



VOLUNTEER Summer 2000

LEADERSHIP

Youth Care

A Trio of Programs
that Accentuate
the Positive

Inside:

Cyber Philanthropists

School Violence Prevention

First Lady as First Volunteer



VOLUNTEER LEADERSHIP

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The Points of Light
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POINTS
OF LIGHT
FOUNDATION

The Points of Light Foundation is a nonprofit, nonpartisan organization dedicated to engaging more people more effectively in volunteer community service to help solve serious social problems.

Contents

cover story

4 Youth Care

By Patty Rhule

Three outstanding programs point youths in the right direction by accentuating the positive.

On the cover: Young Leader Joshua Duncan makes valentines with resident of Heritage Manor Nursing Home in Baton Rouge, La.

Photo: Young Leaders' Academy of Baton Rouge



departments

- 23 Recognition
- 26 Shop Talk
- 31 Point of View
- 32 Recognition
- 39 Program Profile
- 40 Briefly Noted
- 42 Foundation News
- 44 Calendar

11 workshop

Making Technology Work

- 12 Virtual Volunteering
By Jayne Cravens
- 13 Evaluating Software
By Jeanette Cates
- 14 Building a Database
By Jayne Cravens
- 15 Virtual Conferencing
By Jeanette Cates
- 16 Communicating Online
By Jayne Cravens

18 Winning Strategies

By Mary Galligan Mathieu

Four corporations succeed at boosting management support for volunteering.

20 Peacemakers

By Cathleen O'Connor Schoultz

Anti-violence programs help elementary school children deal with hard issues.

28 Beyond Politics

By Roy DeLaMar

Sister Cities links Americans and Russians in cultural understanding and volunteer action.

34 Cyber Philanthropists

By Kathy Balog

E-tycoons take hands-on, out-of-the-box approaches to giving and helping others.

36 Spouse Appeal

By Kathleen F. Phalen

A first lady's endorsement can boost a good cause from obscurity to high visibility.

president's letter

Volunteer Center Network



Dear Reader:

Those of you with sharp eyes probably have noticed something new and different on the sponsorship line of the promotional materials for the 2000 National Community Service Conference—Points of Light Foundation in partnership with the Volunteer Center national network. And you'll be seeing this tagline in more and more of our products and services.

This partnership isn't simply a marketing tool or public relations language. Rather, it's reflective of the emergence of a real and functioning network of Volunteer Centers across the country. While the Foundation has worked with Volunteer Centers since our merger with The National Volunteer Center in 1991, the development of a network actually began in 1993 with the Volunteer Center Vision Meetings.

Nearly 300 Volunteer Centers convened in a series of meetings around the country to talk about their future role and created a common vision: "The Volunteer Center of the future mobilizes people and resources to deliver creative solutions to community problems." In 1997, the fledgling network was the first national network to step forward in answer to the Presidents' Summit for America's Future and pledged to connect one million young people with a caring adult or the opportunity to give back.

This year has been a busy one for the National Council of Volunteer Centers and the network. They have begun developing standards for Volunteer Centers and have developed an advertising campaign that positions Centers in their communities and the network in its partnership with the Foundation. And in the fast-moving world of new technology, we're looking together at ways to use technology and the media to strengthen volunteering, the work of individual Centers and of the network.

This is an exciting time in the world of Volunteer Centers—and at the Points of Light Foundation—as we build an even stronger relationship. We believe that each of us can be stronger only through working in partnership with the other. We'll continue to keep you posted periodically as this partnership continues to develop and grow.

Sincerely,

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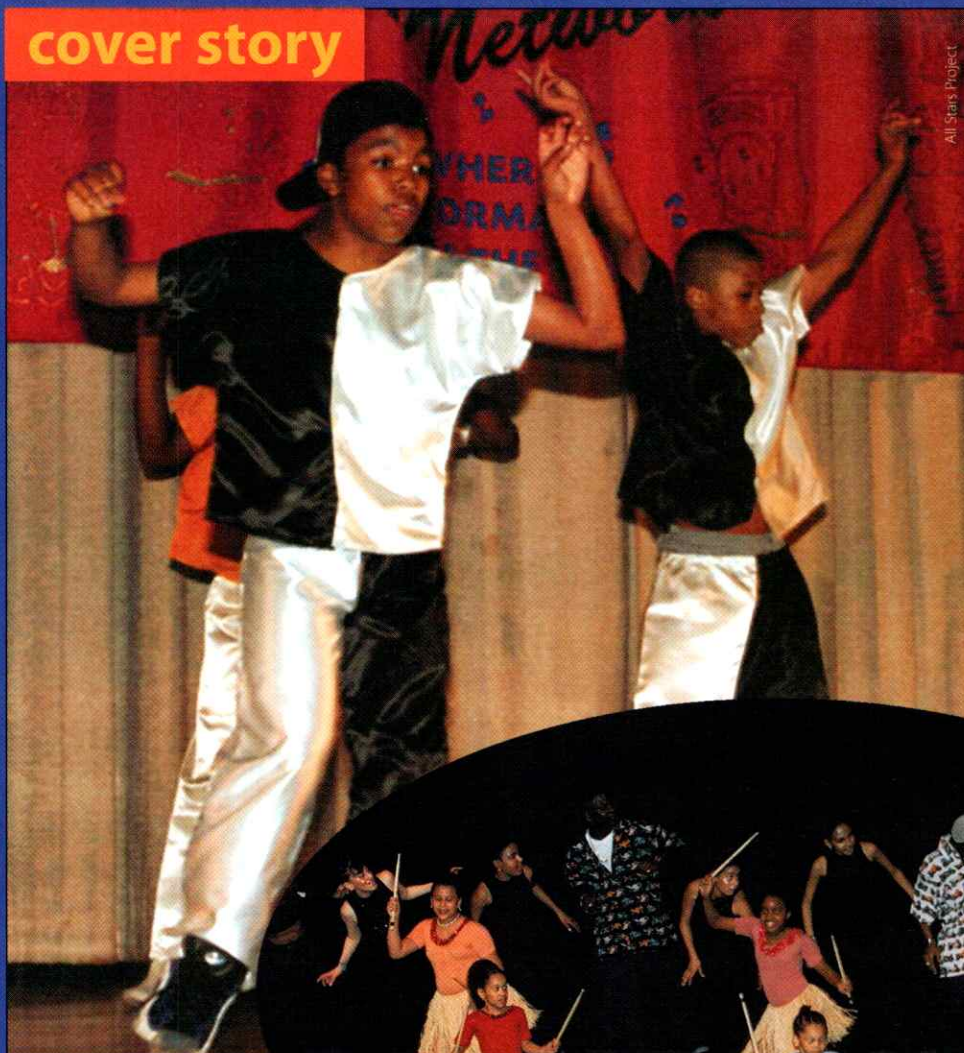
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All Stars Project



All Stars Project,
Elaine Ubina



Whether victims or victimizers, one thing is clear: Too many young people—especially boys—are not receiving the attention and guidance from caring adults that could keep them from a life of violence, drugs and other dangerous choices.

There are heartening signs. The Office of Juvenile Justice and Delinquency Prevention has found it is never too early to start efforts to prevent youth crime and almost never too late to turn a child around.

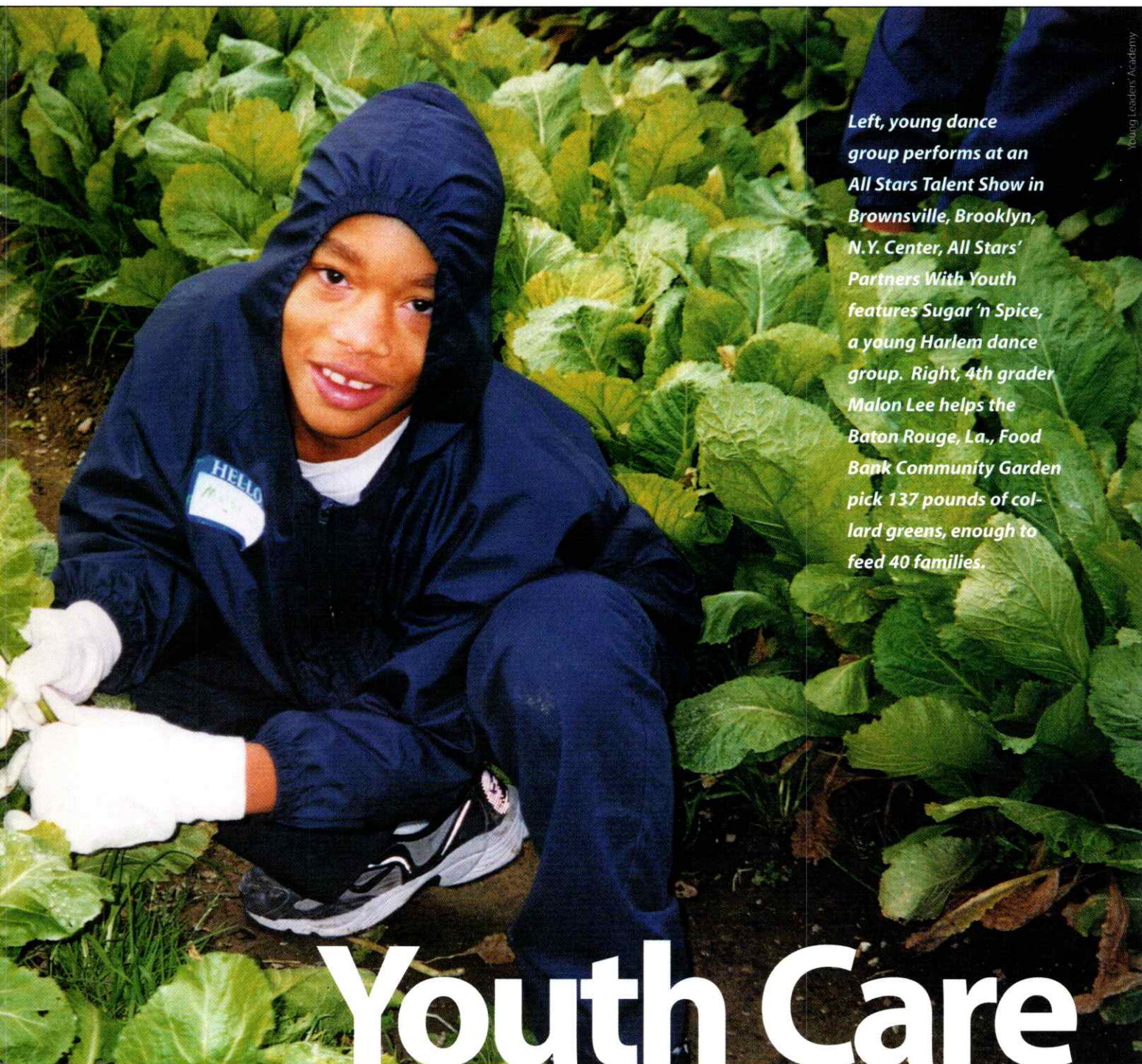
“Young men are not the source of the problem; they are more the symptom,” says Aaron Kipnis, a former angry young man and author of

Angry Young Men: How Parents, Teachers and Counselors Can Help ‘Bad Boys’ Become Good Men (Jossey-Bass, \$25). “We won’t hesitate to put a young man in a juvenile institution that costs \$30,000 a year, but we are reluctant to spend a few thousand a year to insure he gains literacy and job skills. Employment is the most significant factor in [reducing] youth crime.”

Kipnis says the women’s movement has helped girls but often to the detriment of boys. “Boys get more Fs, drop out at a higher rate, are kicked out at

higher rate. At almost every step in a boy’s journey through the education and social systems, he’s less likely to have support for his needs.”

Boys need better schools, more male teachers as role models and mentors. “Kids need hope,” says Kipnis, who turned his life around at 19 when a sympathetic parole officer told him about a grant program that sent him to junior college. “They’ve



Left, young dance group performs at an All Stars Talent Show in Brownsville, Brooklyn, N.Y. Center, All Stars' Partners With Youth features Sugar 'n Spice, a young Harlem dance group. Right, 4th grader Malon Lee helps the Baton Rouge, La., Food Bank Community Garden pick 137 pounds of collard greens, enough to feed 40 families.

Youth Care

got to see a hand reaching out for them, and also have the opportunity to fail. Some kids need a third chance, a fourth chance, a fifth chance. Even once we put them behind bars, we need to be trying there," teaching job skills and life management skills.

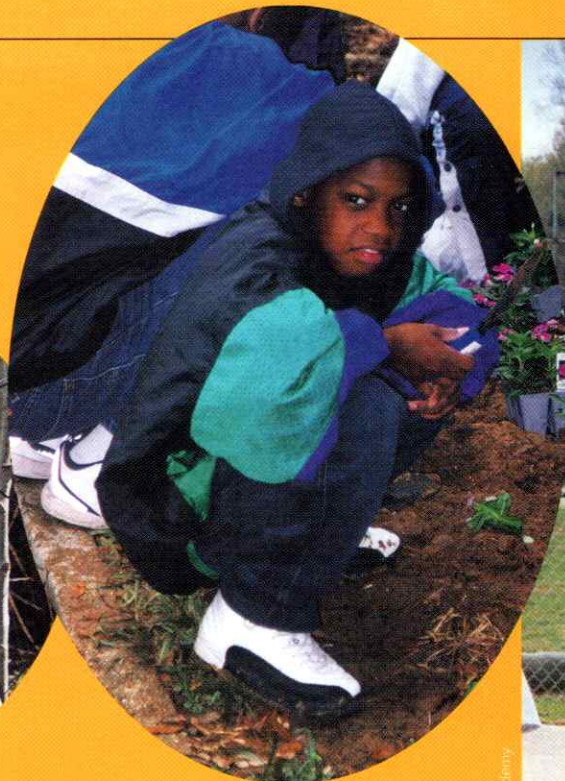
Here are three programs making innovative efforts to help young people in need: ➡



A Trio of Programs that Accentuate the Positive

By Patty Rhule

Left, Young Leaders Quentin Franklin, Brandon Sharper and Jonathan Vaughn make pine cone bird feeders that will hang outside a bird watching room for the handicapped. Center, Anthony Payne plants flowers at Winbourne Elementary School in Baton Rouge. Right, Kevin Vaughn, Derrick Coleman and Jeffery Hamadella rake leaves at the Greater Baton Rouge Zoo.



Young Leaders' Academy

The Young Leaders' Academy



The Young Leaders' Academy

Too many young African-American boys were being disciplined, suspended and expelled from the East Baton Rouge Parish schools, so the Chamber of Commerce, Baton Rouge Area Foundation and the schools united to devise a program that would inspire young men to be leaders in the face of peers who tempted them with drugs, violence and the gang culture.

"The premise was that leaders influence their peers," says executive director Kirt Bennett. "We can't

impact the lives of 1,000 children, but we can start with 45."

In 1993, principals from six inner city schools chose boys who had shown leadership skills to be in the first class of Young Leaders. Now drawn from 29 schools, each Saturday at 7:50 a.m., the 150 Young Leaders of Baton Rouge don uniforms, chant Marine-inspired drills, study, play and once a month, do community service. Monday through Thursday after school, the boys work individually with teachers on math and language arts. They are assigned mentors. A six-week Summer Academy at Louisiana State University offers academics, field trips, tutoring and team building.

It's a rigorous program that requires commitment and sacrifice from both the boys and their parents; boys from third to fifth grade can not

participate in Saturday sports programs if they are in Young Leaders, and all Young Leaders must be present 80% of the time.

Most staff members are African-American males, because so many boys are raised by their mothers alone. "It's very demanding, it's no time for excuses," says Bennett. "We're trying to create a sense of structure, a sense of high expectations."

Initially, Young Leaders was to end at ninth grade, but as the first group of young men prepared to graduate from the program this year, the board decided to launch Senior Academy. Teens will meet monthly to do community service and learn job skills. They'll also serve as mentors to younger Leaders and intern at local businesses.



"Our long-term vision is these young boys will grow up to be leaders in the community," says Bennett. He tells business supporters, "Selflessly, your philanthropy is making a difference in the life of a child. Selfishly, we're giving you what most employers say they need: a qualified work force that's prepared to be proficient at the job." ➡

Oprah's Angels

The Young Leaders' Academy of Baton Rouge is \$50,000 richer, thanks to a Use Your Life Award won by executive director Kim Bennett from Oprah Winfrey's Angel Network.

