

P R O D U C T E V A L U A T I O N

O F

C O R R E C T I O N S V O L U N T E E R S E R V I C E S P R O G R A M

50984

[Department of Social Services and Housing - Corr Div -
Product Eval of Corr. Vol. Services Program]

Corrections Division
Department of Social Services and Housing
State of Hawaii

Fiscal Year 1977-1978

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NCJRS
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ACQUISITIONS

I. INTRODUCTION

The Corrections Volunteer Services Program (CVSP), which is funded by the State Law Enforcement and Juvenile Delinquency Planning Agency (SLEPA) through the Law Enforcement Assistance Administration (LEAA) federal grant and monitored by SLEPA, began when the Coordinator was hired on November 1, 1976. The program is responsible for the development of volunteer resources to augment existing correctional services at minimal additional cost to the taxpayer for all of the Corrections Division branches, the Hawaii Paroling Authority, and other programs to be created by implementation of the Correctional Master Plan.

The objective of CVSP is to enhance the staff's capacity to guide the rehabilitation and reintegration of residents through the use of volunteers in whom the concept of community responsibility in the correctional re-entry process has been fostered.

II. PROJECT DESCRIPTION BACKGROUND

A proposal for the Corrections Volunteer Services Coordinator (CVSC) project was first submitted to SLEPA in 1972. Though federal funds were made available every year since fiscal year 1973, lack of state matching funds and failure to establish the Coordinator's position prevented implementation of the project until November 1, 1976, when the Coordinator was finally hired.

The Corrections Volunteer Services Coordinator is responsible for development and administration of the program statewide. The office is located within the Corrections Division administrative offices. The Coordinator is directly responsible to the Corrections Division Administrator. The Coordinator has the following responsibilities:

- A. Define program goals and objectives.
- B. Work with staff, volunteers, and inmates to define need for volunteers.
- C. Identify volunteer resources in the community.
- D. Establish and maintain referral, reporting, and record systems.
- E. Plan and budget for all program components.
- F. Develop and conduct orientation and training procedures for volunteers and staff.
- G. Maintain continuous recruiting.
- H. Counsel volunteers.
- I. Cooperate with other agencies and educators to develop learning opportunities and joint programming.
- J. Design and conduct evaluations of placements, volunteers, and the program.
- K. Arrange for mobility and progression of volunteers.
- L. Facilitate and support recognition of volunteers and staff.
- M. Develop and direct public relations and public education programs.
- N. Develop policies, procedures, and guidelines for the program.

The Corrections Division is committed to the use of volunteers as staff in all branches and units, where feasible, to enhance and expand the variety of programs offered to the inmates/wards. The use of volunteers is recognized as a viable and effective tool in the supervision and treatment of inmates/wards and should be developed as a skill in staff. The use of volunteers permits increased personal contact for the client, broadens community resources for the Division, increases public awareness of the correctional system, and develops management skills among staff.

III. PRODUCT EVALUATION PARAMETER

The product evaluation covers the period between July 1, 1977 and May 1, 1978, with some reference to the previous fiscal year.

IV. PRODUCT EVALUATION CHECKLIST (PEC) AND THE PRODUCT EVALUATION PROFILE (PEP)

The following PEC and PEP were completed by the program coordinator in May 1978.

Product Evaluation Checklist (PEC)

1. Needs Assessment

Consideration Rating Criteria

a. Project's relationship to governing program area	0	1	2	3	4
					①
b. Project's potential to improve CJS	0	1	2	3	4
				①	
c. Project's potential for reduction of crime	0	1	2	3	4
			①		
d. Project's effect on the number of people	0	1	2	3	4
				①	
e. Project's social significance	0	1	2	3	4
				①	

MEAN RATING 3.0

Rating (Circle Number)

- Maximum Priority 4
- Great Importance 3
- Probably Significant Need . . . 2
- Possibly Significant Need . . . 1
- No Real Evidence of Need . . . 0

2. Objective Criteria

Consideration Rating Criteria

a. Objective gives clear indication of target/mission	0	1	2	3	4
					①

- b. Objective refers to client/ organization and to behavior/ operation 0 1 2 3 4
| | | | (1)
- c. Objective describes an observable behavior/ product of the client/ organization 0 1 2 3 4
| | | | (1)
- d. Objective states what resources will be available for the project period 0 1 2 3 4
| | | | (1)
- e. Objective states the minimum acceptable level of performance 0 1 2 3 4
(1) | | | |

MEAN RATING 3.4

Rating (Circle Number)

Objective Completely Evaluable	4
Objective Evaluable with Minor - Exceptions.	3
Objective Evaluable with Major Exceptions.	2
Objective Seems Unevaluable but Provisions for Subjective Evaluation	1
Objective Seems Basically Unevaluable	0

3. Performance--Effect Factor (EF)

Consideration Rating Criteria

- a. Parameter of EF is clear, substantial, and identifiable 0 1 2 3 4
| | | | (1)
- b. Parameter of EF is objectively quantifiable 0 1 2 3 4
| | | | (1)
- c. EF can be modified effectively 0 1 2 3 4
| | | | (1)
- d. EF can be cost estimated 0 1 2 3 4
| | | | (1)

e. EF can be reconstructed in another situation

0	1	2	3	4
				⓪

MEAN RATING 4.0

Rating (Circle Number)

- EF is Easily Identifiable and Quantifiable 4
- EF is Identifiable and Quantifiable to Some Extent 3
- EF is Identifiable and May Be Quantified with Some Subjectivity 2
- EF is Difficult to Identify and Not Readily Quantifiable 1
- EF is Neither Identifiable nor Quantifiable 0

4. Performance--Outcome/Output Determination

Consideration Rating Criteria

a. Parameter of outcome/output is clearly identifiable

0	1	2	3	4
				⓪

b. Descriptive congruence of outcome/output to objective

0	1	2	3	4
				⓪

c. Outcome/output is quantifiable through measurement

0	1	2	3	4
				⓪

d. Causal clues to outcome/output

0	1	2	3	4
				⓪

e. Outcome/output may be recreated in another situation

0	1	2	3	4
				⓪

MEAN RATING 4.0

Rating (Circle Number)

- Causal Relationship of Objective to Outcome/Output 4
- Descriptive Congruence of Outcome/Output to Objective Statement . . . 3
- Outcome/Output is Quantifiable and Measurable 2
- Outcome/Output is Clearly Identifiable 1
- Outcome/Output is not Identifiable 0

5. Performance--Technical

Consideration Rating Criteria

- a. Actual (composite) performance level of all tasks 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- b. Actual achievement of planned results 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- c. Actual achievement of the outcome/output parameter 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- d. Maintenance of schedule 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- e. Side and long-term effects identified. 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|

MEAN RATING 2.6

Rating (Circle Number)

- Outcome/Output to Objective Completion (100%) 4
- Outcome/Output to Objective Completion (80%) 3
- Outcome/Output to Objective Completion (60%) 2
- Outcome/Output to Objective Completion (40%) 1
- Outcome/Output to Objective Completion (20%) 0

6. Performance--Criminal Justice Significance

Consideration Rating Criteria

- a. Congruence with Needs 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- b. Results due to effect factor 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- c. Results contribute to improvement of the CJS 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- d. Results contribute to the reduction of crime 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- e. Multiple consumer groups served 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|

MEAN RATING 2.6

Rating (Circle Number)

- Very High Significance Demonstrated 4
- High Significance Demonstrated 3
- Moderate Significance Demonstrated 2
- Slight or Rather Uncertain Significance 1
- Negligible or Unknown Significance 0

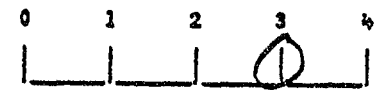
7. Cost/Cost Effectiveness

Consideration Rating Criteria

- a. Adherence to the financial plan/expenditure rates 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- b. Appropriateness of expenditures 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- c. Cost effectiveness: unit of comparative measurements 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|
- d. Assuming of cost factor by participating institution 0 1 2 3 4
|-----|-----|-----|-----|
|-----|-----|-----|-----|

not rated

e. Comprehensive cost analysis

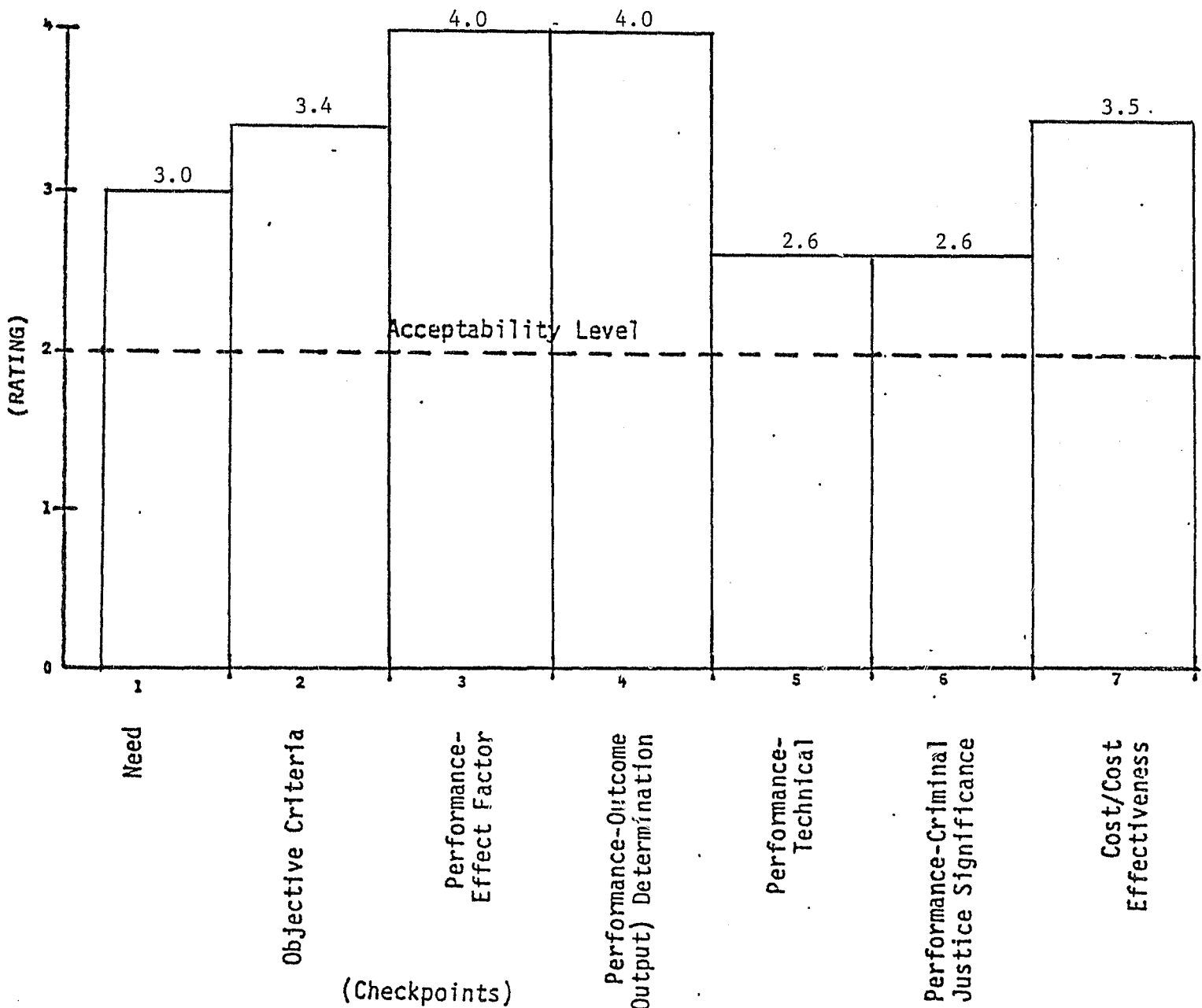


MEAN RATING 3.5

Rating (Circle Number)

- A Major Breakthrough 4
- Very Good 3
- Good: Competitive 2
- Poor or Unclear 1
- Hopeless or not Calculable 0

The rating scores for each of the seven (7) checklist categories will then be plotted on the following Product Evaluation Profile (PEP).



V. SUPPORTIVE EVIDENCE FOR CHECKLIST RATING

A. Needs Assessment (Mean Rating--3.0)

1. Project's relationship to the governing program area and expressed needs/problems. (Rating--4.0)

The project relates directly to the governing program area and expressed needs/problems. The project, Corrections Volunteer Services, is subsumed under the program area, "Improving the Criminal Justice System and the Reduction of Crime."

The project addresses the need for community involvement in the reintegration process.

2. Project's potential for improvement of the criminal justice system. (Rating--3.0)

The project has great potential for contributing to improvement of the criminal justice system.

The purpose of improvement of the criminal justice system is served by the use of volunteer services in that it contributes to offender reintegration with the community. Volunteerism in corrections is in congruence with the philosophy of the correctional system: offenders come from society, and as a result, must be treated within the context of society; change can best be accomplished by humane treatment; people can and do change.

