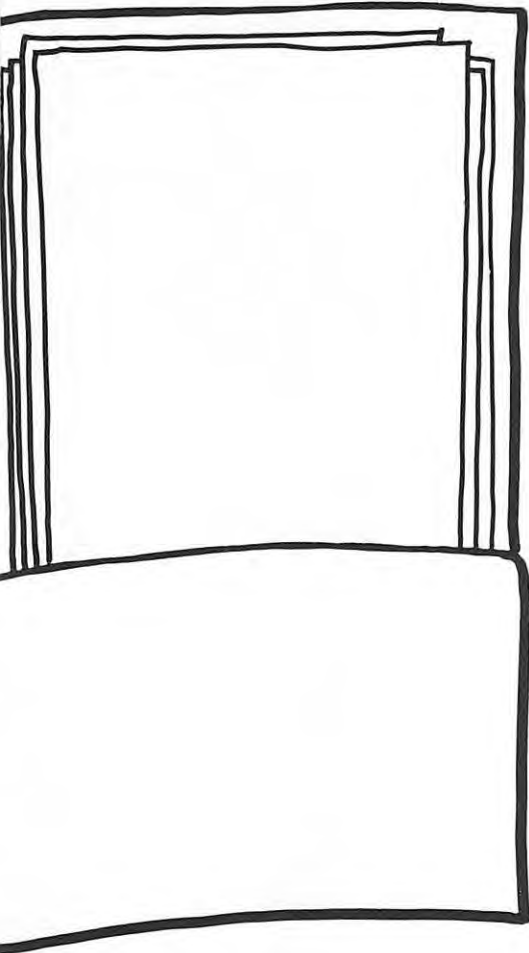
1. Austin Public Library: A Great Place to Volunteer! brochure
2. Some Information about The Austin Public Library info card
3. From A to Z: The Austin Public Library System brochure
4. The Austin History Center brochure
5. Information by Phone—Austin Public Library info card
6. Invest in Austin Gold... The Austin Public Library Gold Card info card
7. What Are Friends For?—Friends of the Austin Public Library brochure
8. Parking Options Around the Central Library info card
9. Central Library Directory (floor by floor) info sheet
10. 1992 Holiday Schedule info sheet
11. Austin Public Library 1991-92 Business Plan
12. Calendar of Events for current month
13. Friends of the Austin Public Library bookmark
14. National Volunteer Appreciation Week bookmark
15. Volunteer Services Coordinator's business card



"The handbook is used at orientation, my time with individual volunteers. It consists of a folder with a pocket on each side for various materials of different sizes. I use this format rather than a printed book or handbook so that I can quickly update it, use current information and make it specialized for special groups."

er Handbook

ic Library Gives Its Volunteers



Right Pocket (Volunteer Forms):

1. Welcome to the Austin Public Library! (policy statement)
2. Volunteer Opportunities at the Austin Public Library (descriptive list)
3. Volunteer Application
4. Volunteer Reference Form
5. Volunteer Interest and Hobby Checklist
6. Volunteer Placement Form
7. Volunteer Monthly Timesheet
8. Volunteer Badge

what's expected of them. I have the volunteers read this before anything else and tell them if they have problems with any of it, we need to talk about it right away. They need to know what the library expects and to be comfortable with this.

I use the interest and hobby list to educate the volunteer to what sorts of programs we have and to find out what the volunteer does not want to do. And I always respect those preferences. If you put someone with children, and they have said they don't want to work with children, you will lose them very quickly. In all of these forms, I try to both educate the volunteer and to gain information that will help in good placement. This is another tool to understand their motivation for volunteering.

After they fill out the application, I ask them to read and sign the waiver form. Volunteers will have access to confidential information and they need to anticipate this and respect that confidentiality. I once had a 12-year-old who was working in the data systems, cleaning up some records. We found he was making a list of names. When he was asked why, he said he had written a novel and he knew these patrons like to read so he was going to send them copies of his novel. Volunteers need to be aware that some of the information they see will be confidential.

I like to take this opportunity to give people examples of what they may be doing and how that fits into the total picture of the library. I talk about liability issues and what types of things might be unpleasant or painful in the future. For instance, those working at the information desks may

**orientation, my time with
consists of a folder with a
various materials of
format rather than a
so that I can quickly
information and make it
ups."**

have to enforce a policy we have of charging a non-resident fee for users who live outside the city. It's better that they know about this and can anticipate the complaints ahead of time.

Together we fill out the volunteer placement form. We agree on what the volunteer wants to do, how many hours a week they will be working, and other important details of their job. Then they are scheduled for a training session.

I use the monthly time sheet as a prop to orient volunteers about the importance of time sheets. I tell them these forms are used to gather statistics that may be crucial in getting additional funding and grants. I tell them the time sheets also will help them because they can get letters of reference after 30 hours of work. I also use these forms to talk about our recognition program and to get a sense for whether volunteers are interested in recognition programs. After 50 hours they get a certificate; after certain requirements a plaque. This helps me understand how the volunteer is motivated.

I tell my volunteers that they will be expected to wear their badges. We have security all over the building, and volunteers will often be going into staff-only areas. And I tell people at every interview that they are a walking commercial for volunteer programs.

All of this may seem like a lot of work, but the orientation system is key to a strong and dynamic volunteer program. People know what's expected of them, what they will get in return, and what types of things they will not be asked to do. They see that the volunteer program is organized and efficient, that they are needed and that there is a certain stature to their position.

VOLUNTEER INTEREST AND HOBBY CHECKLIST

This information will be used to assist the Volunteer Services Coordinator in placing volunteers.