Bennett was the fifth winner of the award, presented each Monday on "The Oprah Winfrey Show" to people who are using their lives to improve the lives of others.

Bennett, who won, says the show contacted him as a result of the Academy winning the President's Service Award last year. YLA and other President's Service Award winners were honored at the White House in June. (*The President's Service Award winners for 2000 will be featured in the Fall issue of Volunteer Leadership.*)

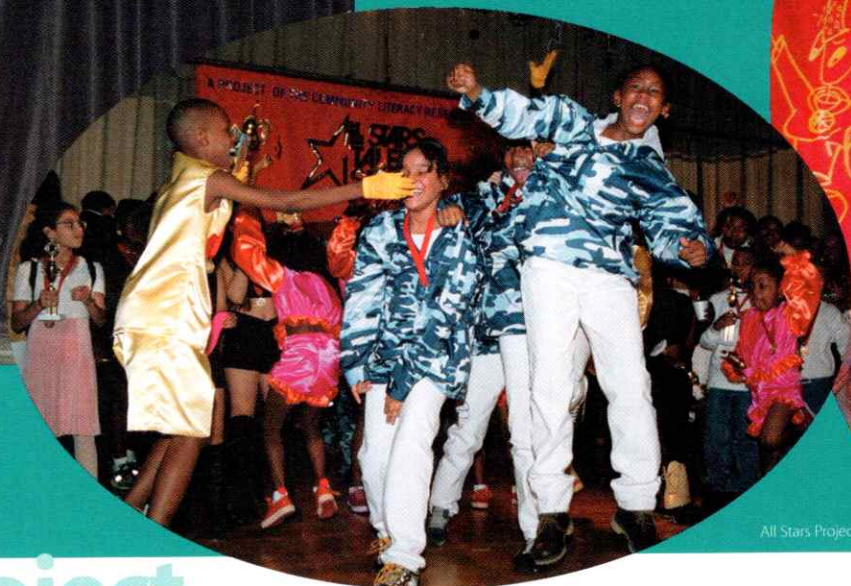
The \$50,000 Angel award will cover all costs associated with getting the next group of 40 third graders into Young Leaders' Academy, including teachers, transportation, food and insurance.

"Outside of the money, the wonderful thing is being on national TV," says Bennett. "We've been bombarded by 200 e-mails and phone calls, and most have been asking, 'How do we do this in our city?'" Bennett says his organization combined elements from successful programs elsewhere. He hopes by sharing their recipe for success, other communities can benefit.

Money for the Angel Network award comes from individual donations, from Paul Newman of Newman's Own Inc. food company, and from Amazon.com founder and CEO Jeff Bezos, who will match \$2 for every \$1 donated by Oprah viewers, up to \$5 million. Donations can be made using a major credit card at www.oprah.com.



Young performers show off their talents in recent All Stars Talent Shows.



All Stars Project

All Stars Project



All Stars Project

The therapeutic value of the theater is what draws young people to the All Stars Talent Show Network. Serving more than 20,000 young people in New York, New Jersey and Atlanta, it started in 1983 as a way to help young people develop their strengths and avoid violence.

"As we see it, anger, drug abuse, antisocial behavior—these all come out of a need for development and increased socializing," says President Gabrielle Kurlander, herself an actress. "Often young people in the inner city are isolated, and don't see opportunities available. We use

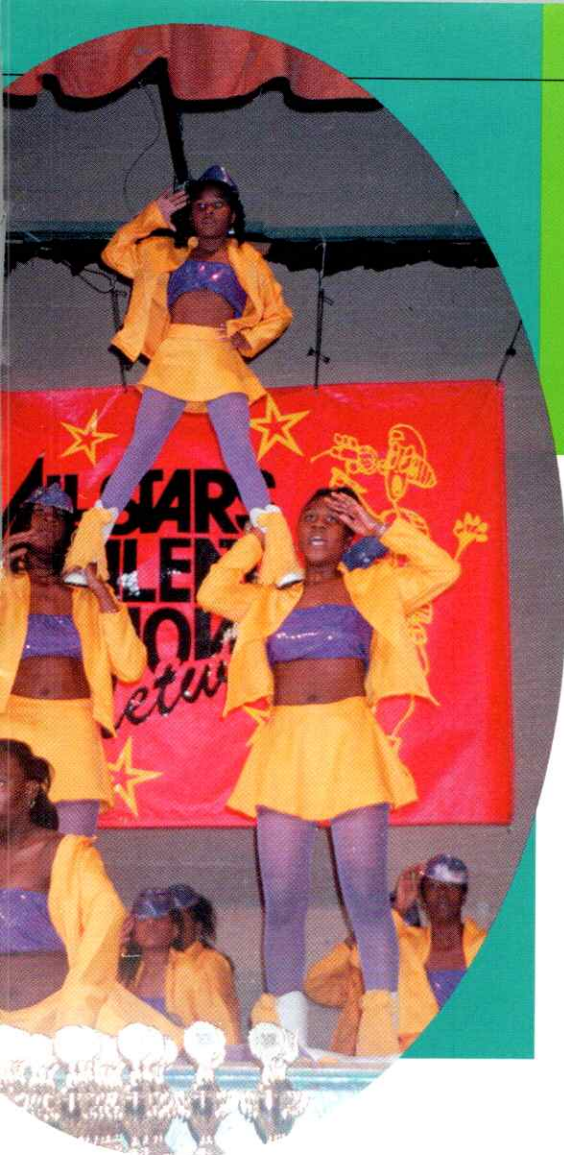
culture to bring neighborhoods together, to make them see they can turn something out of nothing."

Based in SoHo's Castillo Theatre, the All Stars brings young people together with theater professionals who take them from audition to performance. All Stars is not scouting for the next Mariah Carey or Will Smith, but for young people who are often overlooked. All who audition "make it" as long as they stick to the rules.

"You have to be respectful, you have to show up on time, and be prepared," says Kurlander. "If you fight in the All Stars, you're out. We produce events in the toughest communities, and we've never had a serious violent event."

Young people rap, dance, step, act, recite poetry and sing. All Stars has no trouble reaching young men. "The program is very hip and we don't censor," says Kurlander. "We don't say to tough young men in hoods and chains, 'you can't rap like that.' We feel it's better to act out tough postures on stage than in a street, let them act out scenes of violence. Quite often, they do that, and move on to some other kind of performance."

Founded by therapists Fred Newman and Lenora Fulani, All Stars uses performances to give youth a sense of accomplishment and examine their patterns of behavior. "We take things that people do that



are anti-social very seriously. We say, 'That's a stupid thing to do and you don't have to do that.'"

Kurlander cites two main reasons All Stars succeeds where others fail. One, no government funds are used; communities and corporations fund performances. Secondly, All Stars truly is multicultural "You never get a sense of 'here are some nice white people who want to help me.'"

All Stars won a daily Points of Light Award on Feb. 28 this year. Aside from such accolades, how do they know it's working? "The people who live in the neighborhoods tell us it's working," says Kurlander. "Parents tell us it's changed their child's life, it made all kinds of things possible to them."

Multisystemic Therapy

Multisystemic Therapy

Multisystemic Therapy acts to keep troubled young people from being taken out of their homes.

Developed by Scott Henggeler at the Medical University of South Carolina, MST is based on the reality that most troubled kids end up back in their homes with their old peers.

"If you try to treat the individual, take him out of the environment, whether it's correctional or mental health, you're only treating one side of the story," says Marshall Swenson, manager for program development and senior MST consultant. Keeping kids in their homes, and making those families more functional, is much cheaper than foster care or the juvenile justice system.

MST works to improve parenting, conflict resolution at home, relations between school and home, academic performance and social interaction with peers, trying to change the world around the troubled child.

Youth Villages, based in Memphis, Tenn., is the nation's largest practitioner of MST, employing the treatment at its 13 facilities in Tennessee, Arkansas, Mississippi and New York City.

"A majority of the time, the problems tend to be with parents,"

says Lee Rone, regional director of Youth Villages.

MST works, Rone says, for a variety of reasons. One, it is family-focused rather than child-focused. "When treatment is finished, the family has the skills and support needed to address their own problems. That should include things in their natural environment, sometimes church and school. And, the level of accountability expected of the therapist is much greater than in most treatments." One therapist with a low caseload is assigned each family and works with that family intensively over four to six months.

One 12-year old boy had been in state care for several years when he arrived at Youth Villages. He had been hospitalized for acting out at school, and his mother was unable to control him. His therapist's first task was to gain the trust of the boy's mother, who had been in psychiatric care and was unstable with or without her medication. She tended to alienate all around her, including her doctors. She wouldn't let the therapist in her door at first, so they met at a restaurant. "We helped her meet practical needs, get her car fixed," says Rone. "She had a significant other and that relationship needed

Youth Villages uses Multisystemic Therapy to work with troubled young people and their families in their own homes and communities. Counselors address all systems that touch the child's life, including family, school, peers, and community.



counseling. She was involved in her church, we helped her get more involved. We helped her stabilize her medication." She was able to improve her parenting skills, and to work more with school officials to help her son.

The family is still together, using the skills they learned through MST.

Youth Villages serves about 1,800 young people a year. Average age is 13 or 14; about 53% are boys, 47% girls; 54% are Caucasian, 43% African American.

"Before MST, all of our programs treated children out of the homes," says Rone. No longer. "When we discovered MST, (it was clear) the key to long-term success requires services in the community and in the home. A child's behavior is a function of his environment—family, peer groups and community. You can help them on an individual basis by giving them coping skills and providing therapy."

In 1995, the state of Tennessee partnered with Youth Villages to

improve the outcomes and reduce the number of children in state custody. Through MST, "They realized right away, they were serving about 1,000 more children per day for less money," Rone says. "The waiting list for children in treatment is much lower."

Five years after treatment, Swenson says, teens who had been through MST committed fewer crimes and stayed in the community longer than teens who had not.

"The behavior may not go away 100% but it greatly reduces it," Swenson says. "There's an increase in activities that would be counter (to the troubled behavior)—getting involved in athletics, Boys Club, things like that."

MST is now used in more than 20 states and has been cited as a Blueprint Program by the Center for the Study and Prevention of Violence. ♦

Patty Rhule, a freelance writer in University Park, Md., is a regular contributor to Volunteer Leadership.

Want to Know More?

● **The Young Leaders' Academy of Baton Rouge**, 1200 S. Acadian Thruway, Suite 116, Baton Rouge, LA 70806; 504-346-1583; www.young-leaders.org

● **All Stars Project Inc.**, 500 Greenwich Street, Suite 201, New York, N.Y. 10013; 212-941-9400; www.allstars.org

● **Multisystemic Therapy**, Marshall Swenson, P.O. Box 21269, Charleston, S.C. 29413-1269; 843-856-8226, extension 11; www.mst-services.com

● **Youth Villages**, 901-252-7600, West Tennessee Regional office, 5515 Shelby Oaks Drive, Memphis, Tenn., 38134, www.youthvillages.org

W rkshop

Make Technology Work for You

If your organization is in a state of virtual anxiety over the array of high-tech possibilities, Workshop can help allay your concerns. The challenge is to adapt technology to your organization, not vice versa. To offer some tips on how to make technology work for you, we've sought the wisdom of two cyber wizards:

- Jayne Cravens is manager of The Virtual Volunteering Project and TxServe at the University of Texas at Austin. She writes about building a database; recruiting volunteers; and communicating via e-mail. In each case, organizations need a clear understanding of what they hope to accomplish by using technology. For example, when building a database, the first step is to find out what each staff member wants to do with it, says Cravens. "Development staff may want a list of volunteers each quarter who have also made financial contributions; the executive director may want to occasionally see what city and county officials have attended the organization's events; and the marketing staff may want to know weekly who or what referred people who call your organization."

- Jeanette Cates, Phd., CEO of TechTamers.com, is a technology implementation expert and professional speaker who works with organizations who want to innovate and prosper online. She writes about virtual conferencing and selecting software. Software doesn't raise alarms, but you may be intimidated by virtual conferencing. Don't be. She describes a familiar scenario, with a twist: "You are sitting in your office, talking with the other committee members," she says. "You show them the latest brochure for the upcoming fund-raising campaign. One of them circles and suggests a change in the graphics and another corrects a spelling error. You agree on the changes to be made and the meeting adjourns. What's unusual about that? None of you was in the same city! You've just had a virtual conference."

These articles are full of practical tips and a wealth of Internet sites that offer information. We hope you'll find the answers to questions and the encouragement to forge ahead into cyberspace. ♦

Software Checklist

Before choosing software, Jeanette Cates says an organization should answer the following questions:

- What reports do I need?
- What charts/graphs should it produce?
- Does it take input from our existing packages without added effort?
- Will it run with our current equipment?
- How often is it updated and what is the cost of the updates?
- How broadly is it used? Are we likely to have others we can talk to about the tricks and tips?
- What types of assistance are offered for installation and training?
- Are there third party references (books, courses, trainers, user groups)?
- Can we program macros or other automatic functions?

Workshop, a standing feature of Volunteer Leadership, offers how-to tips and valuable insights on selected topics. If you'd like to be a guest editor or want to suggest topics for future coverage, write to Volunteer Leadership Workshop, The Points of Light Foundation, 1400 I St. NW, Suite 800, Washington, D.C. 20005; fax 202-729-8100; e-mail: vleader@earthlink.net

Virtual Volunteering

By Jayne Cravens

There are thousands of people out there surfing the Internet, actively searching for volunteer opportunities they can complete via home or work computers. They are everyone from tech-savvy teenagers who don't have transportation, to lawyers, human resources managers, marketing directors, agriculturists, Web designers, database designers, graphic designers and other professionals hoping to donate expertise to nonprofit organizations and those they serve. In fact, there are many more people who want to devote time and effort via the Internet than there are online volunteering opportunities!

Enter the Virtual Volunteering Project (<http://www.serviceleader.org/vv/>), which has worked since 1996 to encourage and assist organizations in the development and success of volunteer activities that can be completed, in whole or in part, via the Internet. The Project provides the critical resources to help both organizations and volunteers engage in effective, meaningful, mission-based online service. The Virtual Volunteering Project defines two forms of online volunteering:

Tech Assistance

One form is technical assistance to staff or other volunteers at an agency. Examples include:

- Conducting online research: finding information for a grant proposal or newsletter or using online phone books and Web sites to update contact information for a database.
- Providing professional expertise: answering an agency's questions regarding accounting, management or legal issues, writing a speech, setting up a video conferencing event,

designing a Web site, translating a document into another language, etc.;

- Helping with advocacy, such as preparing legislative alerts to be sent via e-mail;
- Volunteer management assistance: supervising other volunteers in the aforementioned activities, checking in with volunteers via e-mail, etc.

Direct Contact

The other form of online volunteering is direct contact between an online volunteer and a client or recipient of service. Some examples:

- Electronically visit with someone who is homebound, in a hospital or a rest home;
- Provide online mentoring and instruction, such as helping students with homework questions or helping an adult learn a skill or find a job;
- Supervise or moderate an agency-sponsored chat room, e-mail discussion group or newsgroup;
- Work with other volunteers and clients to create a collaborative project, such as writing about the news of their neighborhood, school, special interest group, etc., to post on a Web site or use in printed material.

Many organizations find a combination of onsite and online tasks for volunteers works best for everyone involved (volunteers, staff, clients).

Volunteer assignments can have different levels of "virtuality." For instance, one volunteer may interact with clients online but meet onsite with a staff member regularly; another may talk with a client via e-mail in addition to regular face-to-face visits.

Ready or Not?

Before an organization decides to involve online volunteers, it should:

- Already successfully involve volunteers in traditional, face-to-face settings. It should have an established system for volunteer recruitment, screening, training, matching to assignments, feedback and evaluation.
- Have a staff and board already committed to the success of current volunteer activities.
- Have one person who is ultimately responsible for volunteer management, and this person should have regular access to his or her own e-mail account through the agency. The same person who is in charge of managing the current volunteer program should also manage the virtual volunteering component.
- Already have asked for and compiled e-mail addresses of volunteers as supporters (on application forms, via phone, on sign up sheets, on pledge cards, etc.).
- Have a volunteer manager committed to reading and responding to e-mails within 48 hours of receipt, and who can regularly access the Virtual Volunteering Web site for advice and information on involving volunteers virtually.