3. Project's potential for reduction of crime and delinquency. (Rating--2.0)

The project's potential for reduction of crime and delinquency is probably significant. Volunteers provide role models for offenders and, by their presence reduce the isolation and alienation of inmates. The institutional environment is thereby

normalized, contributing to reintegration, which may in turn have great impact on the recidivism rate. (Comprehensive, long-term studies should be done by an independent agency to determine the validity of these hypotheses.)

4. Project's effect on the number of people. (Rating--3.0)

The project has potential for affecting a large number of people including inmates/wards, volunteers, persons attending presentations about volunteering in corrections, and the network of others in contact with these.

Between July 1, 1977 and May 1, 1978, there were 127 inquiries about volunteering in corrections, resulting in 57 placements. In addition, there were 13 presentations by the Coordinator to 219 people. Two films, I Live in Prison and Children in Trouble, which are the property of the project were loaned to several organizations and were shown to 296 and 226 people respectively (including project trainees).

No records have been kept of the number of inmates/wards affected by the volunteers. An estimate of at least half of the population should not be far off if consideration is given to direct service, donations from organizations year around as well as at Christmas, and entertainers.

5. Project's social significance. (Rating--3.0)

The project's social significance is of great importance. The use of volunteer services in corrections is an integral part of: the National Advisory Commission on Criminal Justice Standards and Goals; the State of Hawaii Correctional Master Plan; and the Annual Action Plan of SLEPA.

Some of the specific areas of the Hawaii Criminal Justice Standards and Goals to which CVSP relates and to which program procedures create natural linkages are:

- a. Marshalling and Coordinating Community Resources--establish working relationships with major social institutions, organizations, and agencies of the community.
 - b. Corrections Responsibility for Citizen Involvement--provide public information and education; facilitate involvement of citizens in advisory and policymaking functions, direct service, and cooperative endeavors with corrections clients; maximize normal interaction among corrections staff, inmates, and community residents.
 - c. Inmate Involvement in Community Programs--provide opportunities for offenders to assume increasing individual responsibility and community contact.
 - d. Social Environment of Institutions--maximize interaction between community and institution.
 - e. Intern and Work Study Programs--attract students to corrections as a career; improve relationships between educational institutions and the field of practice.
- B. Objective Criteria (Mean Rating--3.4)
1. The objective gives a clear indication of target/mission.
(Rating--4.0)

The project has clear mission and goal statements.

The mission of this project is to assist the Corrections Division and its correctional facilities and the Hawaii Paroling Authority in the State of Hawaii to attain their goal of reuniting

the offender with the community without undue danger to the public be facilitating maximum use of community resources and citizen participation. The goal of this project is to develop a sufficient pool of volunteer resources to augment existing correctional services at minimal additional cost to the taxpayer and to train staff to use these volunteer services effectively.

2. The objective refers to the organization and to its operation.

(Rating--4.0)

The objectives of the project refer to the organization and its operation. The objectives of the project are:

- a. To identify the problem areas within the correctional system which could constructively use volunteer services.
- b. To develop a coordinated program for the use of existing community resources to meet correctional needs.
- c. To recruit, screen, train, and maintain a pool of volunteers with specific skills or talents who will assist in meeting agency needs.
- d. To develop and maintain a pool of volunteers who will function on a one-to-one basis with residents and parolees.
- e. To promote greater community understanding and involvement in the realities of the correctional system and its components.
- f. To assess the potential, impact, and value of volunteer efforts in correctional settings.
- g. To enhance the capacity of the correctional system to attract career employees.
- h. To train staff to use volunteers effectively.

3. The objective describes an observable product of the organization.
(Rating--4.0)

The observable products of the project, described in the phases relating to the objectives, include (for fiscal year 1977-78): publication of a bimonthly newsletter; compilation of program policies; evaluations of volunteers, placements, and the program; publication of handbooks for volunteers and staff.

4. The objective states what resources will or will not be available to the organization for the project period. (Rating--4.0)

According to the Program Plan (2/77), the resources for the project period include the coordinator as the only paid staff in the program, volunteers, and in-kind clerical support from the Division. All scheduled dates of completion are tentative and dependent upon volunteer assistance in all phases.

5. The objective states the minimum acceptable level of performance or a range for acceptable performance. (Rating--1.0)

Neither minimum nor range of acceptable performance are stated. Accomplishment of the tasks is referred to in terms of time rather than level of performance.

C. Performance-Effect Factor (Mean Rating--3.6)

1. The parameter of the effect factor is clear, substantial, and identifiable. (Rating--4.0)

In this project, the volunteer is the effect factor, and is thus readily identifiable as unpaid, as opposed to paid staff.

2. The parameter of the effect factor is objectively quantifiable.
(Rating--4.0)

The parameters of the volunteers are easily identifiable and quantifiable. The Coordinator publishes Volunteer Registers and Summaries periodically, which include names, schedules, number of hours, type of work, and other data.

3. The effect factor can be modified effectively. (Rating--4.0)

Volunteers and their services may be modified effectively by training, supervision, transfer, or termination.

4. The effect factor can be cost estimated. (Rating--4.0)

The cost of volunteers is easily identifiable and quantifiable. Many volunteer programs estimate the dollar value of volunteer services by multiplying the number of volunteers by the minimum wage or by the cost of similar services if purchased.

As of May 1, 1978, there were approximately 251 volunteers serving the Corrections Division. A conservative estimate of the hours they worked on behalf of the Division is 2,457 per month. If this is multiplied by \$3.00, the dollar value of these services is \$7,371 per month or \$88,212 per year.

5. The effect factor can be reconstructed in another situation or environment. (Rating--4.0)

Volunteer services are as old as mankind--and as diverse. They have been and will continue to be reconstructed in other situations and environments.

D. Performance-Output Determination (Mean Rating--4.0)

1. Parameter of the output is clearly identifiable. (Rating--4.0)

Parameters of the output of the project are clearly identifiable. The output of the project includes the volunteers placed in corrections, the newsletter, the evaluations, other documents, and services.

2. Descriptive congruence of output to objective. (Rating--4.0)

Descriptive congruence of output to objective is readily identifiable in comparing the Phase statements to the goals and objectives in the grant application (5/26/77).

3. Output is quantifiable through measurement. (Rating--4.0)

Output of the project includes volunteers, services, and documents--all of which are measurable.

4. Causal clues to output. (Rating--4.0)

Certain correlations may be inferred from the VolinCor Log (5/10/78) which shows the number of inquiries, presentations, interviews, and placements month by month. Such clues will affect future volunteer recruitment efforts.

In addition, evaluations have been conducted to provide a basis for: training volunteers and staff; designing handbooks; preparing policies and procedures. (See Appendix 1 for these documents.)

5. Output may be recreated in another situation or environment. (Rating--4.0)

The Coordinator knows of and corresponds with administrators of numerous similar projects throughout the United States and Canada.

E. Performance-Technical (Mean Rating--2.6)

1. Actual performance level of all tasks. (Rating--3.0)

Project tasks include a myriad of activities, primary among which are: recruiting, screening, training, and referring potential volunteers for placement in correctional facilities. All of these processes, and more, are continuously evaluated and improved.

2. Actual achievement of planned results. (Rating--3.0)

These are the objectives and results of the project:

- a. Identify the problem areas that could use volunteer services.
 - (1) The Service Plan for the Recreation Unit at Hawaii State Prison was invalidated by staff changes. The present recreation therapist has not seen the need to request volunteers.
 - (2) Since the volunteer needs of Olomana Cottage had not been met in the first year of the project, two volunteers reassessed the situation and prepared a new Service Plan. (See Appendix 2.)
 - (3) A graduate student in Public Health evaluated the volunteer needs at Maluhia Women's Residence and prepared Service and Program Development Plans in September 1977. (See Appendix 3.)
 - (4) A new Service Plan was produced in March by a student in Human Development. (See Appendix 4.)
- b. Develop a coordinated program for use of existing community resources.
 - (1) The Service Plans described above include references to use of community resources.
 - (2) Several students are assisting with development of public relations plans and procedures.
- c. Recruit, screen, train, and maintain a pool of volunteers.
 - (1) These processes are continuous and of the highest priority in the project.

- (2) The concept of "pool of volunteers," however, is somewhat erroneous. Volunteers are, in general, available for specific purposes within a definite period of time and cannot therefore be considered part of a pool.
 - (3) Several volunteers have been systematically surveying the college campuses to identify specific areas and sources for potential volunteers. Some of the areas included: student newspapers; faculty newsletters; campus bulletin boards; instructors and courses requiring community service (field work).
 - (4) The volunteers who prepared Service Plans also wrote progress reports. (See Appendix 5.)
- d. Develop a "pool of volunteers" who will function on a one-to-one basis with residents and parolees.
- (1) Most of the volunteers do work individually with residents.
 - (2) The Hawaii Paroling Authority has so far expressed no need for volunteers.
 - (3) Again, the pool concept is erroneous, and this statement will be rephrased in the next grant application.
- e. Promote greater community understanding and involvement in the realities of the correctional system.
- (1) This objective is being met in several ways:
 - (a) The CVSP administrative office has thus far provided practicum experience for:

1 graduate student in Public Health

1 graduate student in Social Work

3 juniors in Human Development

1 senior in Human Development

2 undergraduate students in journalism

3 high school students

(b) Journalism students have written advertisements, press releases, and public service announcements for the project.

(c) Thirteen presentations were made by the project administrator to 219 people. (See Appendix la-- VolinCor Log.)

f. Assess the potential, impact, and value of volunteer efforts in correctional settings.

(1) This is a continuous process which needs to be done individually, by the unit or branch, and as a whole.

(2) Three evaluations were completed in May 1978:

Volunteers Evaluation of Placement; Evaluation of Volunteers (by staff); Evaluation of Volunteer Program (by staff). (See Appendices lb, lc, ld.)

(3) There were few monthly time reports from volunteers and/or their supervisors. Obtaining such data is a problem shared by all volunteer programs.

An alternate, though less than satisfactory, method of obtaining this data was developed by a student in Human Development. The student contacted all the volunteers and obtained their schedules and an estimate of

the usual number of hours each worked. This information was listed on the Volunteer Register which was sent to the branch or unit for verification. The Volunteer Register is revised whenever there is adequate volunteer staff to attend to this laborious task. In the past year, four Volunteer Registers have been published.

(4) As of May 1978, there were 195 volunteers providing an estimated 1,840 hours a month to the correctional facilities.

g. Enhance capacity of correctional system to attract career employees.

(1) Though many volunteers have expressed interest in corrections as a career, it is too soon to tell whether this objective is being met.

h. Train staff to use volunteers effectively.

(1) Thus far such training has been informal. The evaluations completed in May 1978 will contribute to development of training programs and handbooks for both volunteers and staff.

3. Actual achievement of output parameters. (Rating--3.0)

Refer to previous section.

4. Maintenance of schedule. (Rating--2.0)

Schedule projections of the Program Plan and Grant application were approximately 60 percent accurate.

a. Volunteer Recruitment:

- (1) Because of rapid turnover of volunteers, especially students, there is need for continuous volunteer recruitment and reevaluation of needs.
- (2) Though basic needs remain the same, new assistant volunteer coordinators with different perspectives identify new areas of need for volunteers. These shifts in view require creativity in finding new sources of volunteers.

b. Service Plans:

- (1) Though the units to be addressed were selected by 7/1/77, volunteer staff was not immediately available. Therefore, the second Olomana Cottage Service Plan was completed in May 1978 rather than 7/31/77.
- (2) Two Maluhia Women's Residence Service Plans were prepared: one in September 1977 and one in March 1978 rather than 7/1/77.
- (3) Future Service Plans will also be contingent upon availability of volunteer staff.

c. Newsletter:

- (1) The Program Plan projected monthly newsletters for the second project year.
- (2) The grant application promised continuation of the bi-monthly VolinCor News.
- (3) Bimonthly rather than monthly publication has continued for reasons of economy of time and money. A monthly newsletter is not projected in the foreseeable future.

- d. Evaluations of volunteers and program by staff and of staff by volunteers.
 - (1) These were scheduled for completion 10/1/77 and 2/1/78, respectively, but were completed 5/1/78. (See Appendices 1b, 1c, 1d.)
 - (2) Volunteer staff to accomplish these difficult tasks became available later than anticipated.
- e. Handbooks for volunteers and staff:
 - (1) These were scheduled for completion 12/1/77 and 4/1/78, respectively. Rough drafts are in progress.
 - (2) Preparation of the handbooks was contingent upon completion of the evaluations and program policies and procedures.
 - (3) A student in Human Development prepared the first draft of the program policies and procedures by December 1977. However, since this is a more complex document than anticipated, completion will be delayed so that suggestions and recommendations may be obtained from as many as possible of those it will affect.
- f. Training program for volunteers:
 - (1) Since two volunteers were available in August to design a training program, the first one was held 5 months earlier than projected--in September 1977 rather than in February 1978.
 - (2) Four additional training programs were held--in November 1977, January, February, and April 1978. (See Appendix 6, Training Plan.)