	No.	I have done this.	I would like to do this.	I might like to do this.
Conducting tours				
Speaking to groups				
Printing (handwriting/calligraphy)				
Taking responsibility				
Meeting new people				
Stuffing envelopes				
Using math				
Typing				
Making flannelgraphs for storyhours				
Artwork (posters, displays, exhibits)				
Teaching others (tutoring)				
Scriptwriting				
Role-playing (acting)				
Storytelling from memory				
Reading stories aloud				
Puppeteering (performance, production)				
Working with machines (film, slide projectors, etc.)				
Data entry				
Working with children				
Assisting with craft programs				
Organizing a meeting/workshop				
Playing an instrument for a group				
Participating in group activities (decorating, cleanup, etc.)				
Filing/general clerical duties				
Shelving books or records				
Writing reports, speeches				
Dusting, cleaning				
Custodial work				
Job with public contact				
Helping others (orientation, etc.)				
Repairing books or records				
Receptionist				
Fund-raising/grants				
Sewing				
Tape production				
Research				
Working with audio/visual equipment				

Volunteer Opportunities at the Austin Public Library

PAGE VOLUNTEER

Duties include shelving Library materials in order (using Dewey Decimal classification), shelf-reading to check proper order of books and reading magazines and newspaper area, and cleaning records. Training is offered every **Tuesday** from 9 a.m.-12 noon. *Wednesday*

SECURITY DESK ATTENDANT VOLUNTEER

Duties include staffing the security desk at the Central Library; volunteers to deal with the public. A one-hour training session is required and is held one week at the convenience of the volunteer.

TUTOR VOLUNTEER

Tutor programs for elementary age children on a limited basis during the summer months at various Branches. Sessions at Carver Branch and the Oak Springs Branch on Tuesday evenings are on an individual basis and take place during the school year, at the convenience of the volunteer.

ENTER VOLUNTEER

requires assistance in processing collections. An orientation session is required.

BOOKS VOLUNTEER

Library materials to help with the program is required and is held during a group training session. Participation is strongly encouraged. For more information call 454-7293.

GRAMMING ASSISTANT

to assist in the creation of the Community Service Center and artistic ability and a flexible work schedule will be Monday through Friday.

Information by Phone

AUSTIN PUBLIC LIBRARY

Telephone Information Center

499-7599

AUSTIN PUBLIC LIBRARY

City of Austin

from

AL
PU
LIB

to

VOLUNTEER

AUSTIN PUBLIC LIBRARY



Date: _____

Austin Public Library VOLUNTEER APPLICATION

Name: _____

Address: _____ Zip code: _____

Phone number: Home _____ Work _____

Day (optional): _____

Preferred Library location: _____

Preferred work schedule: Day(s) _____ Hours _____

Education: _____

Employment experience (briefly describe): _____

Person to contact in case of emergency: _____

Home phone _____ Work phone _____

Have you done volunteer work before? _____ If yes, what type? _____

How did you hear about the Library's volunteer program? _____

skills/experience:

any work
processing

foreign language:
one(s)? _____

is required and w
y.



City of Austin

Founded by Congress, Republic of Texas, 1839
Austin Public Library, 800 Guadalupe, P.O. Box 2287, Austin, TX 78768
Telephone 512 499-7300

WELCOME TO THE AUSTIN PUBLIC LIBRARY!

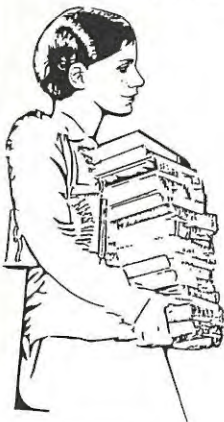
The staff of the Austin Public Library is excited about you and your commitment to help us serve the citizens of Austin. We want you to become a member of our team, sharing not only in our work but in our friendship. In this spirit of partnership, we ask you to observe these policies.

- As a representative of the Library, you should always be polite to both Library users and staff.
- Please dress neatly and cleanly.
- Discourage friends or relatives from visiting while you are working.
- Discourage personal phone calls. However, if someone must reach you while you are on duty, have her/him contact you through the Volunteer Coordinator's office (473-4243).
- Staff lounge facilities are available for your breaks while you are on duty. Food and drink is permitted only in those areas. Smoking is not permitted in any Library facility.
- Volunteers are permitted in the Library at 8:45 a.m. and can work in non-public areas unsupervised until 6:00 p.m. After 6:00 p.m., a volunteer cannot remain in a non-public area unless a supervisor is present.
- For security reasons, volunteers must wear identification badges while on duty. Also, for security purposes volunteers should not handle keys and/or money.

(continued)

NATIONAL VOLUNTEER APPRECIATION WEEK

April 26 - May 2, 1992



AUSTIN
PUBLIC
LIBRARY
APPRECIATES
ITS
VOLUNTEERS



...a great place
to volunteer!

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AUSTIN
PUBLIC
LIBRARY



What Makes A Good Volunteer?

The following list appears in the Hampton (Va.) Department of Social Services' "Volunteer Supervision Handbook," which was developed by David McMullen, author and volunteer.

The qualities the volunteer interviewer should look for—the attributes of a desirable volunteer—are:

1. *Availability and transportation*—Is the candidate available when the job needs to be done, and can he or she get to and from the job?
2. *Dependability and commitment to the job*—Past paid and volunteer employment and personal references may help indicate whether these qualities are present.
3. *Respect for the principle of confidentiality*—Does the applicant fully understand and accept the requirement of confidentiality?
4. *Willingness to learn and to accept supervision*—It is difficult and may be impossible to supervise a volunteer who does not have these qualities.
5. *A reasonable degree of self-confidence*—Lack of self-confidence may be due to understandable reasons, such as lack of experience, and may be overcome, but volunteers who are not self-confident will require more of their supervisor's time and energy.
6. *Absence of bigotry, moralizing and judgmental attitudes toward others*—These attributes cause friction, arguments and resentment. People who have them may be unwilling or unable to overcome them and therefore would be unsuitable as volunteers.
7. *Previous arrest record*—An arrest and conviction record does not automatically disqualify an applicant from volunteering. However, the nature of the offense(s), date(s) of conviction, and any pattern of offenses should be considered carefully before accepting the individual.

