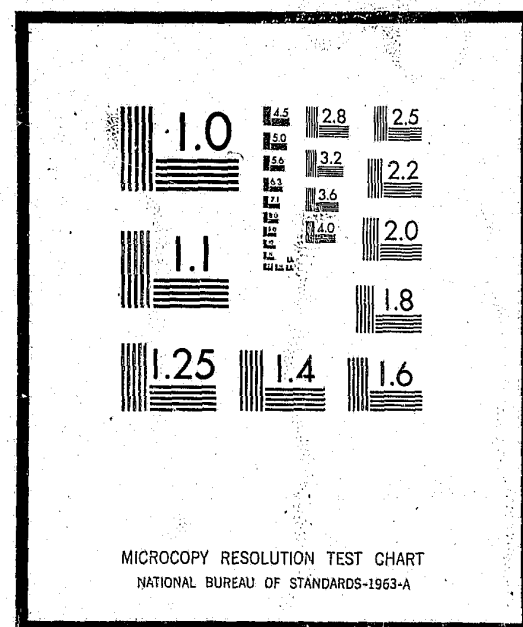


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6/3/76

## GUIDELINES FOR PROFESSIONAL STAFF

For  
ESTABLISHING  
VOLUNTEERS IN PROBATION SERVICE

N.Y. State Division of Probation  
Albany, N. Y.  
December, 1974

Civic, government and service agencies enjoy much of their present growth due to the work and achievement of citizens who volunteer their time and talent to collaborate in the work of these agencies. The time-honored success of the Red Cross, Correction Programs, Chambers of Commerce and numerous Service Clubs testify to the accomplishments of citizens who freely gave of their time and effort. This collaboration of citizen volunteer and professional has not only accomplished past goals but also has provided organizations with the manpower to plan new goals for increased service. In addition, this collaborative effort has given fresh stimuli to the professional to carry out his work and enlightenment to the citizen volunteer regarding the problems encountered by community agencies.

The growth cycle in volunteerism has also made a significant impact on the Justice System. In 1972, a national survey found that approximately two-thirds of the criminal justice agencies in the United States reported some significant involvement of volunteers in their helping service oriented programs.<sup>1</sup>

Citizen volunteers in the Justice System have enriched prison programs, extended and intensified probation services and are closing the gap between the ex-convict and communities. Therefore, a volunteer in Probation is defined as a citizen who, under the guidance of professional staff, works with probationers, or with the department in some other service capacity.

The basic purpose of a citizen volunteer program in Probation is to involve citizens in local Probation agencies in order to increase probation service. Consequently, a probation staff enlarged with citi-

1. Guidelines and Standards for the Use of Volunteers in Correctional Programs, LEAA, Scheier Ivan, pg. 4, August 1972

zen volunteers can provide more complete and more professional service. The citizen volunteer assists and reinforces the Probation program. Volunteers are not luxuries, they are part of the services offered by a Probation Department. Professionals can now focus on specific case needs where their special skills are required. At the same time, volunteers can expand areas of service ranging from individual tutoring to marriage counseling. Further, the expectation is that volunteers, well selected and trained, can as a result of their knowledge, varied backgrounds and experience, discover and focus attention on some previously unsuspected service gaps.

The special gift which volunteers offer is their time. Their time provides service to other people which may never be achieved solely by the employment of a paid staff. Because they are freely giving their time, relationships with their clients are often more relaxed and informal than those of paid workers. They can devote a great deal of time to one particular client or to a single piece of work that is necessary, and they are able to continue a relationship almost indefinitely without having to consider possible greater needs of some new clients for whom there is a statutory obligation to help.

Probation service delivery can, therefore, be amplified and intensified through the use of volunteers working with professionals, making a much more effective service than one which relies solely upon the Probation officer.

### USE OF THE GUIDELINES

Because local probation departments vary in number of professional personnel, probationers and workload, the guidelines are not designed to speak to every local variance. Rather, they are designed to be applicable to each department, as general guidelines. Specifically, where to begin a volunteer program, what is the proper supervisory structure, what is the proper design for training and evaluation? Each specific issue must be left to the local probation department.

The New York State Division of Probation Volunteer Services Unit will continue to develop further material in the area herein described, and serve as a resource and consultative body to local departments.