- (3) Bimonthly training programs are projected in future years between September and April with additional special sessions if needed.

g. Training program for staff:

- (1) Design of training program for staff also relied on results of the evaluations as well as formulation of policies and procedures.
- (2) Though a staff-training plan was scheduled for completion by 6/1/78, it is now rescheduled for fiscal year 1978-79.
- (3) Because of chronic staff shortages, at all branches, staff training will probably be done individually.

h. Additional staff:

- (1) The Volunteers In Service To America (VISTA) proposal was not prepared because the student assigned to this task found the VISTA program in flux. By the time VISTA guidelines had clarified, the student was no longer available.
- (2) Attempts to obtain Comprehensive Employment Training Act (CETA) and State Comprehensive Employment Training (SCET) workers failed.
- (3) VolinCor has had an active staff of at least five volunteers who have engaged in a wide variety of tasks: filing; library maintenance; planning, conducting, and analyzing evaluations; planning and conducting volunteer training; publication of newsletters; writing letters and

public relations items; bookkeeping, recordkeeping; coordinating portions of the volunteer programs; recruiting volunteers.

(4) CD support staff has provided considerable assistance to the project administrator.

i. Basic components of the program:

(1) The Program Plan stated that all of the basic components required for development of the program would be completed by 6/30/78.

(2) The basic components do exist in various degrees of completion.

5. Side- and long-term effects identified. (Rating--2.0)

a. The evaluations which were completed in May 1978 were in part attempts to explore side- and long-term effects of the project.

F. Performance-Criminal Justice Significance (Mean Rating--2.6)

1. Congruence with needs. (Rating--4.0)

Volunteers in corrections are becoming increasingly important as the reintegration concept becomes firmly established. The American Correctional Association and the Hawaii Criminal Justice Standards and Goals both strongly support citizen involvement in corrections.

2. Results due to the effect factor. (Rating--3.0)

Volunteers have been providing many hours of varied services which would not have been available without them. The 251 volunteers reported to be giving approximately 2,457 hours a month to

the Corrections Division, if paid \$3.00 an hour, would cost \$7,371 each month.

The tutoring, religious counseling, recreation, and other services are not easily evaluated. But it is clear that correctional programs are enriched by the presence of volunteers.

The evaluations completed in May 1978 indicate that most of the volunteers are well placed, contributing to the effectiveness of the correctional system.

3. Results contribute to the improvement of the criminal justice system. (Rating--2.0)

There is high potential for volunteers to contribute to improvement of the criminal justice system. By acting as a bridge to the community, the volunteer prevents the inmate from losing contact with the "real" world. Community involvement, awareness, and understanding are needed to support change and improvement in the system.

4. Results contribute to the reduction of crime. (Rating--1.0)

Though there is great potential for reduction of crime by using volunteers to aid and support reintegration, it would be presumptuous to predict that this would be the result.

5. Multiple consumer groups served. (Rating--3.0)

The project affects a variety of groups and individuals such as:

- a. Schools and colleges--instructors as well as students.
- b. Inmates/wards.
- c. Correctional staff.

d. Community organizations.

e. Churches--as a whole and individually.

G. Cost and Cost Effectiveness (Mean Rating--3.5)

1. Adherence to the financial plan/expenditure rate. (Rating--4.0)

The project has worked within the budget and the financial plan.

2. Appropriations of expenditures. (Rating--4.0)

The expenditures were appropriate to the project plan outlined in the application for grant.

3. Cost effectiveness: unit of comparative measurements.

(Rating--3.0)

The project placed at least 57 volunteers during the past year. The average number of hours a month for volunteers was approximately ten. Using \$3.00 an hour as the average value of volunteer time (a conservative estimate), then the estimated monthly value of volunteers placed by the project is \$1,710. The total value for the year, then, is \$20,520 or \$3,369 less than the cost of the project.

Of course, most volunteer services cannot be measured in terms of dollars.

4. Assuming of cost factor by participating institutions.

(Rating--not rated)

There has been no change in cost factor. However, it is hoped, indeed expected, that the project will be absorbed by the State within the Corrections Division's reorganization in the next biennium.

5. Comprehensive cost analysis. (Rating--3.0)

See cost effectiveness above.

VI. SUMMARY AND RECOMMENDATIONS

The Product Evaluation Profile shows that all seven areas meet the acceptability of 2.0 with an overall mean of 3.3.

Only two consideration rating criteria fell below 2.0: the objectives do not state the minimum acceptable level of performance; it is not possible to claim that the project results contribute to the reduction of crime. One criterion was rated--assuming of cost factor by participating institution. It is expected that federal funds will continue on 90/10 basis through September 30, 1979 and that the program will then be absorbed by the State as part of the Corrections Division reorganization under the Master Plan.

Though many tasks were not performed as scheduled, the project administrator's optimism should not be squelched, for frequently volunteers do appear on the scene to assist in accomplishing the objectives as projected. Nonetheless, the objective should be restated to include reasonable time limits and minimum level of performance acceptability.

On the whole, the project is accomplishing its objectives and expanding services at a reasonable rate.

A P P E N D I C E S
= = = = =

Department of Social Services and Housing
Corrections Division

VOLINCOR LOG

The number of volunteers involved in inquiries, applications, interviews and dispositions can be discerned by study of the logs during the period July 1977 through April 1978, a period of ten months.

There were 13 presentations made for a total of 219 people. Of those who inquired about the program, 57.5% completed and returned the applications. The program administrator interviewed 94.5% of the applicants. Of the 94.5%, 82.6% were placed in three Oahu branches and the VolinCor office. The distribution of placements were: 8.8%, Hawaii State Prison; 38.6%, Hawaii Youth Correctional Facility; 14%, Maluhia Women's Residence; and 38.6%, VolinCor office.

The greatest number of inquiries was in September (30), followed by January (17) and February (16). December had the fewest with just 4 inquiries.

Applications received did not reflect the high number of inquiries. During the month of September when inquiries were frequent, 17 applications were completed. January and February had the second and third largest number of applications, 13 and 12 respectively. There were no applications received during December.

The largest number of volunteer interviews were held in September (17). December had a single interview, the smallest number for the period.

There were 5 training programs which consisted of 12 training sessions. Training programs varied from 1 to 3 sessions with each program lasting from 3 to 10.5 hours. A total of 62 persons were trained in the programs.

By Volunteers: Jane Hemmy
Donald Kuriki



DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION

VolinCor
JULY 1977 - APRIL 1978

Date	Inquiries	Applications Received	Interviews By Coordinator	Placements			Presentations By Coordinator	Training		
				Hawaii State Prison	Hawaii Youth Correctional Facility	Maluhia Women's Residence		Corrections Volunteer Services Program	Programs	Sessions
<u>1977</u>										
July	6	2	1	-	1	-	-	-	-	
August	11	8	6	1	1	1	3	-	-	
September	30	17	17	2	6	1	4	4	1	
October	11	5	5	1	-	-	1	2	-	
November	11	4	7	-	2	-	2	1	1	
December	4	-	1	-	-	-	-	-	-	
<u>1978</u>										
January	17	13	11	-	2	3	6	2	1	
February	16	12	12	-	7	2	1	3	1	
March	9	8	5	1	2	1	2	-	-	
April	12	4	4	-	1	-	3	1	1	
Totals	127	73	69	5	22	8	22	13	5	12

CD:RC:5/9/78

DEPARTMENT OF SOCIAL SERVICES AND HOUSING
Corrections Division

PRESENTATIONS

	Month and Year	No. of Attendance
1. Makiki Mental Health Center	September 1977	8
2. VIP Rap Sessions	September 1977	8
3. Big Brothers	September 1977	6
4. Seminar - University of Hawaii	September 1977	50
5. Windward Community College (2 sessions)	October 1977	40
6. Lutheran Church Women	October 1977	19
7. Leeward Community College	November 1977	20
8. Chaminade University (Criminal Justice Classes)	January 1978 (w/Robert Rosengrant)	10
	April 1978 (w/Kathi Sasaki & Myrna Sonson)	12
9. Social Concerns Committee	January 1978	12
	February 1978	12
10. Laubach Literacy Volunteers	February 1978	10
11. Maryknoll High School	February 1978	12
	Total	219

STATE OF HAWAII
DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION
VOLINCOR

VOLUNTEERS' EVALUATION OF PLACEMENT

ROSALIND COLE, ADMINISTRATOR
CORRECTIONS VOLUNTEER SERVICES PROGRAM
MAY 1978

VOLUNTEERS' EVALUATION OF PLACEMENT

I. INTRODUCTION

A. Purposes of the Evaluation

1. To provide volunteers an opportunity to express opinions of their placement.
2. To ascertain the extent to which supervisors have been attending to their agreements with the volunteers.
3. To delineate the areas in which staff needs orientation and training to work with volunteers.
4. To provide a basis for identification of subjects that should be covered in the Volunteer and Staff Handbooks.
5. To provide a basis for delineation of areas to be addressed in preparation of policies and procedures.

B. Evaluation Staff

1. Six volunteers were recruited by VolinCor to conduct the evaluation interviews. (see Appendix 1)
2. Branch Volunteer Coordinators were invited to join the Evaluation Team at the planning meeting for the evaluation on December 27, 1977.

C. Instrument

The 10-question evaluation form (see Appendix 2) was designed by Donald Kuriki, VolinCor Volunteer Administrative Assistant.

D. Sample

1. All corrections volunteers on Oahu, with the exception of the religion volunteers at Hawaii State Prison (who are recruited, trained, and supervised by Good News Mission Chaplain Rick Bartosik), were asked to participate in the evaluation.
2. There was a 36.2% response with 51 volunteers for Hawaii State Prison (HSP), Maluhia Women's Residence (MWR), and Hawaii Youth Correctional Facility (HYCF) completing evaluations.

II. METHOD

A. Communication

1. At the January 1978 Branch Administrators' Meeting, Branch Administrators were notified of the impending evaluation and invited to suggest revisions in the forms and procedures.

2. In February, a memorandum was sent to all Branch Administrators regarding the evaluations and restating the procedures. (see Appendix 3)

B. Procedure

1. During the month of February 1978, the Evaluation Team sent letters to the volunteers asking them to participate in the evaluation. (see Appendix 4)
2. Team members followed up the letters within one week by telephoning the volunteers.
3. Most of the interviews were conducted on the telephone; a few were completed in person.
4. Those who could not be reached by telephone were not interviewed.

III. RESULTS (see Appendix 5)

A. Positive

1. The general tendency of the responses is positive. The most consistently positive responses (all over 75%) in all three branches were in answer to questions 4 and 7 which deal with ability to communicate with the supervisor and cooperative teamwork.
2. Other areas with consistent positive responses (over 50%) were questions 1, 5, 6, 8 and 9 which relate to provision of orientation, good use of time and skills, supervisors' comprehension of problems, solicitation of opinion, and demonstration of appreciation.

B. Negative

1. The negative pattern was not so clearly distributed as the positive. Negative responses for all three branches were highest, with 37.3% noting a lack of clear and complete job description. More than half of the MWR volunteers responded negatively to this item.
2. A second area of negative response related to opportunities for advancement, with 50% of the MWR and one-third of the total volunteers saying nay.

C. Respondents' Comments (see Appendix 6)

1. Forty-five volunteers gave 53 responses to the request for comments.
 - a. 30% stated that they found their work personally gratifying.
 - b. 20% were unclear or expressed negative feelings about the facility programs, security requirements, or role of staff.
 - c. 17% stated that a greater variety of volunteer-directed activities are needed.

IV. CONCLUSIONS

In general, it would appear that supervisors have been attending to their agreements with the volunteers at HYCF, HSP, and MWR. At least in the areas of rapport and actual work the majority of the responses are positive.

Areas with room for improvement include management activities such as preparation of job descriptions, staff development, and participatory decision-making.

Therefore, training for staff will be developed with emphasis on providing opportunities to practice these management skills.

The Staff Handbook as well as policies and procedures will also stress these areas.

INTERNAL COMMUNICATION FORM DEPARTMENT OF SOCIAL SERVICES AND HOUSING	Suspense
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Subject: Volunteers' Evaluation of Placement	Originator: R. Cole/2549
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To: All BAs and From: CVSA Date: 1/19/78 Memo No. 1
Branch Liaison Volunteer Coordinators

Attached is a list of names of the volunteers who are interviewing branch volunteers for the Evaluation of Placement. They will try to conduct all interviews by telephone. If unable to reach a volunteer at his home or place of business, they will call the Branch during that volunteer's usual working hours.

We hope that no interviewing will need to be done at the Branch.

Thank you for your courtesy and cooperation.



Rosalind Cole
Coordinator

CD:CVSA:RC:rp

Att.

EVALUATION TEAM

Volunteers' Evaluation of Placement

The following persons comprised the Evaluation Team and were responsible for interviewing the volunteers at the branches and units indicated.

