

CSD Research Report

Older Adults in Service to Society

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CSD Research Report 06-05

2006



Center for Social Development



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George Warren Brown School of Social Work

Older Adults in Service to Society

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Overview of Program Survey

Background

The National Elder Service Project assesses volunteerism as one type of productive activity that holds great promise for engagement of older adults. It focuses on volunteer programs that actively seek older volunteers for their talents and experiences and engage older adults in tasks aimed at improving families and communities. Elder volunteer and service programs are growing in number, emerging as part of the sweeping demographic change that is making older adults one of the nation's greatest and most underutilized resources.

Many of these new programs go beyond traditional volunteer activities and utilize seniors' skills and experience to tackle some of the nation's most troubling problems, such as failing schools, environmental degradation, youth drug abuse, and child maltreatment.

The Center for Social Development at Washington University in St. Louis, with a grant from the MetLife Foundation, undertook a study with two major goals: (1) assess elder service in the United States, describing the programs and the services provided; (2) measure dimensions of service roles, including access, information, incentives, and facilitation. Data was collected from 51 elder service programs across the country. This report aims to summarize these findings.

Methodology

This study involved surveying program director by telephone. The data were collected between September 2004 and September 2005 from 51 identified elder service programs throughout the nation.

Survey Development

The survey used in this study was designed to capture five dimensions of institutional capacity to engage older volunteers: expectations, access, information, incentives and facilitation. The questionnaire of the survey was tested through a previously conducted pilot study with a sample of 22 organizations providing older adults volunteer roles in the St. Louis area (Morrow-Howell et al., 2003). The study showed that these constructs could be assessed by the set of questions included the survey (Morrow-Howell et al., 2003). Based on the findings of the pilot study and additional focus group discussions with 43 older adult volunteers aged over 60 in the St. Louis area, the survey was revised for this study.

Identification of Program and Selection Process

Through the Internet search, a list of 110 programs nationwide was located. The inclusion criteria for an elder service program in this study include (1) to have highly structured volunteers or stipended roles in "named" programs, (2) to have a goal to improve a specific area of human or environmental affairs, and (3) to actively seek out older volunteers for their talents/experience. Additionally, programs were excluded if involvement was sporadic or of very limited nature (e.g., serving holiday meals on Thanksgiving or Christmas once a year). Each program was assessed in terms of these criteria via email or phone.

In the initial screening process, 14 programs were eliminated in that they did not meet the selection criteria (e.g., clearinghouse program) or no longer existed. After the initial selection process, the remaining 96 programs were re-contacted via phone on up to three separate

occasions. Among them 11 programs refused to participate in the interview and 34 programs did not respond to our contacts. This process identified 51 programs which responded to our contact and consented to participate in this study. We surpassed our goal of 50. (See Appendix A for list of programs.)

Data Collection

The 51 programs were surveyed through a structured interview with directors of the programs via phone interviews. Prior to the interview, directors were mailed a packet of materials including a cover letter, an informed consent form to participate in the project, and a survey to review before the interview. A postage paid envelope was also included in the packet so that they could send us any written material about their programs. At the beginning of the telephone interview, an oral consent from each director was obtained. The telephone interview lasted about 1 hour and follow-up calls were made to clarify data or response when necessary. A \$25 gift card was sent to the director as a token of appreciation for participating in the interview. (See Appendix B for study materials.)

Data Analysis

Each completed survey was reviewed by the project team for accuracy, appropriateness and completeness before making inquiries for clarification. After the data clarification process, the data were entered into a MS Access database and exported to SAS 9.1 for analysis. Descriptive statistics were calculated for quantitative data. Content analysis was used to identify themes in responses to standardized open-ended questions. After the project team reviewed the identified themes from the qualitative data for consistency and appropriateness, the data were coded.

Key Findings

Program Description:

- 39 programs (76.5%) are administered by nonprofit organizations and 18 programs (35%) by government agencies.
- For-profit companies did not administer any programs.