Getting Started

Via its Web site, the Virtual Volunteering Project provides free, in-depth resources that detail how to successfully introduce a virtual volunteering program to an organization and how to effectively manage such a program. The resources also include suggestions for involving people with disabilities in virtual volunteering programs, online safety guidelines, information about online culture and examples of more than 100 organizations successfully involving online volunteers. ♦

Evaluating Software

By Jeanette Cates

Regardless of the type of software you are considering, there are three steps that you should take to make a wise choice that works for your organization:

- decide on what you need;
- ask for referrals; and
- invest in training.

By following these three steps, you'll ensure that you have the best possible choice for your organization.

Decide Your Needs

Too often, we go out and purchase the first package that comes to mind—then find that it cannot do what we require. We compromise our needs and feel that technology is running our lives. To prevent this, you make a list all of your hopes and dreams for the software—before you start looking.

Meet together with everyone who will use the software or the output from the software. Ideally, this will be in a room face-to-face. But it may be online via e-mail or in a virtual conference. Ask the participants to “dream big” about what they would like to have. Are there reports they would like to see? Other software that needs to feed into this package? Charts that would be helpful? Automatic functions that could save time? List each of these.

Then ask everyone to vote on the most important features of the software. One of my favorite ways of doing this is to give each participant 10 points to use. They can put all of their points on one feature or spread them around. The features that get the most points will be your requirements. List all of the features in their order of preference.

Seek Referrals

There are other nonprofits using software that may meet your requirements. Ask them for the names of the packages that they use and how satisfied they are with them. Be forewarned: even if 80% of the nonprofits are using a package, it doesn't necessarily mean they are pleased with it or that it meets your requirements. You can ask local businesses for referrals, but take their advice with a grain of salt. They are not working with the same resources you are.

Choosing and using software is a necessary part of any efficient operation ... especially in the nonprofit world, where people and money are scarce.

When you have located one or two software packages that meet your requirements, ask the salesperson for the name of other nonprofits using it. Talk to the people who use it every day and to the people who use the reports it generates. If there are requirements from your list that it didn't meet, ask the salesperson if there are ways to work around it or if they have plans to upgrade for that feature. If upgrades are planned, ask when.

One category of software to consider is ASP—application service providers. These online sources are

providing software online, which saves you the hassle of installing and upgrading the software on each computer. You pay by the workstation, at a lesser cost than purchasing an entire package. There are already ASPs providing office automation software for nonprofits. One such site is zworkz.com which lists numerous packages you can use through the online connection, without having to invest in the shrink-wrapped package.

Invest in Training

Once you've made your decision, make the commitment to use the software and all of its features. Bring in an expert in the software to help you set it up. That will save you time and make it more likely that you will start properly from the beginning. That will also save you time in the long run—from having to correct errors because you didn't understand how to use it most effectively.

Plan to bring in a trainer on a regular, recurring basis. At the beginning you are not prepared to learn all of the features. As you learn more, you will be ready to expand that knowledge. This is when the training is most needed. By having someone come in every quarter, you are sure to continue to expand your knowledge of the capabilities of the software. Likewise, having e-mail access to the trainer between sessions provides a ready reference for those quick questions you have.

Choosing and using software is a necessary part of any efficient operation. Especially in the nonprofit world, where people and money are scarce, you need to use the technology more effectively. Be sure you are using the right software! ♦

Basic Database Principles for Tracking People

By Jayne Cravens

Just as for-profit businesses gather and analyze data about current and potential customers, nonprofit agencies should track information about people too—volunteers, clients, potential supporters, current donors and event attendees. Tracking this information can help every component of an organization's outreach, from fund raising to volunteer recruitment. Regardless of your computer, staff or database resources and budget, there are basic things any group can do to build a good, valuable database to track people:

Limit the number of people who input, change or delete database information. This cuts down on duplicate records, data conflicts, etc. However, all staff members have a responsibility to provide names, address changes, etc. for the database.

Give some level of access to everyone on staff. While one person may be in charge of the database, everyone else should have at least limited access—looking up phone numbers, generating reports, etc.

A database should grow. Anyone who comes to a meeting or event, asks for information, is sent material about your organization or company should be put on the database. Those people are the best audience to approach in the future about volunteering, donating, attending an event, etc., because they've voiced an interest in your organization already.

Develop systems that everyone will use to capture information for the database, and make sure this information is inputted in a timely manner. A good rule is that new information is entered in the database no later than 48 hours after it was received.

Decide what information needs to be tracked in order to know what database fields to create. The first step is to find out what each staff member wants to do with the database. A good computerized database should allow you to sort and view information in a variety of ways. For instance, various staff members might want to generate:

- an alphabetical list of education representatives who attended your annual fundraiser;
- personalized letters to donors who have contributed more than \$100;
- a sheet of mailing labels for a particular city or county, sorted by zip code;
- a list of volunteers available on a specific day or time.

A good database allows you to sort and view information in a variety of ways.

Keep design ownership in-house. The person who is going to use the database most (input information, run reports for other staff, etc.) should be directly involved in the design of your database or the selection of a customized database. That person may be the receptionist rather than the systems administrator. If you must use an outside consultant, make sure that person trains at least two staff members in how to alter the database design and structure as needed, so that you are not completely reliant on the consultant. Or make sure the staff who will use the

database are directly involved in the purchase of a specialized package.

Have security passwords for different levels of use (one for inputting information, one for designing screens, one for viewing confidential information, etc.). This ensures confidentiality as needed, and prevents staff who don't know how to use the system from making an unintentional mistake everyone will regret later.

Backup the database at least twice a week. Keep these backup copies in a safe place. Some companies buy fire-proof safes to store copies; others store the backups at a different location. You should also set criteria for when to destroy or reuse these copies.

In most cases, don't remove someone from your database, even at his or her request. Instead create a category listing people who do not want to be contacted. Why? What if that person is removed, and later, a board member asks if that person, who is a friend, is on the database. You say no and put the person back—and get an angry call later from that person asking why you contacted him or her when that person specifically asked you not to. However, you should regularly search for and remove duplicate records from your database, as well as people who have moved outside of your targeted area, are deceased or have had an incorrect address in your system for a year or more.

The most important component in a good database system is people who understand the importance of gathering information and of thinking proactively and who are dedicated to keeping the information up-to-date. More information about databases can be found at www.coyotecom.com/database/. ♦

Virtual Conferencing

By Jeanette Cates

Video conferencing systems have been around for 30 years. But only recently has the technology become available and affordable enough that we can all use it.

There are several components to an internet-based conference. Depending on the software you are using and the speed of your connection, you'll have access to text chats, shared whiteboard space, shared software applications and live audio and video. Each of these components has hardware or software associated with it.

What You Need

You need to have your hardware in place before you start the conference. If you plan to use video conferencing, you'll need a video camera and a video digitizing board at each location. The digitizing board takes the analog signal from the camera and translates it into a digital signal that the computer can understand. You have two choices with a video digitizer. You can purchase a board that installs in your computer, then a video camera that plugs into the board. Or you can purchase a camera that has a built-in video digitizer. These special cameras are generally less than \$100 and plug into your serial, parallel or USB port. If you prefer to install the board, you can use any type of video camera, although those designed for computers are easier to handle.

For the audio portion of the conference you need a microphone and speakers, as well as a sound card. Your sound card should be full-duplex so that it can process incoming and outgoing sound at the same time. (You probably already have this if you have a computer that is less than two years old or one with "video-gaming" capa-

bilities.) The microphone and speakers can be as simple or as complex as you like. Keep in mind that the human voice doesn't need to be stereo, so simple—and inexpensive—is fine. If you plan to have a group of people gathered around a microphone at one of the locations, you'll want an omnidirectional microphone; otherwise a unidirectional mike will be fine.

The final piece is the software. There are numerous free and inexpensive software packages for conferencing. Like any other software, it's best if you list what you are looking for, then choose the software. For example, one of the most popular packages only lets you talk with one other person at a time, even though up to eight people can have a text chat or share documents on the whiteboard. Another lets you see and converse with up to eight people simultaneously, but it's not as widely used in a business setting. Remember that simpler is usually easier. So start with a basic package like NetMeeting, which is free and has lots of support available, and increase your capabilities only when you need to.

What to expect

If you're looking for television quality video, you'll be disappointed. Because of the different types of line speeds, video conferencing can be disconcerting when you first begin. To maximize the video, keep your movements on camera to a minimum. Put a plain background behind you with no movement. Reduce the size of your video window to increase the quality of the video.

The audio will be good enough for a conversation. Use the text to post questions to the group or to have side

conversations that would clutter the audio.

As at any meeting, you'll want to assign someone to take notes and indicate action items. Likewise, prepare any visuals you plan to show on the shared whiteboard.

Word to the wise: The use of Internet-based conferences will increase—for meetings, short presentations, training and to archive conference presentations for later viewing. The sooner you become involved with the new wave of virtual conferencing, the easier it will be to remain in the lead. ♦

Take a Look

Here are some general information URLs for virtual conferencing:

- Meeting by Wire, www.meetingbywire.com/, gives tips and ideas on distance meetings and conferences.

- NetMeeting, www.microsoft.com/windows/netmeeting/ (Windows only software) for information about online video conferencing with commonly available free software.

- To see a movie of people using NetMeeting: www.zdnet.com/zdtd/callforhelp/projects/story/0,3650,2156481,00.html.

- IQuick guide to Net Meeting, <http://netconference.about.com/internet/netconference/library/weekly/aa081699.htm>.

- CU-SeeMe (Windows or Macintosh), www.cuseemeworld.com/; free trial, full price: \$69.

- IVisit (Windows or Macintosh), www.िवisit.com/; Video chat software for multiple users, free.

Communicating Online

By Jayne Cravens

Volunteer managers are using the Internet more and more to work with volunteers and potential volunteers, and they are experiencing a variety of online communicators. In order to communicate effectively via e-mail, it is necessary to pay attention to the dynamics of online culture.

Some write e-mails exactly as they talk, using punctuation and "smileys" to show emotion or expression. Some write formally. Some write short and to the point. Some write often.

Some interpret silence as approval, others as disapproval. Some e-mail you, and then call on the phone, as they aren't absolutely certain of Internet technology. Some write e-mails littered with punctuation, spelling and sentence structure errors, but are very articulate on the telephone or in person.

Seeking Nominations for the 2000 Awards for Excellence in Corporate Community Service

The Awards for Excellence honor companies that demonstrate exceptional commitment to community service and support employee volunteer programs that target serious social problems.

The 2000 nomination forms for the Awards for Excellence in Corporate Community Service are due on August 1, 2000 and are available on our website at <http://www.pointsoflight.org>, by e-mail at awards@pointsoflight.org, by fax on request at 1-888-229-3460 or by calling the Recognition Hotline at (202) 729-8184.

Some are not completely aware of all of the functions on their e-mail software (setting line length, type size, having a signature, setting the default to reply to the sender rather than everyone, etc.) Some are "documentors," and some are "snippers": Some feel it is necessary to keep the full reply even if it is the sixth message passed. Others like to respond in a concise manner, so much so that it can be hard to figure out what they are responding or referring to which may not be a culture difference, as much as a difference in e-mail systems or the person's technical know how.

Whether using e-mail, a bulletin board or a chat room, communicating in a text-only format can be a challenge. Written online exchanges can't tell us everything about a person, and can even be unintentionally misleading. Sometimes, you have to interpret people's written communication and even assist them in being more clear and effective online.

Working Together Online, (www.web.net), offers some of the best advice regarding communicating with volunteers—or anyone—online: "Never make assumptions about what you are reading. Learn to move slowly in what feels like a very fast medium."

A great way to learn the nuances of communicating with people online is to become a part of an online discussion group. You can start by joining an online group specifically for volunteer managers, such as CYBERVPM (www.cybervpm.com).

If you work with young people, you might consider joining a discussion group of a TV show that's popular with teens, and observe how youth

interact with each other via written communications. You can also join groups that interest you personally—one for a particular hobby, your favorite author, a sports team you follow or even a political issue.

Bookmarks

You can find online discussion groups for just about any subject you can think of at these Web sites:

- www.liszt.com
- www.lsoft.com/catalist.html
- www.tile.net
- www.neosoft.com/cgi-bin/paml_search/
- www.remarq.com
- www.dejanews.com

As you observe (or "lurk") on these groups, notice the variety of ways people relate to each other via written communications, the differences in communication styles among people of different age groups, professions or geographic areas. The more you read, the more comfortable you will become at your own abilities to communicate online.

The Virtual Volunteering Project (www.serviceleader.org/vv/) links to a variety of online resources to help volunteer managers learn about the dynamics of online culture, as well as how to facilitate online groups via e-mail or via live chat. This information shys away from "techy" talk and concentrates more on the human elements and language needed to successfully engage people online.

The site also links to many other resources on the subject of online culture, online facilitation and online volunteer management. ♦

Help Young people
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and Make a difference



Millions of students volunteer every day—improving communities and making America stronger. The President's Student Service Challenge is an opportunity for schools, colleges, and community organizations to recognize these young people for their outstanding service to the community.

The President's Student Service Challenge consists of two programs:

- President's Student Service Awards – Any youth, kindergarten through college, may receive an award for 100 hours of service to their community (50 hours for youth in K-8th grade).
- President's Student Service Scholarships – Two juniors or seniors from each high school in the country may receive a \$1,000 scholarship for outstanding service to their community.

For an application, visit
www.student-service-awards.org

For Awards info call:
302-622-9107

For scholarship info call:
888-275-5018

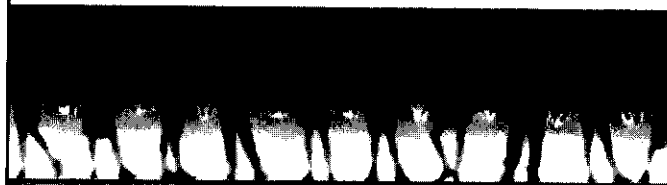
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Corporate Strategies

Research tells us that volunteer programs are managed more strategically than they were in 1992, yet managers are still asking how to gain senior management support for corporate volunteer programs. Let's bring this persistent but changing issue into focus with some data.

A 1999 survey, conducted by the Points of Light Foundation with support from Allstate Insurance, updating information from a 1992 survey showed a huge increase (81% vs. 31%) in the number of U.S. companies that use volunteering as part of an overall strategy to address critical business needs. The survey also recorded a significant increase (48% vs. 19%) in the number of companies that incorporate their volunteer programs into company-wide business planning.

While programs are managed more strategically now than in 1992, program managers report that there is less support from top management. Time seems to be one overriding factor. According to the U.S. Department of Labor, Americans work longer than any other industrialized nation—an annual average of 70 hours more than the Japanese and five to six weeks more than the Germans.

Despite increased workloads, there are some approaches for management support that are working. Let's look at four different cases. One company set its strategic direction with input from business area leaders; one built on its legacy of leadership giving; one has a strategy of strong communications with senior management; and finally, one company whose leader is

setting the pace for employee and parental involvement in schools.

Sallie Mae

Headquartered in Reston, Va., Sallie Mae, Inc. is the nation's leading provider of education loans.

Kristen Piersol, program manager, Sallie Mae Trust for Education, reports tremendous commitment, support and engagement from mid- and senior management. The key at Sallie Mae is the engagement of people from all company levels in decision making whether the decisions are setting strategic direction, serving as resources for information on business issues or planning and managing the projects.

The strategic direction for the program is set by Sallie Mae Volunteer Leadership Council (SMVLC), consisting of a vertical mix of employee members from throughout Sallie Mae representing various business divisions. The council also recommends policy and provides leadership to companywide programs and events.

In 1999, the SMVLC held a day and a half training and orientation for employee volunteer committee leaders from around the country—people responsible for volunteer projects at their sites. The orientation began with a panel of business leaders from Marketing, Sales, Human Resources, Government Relations, New Business and the Sallie Mae Trust for Education. The business leaders were asked to brief the employees on what they saw as the most important business issues and discuss the challenges and growth areas for their depart-

ments. This information was a major consideration guiding the SMVLC when it set the volunteer program's strategic direction and identified goals.

Building on the dialogue with business leaders, Sallie Mae's next step will be to develop more volunteer opportunities with colleges and universities.

According to Piersol, this process of engaging business area leaders in dialogue reinforces key messages that employees want to volunteer and that volunteering will be of value to the company—even though its first value is to the community. The face-to-face dialogue is a powerful means to communicate the employees' commitment to volunteering and to strengthen management's perception of volunteering as an important element at Sallie Mae.