- | | |
|----------------|---|
| Alyson Yamada | 1. Hookipa Cottage, Hawaii Youth Correctional Facility |
| | 2. Boys' Group Home |
| Don Kegler | 1. Olomana Cottage, Hawaii Youth Correctional Facility |
| Myrna Sonson | 1. Kaala Cottage, Hawaii Youth Correctional Facility |
| | 2. Juvenile Parole, Hawaii Youth Correctional Facility |
| | 3. Unspecified, Hawaii Youth Correctional Facility |
| Malka Strachan | 1. Hawaii State Prison |
| Nancy Hugus | 1. Maluhia Women's Residence |
| Don Kuriki | 1. Administrative and other Services, Hawaii Youth
Correctional Facility |

VOLUNTEERS' EVALUATION OF PLACEMENT

Name: _____ Date: _____

Branch/Unit: _____ Supervisor's Name _____

How long have you been a volunteer here? _____

1. Has your supervisor at your present branch provided all the essential orientations to the policies, people and program?

___ yes ___ no Comments:

2. Has your supervisor provided opportunities for you to grow and advance to a more responsible volunteer position?

___ yes ___ no Comments:

3. Have you and your supervisor agreed to a clear and complete job description?

___ yes ___ no Comments:

4. Do you feel free to talk to your immediate staff supervisor about your job?

___ yes ___ no Comments:

5. Do you feel the supervisor utilizes your skills and time to the best advantage?

___ yes ___ no Comments:

6. Does your supervisor comprehend the problems you face as a volunteer?

___ yes ___ no Comments:

7. Is there cooperative team work between staff and volunteers?

___ yes ___ no Comments:

8. Has your supervisor ever asked for your honest opinion and constructive suggestions in any matter?

___ yes ___ no Comments:

9. Does the staff recognize and demonstrate appreciation for your work?

___ yes ___ no Comments:

10. Additional comments pertaining to the quality of your volunteer placement:

<p>INTERNAL</p> <p>COMMUNICATION FORM</p> <p>DEPARTMENT OF SOCIAL SERVICES AND HOUSING</p>	<p>Suspense</p>
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Subject: Evaluations	Originator: R. Cole, 2549
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To: All BAs From: CDA Date: 2/10/78 Memo No. 1

At the January Branch Administrators meeting, you were informed of several types of evaluations that were planned for completion within two months. The Volunteers' Evaluation of Placement is nearly complete and you will be sent a copy of the findings as soon as the report is ready.

We can now proceed with the other two evaluations. Nancy Hugus, Human Development student in practicum with VolinCor, will be responsible for collecting the evaluation data at Maluhia Women's Residence. Robert Chan, graduate student in Social Work in practicum with VolinCor, will be responsible for collecting the data at all other Oahu branches. Neighbor Island evaluations will be conducted by mail and/or telephone. The evaluations will proceed as described at the January meeting:

1. Evaluation of Volunteers

The students will make appointments to interview staff who are responsible for volunteers in their unit. The interview will take 3-5 minutes to complete a form for each volunteer.

Upon request, copies of evaluations will be given to staff to share with their volunteers.

The evaluations will be kept on file in the VolinCor office to serve as a basis for preparation of letters of reference for school or work when requested by the volunteer.

2. Evaluation of the Volunteer Program

The students will leave these forms for all staff to complete. These should be returned to CVSA within one week.

The information gained from these evaluations will enable improvement in volunteer aid to staff. The data will be of value in: recruiting and screening volunteers; planning training for volunteers and staff; preparation of handbooks for volunteers and staff; refinement of policies and procedures of the program.

Volunteers have accomplished a great deal of high quality work in the development of VolinCor. With your continued courtesy and cooperation, volunteers will prove invaluable at all Branches.

Atts.

Division Administrator

GEORGE R. ARIYOSHI
GOVERNOR

ANDREW I. T. CHANG
DIRECTOR



TELEPHONE
548-2549

STATE OF HAWAII
DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION

MICHAEL KAKESAKO
ADMINISTRATOR

VOLINCOR
Corrections Volunteer Services
P.O. Box 339
Honolulu, Hawaii 96809

ROSALIND COLE
COORDINATOR

The Corrections Volunteer Services Program, now known as VolinCor (Volunteers in Corrections), has just completed its first full year of operation. You are probably aware that VolinCor exists in order to: develop volunteer resources to aid staff by enhancing correctional programs; provide a bridge to the community for those who are incarcerated; train staff in effective use of volunteer services.

As a volunteer, your services are highly valued by the Corrections Division. Therefore, we need you to share your opinions and give us the benefit of your experience that we may improve volunteer service throughout the Division.

A volunteer will call you in a few days and ask you ten questions regarding your volunteer placement. If you cannot be reached by telephone, please expect a volunteer to contact you at your volunteer work station.

Information which you provide will be held in strict confidence.

If you have any questions, or if there is anything you wish to discuss with me, I would be delighted to hear from you.

Aloha,

Rosalind Cole
Coordinator

CD:CVSP:RC:rp



DEPARTMENT OF SOCIAL SERVICES AND HOUSING
Corrections Division

VOLUNTEERS' EVALUATION OF PLACEMENT

QUESTIONS		Maluhia Women's Residence		Hawaii Youth Correctional Facility		Hawaii State Prison		Total	
		No.	%	No.	%	No.	%	No.	%
1. Has your supervisor at your present branch provided all the essential orientations to the policies, people, and program?	Yes	8	50.0	23	76.7	4	80.0	35	68.6
	No	8	50.0	4	13.3	1	20.0	13	25.5
	No Ans.	0	0.0	3	10.0	0	0.0	3	5.9
2. Has your supervisor provided opportunities for you to grow and advance to a more responsible volunteer position?	Yes	5	31.3	15	50.0	2	40.0	22	43.1
	No	8	50.0	7	23.3	2	40.0	17	33.3
	No Ans.	3	18.7	8	26.7	1	20.0	12	23.5
3. Have you and your supervisor agreed to a clear and complete job description?	Yes	5	31.3	18	60.0	1	20.0	24	47.0
	No	9	56.3	9	30.0	1	20.0	19	37.3
	No Ans.	2	12.5	3	10.0	3	60.0	8	15.7
4. Do you feel free to talk to your immediate staff supervisor about your job?	Yes	12	75.0	26	86.7	4	80.0	42	82.4
	No	4	25.0	1	3.3	0	0.0	5	9.8
	No Ans.	0	0.0	3	10.0	1	20.0	4	7.8
5. Do you feel the supervisor utilizes your skills and time to the best advantage?	Yes	10	62.5	25	83.3	3	60.0	38	74.5
	No	6	37.5	3	10.0	1	20.0	10	19.6
	No Ans.	0	0.0	2	6.7	1	20.0	3	5.9
6. Does your supervisor comprehend the problems you face as a volunteer?	Yes	10	62.5	26	86.7	4	80.0	40	78.4
	No	3	18.7	1	3.3	0	0.0	4	7.8
	No Ans.	3	18.7	3	10.0	1	20.0	7	13.7
7. Is there cooperative team work between staff and volunteers?	Yes	16	100.0	26	86.7	4	80.0	46	90.2
	No	0	0.0	2	6.7	0	0.0	2	3.9
	No Ans.	0	0.0	2	6.7	1	20.0	3	5.9
8. Has your supervisor ever asked for your honest opinion and constructive suggestions in any matter?	Yes	11	68.7	16	53.3	3	60.0	30	58.8
	No	5	31.3	10	33.3	0	0.0	15	29.4
	No Ans.	0	0.0	4	13.3	2	40.0	6	11.8
9. Does the staff recognize and demonstrate appreciation for your work?	Yes	14	87.5	26	86.7	3	60.0	43	84.3
	No	1	6.25	0	0.0	0	0.0	1	2.0
	No Ans.	1	6.25	4	13.3	2	40.0	7	13.7
TOTAL RESPONDING		16		30		5		51	
TOTAL VOLUNTEERS (at each facility)		19		89		33		141	
PERCENTAGE OF TOTAL VOLUNTEERS RESPONDING			84.2%		33.7%		15.2%		36.2%

Question #10

Additional comments pertaining to the quality of your volunteer placement, 45 respondents commented, some providing more than one statement. The following statements are categories of responses to the question.

1. Personnaly gratifying	16
2. Questions program or security requiremets or role of staff	11
3. Greater variety of volunteer-directed activities needed	9
4. Feels need for supervision or guidance	6
5. Facility conditions not conducive to learning and teaching	3
6. Good relationship with supervisor	2
7. Financial resources for programs inadequate	2
8. Looking forward to new facility	1
9. Location inconvenient	1
10. Personal goals not attained.	1
11. Experience has influenced career choice (law School)	<u>1</u>
TOTAL	<u>53</u>

STATE OF HAWAII
DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION
VOLINCOR

EVALUATION OF VOLUNTEERS

ROSALIND COLE, ADMINISTRATOR
CORRECTIONS VOLUNTEER SERVICES PROGRAM
MAY 1978

EVALUATION OF VOLUNTEERS

I. INTRODUCTION

A. Purposes of the Evaluation

1. The evaluation of volunteers provides an opportunity for staff to review the performance of volunteers who work with them.
2. The evaluations will be kept on file in the VolinCor Office to serve as a basis for preparation of letters of reference for school or work as requested by the volunteer.
3. The evaluation serves as a reminder that volunteers are actually unpaid staff, and, as such, have specific privileges and responsibilities.
4. The evaluations delineate areas to be addressed in: developing Staff and Volunteer Handbooks; refining policies and procedures; planning training for staff and volunteers.

B. Evaluation Staff

1. Nancy Hugus, Human Development student in practicum with VolinCor, was responsible for collecting the evaluation data at Maluhia Women's Residence (MWR).
2. Robert Chan, graduate student in Social Work in practicum with VolinCor, was responsible for collecting the data at the Hawaii State Prison (HSP) and the Hawaii Youth Correctional Facility (HYCF).
3. Robert Chan collated and analyzed the data and prepared the report.

C. Instrument

The 10-question, multiple choice questionnaire (see Appendix 1) was designed by Donald Kuriki, VolinCor Volunteer Administrative Assistant.

D. Sample

1. The intent of this evaluation was to have volunteers reviewed by their supervisor. However, not all volunteers had specific supervisors. In such cases, staff who worked or were acquainted with the volunteers were asked to complete the questionnaires.
2. The volunteers serving HSP, MWR, and HYCF were the subjects of the evaluation.
3. The volunteers in the religion program at HSP were omitted from this review because they are recruited, trained, and monitored by Chaplain Rick Bartosik rather than by VolinCor.

4. Volunteers on the Neighbor Islands were omitted because they were very recent recruits and staff was not yet well enough acquainted with them.

II. METHODS

A. Communication

1. At the January 1978 Branch Administrators' Meeting, Branch Administrators were notified of the impending evaluations and invited to suggest revisions in the forms and procedures.
2. On February 7, 1978, an Internal Communication Form was sent to all Branch Administrators describing the evaluation procedure. (see Appendix 2)

B. Procedures

1. VolinCor evaluation staff called supervisors of volunteers (and other staff) for appointments.
2. Most of the evaluation forms were completed by the evaluation staff in interviews.
3. A few supervisors completed the forms themselves and returned them by messenger.

III. RESULTS (See Appendix 3)

- A. A total of 78 volunteers were evaluated by 13 supervisors (or other staff) at three branches. Several volunteers served more than one unit; therefore, five were evaluated by two supervisors and one was evaluated by three.

	<u>HSP</u>	<u>HYCF</u>	<u>MWR</u>	<u>TOTAL</u>
Number of Staff	5	7	1	13
Number of Evaluations	15	58	12	85
Number of Volunteers	33	89	19	141

Thus, 55% of the volunteers were evaluated at these three branches.

- B. More than 85% of the responses were positive regarding the volunteers' work with about half overall giving ratings of excellent. Sixty-eight percent recommended that the volunteer be retained without charge in tasks while 21% would be willing to give the volunteer more responsibilities and a higher job status.

The vast majority of the volunteers reviewed get along well with other volunteers (70%) and staff (90%).

More than 70% of the volunteers reviewed respond well to supervision and are rated as having good or excellent quality and quantity of work. An even greater proportion, 80%, demonstrated a high level of initiative and nearly all, 90%, are described as dependable. As might be expected, most, 95%, were found to be interested in their work and demonstrated appropriate control of emotions.

IV. CONCLUSIONS

By virtue of having participated in the evaluation, the 13 supervisors and other staff now have an expanded awareness that volunteers are indeed unpaid staff possessing innate qualities necessary to assume responsible roles in the field of corrections. The fact that those who reviewed the volunteers recommended that 89.4% be retained in their present roles or given more responsibilities indicates a high quality of job performance of both paid and unpaid staff. The evaluation indicates further that most of the volunteers are well placed, contributing to the effectiveness of the correctional system.

Since the preponderance of the evaluations are highly positive, there are no clear-cut areas to be addressed in developing volunteer training, handbooks. or policies and procedures.