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## ADMINISTRATION

The effective implementation of a Volunteer Program in Probation demands initially the Administrator's commitment and does involve for the Administrator some changes and the delegation of some aspects of probation practice which do not fit the traditional departmental operations. The administrator is the key figure in initiating or expanding any kind of program. It is the administrator who establishes the concept by which opinion and reaction in both the community and the agency will respond to the program. It is the administrator's approach which assures the necessary cooperation of the staff. The administrator's positive attitude regarding the contribution of the volunteer will give the necessary support to the program and lessen misunderstanding or negative feelings which might arise.

The success of a Volunteer Program requires that it address the concerns of the professional staff. An endeavor of this importance cannot be imposed, misunderstood as to its intent, nor allowed to grow at too slow a pace. The entire staff, or at least those interested, must resolve possible misgivings with such a program prior to identifying department needs and planning volunteer program implementation.

An effective forum for studying volunteerism is the regular staff meeting. At the outset, as with any new program, regular staff meetings should be supplemented by frequent program planning and development activities. The agenda should include:

1. Development of a Professional-Volunteer Team Concept
2. Analysis of Probation department needs
3. Development of skills as resource professionals and managers.

## DEVELOP A PROFESSIONAL - VOLUNTEER TEAM CONCEPT

An essential ingredient to any volunteer program is a spirit of cooperation between staff and volunteers. This raises the issue that paid staff may not welcome a volunteer program. The lack of acceptance can be based on such fears as: added staff time needed by volunteers; threat to professional image; threat to job security; unreliability of voluntary workers; improper use of confidential information and a failure to appreciate limitations. These concerns are real and they must be addressed. Initiative must come from the Coordinator of Volunteers and the Administrator, at staff meetings or small group meetings in order to resolve these concerns. Adequate staff time given to this area, if necessary, will serve to insure that the volunteer program is a staff program. Staff input, therefore, is a key ingredient to program success.

In addition, staff participation should play an active role in program recruitment, planning and evaluation.

## ANALYSIS OF DEPARTMENTAL NEEDS

Proper departmental development grows out of on-going evaluation of department objectives. The question always to be asked is: what are we doing, not what have we done. This means on-going self evaluation. The interfacing of a Volunteer Program with departmental objectives must also stand this test of self-evaluation. Therefore, cursory comments, "Well, maybe they can supervise easy cases," or, "No Volunteer can do a pre-sentence investigation" militate against departmental growth as

well as depriving the professional of exercising their skill in analyzing present program effectiveness. Precise job descriptions, recruitment of Volunteers, maximum use of the volunteer initiative and skill depends upon the skillful preparation by the staff.

One technique of assessing present program performance and perhaps need, that can be supplemented by Volunteers, is a self-evaluation checklist. A few examples follow:

(A) Crime Prevention

1. \_\_\_\_\_ The department has developed and disseminates comprehensive information covering community resources.
2. \_\_\_\_\_ There is an ongoing assessment of the delivery and efficiency of Probation Services.
3. \_\_\_\_\_ Staff is assigned as liaison with community resources.
4. \_\_\_\_\_ Staff is assigned to public educational activities regarding delinquency and crime prevention.
5. \_\_\_\_\_ The Probation Department participates in the development of community resources.

(B) Intake

1. \_\_\_\_\_ The Probation Department has an intake program.
2. \_\_\_\_\_ A wide range of community resources are identified and utilized in meeting the needs of those assigned to the intake program.
3. \_\_\_\_\_ R.O.R. services are provided.
4. \_\_\_\_\_ Probation supervision offices are located in the geographical area of residence and/or activity of the clientele.

(C) Investigation and Presentence Reports

1. \_\_\_\_\_ The primary purpose of the investigation is to provide the court with succinct and accurate information and analysis for judicial decision making.
2. \_\_\_\_\_ In the interest of clarity, precision, effectiveness and economy, only information directly relevant to the judicial decision is collected during the investigation.

(D) Supervision

1. \_\_\_\_\_ A system of differential supervision is established in writing.
2. \_\_\_\_\_ Continuous evaluation is made of the supervisory program and recorded in the case record.
3. \_\_\_\_\_ Adjustments are made to the supervisory program in keeping with the findings and results of the case evaluation.
4. \_\_\_\_\_ As needed for the supervision program, community resources are arranged, or developed, and scheduled for service to the probationer.