Funding Sources (categories are not mutually exclusive):

- 24 programs (47%) funded by national, 22 programs (43%) by state, and 21 programs (41%) by local governments
- 32 programs (63%) supported by private foundations
- 9 programs (18%) funded through fee-for-service
- 6 programs (13%) supported by major fundraising events

Criteria for Volunteer Eligibility:

- Most programs (90%) require certain characteristics of volunteers. Of note, the majority (69%) of programs require volunteers to be a certain age (e.g. at least 50, 55, or 60).

Volunteer Role Flexibility:

- Nearly three-quarters of the programs give their volunteers a choice of position (75%) and responsibility (73%).

Recognition:

- Findings suggest that recognition is an integral part of volunteer retention. This is shown in that 100% of programs formally express their appreciation to volunteers in at least one of the following ways: letters, publish profiles, public media outlets, recognition events, observing National Volunteer Week.

Compensation:

- Only 11 programs provided their volunteers with a stipend. Five of these 11 are governmental agencies that offer volunteers a standard rate of \$2.65 per hour.
- Almost half of all programs surveyed offer some type of reimbursement for project related expenses such as gas, meals, parking, transportation, and supplies.
- Volunteers of most programs are “compensated” with in-kind incentives such as food and appreciation items (57% and 65% respectively).

Training:

- 33 programs (64%) have dedicated funding for volunteer management.
- 49 programs (96%) provide training for the specific volunteer positions being filled.
- 29 programs (57%) provided a series of structured volunteer training sessions.

Availability of Role:

- 30 programs (59%) always had volunteer positions available.
- 17 programs (33%) maintained a waitlist of interested volunteers.

Volunteer Skill Development:

- To develop personal capacities, programs offer the following structured opportunities to their volunteers:
 - group or team building training (35 programs; 69%)
 - opportunities for learning (35 programs; 69%)
 - leadership development (27 programs, 53%)
 - computer/technology training (17 programs, 33%)

Duration of Volunteering:

- On average, volunteers served 25 hours per month for nearly 5½ years.

Accommodation for Volunteer Physical Needs:

Arrangement of the programs (%)	Not possible	Very difficult	Somewhat difficult	Easy	<i>Very easy</i>
Physical changes to the environment	14	31	22	22	12
Work from another location	14	12	20	45	10
Divide/share responsibilities with another volunteer	2	8	18	57	16
Provide assistive devices to get the work done	16	25	33	24	2
Change the assignments to better match current ability	6	6	12	57	20

Conclusions

- It is currently challenging for many programs to modify their physical environment to accommodate volunteer needs.
- Programs are offering flexibility in terms of task/position, hours, days/times of activity. Programs are also able to accommodate seasonal availability.
- While most programs do not provide a stipend for volunteers, most do offer reimbursement for expenses incurred while volunteering.
- Most programs are providing some form of volunteer training, but the structure and amount of time devoted to volunteer training varies substantially.
- In general, older volunteers show great commitment to their volunteer activities, giving time each week over the course of many years.
- Programs almost always have volunteer positions available and rarely turn volunteers away.
- Programs report that the most effective volunteer recruitment effort is through word of mouth by current volunteers.
- Program goals and volunteer activities tended to be relational in nature with a focus on intergenerational opportunities, teaching, tutoring, and mentoring.
- Almost half of the programs surveyed utilized a tagline or message that captured the program goals.
- A majority of programs provide volunteers with identifying items of some kind.

Overview of Volunteer Survey

Background

The second phase of this research project focused on the older adult volunteers within the program described in the previous survey. The aim of this part the study was to capture the volunteers' perspectives. Volunteers were asked about their experiences, perceived benefits, and their expectations of volunteering in general.

Methodology

This study used telephone, mail, and email survey methods for data collection. The data for this study were collected between May 2005 and December 2005 from 239 volunteers representing ten Elder Service Programs.

Survey Development

Questions for the survey instrument were adapted from previous work by the study team. (See Morrow-Howell, N., Kinnevy, S., & Mann, M. (1999). The perceived benefits of participation in volunteer and educational activities. *Journal of Gerontological Social Work*, 32(2), 65-80.). The questionnaire was pilot tested with one local program and 38 volunteers. Based on the findings of the pilot study, revisions were incorporated to improve clarity.