NAME _____ BRANCH/UNIT _____ DATE _____

NAME OF VOLUNTEER _____

I. EVALUATION OF VOLUNTEER

- A. Volunteer's relations with other volunteers (if applicable)
1. very poor - Disliked by other volunteers
 2. poor - Keeps to himself. Doesn't make friends easily.
 3. satisfactory - Gets along with most but not all.
 4. good - Gets along well with almost everyone.
 5. excellent - Cooperative. Gets along very well with everyone.
- B. Volunteer's relation with staff
1. very poor - Defiant and/or disrespectful.
 2. poor - Resistive.
 3. neutral - Not very warm but not resistive and defiant.
 4. good - Cooperative. Gets along with staff.
 5. excellent - Friendly, warm, very cooperative. No difficulties.
- C. Response to supervision
1. very poor - Resents supervision. Sulks or argues when criticized.
 2. poor - Ignores criticism and suggestions. Makes same mistakes.
 3. fair - No argument, but doesn't make the most of suggestions.
 4. very good - Tries to improve.
 5. excellent - Makes the most use of criticism and suggestions. Eager to improve.
- D. Quality of work
1. very poor
 2. poor
 3. satisfactory
 4. good
 5. excellent
- E. Quantity of work (if applicable)
1. very poor
 2. poor
 3. satisfactory
 4. good
 5. excellent
- F. Initiative
1. very poor - Waits for instruction. Needs help getting started.
 2. poor - Usually relies on someone to tell him what to do.
 3. satisfactory - Will start work without being told.
 4. good - Plans work well. Acts on his own most of the time.
 5. excellent - Has good ideas on improving methods. Plans and works very well on his own.
- G. Dependability
1. very poor
 2. poor
 3. satisfactory
 4. good
 5. excellent
- H. Volunteer's interest in his/her work
1. very poor - Shows no interest in job.
 2. poor - Shows minimal interest in learning about his job.
 3. satisfactory - Shows average amount of interest. Wants to learn and improve but does not put forth extra effort.
 4. good - Strong interest. Seeks information that will improve his work. Spends extra effort and time to improve.
 5. excellent - Wants to master work. Extremely interested in his work. Reads and researches information to improve.
- I. Control of emotions in stress situations
1. poor - Falls apart at any sign of stress. Hotheaded. Very often upset, angry, or worried about something.
 2. average - Usually displays appropriate level of emotions for each situation.
 3. excellent - Degree of emotion is always appropriate for each situation. Is always calm and cool in trying situations.
- J. I recommend that this volunteer be:
1. Removed from the volunteer program.
 2. Transferred to a less demanding task.
 3. Kept at his/her present branch without change in tasks.
 4. Given more responsibilities and a higher job status.

<p>INTERNAL</p> <p>COMMUNICATION FORM</p> <p>DEPARTMENT OF SOCIAL SERVICES AND HOUSING</p>	<p>Suspense</p>
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Subject: Evaluations	Originator: R. Cole, 2549
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To: All BAS From: CDA Date: 2/10/78 Memo No. 1

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2. Evaluation of the Volunteer Program

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The information gained from these evaluations will enable improvement in volunteer aid to staff. The data will be of value in: recruiting and screening volunteers; planning training for volunteers and staff; preparation of handbooks for volunteers and staff; refinement of policies and procedures of the program.

Volunteers have accomplished a great deal of high quality work in the development of VolinCor. With your continued courtesy and cooperation, volunteers will prove invaluable at all Branches.

Atts.

Division Administrator

EVALUATION OF VOLUNTEERS

<u>Questions and Answers</u>	<u>Malibu Women's Reidence</u>		<u>Hawaii Youth Correctional Facility</u>		<u>Hawaii State Prison</u>		<u>Totals</u>	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
A. <u>Volunteer's relations with other volunteers.</u>								
Satisfactory	6	50.00	11	18.97	1	6.67	18	21.18
Good	3	25.00	20	34.48	3	20.00	26	30.59
Excellent	2	16.67	23	39.66	11	73.33	36	42.35
Not Applicable/No Answer	1	8.33	4	6.89	—	—	5	5.88
B. <u>Volunteer's relation with staff.</u>								
Satisfactory	3	25.00	10	17.24	1	6.67	14	16.47
Good	6	50.00	15	25.86	2	13.33	23	27.06
Excellent	2	16.67	11	19.45	12	80.00	45	52.94
Not Applicable/No Answer	1	8.33	2	3.45	—	—	3	3.53
C. <u>Response to supervision.</u>								
Satisfactory	2	16.67	10	17.25	1	6.67	13	15.29
Good	6	50.00	25	43.10	2	13.33	33	38.82
Excellent	3	25.00	19	32.76	11	73.33	33	38.82
Not Applicable/No Answer	1	8.33	4	6.89	1	6.67	6	7.07
D. <u>Quality of work.</u>								
Satisfactory	1	8.33	9	15.51	2	13.33	12	14.12
Good	5	41.67	19	32.76	3	20.00	27	31.76
Excellent	5	41.67	23	39.66	10	66.67	38	44.71
Not Applicable/No Answer	1	8.33	7	12.07	—	—	8	9.41
E. <u>Quantity of work.</u>								
Satisfactory	1	8.33	11	18.97	3	20.00	15	17.65
Good	4	33.34	28	31.03	1	6.67	23	27.06
Excellent	6	50.00	18	31.03	11	73.33	35	41.18
Not Applicable/No Answer	1	8.33	11	18.97	—	—	12	14.11
F. <u>Initiative</u>								
Satisfactory	—	—	12	20.69	2	13.33	14	16.47
Good	4	33.34	26	44.83	4	26.67	34	40.00
Excellent	7	58.33	18	31.03	9	60.00	34	40.00
Not Applicable/No Answer	1	8.33	2	3.45	—	—	3	3.53
G. <u>Dependability</u>								
Poor	1	8.33	—	—	—	—	1	1.18
Satisfactory	1	8.33	10	17.24	4	26.67	15	17.65
Good	3	25.00	23	39.66	2	13.33	28	32.94
Excellent	6	50.00	23	39.66	9	60.00	38	44.70
Not Applicable/No Answer	1	8.33	2	3.44	—	—	3	3.53
H. <u>Volunteer's interest in his/her work.</u>								
Satisfactory	—	—	7	12.07	1	6.67	8	9.41
Good	3	25	22	37.93	4	26.67	29	34.12
Excellent	8	66.67	27	46.35	10	66.66	45	52.94
Not Applicable/No Answer	1	8.33	2	3.45	—	—	3	3.53
I. <u>Control of emotions in stress situations.</u>								
Poor	—	—	1	1.72	—	—	1	1.18
Satisfactory	6	50.00	16	27.57	5	33.33	27	31.76
Good	5	41.67	19	32.76	10	66.67	34	40.00
Not Applicable/No Answer	1	8.33	2	3.45	—	—	3	3.53
J. <u>I recommend that this volunteer be:</u>								
Transferred to less demanding branch.	—	—	—	—	—	—	—	—
Transferred to a less demanding task at the same branch.	—	—	2	3.44	—	—	2	2.35
Kept at his/her present branch without change in tasks.	11	91.67	41	70.69	6	40.00	58	68.24
Given more responsibilities and a higher job status.	—	—	9	15.52	9	60.00	18	21.18
Not Applicable/No Answer	1	8.33	6	10.35	—	—	7	8.23
Total Respondents	12		58		15		85	

STATE OF HAWAII
DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION
VOLINCOR

EVALUATION OF VOLUNTEER PROGRAM

ROSALIND COLE, ADMINISTRATOR
CORRECTIONS VOLUNTEER SERVICES PROGRAM
MAY 1978

EVALUATION OF VOLUNTEER PROGRAM

I. INTRODUCTION

A. Purposes of the Evaluation

1. To provide staff an opportunity to express their opinions of the volunteer program and use of volunteers.
2. To delineate the areas in which staff needs orientation and training to work with volunteers.
3. To provide a basis for identification of subjects that should be covered in the Volunteer and Staff Handbooks.
4. To provide a basis for delineation of areas to be addressed in preparation of policies and procedures.

B. Evaluation Staff

1. Branch Volunteer Coordinators were invited to join the Evaluation Team at the planning meeting for the evaluation on December 27, 1977.
2. Two students in practicum assisted in collection of the data: Nancy Hugus, an undergraduate student in Human Development, and Robert Chan, a graduate student in Social Work.
3. The data were collated by Robert Chan.
4. The data were analyzed and the report prepared by the program administrator and volunteer Joe Colabelli.

C. The Instrument

1. The 15-question evaluation form (see Appendix 1), most of which are open ended, was designed by Donald Kuriki, VolinCor Volunteer Administrative Assistant.

D. Sample

1. The intent of this evaluation was to include every employee who works in an Oahu branch where there are volunteers.
2. Responses were highest from Maluhia Women's Residence where 64.7% returned evaluations. Following Maluhia was Hawaii Youth Correctional Facility where 49.2% responded. Returns from Halawa Correctional Facility and Hawaii State Prison were 6.2% and 5.9%, respectively.

II. METHOD

A. Communication

1. At the January 1978 Branch Administrators' Meeting, Branch Administrators were notified of the impending evaluation and invited to suggest revisions in the forms and procedures.
2. In February, a memorandum was sent to all Branch Administrators regarding the evaluations and restating the procedures (see Appendix 2).

B. Procedure

1. Soon after the memorandum was sent to the branches, the forms were delivered with copies of the same memorandum.
2. All staff were to complete the forms and return them to the VolinCor office within 1 week.

III. RESULTS (see Appendix 3)

A. How long have you had contact with volunteers?

1. More than two-fifths (41.8%) of the respondents have worked with volunteers from 1 to 3 years.
2. Another 25% have done so for more than 3 years.

B. Number of volunteers under your supervision.

1. More than 90% of those responding had no volunteers under their supervision or did not answer the question.

C. Could you use more or fewer volunteers?

1. Overall, 60% of the respondents were in favor of more volunteers and an additional 20% were satisfied with the present number.
2. There were no negative responses here (see E2 below).

D. Present volunteer tasks include:

1. tutoring
2. religion work
3. music and crafts instruction
4. recreational activities
5. aide to counselors or therapists
6. library aide

E. Could volunteers perform additional tasks?

1. All but one of the units, 54.5% of the respondents, stated that volunteers could be used to perform additional tasks.

2. Most, 66.6% of the Kaala Cottage respondents did not answer this question, and the remainder favored fewer volunteers.
3. There were 49 responses suggesting 11 additional tasks for volunteers:
 - a. Provide greater variety of constructive activities such as crafts, recreation, etc. (8)
 - b. Provide more vocational, educational, or self-improvement programs. (7)
 - c. Accompany inmates on excursions or to appointments. (7)
 - d. Assist clerical support staff or Administrator. (7)
 - e. Develop personal relationships/be role model. (6)
 - f. Assist Social Worker. (3)
 - g. Assist Corrections Officer. (3)
 - h. Assist in Special Work projects. (3)
 - i. Coordinate volunteer services for the branch or unit. (3)
 - j. Supervise inmates in activities. (1)
 - k. Follow through/continue relationship with inmate after parole or discharge. (1)

F. Do you consider and treat volunteers as staff?

1. Nearly three-quarters (74.54%) of the 55 respondents do indeed consider and treat volunteers as staff. Several (18.8%) do not. Four (7.27%) did not respond to the question.
2. There were 102 responses from 39 staff. Preparation of volunteers for the job, including orientation, in-service training, and a job description accounted for only 26.5% of the responses. Encouragement of staff development by enabling attendance at staff meeting, participation in evaluation, and opportunities for increased responsibility for volunteers fare better, with 35.3%.
3. Privileges accorded volunteers accounted for 36.3% of the responses. These included recognition, invitations to staff social functions, use of staff coffee room, lounge, and/or parking area.

G. How does having volunteers help you?

1. Nearly half (45.7%) of the 35 respondents stated that volunteers make staff work easier by keeping the inmates active, improving morale, and generally relieving pressure.
2. Almost one-third (31.4%) felt that the volunteers reduced their workload.

3. Several (14.2%) stated that volunteers were more of a burden than a help because of security needs.
 4. Two (5.7%) felt that volunteers provide valuable services that would not be available without them.
 5. One stated that inmates' interaction with volunteers provided a good opportunity for staff to observe them in new situations.
- H. How many hours a week do you spend as a supervisor or consultant to volunteers?
1. More than 65% of the respondents did not supervise or consult with volunteers, or did not answer the question.
 2. Of those who did respond, more than half (10) stated that they spend 0-5 hours a week supervising or consulting with volunteers.
 3. Four staff indicated that they give volunteers more than 10 hours of their time in a week.
- I. What are your major concerns about using volunteers?
1. There were 69 responses from 42 staff:
 - a. Volunteers are inadequately trained prior to placement. 18 (26.0%)
 - b. Not enough time to spend with volunteers. 17 (24.6%)
 - c. Rate of volunteer turnover. 16 (23.2%)
 - d. Other (responses are included in 0 below). 13 (18.8%)
 - e. Spending too much time with volunteers. 3 (4.3%)
 - f. None. 2 (2.9%)
- J. What is the quality and extent of communication, trust, and confidence between staff and volunteers?
1. Overall, more than two-thirds (67.3%) of the responses were favorable, with units ranging from 55.5% to 90.9% (for Hawaii State Prison and Maluhia Women's Residence, respectively).
- K. Were you ever a volunteer in a service area similar to the one in which you are employed now?
1. Nearly one-fourth of the staff reporting stated that they had volunteered in a similar area.