When the Person Is Right for the Job:

If you believe the candidate is right for the job, make certain that you and the applicant are in agreement on any decisions that have been made. Tell the new volunteer what the next steps are, such as orientation or training, and where and when to report. Immediately after the interview, write up any necessary notes or reminders.

When the Person Is Not Right for the Job

If an assignment cannot be offered to the applicant, tell her as graciously as possible. Always leave the applicant with an alternative plan—let him know that other volunteer opportunities exist and how to go about investigating them. Thank him for his time and interest in the department.



EVALUATING VOLUNTEERS FOR POSITIVE RESULTS

By Linda Thornburg

A volunteer is *not* an unpaid worker who donates free time to worthwhile programs. Today, the not-for-profit community recognizes that all volunteers need to be paid. While the currency won't be dollars, it should include what's most important to the volunteer—work experience, recognition, social acceptance, or being able to affect change.

Once we accept that volunteers do indeed need a paycheck, it's easier to see why it's important to evaluate their efforts and the contributions they make to a program. There are many good reasons to periodically evaluate volunteers. But Steve McCurley, who has worked in the volunteer arena for most of his professional life, says one thing evaluations shouldn't be about is dealing with all the small performance problems supervisors have been ignoring since the last evaluation.

Evaluations are an occasion to give volunteers valuable feedback that will help them do their jobs better, and to gain feedback that will strengthen the program. Supervisors should be addressing small performance problems on a daily basis. There is nothing more damaging to morale than being told you've been doing something wrong for an entire year.

Evaluating volunteers is sometimes

perceived as more difficult and cumbersome than it needs to be. Evaluations shouldn't be approached as if they are a negative process in which the supervisor has to confront problems she would rather not tackle. And they shouldn't be thought of as one of those times when you will come out looking stupid, because you don't have the same expertise as your volunteer in certain areas.

Evaluations are occasions to give volunteers valuable feedback that will help them do their jobs better, and to gain feedback that will strengthen the program.

Nor should volunteer managers worry about whether volunteer evaluations will lead to budget cuts or the need to justify the program better. All of these are reasons that volunteers sometimes don't get evaluated. But evaluations, approached with the right attitude and conducted for the right reasons, will only enhance your

program and give your volunteers, supervisors, and program coordinators crucial information that can be used to implement constructive change.

Steve McCurley thinks of evaluations as an opportunity to congratulate a volunteer for a great job. It's also one of the few times when a volunteer's supervisor or coordinator can recheck the volunteer's motivation level. Does this person need greater challenges now? Should the job be redesigned to accommodate those needs, or should the person be moved to a different position?

Did the person really get the proper training to do the job well? Evaluations can give you valuable clues as to whether you need to revamp the training program or put in some refresher courses.

Most important, the evaluation is a time when the volunteer can give the supervisor feedback. One of the big aversions to evaluations, McCurley says, is that it usually means the supervisor will come away from the meeting with changes that will need to be made to better empower the volunteer.

"Most volunteers want to do the best job they can," he says. "The absence of feedback is both demeaning and disturbing to them. And most of them will win in assessment sessions."

Reenie Marshall, program development manager for the Virginia Office of Volunteerism, says good evaluations are dependent first of all on having good job descriptions and recruiting and screening

Linda Thornburg, a regular contributor to VAL, wrote the cover feature of the summer issue, "What Makes An Effective Volunteer Administrator?"

practices. The better you know the volunteer's needs and preferences and how these mesh with the job, the easier it will be to give them the feedback they need to perform competently. If you've brought the right person to the job and the responsibilities have been clearly spelled out, evaluation will be a matter of measuring the work accomplished against goals set earlier and giving people direction about how to improve.

Marshall believes the essence of evaluating is helping grownups figure out for themselves what they can do better. "Evaluations should never be punitive," she says. "The supervisor has to start with the premise that evaluations are to enable volunteers to do the most satisfying job for themselves and the program."

Goals on which evaluations are based should be set jointly by the volunteer and the supervisor at the recruiting phase. "Don't just say, you've been here a year and here is how you are doing," Marshall says. "Let volunteers know from the beginning that there are benchmarks and expectations for this position. Make them a participant in setting these.

"Tie all analysis back to the mission of the program and the volunteer's position. Let the volunteer know what they contributed to the mission and why that is important. If nothing else happens, this should be the cornerstone of the evaluation—that the volunteer sees how their efforts fit into the bigger picture; that they will have a clear sense of how the work they do helps to further the mission of the program."

Deborah Russell, volunteer services coordinator for the City of Hampton, Virginia Department of Social Services, says she has found that the more like a paid job the volunteer position is, the more effective the volunteer and the program are. Russell uses the same procedures and the same forms to evaluate volunteers as paid staff are evaluated on.

Her supervisors evaluate volunteers monthly, especially for those new to positions. These monthly sessions are opportunities to explore whether the supervisor and the volunteer think the goals for the position are being met, whether time commitments are being kept, whether tasks are completed as expected, and generally how the work is going.

"Nobody volunteers to do a bad job," Russell says. "Volunteers get frustrated when they don't know if they are making a difference. Ongoing and regularly scheduled conferences give volunteers valuable feedback and the opportunity to talk about ways to improve their individual performance."