Identification of Program and Selection Process

From the original contacts with the 51 Elder Service Programs, team members compiled a list of 15 possible agencies to approach about surveying their volunteers. Attempts were made to ensure that the volunteers surveyed represented diverse programs types (e.g. geographic location, activity type, population served). Out of these 15, researchers began by contacting program directors who were in closest contact with project staff. So far volunteers from ten programs have been surveyed.

Data Collection

To date, 239 volunteer surveys have been received. A chart of surveys distribution methods can be found below. A \$15 gift card was sent to each volunteer participant as a token of appreciation for participating in the interview. (See Appendix C for study materials.)

Survey Method	Number of Programs
Mail	6
In-person and mail	1
Telephone and email	1
Email	1
Email and mail	1

Data Analysis

Each completed survey was reviewed by the project team for accuracy, appropriateness, and completeness before making inquiries for clarification. After the data clarification process, the data were entered into a MS Access database and exported to SAS 9.1 for analysis. Descriptive statistics were calculated for quantitative data. Content analysis was used to identify themes in responses to standardized open-ended questions. After the project team reviewed the identified themes from the qualitative data for consistency and appropriateness, the data were coded.

Key Findings

Demographics:

- 168 (70%) of volunteer respondents were female.
- Average age was 71 years.
- 185 volunteers (77%) were White/Caucasian, 34 (14%) were Black/African American, 14 (6%) were Asian, 2 (1%) were Hispanic/Latino/Chicano, and 1 (0.4%) was American Indian/Alaskan Native.
- 106 (44%) were married, 70 (29%) were widowed, 41 (17%) were divorced, 22 (9%) were never married, and 2 (1%) were separated.

Education:

- Overall, the older volunteers surveyed were very highly educated. 194 (81%) had some college or graduate school and 34 (14%) graduated from high school.

Income:

- The following table shows the income range for volunteer respondents.

Total Family Income

Total Family Income	Frequency (%)	Total Family Income	Frequency (%)
Less than \$5,000	3 (1%)	\$25,000-\$29,999	19 (9%)
\$5,000-\$9,999	10 (5%)	\$30,000-\$39,999	26 (13%)
\$10,000-\$14,999	14 (7%)	\$40,000-\$59,999	51 (25%)
\$15,000-\$19,999	15 (7%)	\$60,000-\$79,999	27 (13%)
\$20,000-\$24,999	19 (9%)	\$80,000 or more	24 (12%)

Volunteer Time Commitment:

- 134 (56%) volunteered weekly, 96 (40%) volunteered regularly, and 10 (4%) volunteered occasionally.
- In general, respondents spent 17 hours per month (ranging from 1-260 hours) volunteering for an average of 3 years (ranging from 1-21 years).

Overall Well-Being:

- 197 volunteers (82%) answered that they were somewhat or a great deal better off because of their volunteer work. No respondents indicated they were worse off.
- 221 (92%) answered there are other people who are better off because of their work.

Health Status:

- 166 (69%) maintained the same level of health status since joining the volunteer program. 53 (22%) reported that their health status is a little better or much better. Only 2 (9%) reported that their health status was deteriorated, but qualitative data indicate that decline in health status was not as a result of volunteering.

Recognition:

- 94 (39%) said it is important to be recognized or honored by the program, while 91 (38%) said it is unimportant.

Role Flexibility:

- 166 (69%) indicated they have a lot of choice in volunteer activities, 62 (26%) had a little choice, 12 (5%) did not have any choice.

Importance of Choice in Volunteer Activities:

When considering volunteering in general,

- 214 (89%) said having choice of volunteer activities is important.
- 149 (62%) said working only during particular times of the year is important.
- 166 (69%) thought it important to vary the amount of time spent volunteering.
- 202 (84%) considered it important to set their own schedules.
- 168 (70%) answered that changing their responsibilities within the program to create a better “fit” is important.

Psychosocial benefits of volunteering:

Socialization

- 182 (76%) volunteers had increased their circle of friends and acquaintances since joining the volunteer program.
- 168 (70%) had increased their ability to interact with different kinds of people.
- 199 (83%) reported that they have expanded their leadership ability.
- 173 (72%) reported that they have increased social activities.