Other techniques that might facilitate the analysis of departmental needs include:

1. Utilizing a resource person, knowledgeable in probation service and communication skills, to act as a group leader and facilitator for staff discussion.
2. Dividing present staff into teams to study and evaluate each functional area of service delivery and require each team to report on how each area could be improved through the use of



volunteers.

3. Surveying probationers as to what community resources they need.

#### DEVELOPMENT OF SKILLS AS RESOURCE

##### PROFESSIONALS AND MANAGERS

With the advent of a Volunteer Program, the Probation Officer assumes two new roles. The officer becomes a manager of volunteers and a consultant to them as they relate to the probationers. In order to fulfill both roles adequately, staff training for supervising volunteers is fundamental. Workshops, in-service seminars, or staff discussions in both areas are recommended for staff.

This dual responsibility will call for particular skills. The supervision of Volunteers means the acquisition of management and leadership skills, and in general learning to help volunteers see their mistakes and improve. As a consultant, the probation officer will be developing skills in group dynamics, communication, and in volunteer recruitment, particularly from minority groups.

Under the mandate to provide staff training and development, the New York State Division of Probation will be organizing workshops and training programs to assist local Volunteer Coordinators in carrying out their new functions.

#### PLANNING THE VOLUNTEER PROGRAM

Careful and practical planning is necessary to insure that the Volunteer program fits into the overall goals of local probation service delivery. This will assure that there are meaningful work experiences for volunteers. Planning initially means a realistic analysis of the work to be done so that responsibilities can be divided into manageable and interesting tasks to be assigned to volunteers.

The management of this planning stage is best carried out by a Coordinator of Volunteers, full or part time. Large departments might even consider two or more coordinators. The rationale for this immediate staff appointment is the need for ongoing effective program planning, facilitation of staff input, and the overall administration of the program. In addition, the Coordinator designs programs to meet the needs expressed by the staff. For example, the expansion of service delivery in intake (Volunteer employment liaisons) and decentralized programs, (special reporting centers), increased counseling capabilities, the addition of interpreters and employment counselors may be areas of staff concern for which the Coordinator can design Volunteer programs.

The first step in the planning stage, the analysis of work to be done, will be aided by an identification of the following:

1. The unmet needs of probation clients
2. The needs of the community. This could include judges as well as the various social agencies, both public and private, with whom the volunteers will have contact.
3. The wishes and needs of the probation staff.
4. What will volunteers be willing to do.

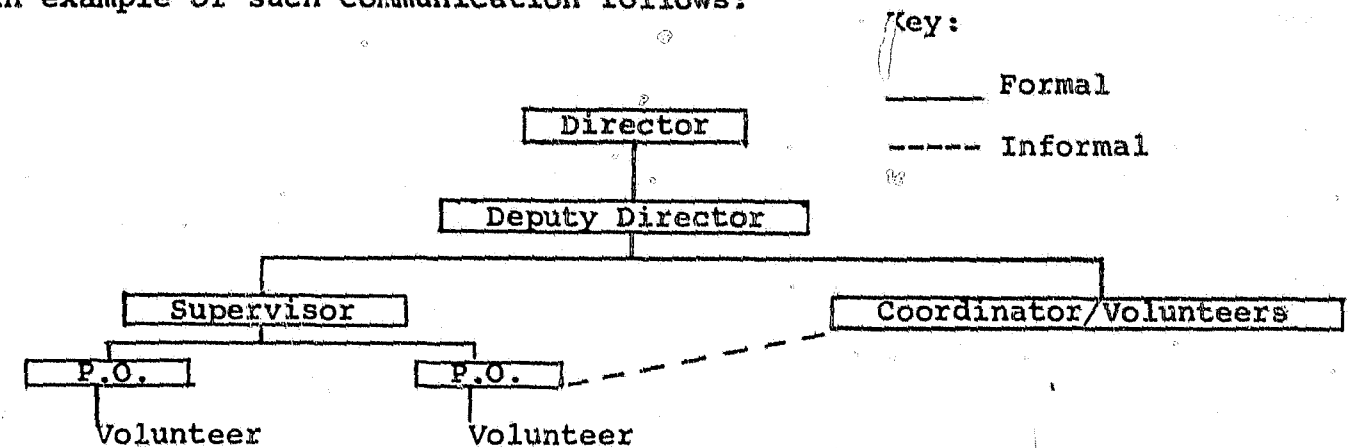
Once the work to be done is identified, volunteer program objectives can be defined and the methods to meet them be designed.