The better you know the volunteer's needs and preferences and how these mesh with the job, the easier it will be to give them the feedback they need to perform competently.

Another reason to evaluate is to give the volunteer something in black and white that testifies to their effectiveness. "Most volunteers really like this," Russell says. "They not only want to see how they can go from 'good' to 'very good,' but how they can have the greatest impact in their program area."

Many of the volunteers in Russell's programs are there to gain work experience that will lead eventually to paid jobs. Russell says she needed documented evidence of volunteer effectiveness she could use in letters of recommendation. "It's helpful to the volunteer to be able to say that their supervisor found them effective or showing leadership traits. Often the supervisor isn't available when I need this information, so a monthly evaluation gives me a document I can use to respond to these requests. It also lets me see better how the placement is progressing."

HOW'RE THEY DOING? The Evaluation Form

Evaluation of a volunteer is normally guided by the use of an evaluation form. The form will have space for basic data such as the name of the volunteer, the title of the volunteer's position, the period covered by the evaluation, and the date of the evaluation.

Beyond this basic data, the form should have space to record:

1. How well the goals for which the position was created were met
2. Whether the volunteer kept his or her time commitments and whether tasks were completed on time
3. Whether the volunteer showed initiative
4. Whether the volunteer showed flexibility
5. How well the volunteer related to staff
6. How well the volunteer related to other volunteers
7. How well the volunteer related to clients

The form should also include space for comments on the areas listed above by both the supervisor and the volunteer.

And, if desired, information can be recorded on the form about how the volunteer feels about the position and about remaining in it.

Finally, space can be provided to record anything which can be done to support the volunteer in this position or to move the volunteer to another position.

—from "A Volunteer Supervision Handbook" of the Hampton Department of Social Services, Hampton, Va.; David McMullen, author and volunteer

One final reason to do evaluations: They may be used later in defending a volunteer's work against allegations of liability. They offer protection for volunteers by demonstrating that there is a shared responsibility between the volunteer and the program and its paid staff. "They put a system in place to substantiate that volunteers are part of a program, not just a loose canon," says Marshall. ■

Steve McCurley offers the following outline for thinking about an evaluation:

- Review the past
- Analyze the present
- Plan the future
- Listen at least as much as you talk
- Remember that the evaluation may show as much what you need to do as what the volunteer needs to do

VOLUNTEER'S MONTHLY PERFORMANCE APPRAISAL

	UNSATISFACTORY	FAIR	GOOD	VERY GOOD	OUTSTANDING
1. QUANTITY OF WORK Consider volume of work produced and extent to which deadlines are met.	Unacceptable output. Deadlines too often not met. <input type="checkbox"/>	Work output needs improvement. <input type="checkbox"/>	Produces required volume of work. <input type="checkbox"/>	Generally produces more than required volume of work. <input type="checkbox"/>	Work output is exceptional. Produces beyond expected level and frequently beats deadlines. <input type="checkbox"/>
2. QUALITY OF WORK Consider freedom from error, thoroughness of work, exercise of good judgment and ideas production.	Makes frequent errors and/or produces superficial or incomplete work. <input type="checkbox"/>	Acceptability of work needs improvement. <input type="checkbox"/>	Consistently produces acceptable work, makes few errors. Is thorough and shows adequate judgment. <input type="checkbox"/>	Generally produces very thorough and accurate work. Shows sound judgment and has good ideas. <input type="checkbox"/>	Exceptionally thorough and accurate. Shows superior judgment and contributes valuable ideas. <input type="checkbox"/>
2. a. Grammar b. Punctuation c. Spelling d. Use of reference resources e. Use of equipment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. JOB ATTITUDE Consider willingness and desire to meet assigned objectives.	Resists or shows little or no interest in accomplishing assigned objectives. <input type="checkbox"/>	Is sometimes less conscientious or willing than desirable. <input type="checkbox"/>	Is a willing worker, follows directions and is interested in accomplishing work objectives. <input type="checkbox"/>	Generally shows strong desire to produce. Is a very conscientious and willing worker. <input type="checkbox"/>	Shows exceptional desire to produce. Performs with unusual enthusiasm and conscientious determination. <input type="checkbox"/>
4. EFFECTIVENESS WITH OTHERS Consider degree to which volunteer maintains cooperative relations with others and effectiveness in accomplishing objectives through other people.	Is ineffective in dealing with many people. Causes unnecessary interpersonal problems which interfere with accomplishing work objectives. <input type="checkbox"/>	Sometimes uncooperative or ineffective in dealing with others. <input type="checkbox"/>	Generally cooperative and effective in dealing with others. <input type="checkbox"/>	Very cooperative and effective in dealing with others. <input type="checkbox"/>	Unusually effective in dealing with people. Accomplishes objectives through others under difficult circumstances. <input type="checkbox"/>
5. RELATIONS WITH THE PUBLIC Consider approachability, the desire to assist, ability to put self in place of citizen seeking public service.	Public is antagonized and avoids contact. <input type="checkbox"/>	Indifference is apparent to the public. Acts without imagination in dealing with public. <input type="checkbox"/>	Does not offer help, but gives it willingly on request. <input type="checkbox"/>	Easily approached and responsive, asks questions until able to understand and interpret citizen's problem. <input type="checkbox"/>	Enthusiastic, is sought out by public, readily understands citizens problem. <input type="checkbox"/>
6. ATTENDANCE Consider adherence to schedule.	Does not contact supervisor prior to absence or delay. <input type="checkbox"/>	Occasionally fails to call supervisor prior to absence or delay. <input type="checkbox"/>	Always calls in prior to absence or delay. <input type="checkbox"/>	Whenever possible, notifies supervisor in advance of absence or delay. <input type="checkbox"/>	Whenever possible, notifies supervisor in advance of absence or delay and makes arrangements to reschedule work. <input type="checkbox"/>