L. What would be your overall rating in terms of the general effectiveness of the volunteers in your branch?

1. Effectiveness ratings were diverse, with a range for good to excellent of 10.0% to 81.7%, for Kaala Cottage and Maluhia Women's Residence, respectively. However, 90% of the respondents at Kaala Cottage did not answer this question.
2. Effectiveness ratings of poor were given by 11% of the respondents, three-fourths of whom are in Olomana Cottage.

M. What aspect could be improved in the volunteer program?

1. There were 10 types of suggestions from 17 staff.
 - a. Need greater variety of volunteers. (4)
 - b. Staff needs to be oriented to purpose and use of volunteers. (3)
 - c. Staff would like to participate in the volunteer directed programs. (3)
 - d. Need two volunteers to cover for each other as well as to provide more individual attention. (1)
 - e. Improve communications. (1)
 - f. Recruit volunteers faster. (1)
 - g. Recruit more college students. (1)
 - h. Need objective person to evaluate volunteer performance. (1)
 - i. Need professional and pre-professional volunteers. (1)
 - j. Need to reimburse volunteers for expenses (such as transportation).

N. Describe any additional factors, situations, or conditions that you believe should be considered in evaluating the progress of this program.

Responses incorporated in 0 below.

O. Comments

1. There were 15 types of comments from 35 staff:
 - a. Orientation of volunteers to branch or unit needs upgrading. (9)
 - b. Pleased with the volunteer program and glad to have volunteers. (8)
 - c. Need more volunteers year round. (4)
 - d. Volunteers need to take responsibility for "selling themselves" to staff. (2)

- e. Volunteers expose inmates to new people and experience. (2)
- f. Volunteers need to maintain their enthusiasm especially in the critical initiating period. (1)
- g. Administrators should screen volunteers very carefully. (1)
- h. Staff should have a part in screening and selecting volunteers. (1)
- i. Inmates should evaluate the volunteers. (1)
- j. Evaluate quality of services rendered - not quantity. (1)
- k. Opinions of volunteers should be solicited. (1)
- l. Point system should apply to volunteer directed activities. (1)
- m. Volunteers new to corrections should start in least threatening unit and progress to more difficult areas with experience. (1)
- n. Volunteers assist the institution to implement the concept of reintegration. (1)
- o. Volunteers provide inmates with the opportunity to retain contact with the community. (1)

IV. CONCLUSION

The response to this evaluation was disappointing, with only 17.6% of staff taking this opportunity to express their opinion of the volunteer program. The greatest response came from the smaller correctional units where, it is presumed, there is more interaction between staff and volunteers.

Both paid and unpaid staff share the need for clear job description, opportunities to participate in decisions affecting them, and opportunities for growth and advancement.

The quality of volunteer training, turnover rate, and time required for supervising volunteers were cited by many respondents as problem areas. Participation of staff from all branches in planning and conducting volunteer training sessions would alleviate these problems by providing a clearer focus in specific areas of concern to staff. In addition, longer-term commitments may be secured from volunteers who have developed confidence and up-graded skills through appropriate on-the-job and in-service training. Time spent by volunteer supervisors and other staff in orienting volunteers to the house rules and job responsibilities will contribute to the overall effectiveness of the entire volunteer program.

NAME _____ BRANCH/UNIT _____ DATE _____

II. EVALUATION OF THE VOLUNTEER PROGRAM

A. As a staff member, how long have you had contact with volunteers?
_____ years _____ months

B. How many volunteers do you presently have under your supervision?
_____ volunteers

C. Could you use: _____ more volunteers
_____ fewer volunteers
_____ satisfied with present number of volunteers

D. List some of the jobs or tasks volunteers under your supervision do.

E. Could volunteers be used to perform any additional tasks?
_____ yes _____ no

If yes, what tasks? _____

F. Do you consider and treat volunteers as staff?
_____ yes _____ no

If yes, in what ways: (check those which apply)

- _____ volunteers are invited to attend staff's social functions
- _____ volunteers are given increasingly responsible work
- _____ volunteers receive in-service training
- _____ volunteers are welcome to use staff's coffee room and/or lounge
- _____ volunteers can park their car in staff's parking area
- _____ volunteers may attend all staff meetings
- _____ volunteers are encouraged to participate in the evaluation process like the regular staff
- _____ volunteers are given a full orientation like the staff
- _____ each volunteer has a clear and complete job description
- _____ volunteers are given recognition (praise, "good mornings", smiles, etc.)

other: _____

G. How does having volunteers help you? _____

H. Approximately how many hours per week do you spend as a supervisor or consultant to volunteers? _____ hours

I. What are your major concerns about using volunteers? Check all that apply:

- _____ rate of volunteer turnover
- _____ spending too much time with volunteers
- _____ not having enough time to spend with volunteers
- _____ volunteers are given inadequate training and orientation prior to placement
- _____ none
- _____ others - Please specify: _____

J. What is the quality and extent of communication, trust, and confidence between staff and volunteers?

_____ above average _____ average _____ below average

K. Were you ever a volunteer in a service area similar to the one in which you are employed now? _____ yes _____ no

L. What would be overall rating in terms of the general effectiveness of the volunteers in your branch?

M. What aspect could be improved in the volunteer program?

N. Describe any additional significant factors, situations or conditions that you believe should be considered in evaluating the progress of this program.

O. Any additional comments would be appreciated.

<p>INTERNAL</p> <p>COMMUNICATION FORM</p> <p>DEPARTMENT OF SOCIAL SERVICES AND HOUSING</p>	<p>Suspense</p>
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Subject: Evaluations	Originator: R. Cole, 2549
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To: All BAs From: CDA Date: 2/10/78 Memo No. 1

At the January Branch Administrators meeting, you were informed of several types of evaluations that were planned for completion within two months. The Volunteers' Evaluation of Placement is nearly complete and you will be sent a copy of the findings as soon as the report is ready.

We can now proceed with the other two evaluations. Nancy Hugus, Human Development student in practicum with VolinCor, will be responsible for collecting the evaluation data at Maluhia Women's Residence. Robert Chan, graduate student in Social Work in practicum with VolinCor, will be responsible for collecting the data at all other Oahu branches. Neighbor Island evaluations will be conducted by mail and/or telephone. The evaluations will proceed as described at the January meeting:

1. Evaluation of Volunteers

The students will make appointments to interview staff who are responsible for volunteers in their unit. The interview will take 3-5 minutes to complete a form for each volunteer.

Upon request, copies of evaluations will be given to staff to share with their volunteers.

The evaluations will be kept on file in the VolinCor office to serve as a basis for preparation of letters of reference for school or work when requested by the volunteer.

2. Evaluation of the Volunteer Program

The students will leave these forms for all staff to complete. These should be returned to CVSA within one week.

The information gained from these evaluations will enable improvement in volunteer aid to staff. The data will be of value in: recruiting and screening volunteers; planning training for volunteers and staff; preparation of handbooks for volunteers and staff; refinement of policies and procedures of the program.

Volunteers have accomplished a great deal of high quality work in the development of VolinCor. With your continued courtesy and cooperation, volunteers will prove invaluable at all Branches.

Atts.

Division Administrator



EVALUATION OF THE VOLUNTEER PROGRAM

Questions and Answers	Maluhia Women's Residence		Hawaii State Prison		Haleaia Correctional Facility		NYCP Olomana		NYCP Boys Group Home		NYCP Hookipa		NYCP Keala		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
A. How long have you had contact with volunteers?																
Less than a year	3	27.27	2	22.22	--	----	1	10.00	2	20.37	--	----	--	----	0	14.54
1-3 years	6	54.55	3	33.33	--	----	3	30.00	3	42.86	3	30.00	1	33.33	23	41.82
Over 3 years	2	18.18	2	22.22	--	----	4	40.00	2	20.37	4	40.00	--	----	14	25.45
No answer	--	----	--	----	5	100	--	----	--	----	3	30.00	2	66.67	10	18.19
B. How many volunteers do you have under your supervision?																
1-3 volunteers	--	----	1	11.11	--	----	--	----	1	14.29	--	----	--	----	2	3.64
6-10 volunteers	--	----	--	----	--	----	--	----	1	14.29	--	----	--	----	1	1.82
Over 10 volunteers	1	9.09	--	----	--	----	1	10.00	--	----	--	----	--	----	2	3.64
No answer	10	90.91	8	88.89	5	100	9	90.00	5	71.42	10	100.00	3	100.00	50	90.90
C. Could you use:																
More volunteers	7	63.64	7	77.78	3	60	3	30.00	3	42.86	7	70.00	1	33.33	33	60.00
Fewer volunteers	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----
Satisfied with present number of volunteers	3	27.27	--	----	--	----	4	40.00	4	57.14	--	----	--	----	11	20.00
No answer	1	9.09	2	22.22	2	40	1	10.00	--	----	3	30.00	2	66.67	11	20.00
D. Could volunteers be used to perform any additional tasks?																
Yes	7	63.64	6	66.67	3	60	3	30.00	3	42.86	6	60.00	--	----	30	54.56
No	1	9.09	2	22.22	--	----	4	40.00	2	28.57	2	20.00	1	33.33	12	21.81
No answer	3	27.27	1	11.11	2	40	1	10.00	2	28.57	2	20.00	2	66.67	13	23.63
E. How many hours per week do you spend as a supervisor or consultant to volunteers?																
0-3 hours	2	18.18	2	22.22	--	----	3	30.00	1	14.29	2	20.00	--	----	10	18.19
6-10 hours	--	----	--	----	--	----	1	10.00	1	14.29	1	10.00	--	----	3	5.45
Over 10 hours	--	----	--	----	--	----	2	20.00	1	14.29	1	10.00	1	33.33	4	7.27
No answer	9	81.82	6	66.67	5	100	5	50.00	3	42.86	6	60.00	2	66.67	36	63.45
Not definite	--	----	1	11.11	--	----	--	----	1	14.29	--	----	--	----	2	3.64
F. What is the quality and extent of communication, trust, and confidence between staff and volunteers?																
Above average	5	45.45	3	33.34	--	----	1	10.00	2	28.57	2	20.00	--	----	13	23.63
Average	3	45.45	2	22.22	--	----	7	70.00	4	57.14	3	30.00	3	100.00	24	43.63
Below average	1	9.09	3	33.33	5	100	2	20.00	--	----	1	10.00	--	----	12	21.81
No answer	--	----	1	11.11	--	----	--	----	1	14.29	4	40.00	--	----	6	10.93
G. Were you ever a volunteer in a service area similar to the one in which you are employed now?																
Yes	2	18.18	2	22.22	1	20	2	20.00	3	42.86	3	30.00	--	----	13	23.63
No	8	72.73	7	77.78	3	60	8	80.00	2	28.57	6	60.00	2	33.33	36	65.45
No answer	1	9.09	--	----	1	20	--	----	2	28.57	1	10.00	1	66.67	6	10.93
H. What would be overall rating in terms of the general effectiveness of the volunteers in your branch?																
Excellent	2	18.18	4	44.45	--	----	1	10.00	--	----	--	----	--	----	7	12.72
Good	7	63.64	3	33.33	--	----	3	30.00	3	42.86	1	10.00	--	----	17	30.91
Average	1	9.09	--	----	--	----	2	20.00	2	28.57	--	----	--	----	5	9.10
Poor	1	9.09	--	----	--	----	4	40.00	--	----	--	----	1	33.33	6	10.91
Very poor	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----
No answer	--	----	2	22.22	5	100	--	----	2	28.57	9	90.00	2	66.67	20	36.36
Total Respondents	11		9		5		10		7		10		3		53	

Items D, F, G, I, M, N, and O are included elsewhere in this report.

STATE OF HAWAII
Department of Social Services and Housing
Corrections Division
VolinCor

O L O M A N A C O T T A G E

Service Plan

by

Myrna M. Sonson

Olomana Cottage Volunteer Coordinator:

Don Kegler

Myrna Sonson

May 1978

With the goal of expanding the present Volunteer activities, and determining areas of need which are not currently being met, interviews were conducted with volunteers, cottage administrator, staff members, and wards of Olomana Cottage, Hawaii Youth Correctional Facility, during the months of December, 1977, January and February of 1978.

Through the process, areas of need for volunteer assistance were identified. Meeting these needs will enhance mental, spiritual, educational, emotional, social, and physical growth among the wards.