Nordson Corp.

Headquartered in Westlake, Ohio, Nordson designs, manufactures and markets automated systems that apply adhesives, sealants and coatings to a broad range of products.

Each year, Nordson, as part of its company charter, sets aside 5% of its domestic pretax earnings for corporate giving. According to Constance Haqq, executive director, Nordson Corporation Foundation, this legacy of philanthropy is their basis for a culture of giving and volunteering.

This legacy was leveraged when Nordson began its formal volunteer program and built its first Habitat for Humanity house in Atlanta. Haqq said they wanted to recruit just Nordson employees and their families for this project. With an employee

How to Boost Management Support for Volunteering

By Mary Galligan Mathieu

base of 500, they recruited 200 people to build the house in eight Saturdays. The CEO and senior management took a day to build with the employees.

When asked how Nordson persuades the acquired companies to volunteer, Haqq gave two examples, one of an acquired company with a history of giving and community involvement and one without.

Employees from the company with the history of giving and community involvement were excited to receive corporate support for their projects. They asked for advice on more strategic giving and enthusiastically began their planning.

At the company without a history of involvement, Haqq took factory workers and senior managers on a bus tour of nonprofit agencies and the neighborhoods they serve. The result: they targeted their contributions and sent out requests for proposals to local nonprofit organizations to dis-

tribute \$25,000 among five agencies. The checks were presented at an all-employee meeting where the nonprofit representatives said what they would do with the grant. This face-to-face communication inspired employees and senior management. Nordson saw an increase in requests for matching funds, people joining boards and volunteering.

Albemarle Corp.

Albemarle is a global supplier of specialty and fine chemicals based in Baton Rouge, La.

Leigh Harris, senior external affairs representative, says that Albemarle's community involvement has enjoyed senior management support for years. However, there will always be organizational change, transfers, promotions and retirements so it is wise to cultivate relationships throughout the company, especially with senior management.

Working with Volunteer Baton

Rouge, Albemarle gathered information for program planning and management by interviewing company executives and conducting a focus group of employee volunteer leaders. Executives were asked their perspectives of the appropriate role for Albemarle in the community and the most important issues for the company to address through volunteering and philanthropy. The Volunteer Center also asked the executives what desired outcomes they would like to see.

Information from the focus group led to the formation of a formal decision-making volunteer council. Council members also serve as internal ambassadors reporting success throughout the company and talking directly with their vice presidents.

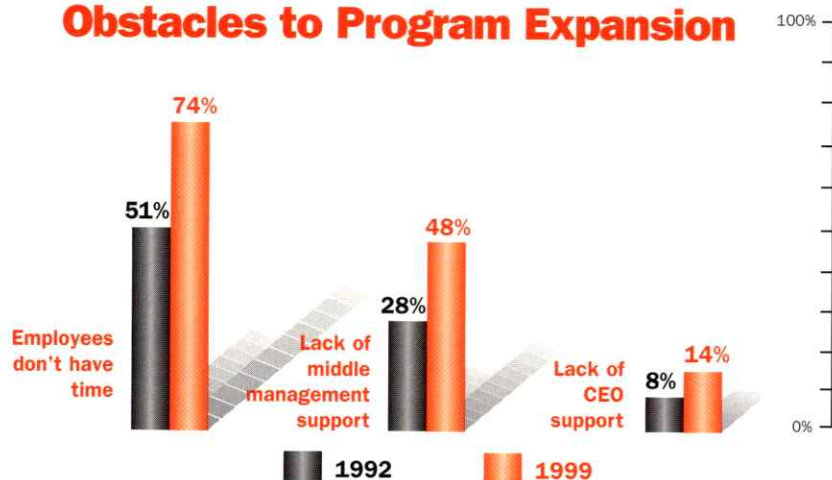
Hemmings Motor News

Hemmings Motor News, Bennington, Vt. is the publisher of the world's largest antique, classic, vintage car publication. The company offers its 150 employees an "education participation benefit" of two paid days a year to volunteer in schools. In addition, employees mentor one hour a week at a nearby elementary school.

Terry Ehrich, publisher and editor-in chief, wants to encourage people to volunteer in schools beyond the two days. So the company established the First Day of School Holiday, giving employees time off to attend the first day of school with their children. Ehrich believes that parents who attend the opening of school are more likely to become involved year round. "I'm a business man looking

(continued on page 38)

Obstacles to Program Expansion



Source: The Points of Light Foundation. Conference Board

Peacemakers

If this were a story in Dr. Francelia Butler's children's literature curriculum, it might be called "The Children and the Magic Seeds." Or maybe "Francelia and the Peace Stalk." Her decision to create a program to engage children in the quest for peace grew out of her own war experiences. Her husband died from the after-effects of poison mustard gas exposure. A reporter for the International Herald Tribune and late in pregnancy, she fled for her life when the Nazis invaded Paris.

Many years later while teaching at the University of Connecticut in Storrs, Butler initiated an annual all-day "Peace Games" festival at which children could share their visions of peace. Adults failed at peace, she said, so let's give kids a chance. Because children learn best by playing, she thought, integrating concepts like fairness and cooperation through old standbys such as tag and jump rope. And so she devised games to help teach inner peace and a concern for social justice.

Eric Dawson, executive director of Peace Games, which has since become an independent nonprofit serving four elementary schools in Somerville, Mass., remembers Butler fondly. She was "irreverant" and inspiring, he says, loved children's books and Elvis Presley, and founded a prestigious literary journal. She knew the Pope. And she barely escaped with her life when a bomb exploded on the back of that train she was taking in 1940. "That was Francelia," Dawson says with a chuckle. He still has a small ceramic dish painted with cherry blossoms, a

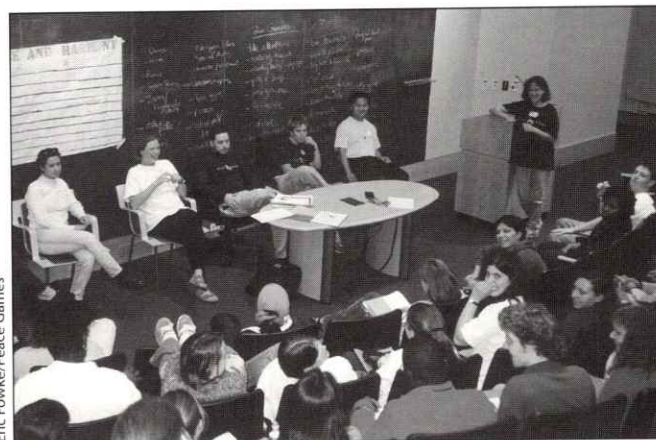
gift from Butler, who'd been handed the piece on the way out of town in 1940 by a merchant who didn't want the Nazis to get it.

Butler died in 1998, but the program lives on through the people she taught—1,500 trainers to date—and the curriculum she infused with her spirit. Today more than 3,500 children are in the program, with Peace Games scheduled to begin in Los Angeles in the fall.

Part of the Solution

Peace Games works because it treats children as problem solvers, not problems, says Dawson. Anger management is discussed, but the emphasis is on confidence building and community awareness and empathy. Public relations coordinator Julie Lacouture, a Vista volunteer who also teaches a class, says she was amazed at how hard the first weeks of teaching are because you have to improvise. But it's that very dynamic nature of the program that makes it fun, she says. Children also undertake service projects as varied as their imaginations can conjure throughout their Peace Games years.

Dawson met Butler when she'd just brought her program to Harvard's Philips Brooks House Association in 1992, where she used student volunteers to create the



New Peace Games volunteers and staff at the end of fall training

school-based program that exists today. Dawson says he was transformed by Peace Games, comparing his growth while shepherding Peace Games through its many stages, to what a parent must experience having and raising a child: "You can't remember what is what like before." He says a fair and open culture permeates the program, with systems for keeping the communication clear and the teaching rich and "experiential."

Although the program has a written curriculum and "add-ins" for regular teachers in language arts, history and other classes, no two sessions are ever exactly the same. Classes are shaped by the volunteers as well as what the children themselves bring into the work. A newsletter goes home with the children for at-home reinforcement.

Peace Games requires a yearlong commitment from volunteers—beginning with a day of training supplemented with intermittent reinforcement training and frequent meetings. Teams of two to three mentors work with one class all year,

Volunteers Help Kids Avoid Violence

By Cathleen O'Connor Schoultz

Eric Fowke/Peace Games



Peace Games AmeriCorps members and students talk about cooperation after playing "Pass the Hoop."

requiring about a five-hour weekly commitment. The program uses an online application which requests specific day-to-day availability, so that the somewhat complicated master schedule can be prepared with a minimum of hassle. Because the program is fluid and picks up flavor from the volunteers themselves, the application allows as much space as volunteers want to take for noting actual teaching experience or other details they judge to be relevant.

No Child Is an Island

Scores of other anti-violence programs are out there, too, with new ones cropping up every day, run by cities, states, churches businesses, nonprofits and partnerships. This reflects a growing concern over violence among children and in the schools in particular.

Although by most measures, violence seems to be decreasing, anxiety continues to skyrocket, partly because "at risk" populations aren't so easily defined anymore. The Columbine and other school-related tragedies

didn't feature the expected scenarios of poverty and physical neglect.

Ann Kulig, a marriage and family therapist and school counselor at St. Ferdinand's Elementary in Chicago, agrees with many experts today that children are at risk of growing up poor in val-

ues and lacking empathy, without the right foundation for a happy, meaningful life. She believes that psychiatrist author Robert Coles is on target in his many writings on the subject. "I think in this culture it's hard to be a kid," she adds. "They're in such a hurry to look a certain way, have a boyfriend or girlfriend. ... I think we are promoting that, consciously or unconsciously."

Three years ago, St. Ferdinand's began an eight-grade advisory, a weekly program intended to teach children healthy group interaction and to provide a safe environment for discussing issues such as group acceptance and belonging, identity, skill building and preparing for life after grade school.

The school also encourages service projects, which Kulig sees as a tremendous help in teaching kids maturity, self-esteem and social awareness. St. Ferdinand's also has a peer mediation program, which is seen as a way of both nurturing and being nurtured and doing the work of understanding one's thinking.

Principal Paul T. Busceni says being tapped for a peer mediation role can be a very enlarging experience for a child, and that adults and peers alike may be surprised at the strengths that various kids bring to the process.

Experts Advice

"Never underestimate the effect you might be having," Ann Kulig always tells the mentors she's training. "It's impossible to know which thing we do will work for which" ➔

Reading List

Here are some recommended books on preventing childhood violence:

- *Childhood Bullying and Teasing: What School Personnel, Other Professionals and Parents Can Do*, by Dorothea M. Ross, American Counseling Assoc., 1996; ISBN 1556201575.

- *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8*, by Allan L. Beane, Free Spirit, 1999; ISBN 1575420546.

- *Stress Can Really Get on Your Nerves*, by Trevor Romain, Free Spirit, 2000; ISBN 1575420783; (Reading Level: Young Adult).

- *Cliques, Phonies & Other Baloney*, by Trevor Romain, Free Spirit, 1998; ISBN 1575420457; (Ages 9 to 12).

- *What Do You Think? A Kid's Guide To Dealing with Daily Dilemmas*, by Linda Schwarz and Beverly Armstrong, Learning Works, 1993; ISBN 0881602248; (Ages 9 to 12).

child." Kulig sites the small practice of having every child write something nice about each of his or her group mates at the end of the year. She compiles a list for each child to keep of what others appreciated about him or her. One boy came back a year after the program ended, she said, and pulled the sheet out of a wallet. Simple comments, like "He made me laugh" or "He was a good listener," mean a lot, she says.

"For any program to be truly effective for kids at risk of getting into bad behavior, we need to focus on the four 'domains' of a child's life, including self, school, family and community," says Tim Center, Director of the Office for Prevention and Intervention at the Florida Department of Juvenile Justice. "The more domains you hit, the better."

Research has shown the Big Brothers and Big Sisters program is one of the most effective in the country. "You've put a positive, caring adult role model with a child," says

Center, "working with the child a minimum of three hours a week in a variety of settings."

The Florida Department of Juvenile Justice Web site is an excellent source of information on violence prevention programs involving volunteers, including a special program for girls. During the last quarter of 1999, more than 7,000 Floridians—4,125 of them kids—donated more than 60,000 volunteer hours to violence prevention programs in their state. The U.S. Department of Justice also offers a wealth of objective and useful information, according to Center, as well as the Center for the Study and Prevention of Violence (CSVP) at the University of Colorado in Boulder. CSVP offers up-to-date advisories in many areas and features "Blueprint Programs," the most effective in the nation to date, according to a variety of measurements. ♦

Cathleen O'Connor Schoultz is a freelance writer in Arlington, Va.

Want to Know More?

Abundant resources are available—books, tapes, training firms, Web sites. A sampling:

● Eric Dawson or Julie Lacouture, Peace Games, 249 Elm St., Somerville, MA 02144; 617-628-5555; www.peacegames.org

● Tim Center, Director of Prevention and Intervention, Department of Juvenile Justice, 2737 Centerview Drive, Tallahassee, FL 32399-3100; www.djj.state.fl.us

● Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442; 303-492-8465; www.Colorado.edu

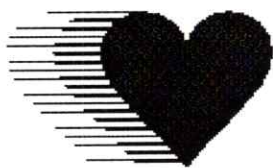
● Ann Kulig, In Service Inc., Chicago, IL; 847-375-6844; ann@inservice.com; www.inservice.com

● Catholic Archdiocese of Chicago and its "having faith in education" approach, www.archdiocese-chgo.org

● U.S. Department of Justice Kids Page, www.usdoj.gov/kidspage

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The Daily Points of Light Awards

January 2000

January 3. Take Stock In Children Mentors, Ocala, Fla., provides college scholarships, mentors to at-risk youth.

January 4. Kid Channel Project C.L.E.A.N., Fulton, Kan., provides a place for children to surf the Internet safely, become computer literate and environmentally aware.

January 5. Nancy and Richard Jeppesen, Sanford, Fla., founded the nonprofit Jeppesen VisionQuest, which provides free eye exams and glasses to disadvantaged children.

January 6. Richard Orr, Williamsburg, Va., implemented mentoring program for criminal corrections program, Colonial Community Corrections.

January 7. Kurt Keller, Alexandria, Ky., helps 80-plus low-income families fix and purchase homes through Working In Neighborhoods.

January 10. Ilana Rachel Gildenblatt, Cincinnati, Ohio, developed the annual MITZVAH-THON to raise money for Cincinnati Dreams Come True, which supports very ill children.

January 11. Patricia Henderson, Cincinnati, Ohio, runs Opportunity Closet, a program of the FreeStore

FoodBank, providing food and help to help people in need increase their self-reliance.

January 12. School to Work, a program of Goodwill Industries, Denver, Colo., provides mentors to help at-risk students transition from school to work or post-secondary education.

January 13. The Dance Institute of Washington, D.C., builds discipline and a drive for excellence in at-risk youth through dance training.

January 14. Pat Dozer, Lexington, S.C., co-founded the Sue Kuhlen Camp for Kids, Inc., for children living with HIV/AIDS.

January 17. Robert Nickels, Macon, Ga., organized the Bibb County Chapter of Rolling Reader, which encourages a love for reading and improved skills.

January 18. U.S. Strategic Command Personal Excellence Partnership Program, Offutt AFB, Neb., promotes self-worth among students through tutoring and job skills development.

January 19. Dartmouth Partners in Community Service, Fairbanks, N.H., places Dartmouth College students as volunteers in schools, environmental agencies, homeless shelters and child welfare agencies.

January 20. Rev. Msgr. Ralph Kuehner, Laurel, Md., helps homeless, low-income seniors, renters, first-time homebuyers and prison inmates.

January 21. Donna DePamphilis, Waldorf, Md., is a volunteer coach and committee member for Special Olympics of Charles County.

January 24. Tobacco Prevention

About the Award

Nominations for the Daily Points of Light Awards will be accepted throughout the year, but selections will be made on a quarterly basis with deadlines of Feb. 15, May 1, Aug. 1 and Nov. 1.

Complete listings of the award winners are on the Foundation's Internet Web site: www.pointsoflight.org.

Nomination forms are available on-line or by calling the Points of Light Foundation, 202-729-3127. You may also nominate by letter, which must include a telephone number. Letters should be sent to The Daily Points of Light Awards Program, 1400 I St. NW, Suite 800, Washington, DC 20005.