The second step in planning is crucial to a successful program, defining clear program objectives. What exactly do you want the Volunteer Program to accomplish? Program objectives should also be consistent with the goals of the Probation Department. The objectives must be attainable and practical for the Department, as well as written in specific rather than vague or general terms. The design of the program and job descriptions develop from these written objectives. A consideration of the following and similar questions will help insure effective planning program implementation:

1. What is the program to accomplish?
2. What are the Volunteers to do?
3. To whom will Volunteers report?
4. Who are the clients?
5. Who will refer clients to the Volunteers?
6. How will clients be referred?
7. Who will supervise their work?
8. Who will be responsible for correcting what goes wrong?
9. When are the objectives to be accomplished? Are the objectives long range or short?

Planning the volunteer program must also consider the department's organizational chart. The inclusion of the position of Coordinator of Volunteers should clarify the lines of formal and informal communication between the Coordinator, Supervisors, and Probation Officers.

An example of such communication follows:



The organizational chart can also serve as a valuable resource in order to obtain total staff input for the training phase of the volunteer program.

#### 1. Job Descriptions

After ascertaining the tasks that a volunteer will perform, and where organizationally, it is advisable to provide job descriptions. With realistic job descriptions for volunteers, planning can be concentrated on the work to be done, candidates easily identified and matched to the work requirements. The objectives of the job, the time it will take, the limits of responsibility and the lines of accountability should all be specified in the job description. Training requirements should also be a part of a comprehensive job description. Job descriptions must also encourage the recruitment of low income and minority volunteers.

By means of a clear job description, the volunteer will be made to feel as an integral and contributing part of the Probation Department.

SAMPLE JOB DESCRIPTION #1

Position: Investigation Aide

Staff Advisor: Principal Investigation Officer

Purpose: Assist Probation Officers in the work of Presentence investigation

Major Responsibilities: Receives client and explains the purpose of the presentence investigation, provides the client with form DP 2.3 (Defendant's Presentence Questionnaire) and assists in completing the form, introduces the client to probation officer and assists probation officer in verification of information, and home and collateral visits.

Responsible to: One probation supervisor or one probation officer

Responsible to Serve: Assigned presentence investigation clients

Time Required: Orientation and training - one hour a week  
Interviewing clients - four hours a week  
Assisting probation officer - four hours a week.

Qualifications: Knowledge of agency, plans, program goals, clientele needs and agency needs; general knowledge in the art of human communication; B.A. preferable, although this could be waived in specific instances; knowledge of community services and resources; willingness to take training.

Training Suggested: Attendance at volunteer orientation sessions - one hour a week for three weeks. Ongoing training and development with staff - one hour a week throughout term.

Term: One year

SAMPLE JOB DESCRIPTION #2

Position: Youth Program Tutor

Staff Advisor: Director of assigned supervisor

Purpose: Provide educational assistance for clientele who have difficulties achieving satisfactory grades at school

Major Responsibilities: Meet regularly one-to-one with assigned probationers to improve their school work, develop new interests and increase their motivation toward education; coordinate regularly with client's probation officer regarding progress; attend assigned staff meetings to assure mutual cooperation and growth and share information.

Responsible to: Program Director or assigned probation officer

Time Required: Staff meeting - one hour a week  
Instruction service to clients - three hours a week

Qualifications: B.A. or college student; interest in and enjoyment of working with youth; ability to communicate with youth from disadvantaged homes; adequate knowledge of relevant subject matter to be taught; willingness to attend orientation courses and staff meetings.