Would you, the supervisor, hire this individual for this job? Yes No If no, why not? _____

Comments: _____

Signature of Supervisor _____ Date _____

(Source: Hampton (Va.) Department of Social Services)

VOLUNTEER'S ANNUAL PERFORMANCE EVALUATION

Volunteer Evaluated _____

Evaluated by _____ Position _____

Job Assignment(s) _____

Please respond to the following questions:

I. Evaluate the volunteer's performance (outstanding, very good, average, unsatisfactory, or not applicable) in the following areas:

A. Quality of Work

1. Thoroughness in fulfilling duties _____

2. Completion of assigned tasks within reasonable amount of time _____

3. Demonstration of competence in performance of duties _____

4. Implementation of training materials _____

5. Ability to identify, refer and/or solve problems on the job _____

Please give examples: _____

B. Attitude Toward Job

1. Flexibility _____ Comments or example _____

2. Dependability _____

3. Attendance of training sessions/unit meetings _____

4. Promptness _____

5. Reliability _____

C. Relationships with Others

1. Communication with staff _____

2. Client rapport _____

3. Ability to develop communication with appropriate community resources _____

4. Ability to follow chain of command _____

II. Did the volunteer demonstrate other significant qualities such as:

A. Leadership ____ Yes ____ No If yes, please explain. _____

B. Assume additional responsibilities ____ never ____ occasionally ____ frequently

III. Do you have any suggestions for further placements of this volunteer? _____

IV. Attach any commendations, complaints or other comments reflecting the volunteer's work in current position.

Supervisor's signature

Date

Volunteer's signature

Date

(Source: Hampton (Va.) Department of Social Services)

VOLUNTEER'S PROGRAM EVALUATION

Volunteer _____

Job Assignment(s) _____

Supervisor _____

Please respond to the following questions. Your input will help make the volunteer program more responsive to your needs, staff needs and client needs.

I. SUPERVISION

- A. Were your job duties explained to you by the supervisor before you started work? _____ Yes _____ No
- B. Did your job include duties not described until you started work? _____ Yes _____ No If so, what were they? _____
- C. When you needed information was your supervisor available? _____ Always _____ Usually _____ Sometimes
- D. When you needed assistance was your supervisor available? _____ Always _____ Usually _____ Sometimes
- E. Did your supervisor make necessary arrangements or provide needed equipment (desk, phone, office supplies)? Always Usually If no, what did you need?
- F. Were you informed of and included in unit meetings, agency meetings and in-service trainings? _____ Yes _____ No _____ If not, what did you miss?

II. TRAINING

- A. What type of training have you received since you started working here? _____
- B. Have you been able to use the training material? _____ Very Little _____ Some _____ Quite a Bit _____ Almost All
How have you used the information? _____
- C. Were the instructors able to teach you what you wanted to know? _____ Yes _____ No
- D. Was there a chance to ask questions during the training sessions? _____ Yes _____ No
- E. Do you have any comments or suggestions for improving training for this position? _____
- F. Is there any other type of training you would like to receive _____ Yes _____ No If yes, please identify. _____

III. VOLUNTEER JOB

- A. Did you find your job challenging and meaningful? _____ Yes _____ No Comments _____
- B. Do you want to continue in this position? _____ Yes _____ No If no, what would you like to do? _____
- C. Did you find your co-workers supportive? _____ Yes _____ No Please explain. _____
- D. Did the staff seem appreciative of your work? _____ Yes _____ No _____ Not applicable
- E. Did the clients you worked with seem appreciative of your work? _____ Yes _____ No _____ Not applicable
- F. Were you able to see progress with clients? _____ Most of the time _____ Frequently _____ Seldom _____ Never _____ Not applicable

IV. DO YOU HAVE ANY COMMENTS OR SUGGESTIONS FOR IMPROVEMENTS IN THE FOLLOWING AREAS?

- Supervision? _____
- Recognition of volunteers? _____
- Recognition of staff? _____
- Job orientation? _____
- Client services? _____
- Client follow-up? _____
- The overall volunteer program? _____

Volunteer Signature _____

Date _____

(Source: Hampton (Va.) Department of Social Services)

Community Service: PRINCIPLES OF BEST PRACTICE

The following principles, developed by Youth Service America's Working Group on Youth Policy, are built upon the premise that community service is a vital tradition. Faithful adherence to them in designing and implementing programs should enhance the likelihood of community service becoming an expected part of growing up for all young people.

- Service and youth development are the central mission of a youth service program.
- Young people are viewed as a vital resource which can help meet pressing human and environmental needs in communities across the nation.
- Appropriate incentives and rewards—such as public recognition, school and college credits, scholarships, stipends or salaries—are utilized to encourage the participation of young people and to emphasize the value our society places upon the ethic of service.
- Community service is recognized as a powerful form of citizenship education that imbues young people with an ethic of social responsibility carried into adulthood.
- A plan for meeting the developmental needs of young participants—for self-esteem, education and basic skills, employability, leadership and a sense of caring for others—is integrated into the delivery of service, along with a reflective component about the service experience.
- Programs and projects respond to local needs, are best planned and administered at the state and local levels, and are an integral part of the community and school policy affecting youth, human services and the environment.
- Projects and programs are carefully structured and require certain minimum hours of service for a sustained period. Young people are organized into well-planned and well-supervised groups.
- Communities and participating young people view service projects as needed by and of real value to the community.
- Programs inculcate a sense of community responsibility and the values of citizenship. Young people are involved in appropriate ways in program design and direction.
- Program design provides for adequate training of participants and the staff of community agencies and organizations in which the participants will serve. Rigorous program evaluation is taken seriously.