The Daily Points of Light Awards program is cosponsored by the Points of Light Foundation, the Corporation for National Service and the Knights of Columbus, with the Knights providing the funding.

Peer Educator Trainers, Flagstaff, Ariz., provides tobacco education and prevention services; goal: to cut tobacco use among teens, pregnant women.

January 25. Kathryn Murdock, Stamford, Conn., helped establish program that connects inner-city kids with computers.

January 26. Alan Ofsevit, Baltimore, Md., owns a network-software consulting firm and donates time as a consultant to the South Baltimore Learning Center.

January 27. Madison House



School to Work, January 12 winner

Migrant Aid Program, Charlottesville, Va., coordinates the weekly volunteer efforts of University of Virginia students in the migrant farms.

January 28. Dennis Hughes, Essex Center, Vt., is a resident coordinator of a health clinic for homeless, runaway and at-risk youth.

January 31. Girl Scout Troop #1302, Floyds Knobs, Ind., visits nursing homes, hosts parties for homeless children.

February 2000

February 1. Barbara Mestler, Henrietta, N.Y., volunteers with Compeer Program, which provides support for psychiatric patients.

February 2. James Kurz, Troy, Mich., has volunteered for 30 years and now works at River of Life on river and lake cleanup.

February 3. Maurine Roller, Alliance, Neb., teaches job seeking, retention, and life management skills to undereducated adults.

February 4. John Endres, Park Ridge, Ill., volunteers with Women In Need Growing Stronger, a transitional home for homeless women.

February 7. Shadow Buddies, LLC, Olathe, Kan., provides buddies for children with catastrophic and terminal illnesses.

February 8. Cathy Robinson, Moore Haven, Fla., has dedicated her life to HIV and AIDS education.

February 9. Families of SMA



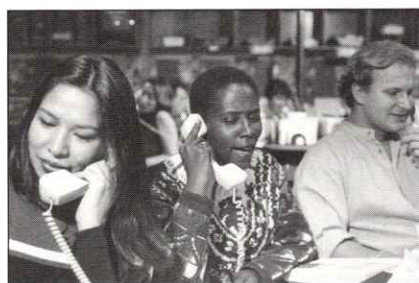
Shadow Buddies, February 7 winner

(Spinal Muscular Atrophy), Libertyville, Ill., funds research, provides patients and families with support, sponsors conferences.

February 10. Community Bridges, Silver Spring, Md., uses its multicultural community to empower girls from low-income families.

February 11. Karen Tarney, Milwaukee, Wis., helped form Citizens Against Drug Impaired Drivers to reduce injuries and deaths resulting from use of products that impair driving.

February 14. West St. Paul Neighborhood Association Program, West St. Paul, Minn., is a group of 11 volunteer neighborhood associations that works with the city



All Stars Project, February 28 winner

to revitalize the community.

February 15. Corporate Champions for Children, Fort Worth, Texas, is a coalition of companies and organizations that advocate quality child care.

February 16. WUSL (Power 99 FM), Philadelphia, started an anti-violence campaign that aids victims and gives scholarships for student essays on violence prevention.

February 17. Lawyers for Children, Kansas City, Mo., urges the legal community to help children who witness domestic violence.

February 18. Rev. Robert Lawrence, Fall River, Mass., founded Guns for Groceries to get guns off

the street.

February 21. Courtney Thomas, Cumberland, Md., founded Character Kids!, which teaches character through mentoring.

February 22. John McConnell, Grand Junction, Colo., founded Science in the Hands of Kids, inspiring appreciation of science and math.



February 23.

Lynne Klein, Petaluma, Calif., started a traveling exhibit of children's art and writing about

other cultures and the Children's AIDS Quilt of Hope.

February 24. Area Churches Together Serving, Aiken, S.C., unites 60 churches to serve those in need with temporary housing and emergency needs.

February 25. Turning Points—A Mentoring Program for Youth, Apple Valley, Calif., matches adults with a child at Yucca Loma School.

February 28. All Stars Project, Inc., New York, N.Y., sponsors one of the city's largest and most successful inner-city youth programs.

February 29. Tutors of the Queens Borough Public Library, Jamaica, N.Y., operates a literacy program that helps adults who read below the 5th-grade level or who want to improve their English.

March 2000

March 1. Kathy Roberts, Medford, N.J., volunteers full-time with the AIDS Coalition of Southern New Jersey.

March 2. YO ACAP, Philadelphia, Pa., an AIDS organization, provides street outreach through workshops, drama, HIV testing, support groups in area high schools, prevention case management services.

March 3. Jerry and Elsie Weyrauch, Marietta, Ga., founded Suicide Prevention Advocacy Network to help survivors of suicide and fund research.

March 6. Peter Samples, Williamstown, Ky., founded Kentucky Multi-County Task Forces on Child Abuse, Inc., providing education to prevent child abuse.

March 7. Dr. Ralph H. Poteet High School, Mesquite, Texas, founded Poteet Attempting To Help, which holds drives for canned food, school supplies and books.

March 8. Tallahassee 25, Tallahassee, Fla., started as 25 young professionals who helped fund a Little League for underprivileged youth.

March 9. Youth Hall of Fame, Seattle, celebrates and recognizes young people making a difference at home, in school and community.

March 10. Joshua Spaulding, Tully, N.Y., poster child for American Red Cross Blood Services, encourages donors by conducting newspaper, TV interviews.

March 13. Volunteer Talent Center, Louisville, Ky., works to improve academic, social skills of low-income Jefferson County students.

March 14. Donald Middleton, Bay City, Mich., and his wife have served as foster parents longer than anyone in Bay County.

March 15. Ecumenical Ministries of Oregon's Parent Mentor Program, Portland, offers mothers opportunities to learn about how to lead healthy families.

March 16. Henry Murkins, Keyport, Wash., introduced the state's first Drug Education for Youth program, with summer camp, year-round mentoring and field trips.

March 17. Teen Action Program,

Santa Fe, N.M., is a student-led program that encourages students, parents, faculty and administrators to make commitments to service.

March 20. Assistive Technology Program, Lowell, Mass., enlists college students to develop equipment to improve life for people with disabilities.

March 21. Steve Duvall, Lincoln, Neb., serves on the board of the Lincoln Action Program, which helps low-income citizens gain self-sufficiency.

March 22. Janet Wilson, Dublin, Va., volunteers with the Women's Resource Center, aiding victims of domestic violence and sexual assault.

March 23. 22nd Supply Squadron, McConnell AFB, Kansas, pioneered a tutoring program for Bostic Elementary School students.

March 24. Faith, Inc., Grand Rapids, Mich., provides jobs, work skills and training to help people secure economic independence.

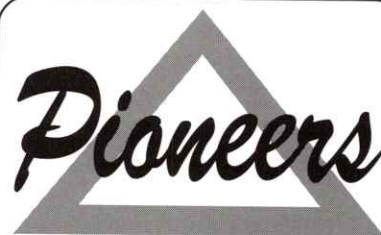
March 27. San Antonio Fighting Back's Management Board of Directors, San Antonio, Texas, created a network of volunteers, neighborhoods and service providers to help children and families.

March 28. Neighborhood Justice Center School Peer Mediation Program, Las Vegas, Nev., teaches students mediation and conflict resolution skills to reduce neighborhood violence and crime.

March 29. Joe Gamble, Sylmar, Calif., founded the Sons of Abraham Mentor Program, which provides mentoring, teaching and extracurricular activities for young men, 7 to 17.

March 30. Jeff Sykes, Kent, Wash., visits and develops relationships with disabled and mentally ill youth.

March 31. Friends for Survival, Inc., Sacramento, Calif., is an outreach program for suicide survivors and professionals who work with them. ♦



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The 800,000 members of the Telephone Pioneers of America contribute approximately 20 million volunteer hours each year in the areas of education, health and human services, life enrichment, disability betterment, disaster relief and the environment.

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A FAMILY MATTERS Partner

Designing a Service, Learning a Program

By Marilyn Swierck

Using the acronym PARCA is an easy way to remember the five main steps of service learning—preparation, action, reflection, assessment and celebration. Leaving out or cutting a step short can often mean the difference between the success and failure of your work.

Preparation

Readiness. Attempting to engage in service learning without laying the groundwork in the community can be the kiss of death for an initiative. Potential partners who may be interested in working with the school need to be identified. An advisory board (15 people maximum) of stakeholders—parents, students, teachers and administrators and intended partners such as civic groups, businesses, nonprofits, etc.—is a wise idea. Teachers need to be shown that service learning is not an “add on” but can be integrated into any subject area or it can be a separate class. It can be an individual student’s independent study or a group, class, school or community project. And it is an effective vehicle for interdisciplinary or club work.

Students need to complete self-assessments. They must understand their own needs, feelings and work styles in order to work together and relate to the needs of others. Self-report tests and activities in communication and team-building help students gain self-awareness.

Community Needs Assessment. Students can investigate community needs through questionnaires and surveys, media research or brainstorming. This will usually lead to a partnership with one or more local

agencies who need assistance with a particular issue or population. A formal partnership should be developed between the school and various agencies at this time to provide information on participant rights, advocacy issues, orientation/training and observation opportunities necessary for work with a particular agency. Having the students study the group or issue they are to work with makes the service-learning experience more meaningful. To work with the visually impaired, for example, students must become familiar with the social, emotional, physical, mental, ethical, legal and safety issues confronting this population, as well as applicable licensing laws and regulations.

During the community needs assessment phase, students should become familiar with partner contact information, directions, hours of operation, population served and their major needs and issues, volunteer requirements, scheduling parameters and career opportunities. All this information should be recorded in templates—one for every agency. The templates are filed in numerical order in the “Preparation and Training” section of their portfolios. (See *Portfolio Pointers*.)

Planning. The next step is to have students use critical thinking skills to determine the needs they wish to address, the types of activities best suited to address these needs and the available resources. It is essential that students be a part of the planning process to gain ownership in the projects or activities. Working with the community partner ensures the congruence of goals and objectives of the school and the partner.

Program Management. Once the

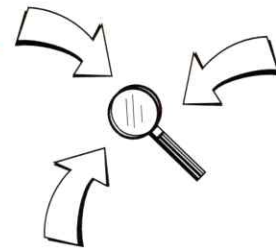
activities are chosen, a system must be put in place to determine how the program will be managed. Typical questions will arise: What will be done? What are the desired outcomes? How does the activity relate to what is being taught? What are the responsibilities of the school and the partners? What is the timeline? Where will it be done? Has parental permission been obtained? Is transportation required? Who will provide it? What insurance issues need to be addressed? What supplies and materials are required and who will provide them? Will necessary training be provided? Will additional funding sources be required? What activities might be planned for the future as a result of this project?

It is particularly important to investigate insurance, liability and transportation issues when students work at sites off the school campus. The school’s legal department should review the wording of any written permission form you prepare for students. Requiring a notarized parental signature also strengthens such a document. If students are driving, be sure vehicles are insured and that you have photocopies of their insurance forms.

Action

If given the opportunity, students will surprise everyone—especially themselves—by the exciting things they can do. Even those labeled “at risk” seem to come alive in the right situation. There are three ways to engage in service learning:

- Direct action with a particular population is the ideal. Students develop skills in applied learning situations such as internships, demonstrations through student



organization events and other classroom activities. For example, students might assist with the recreational activities in a nursing home, thereby demonstrating their understanding of the rules, regulations, policies and technology affecting the home, its clients and their families. Students also would learn to work collaboratively with other students, support staff, the residents and their families. Students must be monitored closely with the help of field-site personnel.

- Indirect action is appropriate when it is not possible to bring the students in contact with those they wish to help. One example would be for students to create educational games for children with special needs. This would help educate the students about the needs and capabilities of this population. In another situation students might create an informational booklet on health-care services in the community. Booklets could then be reproduced for distribution throughout the community. Partners can contribute in-house facilities or financial resources for printing.

- Advocacy is a third type of action. For example, a student might research an issue, such as substance abuse. Using what they have learned they could prepare presentations to legislators and civic groups. Another

example: After hearing a presentation on the importance of the early years in the formation of the brain, students might become advocates for quality nurturing. Childcare dos and don'ts might be illustrated through role-playing or puppet shows. Teachers should keep activity records in their grade books in order to document each student's hours of service.

Reflection

In this step, students think about the work they have done, what it means to them, how it made them feel, how they applied classroom skills, how it might help them in making a career decision and what new skills have been learned. Journals, essays, displays, presenta-

tions and skits are some effective reflection tools. Oral discussions also help to deepen the meaning of the service experience. Reflection should be required after all activities and documented in students' portfolios.

Students work should be evaluated throughout the program (formative) and at the completion of the work (summative). A national set of measurement standards developed by the Alliance for Service Learning in Educational Reform (ASLER Standards) is useful. The effectiveness of existing community partnerships also should be evaluated. It is also good experience for students to work with teachers on this process.

Teacher, field-site, peer and self-
(continued on page 31)

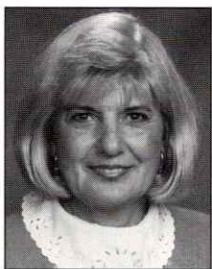
Portfolio Pointers

Portfolios detailing the PARCA steps are useful. For teachers, individual portfolios can help answer the question "How do I grade service learning?" For students, portfolios are useful in college and job interviews. How to get started:

- Divide the portfolio into sections: Preparation, Action, Reflection, Celebration and Assessment.
- Have a table of contents at the beginning of each section and number each entry consecutively
- Have students work on the entries at home, submit them for grading and then place the graded work in the portfolios. Keep all portfolios in the classroom to prevent loss and wear-and-tear.

Suggested entries:

- Preparation—resumes, training records, field-site information including brochures or flyers, research papers, questionnaires, surveys and self assessments
- Action—activity plans, photos, videos, project samples and any other items which would illustrate the work completed
- Reflection—journal pages, reflection sheets, essays and anecdotes
- Celebration—certificates, thank-you notes, awards, proclamations, news clippings and videos
- Assessment—student, teacher and field-site evaluations, letters of recommendation, work reviews or performance appraisals



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Beyond Politics

Oak Ridge, Tenn., and Obninsk, Russia. Santa Rosa, Calif., and Cherkassy, Ukraine.

Geographic odd couples with absolutely nothing in common, right? Wrong. In fact, both pairs share a significant bond: They are linked through Sisters Cities International, a program that partners American cities with counterparts overseas to nurture global cooperation, cultural understanding and volunteer action.

The concept of “sister cities” developed shortly after World War II. Believing that personal relationships fostered at all levels of society could lessen the chances of another world war, President Dwight D. Eisenhower proposed a people-to-people program at a 1956 White House conference. The program was originally part of the National League of Cities, but became an independent nonprofit organization in 1967.

SCI aims to develop long-term partnerships between U.S. and foreign cities, counties and states. It has member cities in all 50 states and works closely with the U.S. Conference of Mayors, the federal government and the private sector. It is also one of the largest volunteer organizations in the world.

Most sister city relationships begin with exchanges of traditional “citizen diplomats”—student groups, chambers of commerce representatives and the like. But as the trust between the two cities develops, the exchanges encompass other members



Sister Cities International

Victoria Kuzmina holds 6-month old Maria Ptucha and talks with babushkas (grandmothers) in Kiev in April 1994.

of the community, including local government representatives, medical professionals, educators and social workers. Many sister cities have organized joint business ventures and technical projects, everything from building schools and ballparks to preserving historic artifacts. Others have joined forces to tackle important social issues, or to offer relief in the aftermath of natural disaster.

No More Secrets

At first glance, Oak Ridge, with its 22,000 residents nestled in the Cumberland Mountains of eastern Tenn., appears to be the type of American small town that boasts generations of history and local color. But in fact, Oak Ridge did not even exist until 1942.

That September, 60,000 acres in eastern Tennessee were selected for three facilities to be part of the

Manhattan Project, the national initiative ordered by President Franklin D. Roosevelt to build an atomic bomb. As many as 80,000 workers built the three plants and the community in which the plants' workers would live. In less than three years Oak Ridge grew into a town of 75,000 where the two atomic bombs that helped end World War II were produced.

Oak Ridge opened to the public in 1949, and today it is known around the world as a hub of scientific research and development.