Term: One term, September to June

Training: Orientation  
(in this category, additional training may not be necessary)



SAMPLE JOB DESCRIPTION #3

Position: Volunteer in Probation

Purpose: To develop a helping relationship with a Probation client

Major Responsibilities: To build a feeling of trust and understanding with a Probation client assigned one to one for the purpose of providing support and direction to the client; report regularly to client's Probation Officer; fill out contact reports.

Responsible to: Assigned Probation Officer

Time Required: Direct involvement with a Probation client - a minimum of one contact each week; preparing and filing contact reports - 1/4 hour a week; consulting with supervisor - 1/2 hour a week; attending in-service training - 1 1/2 hours a month.

Qualifications: A mature adult, age 18 or over, with necessary time, concern, commitment, able and willing to have a non-judgmental attitude.

Training Suggested: Three orientation sessions by Probation staff; and a monthly in-service training session.

Term: One year commitment.

SAMPLE JOB DESCRIPTION #4

Position: Deputy Volunteer Coordinator in Probation

Purpose: To assist (and substitute for, in emergencies) the Coordinator of Volunteers in Probation in the general administration of the program.

Major Responsibilities: To facilitate the ongoing operation of the program by acting as volunteer liaison between various departmental programs, and to coordinate the training programs inherent in these programs; to assist in the training of volunteers; to assist in the recruitment of volunteers by the development of resources; to address large groups of interested citizens orienting them to the Volunteer in Probation program; to become involved in the Probation process seeking and developing new ways and means by which Volunteers can change and develop within the Social Justice System.

Responsible to: The Coordinator of Volunteers in Probation

Time Required: Minimum - 2 full days a week at present  
Maximum - 5 day week (limited hours per day)

Qualifications: Mature adult, at least 18 years of age, intelligent, understanding and willing to learn. Knowledge of existing groups within the County that would be interested in Volunteers in Probation; previous experience in administration desirable.

Training Suggested: Initial training of one week (5 consecutive days); one hour every week with coordinator; outside conferences, seminars, institutes as scheduled.

Term: One year commitment.

In summary, the planning process for a volunteer program in Probation includes:

1. Identifying the needs of staff, department, community and offender
2. Establishing goals and objectives to meet these needs
3. Designing the volunteer program
4. Determining the administrative structure
5. Monitoring program implementation
6. Ongoing evaluation of the program

#### PROGRAM SIZE

Most authorities in the field of volunteerism, e.g., NICOV, Boulder, Colorado, advise "start small" in order to have a manageable program that can grow gradually and naturally. A small beginning is the normal extension of the planning stage and the best way to test plans made, correct mistakes, and provide for the unforeseen.

"START SMALL, DON'T STAY SMALL." Anticipate growth and plan for an expansion of the program, after six months to a year's experience. New horizons will open, and the program can grow on a solid foundation of success.

#### PROGRAM FINANCING

Volunteers receive no salary, but they require training, supervision and support. The resources of both the community and the department should be assessed and the following support items considered: insurance for volunteers and the department, staff and volunteer training, conferences and reference materials, travel expenses, groups activities for volunteers and clients, acknowledgement activities, volunteer identification cards, telephone and office supply expenses. The appropriate time for this assessment and consideration is during the planning stage.

Volunteers receive no salary, but it should not be a financial burden to be a volunteer.

With regard to insurance, health, accident or liability, contact your local insurance company. Volunteers Insurance Associations , 5301

Wisconsin Avenue, S.W., Washington, D.C., 20015, provides a policy for volunteers.

#### RECRUITMENT

Recruitment, screening, and training of volunteers are part of the same process. It is a case of placing the right volunteer in the right job, properly trained.

Recruitment of volunteers reflect initial department program analysis and subsequent volunteer program planning. The department, having established its goals and strategies for the Volunteer Program, is adequately prepared to begin the recruitment component of the program.

Recruitment efforts to be effective, must be well planned. To fill all volunteer jobs will require a plan for continuous effort on the part of the coordinator. The best staff personnel, equipped with well defined and attractive job descriptions, should be assigned this project of appealing to the groups and individuals needed to assist the work of probation. Begin recruiting where the people are who can best fill the job descriptions. The recruiter must be aggressive, dynamic, and confident.

If, for example a department realizes the need for further community involvement in high crime areas, particularly if the need is to provide a probationer with a stable model on a regular basis, some recruitment will necessarily be initiated in these neighborhoods.