Youth Service America's Working Group on Youth Policy consists of leading organizations in the youth service field and assists with the development of federal, state and local policy and design of program expansion strategies for the youth service field.

Research

IS Survey Shows Americans Generous Even in Hard Times; More Than Half Still Volunteer

Even in difficult times, when Americans have experienced decline in their household income, they continue to give and volunteer. According to the latest national survey, "Giving and Volunteering in United States," released on October 15 by INDEPENDENT SECTOR, 72% of American households reported contributions and 51% of Americans volunteered in 1991. The average household contribution was \$899 in 1991, down from \$978 in 1989. However, the average hours volunteered per week increased slightly from 4 to 4.2.

"The results show that there is a large core of Americans that views support of charitable activities as an essential responsibility in all economic times," said INDEPENDENT SECTOR President Brian O'Connell. "It was this core that held the line in the last two difficult years."

Fifty-one (51) percent of contributing households—or 30% of total households—gave 1% or more of household income in 1991, and 15% of contributing households—or 9% of total households—gave 5% or more.

"These figures are viewed as particularly significant," said O'Connell, "because generous behavior shows up across all income levels." In the current report, contributing families with incomes between \$20,000-\$30,000 gave 2.5% of their income, compared to 1.9% for the

INDEPENDENT SECTOR is a nonprofit coalition of more than 800 corporate, foundation and voluntary organization members with national interest and impact in philanthropy and voluntary action. The organization's mission is to create a national forum encouraging the giving, volunteering and not-for-profit initiative that help all of us better serve people, communities and causes.

\$75,000-\$100,000 category.

According to the biennial survey, commissioned and analyzed by INDEPENDENT SECTOR, with the Gallup Organization collecting data, more than half of all Americans still volunteer. The 51% who

The results show that there is a large core of Americans that views support of charitable activities as an essential responsibility in all economic times.

volunteer gave an average of 4.2 hours per week in 1991, an increase over the 1990 survey. Based on these findings, 94.2 million adults volunteered a total of 20.5 billion hours in 1991. That time had an estimated dollar value of \$176 billion.

Twenty-seven (27) percent of the volunteers still volunteer five or more hours per week, with those 25.2 million people representing more than one-fourth of all volunteers. These "fivers" held steady in their volunteering over the two years since the last survey.

Likewise, those giving 5% or more of their income to various causes—15% of contributors—held steady over the two years, as well.

Other Highlights

- Membership in religious organizations has a direct relationship to the proportion of the population that contributes and volunteers. In 1991, 78% of religious organization members reported household contributions and 58% volunteered.
- Forty (40) percent contributed to both

religious institutions and other charities, and their contributions represented 73% of all of the contributions given to the other charities.

- The proportion of African-American respondents reporting household contributions increased from 61% in 1989 to 64% in 1991. In 1991, African-Americans also gave the highest percentage of household income (2.7%), compared with whites (2.2%) and Hispanics (2.1%).

- The only age group—and a significant one—showing an increase in the percentage of contributors from 1989 to 1991 were respondents between the ages of 18 and 24 years, up from 54% to 58% of that age group.

- While the percentage of female respondents reporting contributions declined, from 78% in 1989 to 74% in 1991, their average household contribution increased from \$683 in 1989 to \$763 in 1991. Their contributions as percentage of income also increased slightly from 1.8% to 2.0%.

- Other groups showing some increase of percentage of household income given in 1991 over 1989 included:

- Those employed part-time, from 2% to 2.4%

- Retirees, from 3.1% to 3.6%

- Income group \$40,000—\$49,999, from 1.8% to 2.3%;

- Groups showing a significant increase in percentage of volunteers from 1989 to 1991 were:

- African-Americans up from 38% in 1989 to 43% in 1991

- Age group, 18-24 years, up from 43% to 48%;

- Age group, 45-54 years, up from 50% to 56%;

- Single persons, up from 44% to 48%.

- An overwhelming majority of respondents (88%) thinks that charities are needed more today than five years ago.

- Fifty-six (56) percent thought that charities are more effective today than five years ago.

- Seventy-three (73) percent believe that charitable organizations play a major role in making our communities better places to live.

- Motivations and positive experiences that tend to increase giving and volunteering include:

- Earlier volunteering—86% contributed; 69% volunteered.

- Wanting to make a significant change in society—84% contributed; 67% volunteered.

(continued on page 29)

Tool Box

Characteristics of College Student Volunteering. Ronald W. Fagan. Institute for Nonprofit Organization Management, University of San Francisco, 2130 Fulton St., San Francisco, CA 94117-1080. \$8. (Make check payable to: University of San Francisco.)

A study of college students' attitudes, values and behavior related to volunteering and altruism. This working paper is based on a survey of college students at a liberal-arts university.

A "How-To" Manual on Volunteer Program Management. New Jersey Gives, c/o Ms. Patty Hutchinson, Community Foundation of New Jersey, PO Box 317, Morristown, NJ 07963-0317. \$1.

This pamphlet discusses how to assess an organization's ability to use volunteers, the planning process, the volunteer job description as well as the administrative techniques of recruitment, orientation, training, retention and supervision.

The Nine Keys to Successful Volunteer Programs. Kathleen Brown Fletcher. Fund Raising Institute, 12300 Twinbrook Pkwy., Suite 450, Rockville, MD 20852-9830, (800) 877-8238. \$21.95 + \$3 shipping (order #TF2R).

A how-to book for managers of volunteers in nonprofit organizations. Covers job design, recruitment, selection, training, supervision, recognition and evaluation. Samples forms and examples are included.