Like Oak Ridge, Obninsk, Russia—a city of 110,000 about 60 miles southwest of Moscow—was a so-called “secret city” during the Cold War. These cities throughout the Soviet Union were completely closed to the outside world. The site of the first nuclear power station in the Soviet Union, Obninsk did not even appear on any maps until 1992.

Sister Cities Links Americans, Russians

By Roy DeLaMar

"Until just a few years ago, there were no private homes in Obninsk, just huge, government-owned apartment buildings," says Ken Luckmann, past president of the Oak Ridge Sister City Support Organization. "And Obninsk is not alone. Even today, there are other towns in that area of the world that are still behind fences and have gates with guards."

Today, both Obninsk and Oak Ridge are struggling due to the downsizing of the nuclear industry. "Organizations in both communities are working with the goal of privatization and breaking the reliance on government funding," says Luckmann, who is also a physician in private practice. "The people get a taste of democracy and then they want to get into the mainstream. We're helping them develop businesses with their underutilized resources, everything from computer technology to construction to bakeries. An Oak Ridge resident even helped set up the first travel agency in Obninsk."

The two cities formally came together in 1992, and since then, the residents of Oak Ridge have hosted many delegations from their Russian sister city. This summer, Obninsk teenagers will be coming to Tennessee for a taste of a truly American summer job, working at Dolly Parton's theme park, Dollywood. With their living expenses paid for, the young people will be able to earn a couple of thousand dollars over the summer.

"That's a huge boom for their economy," says Luckmann. "A thousand dollars is what you might make

in a year in Obninsk, if you have a really good job."

Women's Work

You might say that Catherine Held married into her relationship with Cherkassy, Ukraine. "Back in 1987, a group of teachers in our community, who knew my then-husband was of Ukrainian and Russian descent, approached us about starting a formal sister city relationship with some place called Cherkassy," recalls the Santa Rosa, Calif., resident. "I had never heard of it, but it turned

out he had a cousin in the Ukraine who lived in Cherkassy."

Santa Rosa residents hosted the first group of Ukrainian students and teachers in 1989, and that summer, the couple led a group of 22 on the first trip to Cherkassy, which is about three hours from Kiev. Held found her own niche in the program about six years ago when a group of local women went to Cherkassy to discuss issues faced by women in both countries. We had forums of 300 women discussing really important issues," says Held, coordinator of the

Nonprofits Gear Up

The Points of Light Foundation has joined forces with the Association of Junior Leagues International to convene a group of national organizations to serve on the U.S. steering committee for the International Year of Volunteers 2001.

"This is a coalition of nonprofit organizations with a real interest in volunteering," explains Norm Brown, chairman of the Points of Light Foundation's board of directors and co-chair of the committee. "We hope to highlight, along with the United Nations' efforts, how citizen participation can improve communities in the United States and around the world. While our work will focus on celebrating IYV 2001 in the U.S., we want to raise consciousness of the fact that people everywhere have a responsibility to solve their own problems."

Brown's co-chair on the steering committee is Clotilde Dedecker, president of AJLI. According to Brown, the committee includes representatives from the National Fraternal Congress, Independent Sector, several youth-serving organizations and corporations, including United Airlines.

The Sister Cities' partnerships in Obninsk, Russia, and Cherkassy, Ukraine, are examples of how the power of community service has reached and penetrated new regions of the world. IYV 2001 aims to foster and nurture and expand such efforts through raising the public awareness of community service worldwide. "The interest in volunteerism around the world is increasing, particularly in the new democracies," explains Brown, who is also president and CEO of Partners of the Americas. "Much of quality of life is determined by what we do ourselves, and right now, we're seeing a huge resurgence in volunteerism."

—Roy DeLaMar



women's program for the Santa Rosa Sister City Program.

"What really touched my heart was that we have the same concerns—marriage, divorce, children, the environment, the economy," she says. "And yet, their issues are so intense. We're concerned about the environment, but they're dealing with Chernobyl. We're concerned about our economy, but these women have husbands who are going to work in Siberia for six months at a time.

"In the U.S., domestic violence is considered a crime. Police receive special training; there are special courts, shelters and special services for children," she adds. "In Ukraine, police treat it as a family issue and women are very fearful. There is no such thing as a restraining order."

In March 1999, as part of the sister city program, the Santa Rosa chief of police and the dean of a local nurs-

Will You Help?

The year 2001 is the International Year of the Volunteer. *Volunteer Leadership* wants to know how your community, company or organization plans to participate in this global volunteering event. E-mail the editor at vleader@earthlink.net.

ing college visited Cherkassy to assess the severity of the domestic violence problem. They found that abuse has escalated since the collapse of the Soviet Union, due to economic instability, widespread alcohol abuse and deteriorating social systems. At the time, the concept of women's shelters was unheard of, despite the fact that 70% of all murders in Cherkassy were related to domestic violence.

"Their economy is in tatters," explains Held. "And because of the severe housing shortage, a divorced

couple might have no choice but to live in the same home, and the woman may be forced to deal with her ex-husband bringing a new girlfriend into the home."

Last August, a Ukrainian delegation—including Cherkassy's attorney and the deputy chief of the police department—came to Santa Rosa to study firsthand Sonoma County's response to domestic violence in order to replicate the programs in their city of 300,000.

"We prepared a curriculum and training based on the training domestic violence hotline volunteers receive in the United States," says Held. "The most effective and least expensive way to deal with domestic violence is prevention. Now, we're working with teachers, doctors, social service providers to give them the tools they'll need to deal with these issues."

Held, who is also president of the Ukrainian-American Women's Action Project, points out that other changes are coming for the women of Cherkassy, including a theater group to work with teens on issues of domestic violence.

They are also bringing another innovation to their sister city in hopes of curbing domestic violence: a hotline. "Hotlines are very unusual in the former Soviet countries," she notes. "The Cold War may be over, but there is still a prevailing Soviet mentality that people refuse to talk about these issues. We hope to help change that in Cherkassy." ♦

Roy DeLaMar is a senior writer and editor at the national office of Big Brothers Big Sisters of America.

Want to Know More?

● Sister Cities International, 1424 K Street NW, Suite 600; Washington, DC 20005; 202-347-8630; Web site: www.sister-cities.org

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Redefining Philanthropy

By Arianna Huffington

It's time to recognize that not all philanthropy is created equal. A million dollar donation that addresses a pressing social need is certainly not the same as a million dollar donation to a well-funded museum or university. And charitable giving that includes the gift of volunteering one's time is of a higher order than merely writing a check.

With this in mind, I recently wrote a column critical of Slate magazine's annual listing of America's top charitable givers. The Slate list—designed to counter the warped cultural values of the Forbes 400—ended up looking less like a manifestation of the biblical admonition “from whom much is given, from him that much more shall be expected” and more like a celebration of self-aggrandizing gifts that only serve to make the world of the super-rich just a little nicer. Those helping the needy were in short supply, while those giving to already flush universities and museums, often to fund buildings bearing their names were everywhere.

And the Slate list's emphasis on raw dollars drew no distinction between a charitable gift to a soup kitchen and a donation to a university with an endowment larger than the

GDP of the poorest 100 countries.

In her book *Why the Wealthy Give*, Harvard sociologist Francie Ostrower shows that the rich tend to assume the government will take care of the poor and that giving to the arts and prestigious schools confirms their status as members of a cultured elite. So if we are what we support, and if private giving, like hemlines, follows fashion, it's time we made giving to save lives and communities fashionable.

To that end, I devised a formula for adjusting the Slate list—correcting for true philanthropic spirit as one might correct for inflation.

This “Virtue Remix,” as Slate called it, or “Compassion Index” if you prefer, awards Minus Points for self-aggrandizing, self-referential gifts and Plus Points for gifts that help overcome poverty, alleviate suffering and turn lives around. For example: minus 10% for investing in buildings instead of people (with another 15% deduction if the gift goes to a building named after yourself); 20% off for self-referential giving directly connected to the donors' business interests; and a sliding scale of demerits based on the age of the donor at the time of giving—a.k.a. the “What Took You So Long?” factor.

A 10% bonus, on the other hand, is awarded for giving to K-12 education where the crisis is, rather than to higher education where the prestige and the big bucks are. And there's a 15% bonus if giving time goes along with the gift of money.

The effect of the Index on this year's Slate 60 was telling: 43 donors had more points taken away than added, while only four gained points. A few donors dropped more than 20 places, and one moved up 13.

The original catalyst for the Slate 60 was Ted Turner's warning that the new super-rich won't loosen up their wads because they're afraid they'll reduce their net worth and go down on the Forbes list. His corrective was to honor the generous and shame the stingy. The next step is to insist that not all generosity is created equal—and to honor those among the generous whose sights extend beyond their own enclaves. ♦



Arianna Huffington, author, syndicated columnist and social commentator, serves on the board of the Points of Light Foundation.

shop talk

(continued from page 27)

evaluation can be used to assess student effectiveness in service learning. It is important for students to assess their work and that of their peers so that they can work toward improving their performance in the future. The portfolio, attendance, field-site preparation and work, journals, logs,

guest-speaker reports and research papers are but a few of the items a teacher may use to assess students. These tools also may prove helpful in providing the required documentation to a school system, funding source and community partner.

One of the most important outcomes of the assessment process should be determining the next step. What do we do next? How can we

expand and enhance our work? Are we ready to further “step out of the box?”

Finally, it's important to give students, partners and recipients of service the opportunity to recognize one another. Some ways of doing this are recognition ceremonies, thank-you notes, certificates, awards, T-shirts, varsity letters and press releases. Some students also enjoy serving as emcees of recognition events. ♦

Make A Difference Day Awards

USA Weekend and the Points of Light Foundation are proud to honor this year's national Make A Difference Day Award honorees:

- **Maida Apodaca**, 65, El Paso, Texas, through Casas por Cristo, sponsored a new house for a family living in a cardboard shack across the border in Anapra, Mexico. She raised enough funds and manpower to build a concrete-and-wood home for Paula Luna Garcia, a single mother of two earning \$33 a week, and collected 2,000 toiletries and socks for a homeless shelter. "We thought we'd go over and change Paula Luna Garcia's life," said Apodaca. "In reality, it was our lives that were changed."

- **Maxwell Air Force Base and Gunter Annex personnel**, donated \$38,430 in manpower and supplies to help Linnie and Debra Dickson of Montgomery, Ala., turn an abandoned 20-room estate into a foster home. "We've been in this for over 16 years and don't get much fanfare and congratulations," Linnie said. "What it really meant for us was that everybody came together—military, church and private sector—to make what was an impossibility a reality." More than 200 volunteers put up dry wall, sanded ceilings, repaired structural damage and painted.

- Sparks, Nev., children **Kristal DeRuisse, 10; brother Trevor, 8; and best friend Diana Vaden, 10**, painted round rocks like ladybugs and sold them for \$2 each to help find a cure for lupus, a disease affecting 2 million Americans. (Diana's mother Bobbie, 41, a lupus patient, was hospitalized for complications and forced to quit her job.) The trio sold 500 rocks to raise \$1,000 for the Lupus Foundation of America, and have continued

the project, raising \$1,700 to date.

- **Andrew Libka**, 10, of Alpena, Mich., sold his favorite toys and other donated items to raise \$615.46 to help cancer patients. Libka held the garage sale while undergoing treatment himself for skin cancer 500 miles from home at the Roswell Park



Cancer Institute in Buffalo, N.Y. He gave half his money to a drive to create a \$6 million cancer treatment center in his own town at Alpena General Hospital; the rest went to the Ronald McDonald House where he and his family stayed during treatment in Buffalo.

- **Members of the Edenton Street United Methodist Church** in Raleigh, N.C., collected \$50,000 to help restore the homes of families who lost everything when the Tar River rose 43 feet above flood level last September. Joined by members of the St. James United Methodist Church of Tarboro, N.C., volunteers removed water-logged furniture from nine homes in Princeville, N.C., where many were left homeless. Said Ed Gunter, senior pastor at St. James.

"To know that it matters to others makes all the difference in the world and that has begun the healing process for our community."

- **Ed Dixon**, 50, a homeless musician from Tulsa, staged a benefit concert in a Wal-Mart parking lot to raise money for Glory House, a shelter that had once given him and his son free groceries. He had pledged to pay back the shelter. Dixon played his guitar and raised \$1,000 for the shelter. "I feel like God was dealing with me," Dixon said. "He showed me how to do it all for nothing."

- **Drew Humphrey**, 8, of Beckley, W. Va., pledged to donate toys from his birthday to North Carolina kids who lost their toys and homes to Hurricane Floyd. Thanks to local media coverage, Humphrey ended up collecting 1,000 new toys from four states for 300 needy children, which he helped deliver in a 12-vehicle convoy. "It made me really happy to help so many kids; I wanted to do it really bad when I saw that flood on TV," he said. "Now I feel even happier because we can do other things like give beds and pillows, even houses, to those families."

- **Susan Abbott** of Henderson, N.C., her husband and children helped the Rev. Winston Blackwell, 74, whom she spotted struggling to use a handsaw to cut down a large gum tree about to fall on his small, uninsured church. The Abbotts, now honorary members of St. Paul AME Zion Methodist, used their chainsaw to saw down five trees into firewood that day. Since then, they have donated clothing to the congregation's children and pledged to pay for a new church roof.

- About **9,700 volunteers** from

rural Schuylkill County, Pa., tackled 146 projects that helped more than 5,000 underprivileged neighbors. Residents donated their time to six nursing homes; eight food pantries; 23 nonprofits; 22 individuals, families and groups; two animal shelters; three libraries and six parks. Said Nancy Clark with Schuylkill County's Community Volunteers in Action, "The national award is a wonderful way to recognize all the good people do in our community, not just on Make A Difference Day but year-round.

● About **7,000 Job Corps volunteers** from 97 centers in 44 states, despite being economically disadvantaged themselves, gave back to others in need. Ernessa Bitsui, 19, of Ganado, Ariz., from the all-Native American Kicking Horse Job Center in Ronan, Mont., said, "It means a lot to be a part of Job Corps and its traditional values of giving back to the community." Across the country, students ages 16 to 24 in the academic, vocational and social-skills training organization gave their time to assist the elderly, homebound and local food pantries. ♦

About the Award

Make A Difference Day was created in 1992 by USA Weekend magazine in partnership with the Points of Light Foundation to remind Americans that working together in your local community, even for just one day, has a profound impact on the lives of others. In the nine years since, Make A Difference Day has become the nation's largest day of community service: On Oct. 23, 1999, two million people across the nation gave their time, resources and energy to help an estimated 22 million people in need.

This year's national honorees—10 groups of people, many of them children—were flown from around the country to attend the awards ceremony, April 11, at the Arlington, Va., headquarters of USA Weekend. Multiplatinum country singer Collin Raye and Miss America Heather French presented the groups with \$10,000 checks for the charity of their choice, funded by actor-philanthropist Paul Newman and his company Newman's Own, Inc. The ceremony, held during National Volunteer Week, wrapped up months of judging Make A Difference Day project entries.

This year, a record \$2.8 million went to thousands of local charities:

- 104 state awards, two from each state, D.C. and Puerto Rico, received \$2,000 from Wal-Mart, the event's retail supporter. Additionally, each of Wal-Mart's 2,400 stores gave \$1,000 seed grants to volunteers planning Make A Difference Day projects.
- 10 past national honorees who expanded their efforts received \$2,000 from Sunsweet Growers.
- More than 500 local honorees were selected, each representing a newspaper that carries USA Weekend.

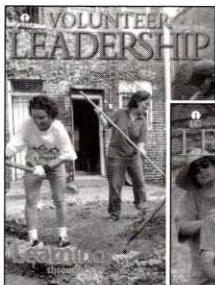
The 10th Make A Difference Day will be Saturday, Oct. 28. More than \$2.8 million in awards and planning grants will be distributed to volunteers.

USA Weekend, 1000 Wilson Blvd., Arlington, Va. 22229; www.makeadifferenceday.com; e-mail: diffday@usaweekend.com.

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Cyber Philanthropists

As they carve out new terrain in the business landscape, cyber-tycoons also are changing the face of philanthropy. Younger and more hands-on than traditional philanthropic organizations, these freshly minted multibillionaires were raised to do more than write checks to a needy cause. They want to see change occur in their lifetimes, and may have enough money and ambition to see it done.

Unlike many “endowers,” which are managed by tradition and boards whose interests may be quite different from their legacy’s founder, today’s e-philanthropists are handing out cash to causes they feel passionate about.