Volunteers can also be recruited from any number of other sources

including: community service agencies and organizations; Volunteer Action Centers; local colleges and universities; staff contacts; and the public at large through the use of mass information media.

A few suggestions on where to begin: as candidates, express an interest in assisting the department as volunteers, they should be screened regarding their qualifications and their commitment. The volunteer registration form should provide this information. Subsequently, a personal interview should be conducted with each candidate, at which time, potential volunteers should be made aware of the program's requirements. Among the requirements will be that Volunteers in Probation programs will generally require a long term commitment from the volunteer (four months to a year), participation in pre-service and in-service training, contacts with the professional staff, regular written reports, and a minimum number of hours of weekly service. The interview should also elicit, as accurately as possible, the candidate's motivation for becoming a volunteer in probation.

Recruitment also raises the issue of the use of ex-offenders in a volunteer program. If the proper care is exercised in both the screening process and the ongoing supervision of the program, a candidate should not be rejected solely on the basis of a criminal record. Ex-offenders have proven their worth as vital contributors to service programs in the criminal justice setting. The immediate rapport that the ex-offender could bring to probation's clientele could be of inestimable value to a volunteer program.

A general rule for screening is, you screen the volunteer just as

carefully as you would a professional staff person.

Screening takes place at the following entry points to a volunteer program:

1. Registration form
2. Interview
  - a. With Volunteer Coordinator
  - b. With the probation officer with whom the volunteer will work
3. Training
4. Probationary period as a volunteer

These same points can also provide a maximum number of graceful exits, if the volunteer wants to screen himself out.

SAMPLE REGISTRATION FORM

1. Name \_\_\_\_\_ Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_
2. Address \_\_\_\_\_ City \_\_\_\_\_ Tele. \_\_\_\_\_
3. Education - state highest year completed \_\_\_\_\_
4. Occupation \_\_\_\_\_
5. Previous experience in working with people \_\_\_\_\_  
\_\_\_\_\_
6. Special skills, interests, hobbies \_\_\_\_\_  
\_\_\_\_\_
7. Name any foreign languages you speak \_\_\_\_\_  
\_\_\_\_\_
8. I am interested in the following type of volunteer service \_\_\_\_\_  
\_\_\_\_\_
9. Do you prefer working with juveniles or adults? \_\_\_\_\_  
\_\_\_\_\_
10. Indicate person to be notified in case of accident or sudden illness  
Name \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ Telephone \_\_\_\_\_
11. List two personal references:  

<u>Name</u>	<u>Address</u>
_____	_____
_____	_____
12. Other comments \_\_\_\_\_  
\_\_\_\_\_

## TRAINING

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Training is absolutely necessary in the implementation of a volunteer program. The training of volunteers has two parts, pre-service or orientation training and regular in-service sessions. Both training parts should emphasize the attainment of skills and be designed to meet the needs of the volunteers.

Introductory material should be brief and to the point, supplemented by staff conducted training sessions. This training should avoid rigidity and should be sufficiently instructive and informative so as to bring out the natural qualities and experiences of the volunteers without attempting to convert them into substitute professionals.

An effective training course involves the participants. Role playing, group exercises, open discussions are a few suggestions for involving the trainees and good methods to aid the participants to learn from each other.

Training should inform the volunteer about the job he/she is to do, the system within which the job is to be done, the probationer, as well as the skills needed to perform the job effectively.