PROGRAM NEEDS

Education--Tutorial Services

At present, there are approximately 35 boys at Olomana Cottage. The majority attend Olomana School until they leave to attend public schools in their area.

Special assistance for individual needs are difficult to provide in classroom situations. Because of this, tutorial services by volunteers would be of value, especially in English and math.

Companionship Program

Just rapping, knowing, and being with each other in any activity they choose were described as the most rewarding experiences for both volunteers and wards. With this in mind, and considering the diverse individual interests of the boys, the possibility of establishing a "Companionship Program" is now being explored. In this program, one-to-one relationships could be developed between the boys and volunteers who share the same interests. When the ward

leaves the Hawaii Youth Correctional Facility, the volunteer who has given him supportive feedback could continue the relationship and provide continuity as the boy returns to school and becomes involved in the community.

Recreation Within the Cottage

Recreation has become one of the most important aspects of American life today. To the wards of Olomana Cottage, being physically active is of utmost importance. Though cottage officials are providing many recreational opportunities, the recreation therapist expressed the need for amplification of the program by responsible volunteers who are willing to assist in athletic activities such as football, basketball, and volleyball as well as ping pong, chess, and other table games.

Recreation Outside the Cottage

Going out of the facility is a positive experience for the wards. It can mean freedom, fun, or just plenty of amusement as they are permitted to share the community resources outside the cottage. It is therefore important to have volunteers who can escort the boys on outings and excursions to the beaches, to the movies, and to other outdoor activities. A volunteer is needed to teach water safety and swimming.

Volunteer Coordinator

In order to meet the volunteer needs of the cottage, volunteer coordinator are being sought. Volunteers in this position maintain contact with other volunteers, and become the liaison between volunteers, cottage officials, and VolinCor's administrator. Experience in this position will enhance development of leadership skills and provide the opportunity to work with a variety of people.

Specifically, the responsibilities of a Volunteer Coordinator are:

1. Acquaint self with staff members, volunteers, wards, and administrator of the cottage.
2. Determine the volunteer needs that are not currently being met.
3. After the needs are established, write Program Service Plan.
4. After the plan is approved by the Branch Administrator, begin implementing by assisting the VolinCor administrator in recruiting, screening, and training volunteers.
5. Maintain contact with placed, referred and potential volunteers.
6. Obtain monthly time reports from volunteers.
7. Keep the branch register up to date.

Other Needs

Volunteers with flexible hours are needed to supplement staff as transportation officers. These volunteers will transport the wards to the Job Corps, to medical appointments, and court appointments.

SERVICE PLAN

In order to meet the program needs, a volunteer recruitment plan is being developed. At present, volunteer activities are held on Sunday afternoons, Monday and Wednesday evenings by church groups. Also, on Saturday afternoons there are activities conducted by volunteers of the Atherton YMCA.

Volunteer recruitment resources being explored are: the Big Brothers of Hawaii, who expressed interest in the volunteer program, the University of Hawaii at Manoa, community colleges, public newspapers, the Coalition of Hawaiian Organizations, Department of Education, and other service organizations and social groups.

It is also important to keep in mind that volunteers are generally most needed from 2:00 p.m.-5:00 p.m., 7:00 p.m.-9:00 p.m. and weekends.

STATE OF HAWAII
DEPARTMENT OF SOCIAL SERVICES AND HOUSING
CORRECTIONS DIVISION
VOLINCOR

SERVICE PLAN AND PROGRAM DEVELOPMENT PLAN
FOR MALUHIA WOMEN'S RESIDENCE

SEPTEMBER, 1977

SERVICE PLAN FOR MALUHIA WOMENS' RESIDENCE

Interviews conducted with residents, staff and volunteers at Maluhia Womens' Residence the week of June 3, 1977, provided the information to identify program needs and subsequently to recruit additional volunteers. The information included total hours of program and volunteer participation as well as new activity needs. All people interviewed emphasized the need for work and vocational education classes. There was real concern expressed about literacy level in language and mathematics. Also expressed, was the need for various classes relating to the areas of Hawaiiana, art, health care, physical education, auto mechanics, and music.

The staff stated that volunteers were needed to escort groups going out of the facility on field trips, an activity which they feel supplements classes and activities inside the facility, to aid residents in reintegration into the community. They also suggested a "co-op" organized by volunteers which would provide an outlet for saleable items made by the residents.

Volunteers to meet these needs are to be recruited through such groups as the University YWCA, the Junior League, and Continuing Education for Women.

The first math and reading classes for GED preparation were held during the summer through the Windward Department of Education. In addition, a program for physical education was implemented from May until August.

As a result of these interviews, a Program Development Plan for Maluhia has been drafted, and is scheduled for implementation between September and December, 1977.

PROGRAM DEVELOPMENT PLAN

Surveys conducted with residents, volunteers and staff at Maluhia Womens' Residence in June, 1977, revealed a need for volunteers in four areas. These areas are:

1. Health and Physical Education
2. Art Instruction and related activities.
3. Preparation for employment.
4. Auxiliary group to provide materials and study the concept of a "co-op" for residents.

Health and Physical Education

In the area of physical education, one volunteer led activities during the summer on Tuesdays and Thursdays. These activities should become a permanent part of Maluhia's program. Presently, two possible sources of volunteers are being explored: 1) Pam Jones, Director of Physical Education at Richards Street YWCA and, 2) Al Saake, College of Education at the Manoa Campus. There is a possibility that the College of Education will assign an undergraduate in the program to Maluhia as part of his/her fieldwork.

In the area of health education, the Womens Health Center, which is a program of the YWCA, is willing to provide, on a monthly basis, workshops relating to womens' health. This program is broad based, with professionals available to conduct sessions on a wide range of topics. The director of the Womens' Health Center has drawn up a schedule of workshop topics which will be available for evening sessions at the Residence.

Art Instruction

The residents of Maluhia are interested in art classes. The Art Department and the Art Therapy Association are willing to provide "one-shot" demonstrations and classes in different media. Jean Wiig, Department of Art, University of Hawaii, is the contact person for this area. One of the barriers so far has been the lack of budget for art supplies. These supplies are costly and donations from art supply stores are difficult to secure. According to Ms Wiig recruitment will be easier once school is in session and the students and faculty return to the campus.

Preparation for Employment

Preparation for re-entry to the community and the job market is imperative for residents of Maluhia. The Continuing Education for Women program at the University of Hawaii can offer workshops to the residents in the areas of:

1. Job hunting
2. Skills for employment interviews
3. Assertiveness training
4. Public speaking
5. Grooming

Florence Lau, Director of the Program, can provide the volunteers necessary to hold workshops. CEW may also be able to provide volunteers, who reside in the Windward area for additional activities for residents. In mid-September, Florence Lau, Henry Lee, and Jane Corley will meet to plan a program. Ms Lau views this project as high priority.

Auxiliary

The term auxiliary here refers to a group of volunteers who would take on the Maluhia Womens' Residence as a year-long project. This group would investigate the possibilities of a Cooperative, where women in the facility could sell the items which they make. Women at the Residence have access to sewing machines and have expressed interest in quilting. Initially, this group of volunteers would research the groups in town that make products for sale. Lanikila Crafts and St. Francis half-way house for women could provide information in this area.

The Staff at Maluhia Womens' Residence expressed concern about the number of women who do not have financial resources at the time of their arrest. The staff discussed the problems arising when a woman does not have such items as nightgowns, undergarments, and toilet articles. If a co-op is established, money from sale of the products might be pooled to provide the necessary items, as well as the purchase of materials for further sale.

There is also a need for escorts to accompany women from the Residence on field trips. The staff at Maluhia Womens' Residence expressed a need for a variety of field trips organized to introduce residents to new experiences. This auxiliary group would ideally be an organization already established which would take on this project as a priority for one year. Two possibilities exist at this time:

1. Junior League - Kathy Grey, President.
2. University YWCA Board - Kelly Gardner, President.

Publicity appears to be a key factor in this program plan. Through the Honolulu Chapter of Women in Communication, a list of all television, radio, newspapers and other publications has been secured. It is important that efforts aimed at providing volunteers for Maluhia be publicized. A theme of "women on the outside helping women on the inside" should be developed if womens' organizations in Honolulu are to be tapped.

Beginning in September, Jane Corley will be available to implement the four areas outlined in this plan. Through the School of Public Health, she will be placed at the Volincor office as part of her regular curriculum. This will enable her to remain on the project past the date of her present placement and Summer Internship.



1977

September	October	November	December
1. CEW - Meet with Florence and H. Lee	1. CEW - 1st workshop	1. CEW - 2nd workshop	1. CEW - 3rd
2. WHC - 1st workshop	2. WHC - 2nd workshop	2. WHC - 3rd workshop	2. WHC - 4th workshop
3. Art-Organize recruit volunteer workshop for October	3. Art - 1st workshop	3. Art - 2nd workshop	3. Art - 3rd workshop
	4. Publicity Campaign	4. Auxiliary group is organized	4. Progress Report

CEW = Continuing Education for Women
WHC = Womens' Health Center

3/6/78

SERVICE PLAN

MALUHIA WOMEN'S RESIDENCE

Interviews were conducted with volunteers, staff and inmates at Maluhia Women's Residence during January and February 1978 in an effort to provide an updated program evaluation for volunteer activities and to determine areas of need which are not currently being met.

Very diverse responses were obtained. The general consensus was that they have had exposure to a number of arts and crafts programs and are no longer very enthusiastic about this area.

The staff suggested more physical activities be provided as well as instruction in almost any area. They are currently receiving instruction in GED English, poetry and Hawaiiana. A dream analysis course is scheduled to begin this week.

Many volunteers expressed the fact that the most rewarding aspect of their work (be it arts and crafts, physical activities or lectures) is their personal interaction with the residents. Just meeting, knowing and working with another human being has enhanced the quality of life for both the volunteers and the prisoners. With this in mind and considering the diverse individual interests among the residents, it would behoove us to examine the possibility of a "companion program" where one-to-one relationships could be cultivated between residents and volunteers who share similar interests. Perhaps, some tutorial programs could be arranged according to the various interests, such as: calligraphy, automotive mechanics, photography, painting, Japanese language, etc. Through such comparisons other areas of interest would undoubtedly be revealed for which volunteer assistance could be sought through various community groups. Companionship would also be useful to the short-term prisoner who has little time to get involved with the various organized activities.

The benefits of such a program to the residents are twofold. In developing a close, mutually meaningful relationship with another person outside the prison, the prisoner would be provided with supportive feedback enabling her to improve her own self-image, self-confidence and sense of community. At the same time, the role models presented by concerned volunteers may foster other positive results.

At present, the population at Maluhia is at a low point, 18 residents. Of these 18, 12 are long-term felons, 3 are misdemeanor offenders, and 3 are pre-trial detainees. Seven residents are currently participating in work and school furlough programs, and three are working on the premises in the kitchen and laundry. In view of the recent approval establishing a halfway house for women, this population will be even more diminished. It is becoming increasingly more difficult to get groups together for special programs (another point to be made for individualized concept). A Creative Resources Program and an AA Rap Session are currently conducted during the evening and attract residents who are participating in work/school furlough programs as well as non-participants. Future programs would have a greater opportunity of drawing more attention if they were presented in the evening, preferably between 6:00-8:30 p.m.

Programs in typing and nutrition through Windward Community College and the Agricultural Extension Office respectively are currently being explored. Other areas for investigation are: library services (van from prison library or Book Mobile from public library), and possible programs through volunteer liaisons in the Parks and Recreation Department. Other resource areas of consideration are: Womanhouse, YWCA--Kokohahi; Olomana and Pohakupu Community Associations; Kailua Neighborhood Board; Windward Coalition of Churches--Social Concerns Committee (SOCO); women's organizations at Kaneohe Marine Corps Air Station (KMCAS); Waimanalo Shriners auxiliary; Waimanalo Jaycees; and district legislators. It may also prove advantageous to review the person-to-person program currently in practice by Volunteers in Probation.

TO: R. Cole

DATE: 5/12/78

FROM: N. Hugus

SUBJECT: Final Progress Report

This final progress report covers volunteer activities from 3/22/78 - 4/24/78. Since this represents approximately one-third of my assignment, it will be considerably shorter than the first report.

I gathered materials from Big Brothers, Big Sisters and various other companion programs for review and possible adaptation to volunteer/prisoner relationships at Maluhia.

In an effort to find replacement coordinators, both Virginia Gilbert and Helena Chapin expressed an interest. However, Helena is due to have a baby any minute and Virginia has recently taken on a part-time job.

Pat Magik's dream analysis class stopped after two sessions when she learned that her husband had terminal cancer. Kay Bosseau, nutrition, never got started because of acute back problems. Wendy Hiler, reflexology, got a rather cool reception and seemed reluctant to go back.

I contacted Mrs. Diane Cox at "Womanhouse" at Kokokahi YWCA. She expressed an interest in performing some service for Maluhia but wasn't clear as to what. She was going to check with her membership. She described something in the way of a course in preparation to enter the job market. This should be followed up at any rate.