Take Ravi Desai, a Harvard University graduate and founder of thetreet.com. He donated \$2 million last fall to support the study of poetry at the University of Washington’s Creative Writing Program. The gift, which will be used for fellowships and a poet-in-residence program, immediately doubled the university program’s endowment. Unsurprisingly, Desai first proposed the endowment in an e-mail to Washington’s president Richard McCormick. Unlike other donations from bloodless charitable institutions, the exchange was more than about money, McCormick says: “It was extraordinary to have someone from California writing to you over the Internet, passionate about poetry.”

Quick Change

Some Internet companies are forming partnerships with existing organizations that can quickly identify the most pressing needs. In April,

Netaid.org, a nonprofit group created through a partnership between Cisco Systems and the United Nations launched an Internet fundraiser called the Mother & Baby Survival Project to benefit mothers and newborns in Rwanda. At the Web site, Internet donors can buy and donate a birthing kit for \$8 that contains basic sanitary items to be used by expectant mothers and midwives. The project’s Web site also serves to educate in a more open way than many traditional charitable foundations. It tracks the situation in the African country, which has the highest risk of death from pregnancy in the world, and updates the amount of donations (more than \$100,000 in early May).

The number of millionaires living in Seattle has reached such large numbers that one successful Internet entrepreneur decided to harness its charitable side.

Unlike traditional philanthropists, who inherited their wealth or have long since died and whose foundations continue their legacy, the high-tech philanthropists are in their 30s and 40s and aren’t waiting until late in life to give, says Paul Brainerd. He founded Social Venture Partners two years ago after selling his desktop publishing company Aldus to Adobe Systems for \$525 million.

More than the money pooled—they expect to give out \$1 million this year—nearly three-quarters of members involved contribute their time and expertise to tackle community-based problems like funding job training programs in the inner city or updating computer systems at needy public schools. At Kimball

Elementary School in Seattle, SVP has recruited many hi-tech business members to mentor students, arrange for bilingual training for parents and created a Web site to pair students with online tutors.

These aren’t your ordinary philanthropists, says Nancy Sprick of Washington Literacy, which got a \$44,000 gift from SVP to boost its volunteer corps. Tech-savvy volunteers not only signed on, they rehailed the agency’s phone and computer systems. The cyber philanthropists are a stark contrast to traditional foundations, where donors write checks but have little say in how the money is spent. Many nonprofit groups are now hoping New York City’s new dot.com millionaires will draw inspiration from another social-minded philanthropic venture launched in San Francisco, the Community Foundation Silicon Valley (www.svcv.org), which helped to pioneer a model of hands-on charitable work popular with the high-tech crowd that allows donors to watch their social investment grow.

Mega Givers

Among the most prominent of the newly formed hi-tech philanthropic foundations is the Bill and Melinda Gates Foundation (www.gatesfoundation.org), which had more than \$5 billion in assets as of February, placing it among the top-10 U.S. Foundations, including such august benefactors as the J. Paul Getty Trust and The Ford Foundation. Consider that only two years ago, only three cyber-billionaires were listed on *Fortune* magazine’s 40 most generous

Apply Wealth and Energy to Helping Others

By Kathy Balog

Americans. They included Gates, his one-time partner Paul Allen, who runs six foundations to help causes from prosthesis to homelessness, and PeopleSoft software founder David Duffield, who gave \$20 million to his alma mater Cornell University to build a facility devoted to the study of the nanostructure frontier—the world of subatomic particles.

Last year, Infoseek founder Steve Kirsch, 42, along with his wife Michele set up a foundation (www.kirschfoundation.org) to dispense an estimated \$80 million (and growing) to their favorite causes, an eclectic mix from cancer research to clean air.

Says Steve Kirsch: "We have more money than we need ourselves, so we might as well put it to good use and help others."

Solving the world's problems in their lifetime seems to be the goal of these humanitarians. For example, Jim Barksdale, former president of Netscape, gave \$100 million earlier this year to his home state of Mississippi to help improve the state's illiteracy rates, the highest in the nation.

While their causes may vary, today's cyber philanthropists share a desire to closely monitor the fruits of their gifts. Unlike long-time philanthropic institutions run by professional directors, Gates and his wife hand-pick the beneficiaries, says Patricia Stonesifer, a former Microsoft vice president who now co-chairs the Gates Foundation. Education and health top the agenda.

The Gates' favored beneficiaries include the young, who will get \$350

million in need-based and academic scholarships; minorities, who will get \$1 billion in scholarships; and the world's needy, including flood-ravaged Mozambique, recipient of \$1 million.

Perhaps even more impressive than Gates, one of the world's wealthiest men, is the philanthropy of another Internet pioneer, Pierre Omidyar, who founded the Internet

results and long-term impact.

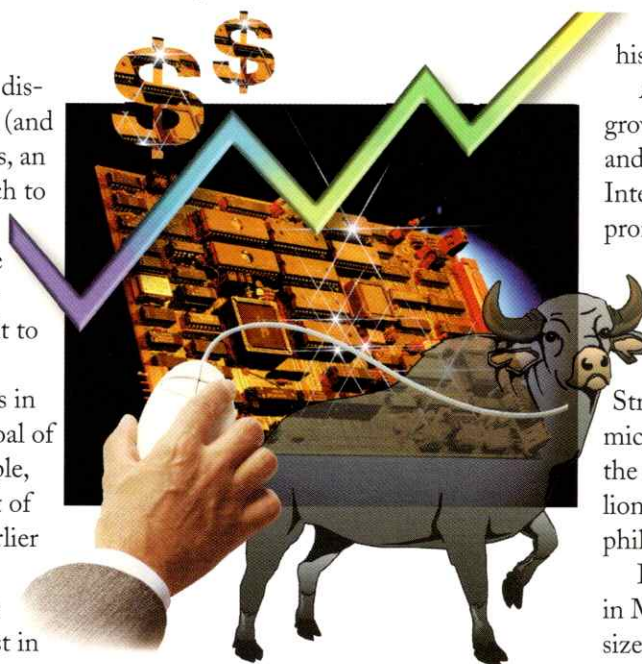
What does that mean? Today's philanthropists are attaching strings to their gifts. When the Omidyars gave their alma mater a monetary gift, it was with the understanding all of it would be spent on community service-focused programs. "The idea of community ... with a common responsibility, has been lost in America. We want to bring it back,"

Pierre Omidyar said in setting up his foundation.

As personal fortunes continue to grow, the call for charitable giving and social responsibility among Internet company founders only promises to increase in an Internet-driven economy.

Many of the cyber-rich, like Mike Saylor—estimated worth: \$11 billion—CEO of MicroStrategy, in Vienna, Va. (www.microstrategy.com), are following in the footsteps of other high-tech billionaires and launching their own philanthropic foundations.

In announcing his plans to do so in March, Saylor was vague on the size and direction of his charity. Mark Bisnow, the firm's vice president for business development, said, most importantly, the timing is right. "As MicroStrategy's visibility has risen and Mike's material success has increased, we have been deluged by philanthropic requests. We've decided to take the bull by the horns on this." ♦



million in need-based and academic scholarships; minorities, who will get \$1 billion in scholarships; and the world's needy, including flood-ravaged Mozambique, recipient of \$1 million. Unlike traditional grantmakers, the Omidyars have structured their charitable donations and their foundation in keeping with the strict work ethic of many cyber millionaires—a strategy that emphasizes measurable

Kathy Balog, a freelance writer in Bethesda, Md., is a frequent contributor to Volunteer Leadership.

Spouse Appeal

As the presidential barge landed just off Manhattan's crest in 1789, inquisitive spectators applauded, hoping for a glimpse of the boat's most important cargo, Martha Custis Washington. And since that late spring day over two centuries ago, America's First Lady has piqued intense curiosity as the most visible woman in American culture.

She must be independent, but not too independent. She must be charming, diplomatic, a good mother. We read with interest about her walks with the family dog, her mothering, her wardrobe, her romantic get-aways with her husband and most of all, when she says the wrong thing. We expect her to have a cause, to volunteer all her time, to stand by her man, manage the White House budget and never falter.

Just as the first presidential spouse tried to discover her role, the women behind our nation's Presidents have been defining and redefining their place in a job that demands more time, effort and diplomacy than positions held by corporate executives or top-level leaders. Some say the Office of First Lady is one of the hardest, most demanding unpaid jobs in America. And as history demonstrates, a president's reelection often hinges on the public's perception of his spouse.

"Historically the role has emerged as that of National Wife," says Debra Peterson, associate professor of communication studies at the University

of St. Thomas, St. Paul, Minn., who studies the rhetoric of first ladies. "She is seen as the embodiment of American womanhood, fulfilling social responsibilities and furthering her husband's career."

There are those America has

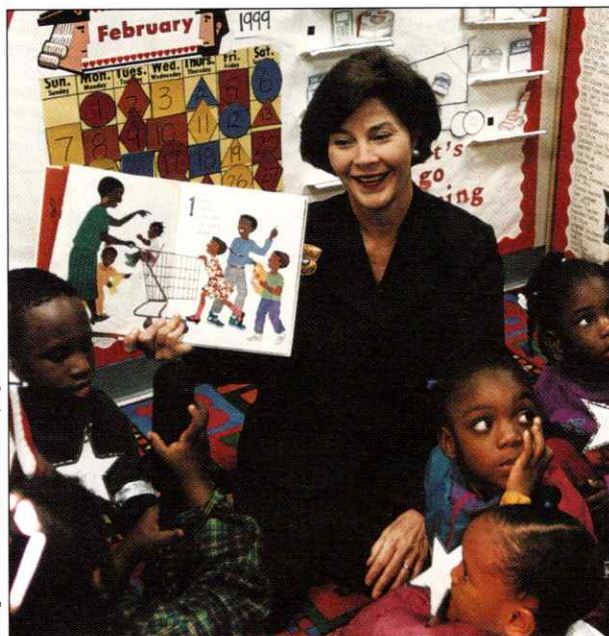
the woman we see," says Peterson, "It's interesting to think that while George Washington was trying to figure out what it took to be president, Martha Washington was figuring out what to do as First Lady. The role has evolved over time and some chose to stay behind the scenes, while others have been much more public. Our reaction to the First Lady is evidence of our ambivalence about women's roles at different times in history."

Finding a Niche

Life for many of the early presidential wives focused on traditional female roles: decorating the home, sewing, caring for children and entertaining weekly callers and diplomats. Yet, not all were enamored with their position. Martha Washington likened it to being a state prisoner. Jane Pierce spent her term in seclusion mourning the death of her son. Louisa Adams suffered from deep depression. And Letetia Tyler made no attempt to attend any social activities.

From the 1820s to the 1860s, spouses had little or no public appeal. They were invisible, with the exception of Mary Todd Lincoln, who was accused of reckless extravagance during difficult times, and Sarah Polk, one of the first college-educated wives, who wrote her husband's speeches and often served as presidential advisor.

So it wasn't until Lucy Hayes, fondly called Lemonade Lucy, formed a public alliance with the Women's Temperance Movement,



George W. Bush for President Campaign

Laura Bush reads to youngsters in Dallas.

loved, like Jacqueline Kennedy, Dolley Madison and Lucy Hayes; those mercilessly criticized like Mary Todd Lincoln; and those labeled radical because they stepped over the invisible boundary between First Lady and President, like Edith Wilson, Eleanor Roosevelt and Hillary Rodham Clinton. Still, no matter what society says, writes or chants about the 43 women who have held this position, each leaves a legacy, a piece of herself, imprinted on the pages of America's history.

"On a daily basis, the First Lady is

First Ladies Combine Politics and Service

By Kathleen F. Phalen

that presidential wives were associated with a civic or social project: A responsibility that clearly supports her husband's agenda, while defining her position in society. As Lady Bird Johnson once said, when choosing her issues, a first lady needs to find out what part of her husband's platform interests her and then find out what makes her heart sing.

"While they have altruistic reasons and many have volunteered before becoming first lady, their strategy is clearly a political one," says Peterson. "They very carefully choose their causes. It was no accident that Barbara Bush was pictured holding and reading to African American children in Harlem at a time when her husband was having trouble with African Americans."

Cause Politics

Bread lines, unemployment and a bank holiday led Eleanor Roosevelt to the streets. She broke barriers by plunging into her public role. She was FDR's emissary for out-of-work coal miners and even donned a helmet before going down into a West Virginia coal mine. She fiercely debated the merits of the New Deal, pushing her husband's agenda, pushing her own. She believed in full integration and challenged segregationists. But even so, Mrs. Roosevelt knew the potential price of her activism and tried to temper her public image by maintaining traditional female accouterments. She'd bring knitting needles to press con-

ferences. She wrote about her family in her *My Day* column—and then sneaked aspects of the New Deal into the message.

"Eleanor Roosevelt had a clear sense of social activism," says Peterson, and she wanted to extend

rhetoric chanted, "Our wives know their place, they'll stay home." It's no wonder Hillary Clinton read everything she could about Eleanor Roosevelt, says Peterson. "She's so often been compared to her."

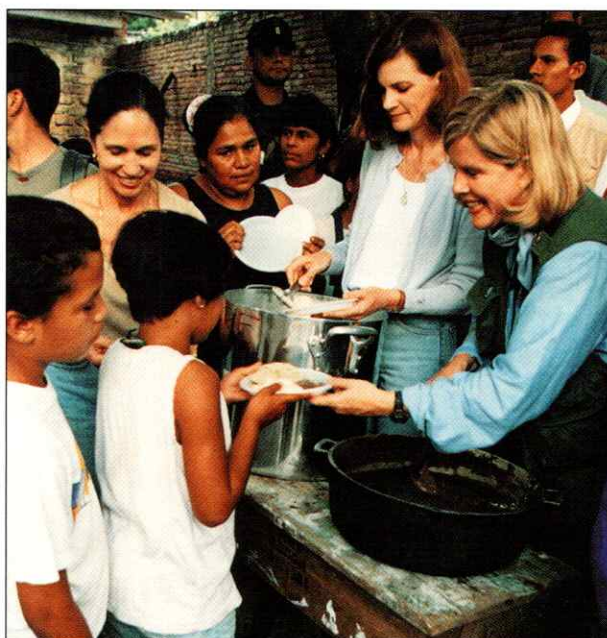
The Clintons rocked the boat when the President called her his co-president. And Mrs. Clinton, like Mrs. Roosevelt, was forced to talk about baking and cooking and where she gets her hair done in an attempt to appease an angry populace. "They were saying, 'Wait, we didn't elect her,'" says Peterson. "Some say it was a major failing of the presidency."

It was the same for Rosalyn Carter who sat in on cabinet meetings, a very unpopular move. Few knew that Helen Taft used to listen outside the door. And there have been others not always viewed in Jackie Kennedy's Camelot glow, Mamie Eisenhower's girlish charm or Barbara Bush's grand-

motherly style. There's Nancy Reagan, who was always under fire for her prominent White House role. Pat Nixon was always misunderstood and many of her programs were shut down by the West Wing. Betty Ford was criticized for revealing she didn't always agree with her husband; and there's Hillary Clinton, whose every move has been scrutinized.

The Long View

Peterson says that even today, there traditional, appropriate causes for a First Lady. "Things like highway beautification, literacy and the ➡



Callie Shell/Official White House Photo

Tipper Gore volunteers in a feeding program.

this to the White House. But she was very careful to still portray these actions in a feminine role."

So began a new reign of womanhood: A reign of incredible volunteerism and civil action that forever changed the Office of First Lady. A reign that not only set fashion trends or fashion faux pas and made great copy for society's gossip columns, but one that touched the lives of the under-served, the neglected, the average American.

Nonetheless, as FDR's re-election campaign neared, opponents used his wife as a political weapon. The

arts are safe, warm and fuzzy causes that are expected in the traditional role," she says. "Mrs. Carter took on mental health and was very controversial because the public thought she went too far. Women who do this are always compared to Eleanor Roosevelt."

But it was these gutsy women who have made a difference in American life and many of their actions resulted in new programs and some even led to changes in the law: The AmeriCorps National Service Program was created; the Mental Health Systems Act was passed; the Highway Beautification Act was passed; illiteracy programs were established

around the country; and drug-related problems gained greater attention.

As far as Campaign 2000, Laura Welsh Bush seems comfortable in a traditional role. A former teacher and librarian, she's championed literacy.