Secrets of Volunteer Success. Susan Oleksiw, editor. Tufts University, Time to Care, WBZ-TV4 and United Way. Check payable to and order from: Lincoln Filene Center, c/o Dorothy Shurmaster, Tufts University, Medford, MA 02155, (617) 627-3453. \$2.

This pamphlet describes eight mini-cases of successful volunteer programs in nonprofit organizations.

How to Save the Children. Amy Hatkoff and Karen Kelly Klopp. Simon & Schuster, New York, N.Y., 1992. 224 pp. \$10.00. Available in bookstores.

This book is "an attempt to counter the effects of poverty and neglect on this nation's children." It contains nearly 200 suggestions on things one can do to help, ranging from simple ideas to more time-consuming ones. Each idea listing offers an address and phone number for individuals who want to get involved. Areas of interest covered: hunger, clothing, home and shelter, friendship and simple pleasures, developing talent, education, literacy, what businesses can do, health and infant mortality, helping parents, advocacy and more.

My Book About Drugs and My Book About Alcohol. Channing L. Bete Co., Inc., Education Dept., 200 State Road, South Deerfield, MA 01373, USA, 1-(800) 628-7733. Quantity discounts available. Call for prices.

These are two coloring books for K-1 children; both take a simple, direct, non-threatening approach to the topics of drugs and alcohol. "My Book About Alcohol" teaches kids that alcohol is a drug which can harm their bodies and encourages them to take good care of their bodies by eating and drinking healthy things. "My Book About Drugs" helps kids distinguish between medicated and other drugs. It teaches them to accept drugs only from a parent or doctor, and to tell a grown-up if someone tries to give them drugs.

Older Adults Caring for Children: Intergenerational Child Care. Generations United, c/o CWLA, 440 First St., NW, Suite 310, Washington, DC 20001-2085. 1992. \$15.

This book describes a rationale for developing an intergenerational child care program, provides clearcut recommendations for developing such a program, and includes 50 intergenerational program summaries on successful programs. The intergenerational child care centers surveyed for this publication were unanimous in their enthusiasm for utilizing older adults in child care settings.

Research

(continued from page 27)

—Those who have seen someone they admired helping another—84% contributed; 67% volunteered.

—Those who have seen someone in their family helping others—81% contributed; 61% volunteered.

—Those who have been helped by others in the past—71% contributed; 60% volunteered.

■ Fifteen (15) percent reported that they contributed to an organization for the first time in 1991. Reasons: personally asked by someone they knew well (76%); asked by clergy to give (58%); and read or heard a news story (48%).

■ Seventeen (17) percent reported that they stopped giving to an organization in 1991. Reasons: lacked the money to give (25%); lacked trust in the organization (24%); and thought that the organization misused its funds (17%).

■ Twenty-eight (28) percent reported no household contributions. Reasons: could not afford to give (61%); would rather spend the money in other ways (39%); and no charitable organization had asked them for a contribution (26%).

■ People are more than twice as likely to give when asked than when they are not. Among the 74% who reported they were asked to give in 1991, 85% contributed. Among the 25% who were not asked to give, 36% contributed.

■ People are more than three times as likely to volunteer when asked than when they are not. Among the 44% who reported that they were asked to volunteer in 1991, 86% volunteered. Among the 55% who were not asked to volunteer, only 24% volunteered.

Full methodology and the specific questions asked are in the full report, "Giving and Volunteering in the United States, 1992 Edition," available for \$30 each from INDEPENDENT SECTOR, (202) 223-8100. ■

SURVEY METHODOLOGY

From April 3 to May 17, 1992, the Gallup Organization conducted in-home personal interviews with 2,671 Americans 18 years of age or older. Respondents were asked a series of questions about their own giving, volunteering, personal goals, motivations for giving and volunteering and opinions and attitudes about charitable organizations. The error rate for the total sample is plus or minus 3%.

Working It Out At Madison. The Bureau For At-Risk Youth, 79 Carley Ave, Huntington, NY 11743, 1-(800) 99-YOUTH. 7 videotapes.

This award-winning series provides real-life solutions to personal and social conflicts for junior and senior high school teens in lively and entertaining presentations. Issues covered include dropping out, children of alcoholics, substance abuse, alcohol abuse and recovery, date rape, violence and anger management, conflict resolution and peer mediation. Each video features an ensemble of young actors from all racial and ethnic backgrounds and comes with a comprehensive Leader's Guide. Write or call for free information, previews and a 1992 Buyer's Guide.

McGruff's Elementary Drug Prevention Activity Book. National Crime Prevention Council, Attn: Distribution, 1700 K St., NW, 2nd floor, Washington, DC 20006-3817, (202) 466-6272. 1992. 64 pp. \$19.95 (prepaid).

Thirty-four activities for primary-grade children along with a dozen handouts for parents and teachers make up this newest anti-drug product from the NCPC. The book contains word puzzles, mazes, word searches, coloring projects, flap books, reflective activities and other materials for children in grades K-4. The materials contain key crime prevention concepts, from how to report crime to how to recognize and avoid crime risks. Every item is reproducible for use in local crime and drug prevention efforts.

"Meet McGruff" poster. National Crime Prevention Council, Attn: Distribution, 1700 K St., NW, 2nd floor, Washington, DC 20006-3817, (202) 466-6272. 1992. \$7.95 (prepaid).

This new 22" x 30" color poster was designed to accompany the *Activity Book* described above. It challenges young people to find more than 60 items in the 200 illustrations of figures engaged in fun, drug-free settings.