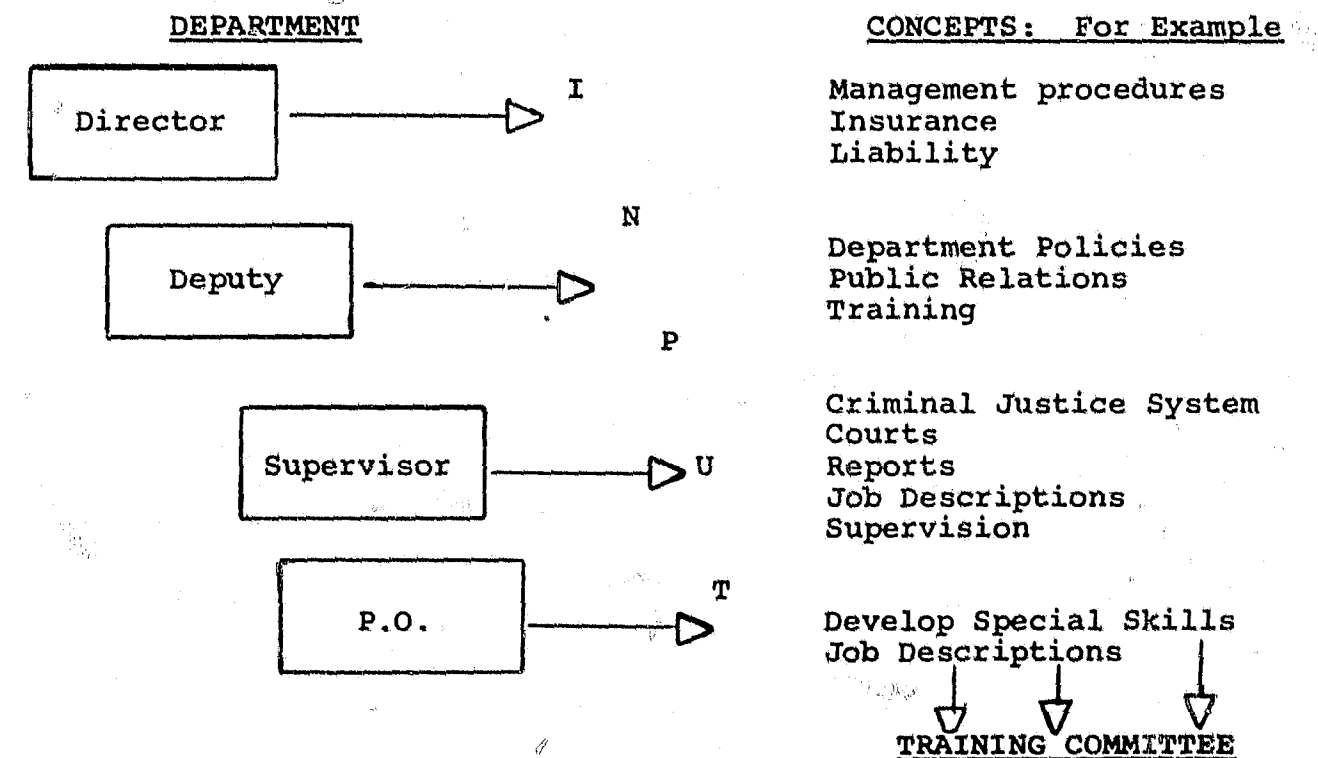
Initial training should phase into on-the-job training in which the volunteer attends ongoing training sessions and staff meetings. Regular consultation with staff supervisors should continue to be of crucial importance throughout the volunteer's entire work experience. In order to make the volunteers realize that they are a vital part of the probation process, the regular staff should frequently seek out ideas, comments and reactions of the new volunteers.

For a successful program, all of the values of a good service

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agency must be communicated to the volunteer, for example: a sense of belonging; a sharing in objectives; providing realistic goals, a sense that progress is being made; that information is being shared; and that confidence is part of the relationship between superiors and subordinates.

Preparation of the training program should also take into account the organizational structure of the department and the contribution that each level sees as important to include in the total training program.



ORIENTATION

What do you want the volunteer to do? The answer to this should help formulate your training program. Program objectives and job descriptions should constitute the foundation of training. The particulars of a training program must be designed by the local departments.

An example of using job descriptions as a basis for developing an orientation program follows:

(Job description #3, Volunteers in Probation)

Job - Develop a helping relationship with a probationer.

ORIENTATIONDay 1

- a. Group activity - skill development as related to the job - a well selected activity provides an immediate atmosphere for unifying the volunteer groups as well as introducing the volunteers to techniques they should find helpful when working with the probationers.

Follow up with group discussion - pointing out that such skills will be used in working with probationers -- 1 hr.

b. Volunteer Film

- Discussion
- 1 hr.

c. Description of Probation Service

- 1 hr.