Says Andrew Malcolm, Mrs. Bush's press secretary, "She recently unveiled Ready to Read, a reading program for pre-schoolers." She founded the Texas Book Festival and raised nearly \$600,000 for Texas public libraries. "This is an abiding interest of hers," he says.

Tipper Gore's issues aren't as traditional. She translates her concern for others into political action. She's chosen homelessness and mental

health. And she went public with her own depression battle following her son's serious illness. "People don't always want to know about homelessness and she is using her own photography to portray this," says Peterson. "I give her a great deal of credit for taking on uncomfortable issues."

Recently named chair of the National Youth Fitness Campaign of the President's Council on Physical Fitness and Sports, Mrs. Gore hopes to promote youth physical fitness, especially among young girls. ♦

Kathleen Phalen is a freelance writer in Charlottesville, Va.

Corporate Volunteering

(continued from page 19)

for the best performance each employee can bring to the workplace, he says. "But you can perform well only if you are focused and not worried about your child in school."

Erich states that it is important to enable employees to lay the foundation for years of constructive involvement in their children's schools. "The

First Day Holiday is community building. In a democracy, the level of citizen participation is important, and our level of participation has become less and less over time. The school is about the only place where average, everyday people engage as citizens. That's why it's important to support employee involvement in schools."

In 1998, Hemmings—a winner of the 1999 President's Service Award—formed the First Day Foundation, a nonprofit organization

and expanded First Day statewide. Sixty schools and hundreds of employers in Vermont participated. In 1999, schools in 33 other states launched First Day of School Programs for Parents. ♦

Mary Galligan Mathieu is a corporate consultant and trainer. Contact her at Corporate Community Strategies, 67 Corbett Road, Underhill, VT 05489; e-mail: mimimathieu@aol.com

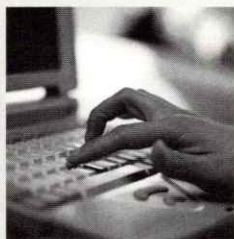
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UPS Initiative Delivers Volunteer Impact

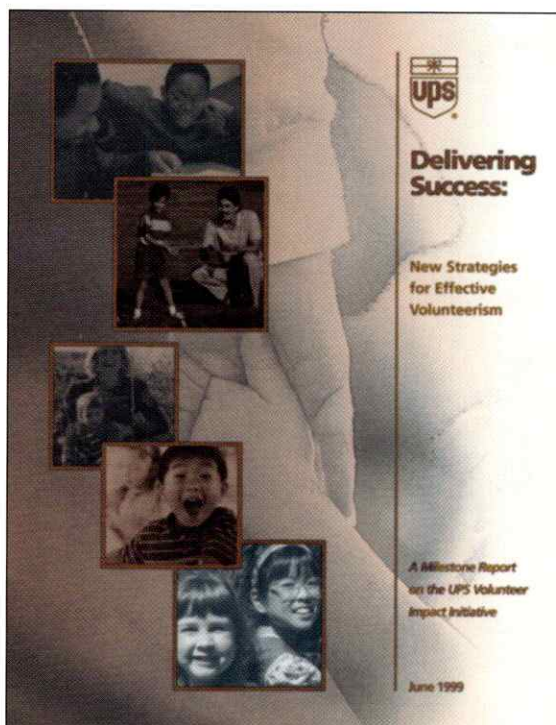
Recruiting and managing volunteers is the top challenge faced by nonprofits, and an initiative by the UPS Foundation has found better ways to do both.

As a response to its 1998 survey on volunteerism, the foundation launched the Volunteer Impact Initiative, a two-year, \$2 million effort by five national nonprofits to create models for recruiting, managing and retaining volunteers. Those organizations are Big Brothers Big Sisters of America, the Points of Light Foundation, Junior Achievement Inc., United Way of America and 100 Black Men of America.

The UPS Foundation announced the second phase of the Volunteer Impact Initiative at the National Community Service Conference, June 24-28 in Orlando, and reported on the successes of phase one. Some highlights:

- Big Brothers Big Sisters of America, the nation's leading mentoring organization, used the UPS grant to launch a new school-based mentoring program that cut volunteers' time commitment and the agency's costs compared with community-based mentoring. BBBSA has seen an increase in volunteer follow-through from inquiry to match. The number of volunteers who stayed in the process long enough to be matched with a child is 48% for school-based mentoring, vs. 29% for community-based mentoring. "The school-based mentoring approach has helped us significantly in attracting new categories of volunteers and in serving new populations of children," said Judy Vredenburg, president and

CEO of Big Brothers Big Sisters of America. "There was a significant increase in students' positive attitudes toward school; and, according to teachers, 58% achieved higher grades and 64% developed higher levels of self confidence."



- Junior Achievement Inc. used its funds to develop a teacher-driven strategy for recruiting volunteers to serve as guest instructors to teach children about business and economics through lectures and hands-on activities. The new strategy enables teachers to identify people who will serve as volunteers, and to choose volunteers from a more diverse group of people. Previously, teachers and volunteers were paired randomly. The results: Volunteer recruitment is way up. In the '98-'99 school year, JA recruited 8,644 new volunteers in the eight pilot cities for this program. In the previous five years, only 6,000

volunteers had been recruited in all JA cities. "We are convinced that our innovative approach to recruiting volunteers will play a vital role in helping us to meet our goal of reaching 20% (11.2 million) of America's elementary, middle and high school students by 2005," says James B. Hayes, JA president.

The 1998 survey's major finding was that volunteers want their time used effectively; 40% of respondents said they quit volunteering when the group they worked with made poor use of their time.

"To make lasting improvements on major issues we must continue to find ways to better manage our volunteers' time," says Evern Cooper, executive director of the UPS Foundation.

"By developing creative recruitment strategies and making good use of our volunteers' time and talents, nonprofits can improve their current services and extend their outreach to additional individuals and groups in the community," she says.

Founded in 1951 and based in Atlanta, Ga., the UPS Foundation focuses on human welfare, education and volunteerism. It identifies specific areas where its support will clearly make an impact.

In addition to the Region/District Grant Program, the Foundation's major initiatives include programs that support hunger relief, family and workplace literacy and increased nationwide volunteerism. In 1999, the Foundation donated a total of more than \$35 million to charitable organizations throughout the United States, Canada and Latin America. ♦

Florida Teens Get National Coverage

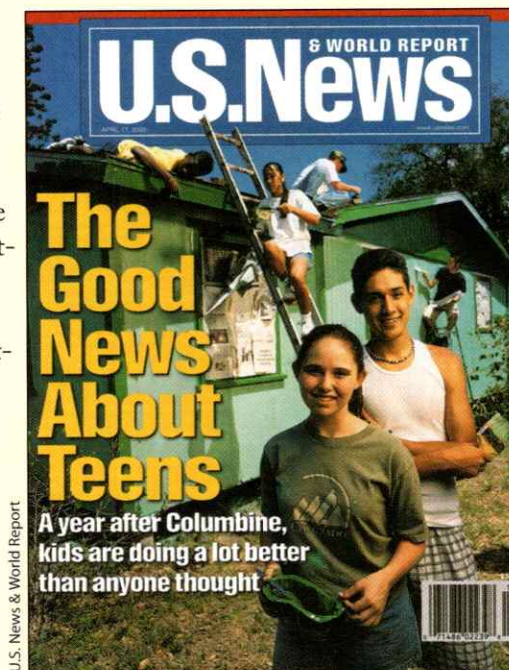
The April 17, 2000 cover of *U.S. News and World Report* celebrated the "Good News About Teens" with a picture of the nonprofit ManaTEEN Volunteer Club in action. (The tall fellow holding a paintbrush is current ManaTEEN club president, Jay Perez.)

A program of Volunteer Services of Manatee County, Florida, ManaTEEN was started six years ago when executive director Adraine LaRoza held an organizational meeting to explore ways to include teens in nonprofit work. Perez says his mom dragged him to that first meeting, because he needed 75 volunteering hours to qualify for a state scholarship program. After the teens painted houses for several elderly residents, Perez' mom said that he had enough hours and could call it quits. He decided to stay on and by the end of the first year there were 130 teens in the club. LaRoza says the teens gained community respect, because few people expected them to finish what they had started.

Six years later, Perez and more than 10,000 ManaTEENS will donate a million service hours. LaRoza says they serve 437 county agencies, including nonprofits and retirement centers.

LaRoza says, "The beauty of the teens is that they don't see red tape or bureaucracy." For instance, one teen boy talked to a homeless family who had been evicted from their apartment. When he learned that the Salvation Army only served homeless men, he and several other teens contracted with local motels to provide housing for situations like this. They matched the homeless family with a volunteer family who could connect them with other agencies that might provide the help they need. "The kids turned the plan around in a week and have served 80 families since then," says LaRoza. She notes that the county is training the teens to sit on boards and she

teaches seminars and workshops so other communities can harness this phenomenal source of volunteer energy. Information: manateen@aol.com



Local Action

- In Brooklyn, N.Y., members of the social HMO Elderplan, an agency of the Metropolitan Jewish Health System, can participate in a service exchange program of seniors helping seniors. Member-to-Member participants earn service credits by helping other members with tasks like getting to the doctor, paying bills and making minor home repairs. For every hour of service contributed, volunteers earn time dollars that they can redeem for services they need or healthcare products, luncheons in restaurants or car service vouchers. This summer, Member-to-Member

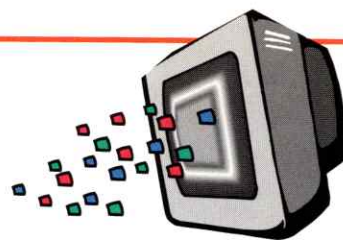
has expanded their Senior Class Telephone Program to meet the needs of frail and/or homebound seniors. Through teleconferencing, volunteer leaders run groups that study current events, old movies or nutrition; play bingo and even exercise.

- In Arkansas City, Kan., 30 kids have committed to walking and talking with mentally challenged residents of the Martin Luther Home, says Will Tate, of the Arkansas City Community Volunteer Center Network. They are part of the statewide Volunteer Youth Network effort to develop community leadership skills among teens in rural areas.

Company Watch

- **Dollywood Corp.** "hires" volunteers from some 25 nonprofit groups to work for a day at Dollywood Theme Park in Pigeon Forge, Tenn. During the park's regular season from mid-April to December, more than 1,500 volunteers work for a day at the park in food service, attractions and grounds departments. Their wages are sent tax free to the nonprofit organizations they're representing. The individuals get free lunch vouchers and one-day complimentary tickets to Dollywood.

- **Goldman Sachs**, a global investment banking and securities



firm based in New York City, encourages employee volunteerism with its Community Teamwork Program. Each spring, employees at each of the 40 worldwide offices choose and organize team-based community service activities. Last year, more than 13,500 employees worked in soup kitchens, helped the elderly, cleaned up the environment and volunteered with Special Olympics, to name a few. The goal is to keep employees committed to year-round community volunteerism. To date, at least 1,500 Goldman Sachs employees volunteer year-round.

Worth Saying

Choosing a name for a nonprofit group?

"Stick with vision and mission when you are choosing a name and you can't go wrong. If the name provides a sense of what you are trying to accomplish, then it's doing its job," says Hildy Gottlieb, president of Resolve, Inc., a consulting firm.

Web Watch

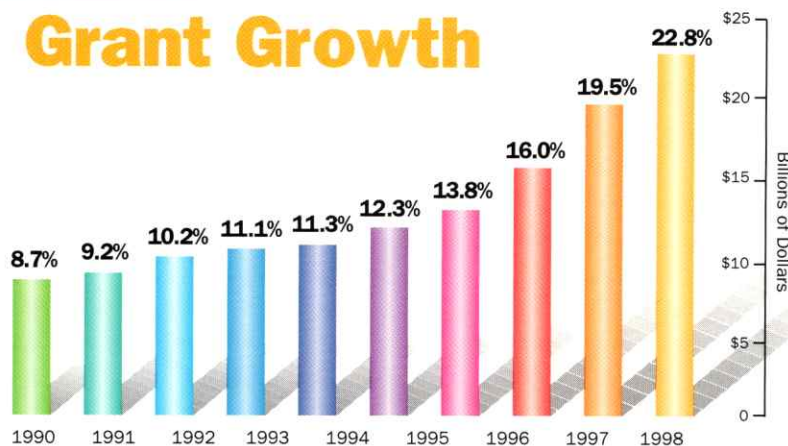
www.volunteering.org.uk/institute.htm—The Institute for Volunteering Research does research on different aspects of volunteering with the goal of sharing knowledge and exchanging ideas.

www.shine.com—helps people and businesses find more information about the nonprofits that interest them. ♦

To submit an item for consideration in Briefly Noted, e-mail Roy DeLaMar, rdelamar@concentric.net.

Stat Corner

Grant Growth



During the '90s, giving by the nation's nearly 47,000 grantmaking foundations nearly tripled.

Source: *Foundation Growth and Giving Estimates, 2000*, The Foundation Center



www.natsofoundation.org • 703-549-2100

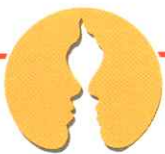
Helping travel plazas nationwide reach their communities through The Disaster Relief Program and The Drive To Save Lives blood drive.

Supporting local disaster recovery efforts.



25,000 pints of blood collected for communities nationwide.





Grants: Youth Service and Big Help Week

In March the Foundation awarded \$500 mini-grants to six Volunteer Centers to support their efforts in encouraging youth leadership during National Youth Service Day, April 14-15, and Big Help Week, April 9-16.

The Centers receiving grants include Volunteer Center of Greensboro (N.C.), Tulsa (Okla.) Volunteer Center, United Way of Southeastern Utah (Price),

Volunteer Action Center of the Mid-Ohio Valley (Parkersburg), Volunteer Macon, Inc. (Ga.), and United Way of Merrimack Valley Voluntary Action Center (Lawrence, Mass.).

While cleaning up communities, clearing trash, planting trees and painting were the most popular activities, the young people also sponsored a prom for people with disabilities and mentored pre-teens.

New to Board

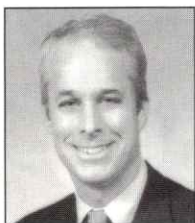
At its May 16 meeting, the Foundation's board of directors elected **Mary Conway**, President,



Sears, Roebuck and Co. Full-Line Stores to a three-year term. Previous to her current position in 1998, Conway

was vice president, Northeast Region and manager of store operations for the 10-state Western Region.

The board also elected **Charles Berry**, a partner at Shaw Pittman (law firm), as board secretary. Berry has represented financial institutions in a wide range of banking, securities and other commercial lawsuits. He is vice chair of the board of trustees of the New York Eye and Ear Infirmary and a member of the board of trustees and executive committee and outside legal counsel to the New York Society Library, the city's oldest circulating library.



YES Partners

The Foundation has identified the ten partner organizations that will host Youth Engaged in Service (YES) Ambassadors for the next two years. Now in its 10th year, the YES Ambassador program creates opportunities for young people to lead and serve in communities. Based on recommendations from previous years, the Foundation has expanded the potential reach of the Ambassadors by no longer limiting partners to statewide organizations, although partners must define a realistic geographic scope. Partners are also now recruited for a two-year period.

The organizations include:

Arizona—Governor's Division of Volunteer Services works closely with Volunteer Centers to develop youth service models around prevention.

California—Youth Service California focuses on integrating community-based service learning into after-school programs and involving young people of color in service leadership.

Georgia—100 Black Men of America will develop service opportunities for mentees in Los Angeles,

Baltimore and Charlotte and Cape Fear, N.C.

Idaho—Idaho Commission on National and Community Service is working with youth organizations and national service programs to develop a broad-based youth service infrastructure.

Iowa—Institute for Character Development is focusing on the connections between youth service and character education.

Michigan—Governor's Community Service Commission is creating service and leadership opportunities in service learning and youth in philanthropy efforts.

Tennessee—Tennessee Commission on National and Community Service is promoting service learning in schools and community-based organizations and supporting Volunteer Center statewide network efforts to integrate service learning into youth programming.

Texas—Texas Commission on Volunteerism and Community Service is developing strategies to strengthen youth involvement in program leadership and governance.

Washington—Office of Superintendent of Public Instruction is coordinating research and implementing service-learning programs around the connections between youth involvement, service-learning programs and academic success.

Wisconsin—University of Wisconsin—Extension Youth Development Programs is developing the youth service network through the support of a statewide youth action council with a special focus on involving young people in rural communities in service and leadership. ♦