The Women's Health Center at the University YWCA has been in the throes of reorganization and never resumed their program at the prison. Jane Corley was following up on this. Jane and I made a final trip to Maluhia and met some women up there from Keolamana Methodist Church who have proposed to build a patio under the lanai roof with the help of the inmates.

A newspaper ad was run for tutors in Japanese and calligraphy. As far as I know, these positions have not been filled. Windward Community College has provided typing equipment and lesson plans for self-administered learning.

I established a contact at Christ Church for arts and crafts supplies and have filled the first order from Virginia Gilbert.

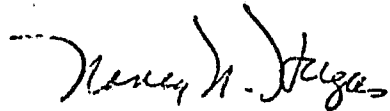
I accompanied Roz at the Governor's official signing of the Proclamation of Volunteer Week in Hawaii and also represented Volincor at the First Lady's Volunteer Recognitions Award Ceremony. I also attended a communications workshop at the State Training Center and suggested a presentation be held at Maluhia on transactional analysis. I'm not sure where that now stands.

The following areas outlined in my original service plan have not been followed up adequately: library services, parks and recreations, local community associations and civic organizations.

The major tasks to be performed at Maluhia, as far as volunteers are concerned, would be:

- 1) Find a volunteer coordinator.
- 2) Find someone to teach conversational Japanese.
- 3) Find someone to teach calligraphy.
- 4) Find someone to replace Mary Lou Waller who will (or already has) be leaving for the mainland. Edith Hiltbrand depended on Mary Lou for transportation.
- 5) Get some water in the pool so swimming can be resumed.
- 6) Follow up on communications seminar with Naval officers.
- 7) Follow up with Kokokahi YWCA & University YWCA.
- 8) Follow up on library services, parks & recreation, local community associations and civic organizations.

Respectfully submitted,



Nancy N. Hugus

May 1, 1978

MEMORANDUM

TO: Rosalind Cole
VolinCor Administrator

FROM: Jane Corley

SUBJECT: Final Progress Report

This report is a follow-up on the service plan for Maluhia Women's Residence which was completed during my field work placement during the summer of 1977.

During the fall semester of 1977, I worked with VolinCor in a directed reading course, arranged through the School of Public Health.

The section developed by Florence Lau through Continuing Education for Women at the University of Hawaii, was carried out on a weekly basis by Florence Lau. Although Florence is paid staff, she is counted as a volunteer in the sense that CEW extended its program area to a population not normally covered by this program. The program worked in the area of job readiness, through sessions developed around the topics of values clarification, assertiveness training, and group dynamics. The sessions were completed by December and there has been no plan for future classes.

The section dealing with health was planned and initiated by volunteers from the Women's Health Center. Weekly sessions were held on a number of topics, with an emphasis on the specific needs of the residents. The residents and the volunteers developed the sessions to include topics on sex education, prenatal and postnatal care, menopause, cancer, and VD prevention and detection, as well as aging and nutrition. The volunteers brought in films, materials, and a wide range of women in order to offer a diverse agenda. They were consistent in their attendance and enthusiastic about the endeavor. Their commitment to Maluhia ended as of December 1977. The primary person behind this group effort was Peggy Barrett, with the cooperation of the Round Table and the Board of Management for the University YMCA.

Rosalind Cole

May 1, 1978

The section on art was the most difficult to develop owing to the fact that materials are expensive and the artists, as a group have few resources in terms of time or money. Although Jean Wigg, a faculty member from the Art Department at the University tried to recruit artists and supplies, the outcome was disappointing. Art classes were never organized and an attempt to exhibit the resident's art work at the Campus Center in December failed because there was no insurance to cover the theft/loss of the selected pieces.

Alcoholics Anonymous became involved in Maluhia and set up weekly meetings with the residents. The feedback has been very positive from residents and staff. This is an excellent source of volunteers, with a proven track record at Oahu Prison. This program is important because it is one which has carryover in the community at large; once a resident is released, she has the option of participating in a group outside.

The section on public information was developed through lecturing at Leeward Community College in the Psychology Department and through the Women's Studies Program. It was thought that by speaking to classes a pool of volunteers might be developed. Also, a panel organized and initiated by Representative Lisa Naito at the State Women's Conference gave additional coverage on the topic of women in prison.

In December a panel was presented at the University of Hawaii revolving around four residents who discussed the various problems of women in prison. This panel received excellent coverage from the television stations and gave the residents an opportunity to speak out on their own behalf.

The St. John's Lutheran Women's Group became involved with Maluhia briefly. There were several meetings with the group, which consisted of eight women; at one point, they visited the facility and met with Henry Lee, to look at areas of need. A list of supplies was provided for them, and they quickly obtained them for Maluhia. Many of these supplies were for the residents co-op which was to provide a pool of money for program use. The residents were involved in making quilts, stuffed animals, potholders, and hair ornaments. The Women's Group planned to assist the residents in placing their products in various shops throughout the community. However, this group disbanded after a brief time, and no follow-up has been initiated. The co-op has not continued to expand and, at this point, there appears to be very little activity.

The University YWCA printed an issue of Ferity (a feminist newsletter) to call attention to the problem of women in prison, hoping to recruit additional volunteers. The University volunteers met with the residents and solicited poems and articles about life "inside." To this day, no additional volunteers have come forward to donate time or materials to the residents through this source.

Rosalind Cole

May 1, 1978

It has become obvious that the task of recruiting and placing volunteers at Maluhia is, indeed, difficult. The population is small and interest on the part of the community has been, for the most part, minimal. It is important that at least one person work on this branch alone, as a priority because the task entails hours of phone work and follow-up for very small returns.

An ideal situation would be one in which an outside group would form to supply materials and volunteers for the facility, as well as lobby for more funds. The fact that Maluhia does not have a specific budget makes it difficult to develop any programs which involve materials. Another problem is that of visibility. Hawaii has not had a facility for women in the past; at this point in time, the facility still remains invisible in the eyes of the community.

The turnover of the key volunteer for Maluhia will continue to be a serious problem as long as this person is a student. There should be a volunteer involved in coordination of programs, who will not be leaving at the end of a semester. This causes a lack of continuity and puts the VOLINCOR office in the position of constantly seeking out new people to fill this role.

Ideally, there should be a person paid to coordinate activities and recruitment efforts in this area. Without additional efforts in this area, there will be a continuing problem in maintaining volunteer programs at the facility. Without volunteers, Maluhia would have few, if any, activities for the residents. It is time that the State invested money in this area, if there is to be any progress made by women in prison. If a half-way house for residents is developed, there will still be a need for volunteer involvement and this means a publicity campaign for recruitment. This task is large and time consuming; some alternative must be developed if the State is going to meet the needs of the residents.

JC:lhy

INTEROFFICE MEMORANDUM

TO: Mrs. Rosalind Cole
FROM: Myrna M. Sonson
SUBJECT: Progress Report

DATE: May 3, 1978

During the months of April and May, I continued my task as a Volunteer Volunteer Coordinator.

After the rough draft of the service plan was finished, I began looking for possible recruitment areas. I spent a whole day, looking through documents in files, directories, etc. I made up a list of possible prospects.

On my next working day, I contacted Lamaku of the University of Hawaii, Miss Rubin of Hawaiian Organizations and Catholic Social Services. Lamaku, who gives cultural presentations to schools and other organizations, I thought would be able to give a special presentation that would be very significant to Olomana Cottage. However, because it takes a year to actually get them to do it, I thought it was not a good resource after all. Miss Rubin, a very affectionate lady, (on the phone anyway) agreed to help us by involving the Hawaiiana outreach group of Kamehameha High School.

With my effort to find possible volunteers, with much to my disappointment and feeling of failure, I had no response from these agencies afterwards. I could not get in touch with Miss Rubin anymore, and Catholic Social Services do not go out and do their services outside their agency.

In terms of advertising however, I got hold of KISA, the Filipino radio station, who did a marvelous announcement describing VolinCor beautifully and informing the public about the need of volunteers. Again, no response from potential volunteers. Don and I have met twice, and it seems as though he had the same experience. He had agencies, but no specific contact with individuals. He is, however, still in the process of pursuing contact with Big Brothers of Hawaii and HPD.

After a meeting with Roz, I have decided to give up recruiting. However, as agreed upon, it is important to have program continuity. I called other volunteers, and after many phone calls, Jan Tanimoto agreed to try to become my replacement.

The presentation experience in Chaminade College was very positive to me. There, I watched Roz enthusiastically present VolinCor, and at the same time fielding difficult questions relating to corrections in general. It was a joy to have had the chance to participate in this type of activity. I think this is one of the most effective ways of recruiting--presenting what one has, involving the audience through question and answer session, etc.

Mrs. Rosalind Cole

May 3, 1978

At present, I have just completed the Problem Needs and Service Plan for Olomana Cottage. Even though I have no plan of pursuing it's further implementation, I hope that my replacement and Don will find it useful.

With my remaining time with VoliaCor, I would like to be involved with other things. I don't have any idea to what, but perhaps, I will be able to find the dollar value of the amount of time spent by volunteers. I am interested in knowing this for myself, and I will be willing to do it.

Even though I was not successful as a Volunteer Coordinator, with my interest, effort and time spent, made it one of the most rewarding experiences for me. I have learned a lot and I know that if another chance comes along, I would not hesitate to come back and take the same responsibility. Perhaps, I will have more time to spend in planning, and more contact for volunteer resources.

MYRNA SONSON--WORK LOG:

April, 1978

- 4/3 Planned for recruiting areas; searched in directories, files, etc.
- 4/5 1. Phone recruiting: Catholic Social Services, Lamaku, Coalition of Hawaiian Organizations, KISA Radio, etc.
2. Phoned Mr. Matsuo concerning a volunteer interested in working with --a ward at Olomana.
3. Meeting with Roz: discussed what I have done, what I can do next.
4. Called Don--to set up another meeting.
5. Called Mele Fernandez, met with her concerning time reports and volunteer applications of her group.
- 4/10 Read referred articles, examined present situation, meeting with Roz and Don.
- 4/11 Phone recruitment for replacement.
- 4/12 Reading, rapping with staff.
 Joined volunteers at Governor's Office (Volunteer Week Proclamation)
- 4/17 Presentation at Chaminade College.
- 4/19 Reading, rapping with other staff members.

May, 1978

- 5/1 Finalize service plan (revised, typed, submitted).
- 5/3 Wrote progress report, evaluation forms.

Volunteer Training III

Thursday 2/2/78

<u>Time</u>	<u>Activity</u>	<u>Materials</u>	<u>By Whom</u>
6:00-6:30	Film	1. Projector	Roz
6:30-6:45	Discussion		Roz
6:45-7:30	Responsibility Hierarchy Commitment to Service Confidentiality	1. Agreement form 2. Confidentiality handout	Roz Roz
	Time Reporting Role of Volincor	3. Time form 4. Feedback form 5. V. Evaluation of Volunteer	Roz Roz Roz
		6. Staff Evaluation of Volunteer	Roz
7:30-7:45	Break	1. Sign up sheet for interviews	
7:45-9:00	Panel		
9:00-9:30	Evaluations	1. Evaluation forms- Session 2. Evaluation forms- Training Program	Roz Roz

Volunteer Training III

Tuesday 1/31/78

<u>Time</u>	<u>Activity</u>	<u>Materials</u>	<u>By Whom</u>
6:00-7:00	Review Rules & Regulations	1. Rules & Regulations	Wales/Spurlock
	Open Book Test	2. Test	Roz
7:00-7:30	Values exercise	1. Values forms	Don Kegler
7:30-7:40	Break		
7:40-8:00	Interaction/ Counseling Tips	1. Handout: Counseling tips 2. Handout: Interaction	
8:00-9:00	Roleplaying Triads	1. Role instructions	Roz
9:00-9:15	Discussion		Roz
9:15-9:30	Evaluation	1. Evaluation forms for session	

Volunteer Training III

Thursday 1/26/78

<u>Time</u>	<u>Activity</u>	<u>Materials</u>	<u>By Whom</u>
6:00-6:15	Students complete forms	1. V. application 2. Attitude Survey	P.V's
6:15-7:45	Introduction/ Listening exercises		Don Kegler
7:45-8:00	An experience in Listening	1. Paper/pencils	Roz
8:00-8:15	Overview of Corrections Division	1. Government Chart 2. DSSH/CD Chart handout 3. Annual Report 4. Cost Chart	Roz Roz Roz
8:15-8:25	break		
8:30-9:00	<u>The inmates</u> Statistical data Characteristics The Path thru the System	1. Easel/chart 2. Common character- istics chart handouts 3. Art & Institution 4. Base Expectancy Score	Don Kuriki Roz Roz Roz
9:00-9:20	Slide Presentation	1. Slide Projector 2. Slides 3. Screen	
9:20-9:25	Distribute Homework	1. Rules & Regula- tions	
9:25-9:30	Evaluation of Session	1. Evaluation forms	Don



END