This particular part is a good place to involve staff personnel either in a lecture setting or as small group leaders

Day 2

## a. What the volunteers will be doing:

- volunteers' role in probation

- who they report to
- responsibilities of volunteers
- responsibilities of probation staff
- team concept
- 1 hr.

b. Small Group Activity

- activity related to various values and cultural patterns of society
- 45 minutes

c. Discussion

- characteristics of probation clients
- the small group activity should have a natural tie-in with this discussion
- 1 hr.

Day 3a. Small Group Activity - General Discussion

- Purpose to learn to establish effective helping relationships
- verbal communication
- non-verbal communication
- 1 hr.

b. General review of Probation, Probation servicec. Breakdown into small groups with probation officers who will work with volunteers

- probation officers introduce volunteers to their "team"
- review reporting procedures and their importance
- explain the importance of regular visits with the probationer
- unanswered questions
- 2 hrs.



## EVALUATION

The placement of the evaluation section in this booklet resembles too closely the actual practice of evaluation of Volunteer Programs. Right at the end! Too often the last month of most programs is spent scurrying about with questionnaires, surveys, index tables, graphs, and the hope that the program was a success. The tradition seems to be "did we do a good job," when proper evaluation, regardless of the degree of its sophistication, should be asking, "are we doing a good job?"

Whether or not a program remains current as to its effectiveness demands that an evaluation system begins on day one.

### EVALUATION BEGINS ON THE FIRST DAY OF THE PROGRAM

The goal to strive for in this critical area of insuring continuous program effectiveness is technical evaluation designs and full time research personnel. This, unfortunately, is not very often the reality, generally for budgetary reasons. For this reason, the following evaluation suggestions may be considered as a viable alternative that will provide minimal but sound information with which ongoing program effectiveness can be determined. It is not a substitute for more sophisticated research; it is a first step. In addition, the following system may serve as a good base upon which further evaluation designs can be built. This ongoing feedback system has been drawn from the work of Dr. Ivan Schier, Director of National Information Center on Volunteers, Boulder, Colorado.

### OUTLINE FOR A MINIMAL BASIC FEEDBACK SYSTEM

#### Introduction

#### (I) Managerial Considerations: Needs

- (A) An ongoing (everyday) feedback on a program -- on decisions and actions of staff and volunteers

(B) Participatory management in evaluation, It is a staff program so that staff input is vital.

(C) Good record keeping: for example

1. Number of Volunteers
2. Hours per Volunteer
3. How are Volunteers utilized
4. Turnover rate of Volunteers
5. Assignment records
6. Record for case reports

### Evaluation Design

#### Feedback System

- (1) Ask the People
- (2) Sampling
- (3) Ask the Right Questions
- (4) Clients
- (5) Analysis

#### (1) Ask the People

To know what is going on - ASK: The staff (all levels), clients, volunteers, the funding agent, volunteer coordinator

Why - If these people reject the program, no evaluation no matter how sophisticated can make the program a success. Therefore, ask the participants for their perception of the program.

#### (2) Sampling

Ask all the people in the program, or a very large

selection - and - include failure cases.

A further suggestion for sampling is the use of:

- (a) Outside interviewer - ex-college student
- (b) Insider interviewer - staff coordinator

(3) Ask the Right Questions

What are the questions?

(A)

ASK THE:

ABOUT:

<u>Experience</u>	<u>Goals</u>	<u>Good Things in the Program</u>	<u>Bad Things in the Program</u>	<u>Opportunities for Expansion - Improvement</u>
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Volunteer

Coordinator

Funder

Staff

(B)

ASK THE:

ABOUT:

For each volunteer:

How is relationship

Staff      Client relationship - how is it?

Staff - Volunteer

Volunteer      Client relationship - how is it?

Volunteer - Staff

(4) Clients

Youth advisory board, with some adults, to discuss client needs and possible program input.

(5) Analysis

Establish a committee of staff and volunteers to study responses and draw conclusions

A. Discuss -- disagreements -- Looking for solutions and insights

B. Discuss -- agreements -- Implement

The above evaluation is only a start, in lieu of more sophisticated techniques, where staff capabilities are limited by money, time, personnel.

Evaluation begins on day one to obtain constant feedback as to whether or not the program is meeting program objectives.

For Probation Departments located near Universities, an excellent topic for a Masters Research paper is your Volunteer Program.

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**END**