Changing Our Course: Youth as Resources Program Guide. National Crime Prevention Council, Attn: Distribution, 1700 K St., NW, 2nd floor, Washington, DC 20006-3817, (202) 466-6272. 1992. \$24.95 (order #M25).

This hands-on technical assistance manual presents information on local Youth as Resources (YAR) programs, which enable young people to design and carry out self-selected projects to meet community needs. In loose-leaf binder form, it guides the reader through the implementation process—from establishing a board of directors and setting policies to monitoring and evaluating projects.

Community-Based Organizations: Responding to the Needs of African American and Latino Youth. Gary L. Lacy. Published by William T. Grant Foundation Commission on Youth and America's Future, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5551. 1992. \$5.00.

This report provides examples of diverse local initiatives that represent approaches to serving young people. They are divided into three parts: school-based programs (focus on services for youth at risk of failing school); programs that view youth as resources (initiatives that engage young people in a variety of work and educational settings and that allow them to contribute ideas and to work actively); and primary focus programs (emphasis on self-sufficiency and strengthening basic skills).

Hispanics and the Nonprofit Sector. Edited by Herman E. Gallegos and Michael O'Neill. The Foundation Center, 79 Fifth Ave, Dept. YZ3, New York, NY 10003-3076, 1-(800) 424-9836. 1991. \$24.95 + \$4.50 shipping/handling.

This study explores the growing influence of the Hispanic community in the nonprofit sector. It covers such topics as Puerto Rican nonprofits in New York City, the relationship between the Ford Foundation and La Raza, Hispanic advocacy organizations, religion and nonprofit activities in Hispanic communities, management techniques developed by Hispanic nonprofits, "survival" profiles, future roles and more.



1992 National Community Service Conference VIDEO TAPES

Produced from more than 25 hours of video coverage, The Points of Light Foundation is proud to offer cassettes of the 1992 Conference held in Chicago and attended by over 1200 people. The three programs, available in VHS 1/2" format may be purchased as single units for \$19.95 each. (Or save money by purchasing all of the programs in one package for the reduced price of \$49.95.)

"CONFERENCE HIGHLIGHTS"

Provides colorful highlights of the 1992 National Community Service Conference including portions of speeches from keynote speakers, the Taste of Chicago special event, youth reception, and workshops.

Running time approximately 20 minutes.

Price \$19.95

"CLOSING LUNCHEON"

Features the dynamic words of Spelman College President Dr. Johnnetta Cole as keynoter, the challenge to rebuild communities issued by Dr. John W. Gardner as he accepted the George W. Romney Citizen Volunteer Award, and the inspiring music of Grammy Award winning singer Larnelle Harris.

Running time approximately 35 minutes.

Price \$19.95

"WHERE IS AMERICA GOING?"

Spend a thought-provoking hour listening to Peter Goldmark Jr., President of The Rockefeller Foundation; Angela Blackwell, Executive Director, Urban Strategies Council; and The Honorable Henry Cisneros, former Mayor of San Antonio, TX assess the state of the nation and the critical role volunteers can play in reclaiming their communities. This must see "dialogue" stimulated considerable discussion during the Conference and offers an excellent opportunity for teaching and learning for leaders as they assess their community needs.

Running time approximately one hour.

Price \$19.95

ORDER FORM

To order using your Visa, MasterCard or American Express, call The Points of Light Foundation Readership Catalog Service at 800-272-8306 and specify which tape(s) you wish to receive. Add \$4.50 for shipping and handling. Or, you may send a check or money order made payable to The Points of Light Foundation to P.O. Box 221586, Chantilly, VA, 22022-1586. Please be sure to include the cost for shipping and handling charges.

Please send me the following videotapes:

- "CONFERENCE HIGHLIGHTS" @ \$19.95 \$ _____
- "CLOSING LUNCHEON" @ \$19.95 \$ _____
- "WHERE IS AMERICA GOING?" @ \$19.95 \$ _____
- All three tapes @ \$49.95 \$ _____
- Shipping/handling @ \$4.50 per order \$ _____
- Va. customers add 4.5% sales tax \$ _____
- TOTAL AMOUNT ENCLOSED \$ _____

Name _____ Organization _____

Address _____ City/State/Zip _____

Phone (daytime): _____

POSTER



You may use this camera-ready art for your own volunteer recruitment and recognition purposes.

TO CHANGE YOUR ADDRESS—USE YOUR LABEL
FOR FAST, ACCURATE RESPONSE

Attach
your
label
here

New Address

Name (please print) _____

Address _____

City/State/Zip _____

Return to: Voluntary Action Leadership, CIRCULATION, 736 Jackson Place, NW, Washington, DC 20503.

Calendar

The **Calendar** lists upcoming events that may be of interest to our readers. Inclusion, however, does not constitute endorsement by The Points of Light Foundation.

1993

March 25-28 **Urbana-Champaign, IL: 1993 COOL National Conference on Student Community Service**

This is the ninth annual conference of the Campus Outreach Opportunity League (COOL), which plans to bring together 2,000 students, educators and other leaders of the youth service movement. The conference provides opportunities for interaction, learning and strengthening a common dedication to social change.

Fee: \$75 students by Jan. 15; \$150 non-students

Contact: 1993 COOL National Conference, 319 Illini Union, Urbana, IL 61801, (217) 333-7076.

April 18-24 **Nationwide: National Volunteer Week**

Sponsored by The Points of Light Foundation, the 1993 National Volunteer Week theme is "A Chance to Change Tomorrow."

June 12-15 **Orlando, FL: 1993 National Community Service Conference**

Addressing the theme, "A Chance to Change Tomorrow," The Points of Light Foundation's annual conference will be held at the Stouffer Orlando Resort. To receive conference mailings, fill out and return the form on page 2.

The Points of Light Foundation

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