Generativity

- 166 (69%) volunteers used their time more productively since joining the program.
- 233 (97%) reported they contribute to the well-being of those served by the program.
- 221 (92%) reported that they have contributed to their community.

Well-being

- 190 (79%) reported they feel better about themselves by volunteering.
- 228 (95%) reported they have improved their lives.
- 230 (96%) reported that they have been involved in meaningful activities.

Compensation

- The following table shows the responses from volunteers regarding the importance of various types of compensation for their service.

Importance of Stipend, Reimbursement, and Transportation on Volunteering.

	% Very Important	% Somewhat Important	% Neutral	% Somewhat Unimportant	% Not important at all
Stipend as a return for volunteering	10	20	14	7	49
Reimbursement for incidental expenses	13	29	14	13	31
Transportation	15	11	17	9	48

Training:

- 211 (88%) of volunteers agreed that they have received adequate training.
- 209 (87%) agreed that they have received adequate on-going support.

Accommodation:

- 180 (75%) of volunteers reported that it is important for the program to make accommodation if they develop a health condition that challenges participation.

Satisfaction

- 182 (76%) volunteers were very satisfied with their volunteer experiences.
- 46 (19%) were somewhat satisfied with their experiences.
- 10 (4%) were unsatisfied with their experiences.

Conclusions

- In this sample, volunteers were likely to be highly educated, female, married or widowed, and Caucasian. These findings are consistent with the volunteer literature.
- Most earned between \$40,000 and \$60,000.
- Older adult volunteers were not transient; when they committed to volunteering it was a weekly or regular commitment lasting several years.
- Volunteers appeared to be split over the importance of recognition. The number of volunteers who felt recognition is somewhat important is nearly the same as the number of volunteers who felt recognition was not important at all.
- Older adult volunteers valued choice in volunteer activities, time requirements, and schedule.

Program Descriptions

Across Ages

Center for Intergenerational Learning
Temple University
1601 North Broad St., Room 206
Philadelphia, PA 19122
Phone: (215) 204-6708
Fax: (215) 204-3195
www.temple.edu/cil/Acrossageshome.htm

Sponsor: Center for Intergenerational Learning

Funding Source: Federal and state governments support this program, in addition to private foundation contributions.

Goals: Across Ages was established in 1991 to serve as a comprehensive intergenerational mentoring initiative. The overall goal is to increase the protective factors for high-risk students in order to prevent, decrease or delay the use of alcohol, tobacco, or other drugs and reduce attendance problems associated with such use.

Volunteer/ Service Provider:

Volunteers are 55 years of age or older. Recruitment occurs by means of newspaper, television, radio advertising, mailers, website postings, and through volunteer clearinghouse organizations (RSVP). Volunteers are required to commit 2 hours of their time per week for one year. This program has 25 volunteer positions.

Program Characteristics: Ten hours of training is provided to volunteers before they begin to serve. Volunteers also participate in two hours of training per month throughout the period they are involved in the program. Key chains and tote bags are provided to volunteers to indicate their involvement with the program. Volunteers also receive a stipend of eight dollar for each encounter they document.

Population Served: The program targets at-risk youth before they transition to junior high or high school. This population is identified through urban, suburban and rural public schools. Over the last year, volunteers have given approximately 3,750 hours to serve 80 youth.

Activity: Senior volunteers serve as mentors for at-risk youth. Mentoring may occur within the school or in another public setting. Mentors emphasize continuity through individual meetings and often share hobbies and similar interests with participating youth.

Outcome Assessment: The program utilizes focus groups, follow-up surveys/interviews, and pre-post tests to evaluate the impact of the program on volunteers and at-risk youth. Volunteers are assessed on program satisfaction, physical/mental health and relationship status with family members. Youth are assessed on 30-day drug use, problem solving ability, drug education school bonding, and knowledge gained of the older adult population.

Site/Locality: Across Ages is implemented at the national level. This program includes a total of 55 replication sites spread throughout the the country. Specific site locations include human service agencies, mental health organizations, and after school programs.

Advocacy, Counseling, and Entitlement Services (ACES)

105 E 22nd St., Room 401

New York, NY 10010

Phone: 212-614-5500

Fax: 212-598-4782

www.cssny.org

Sponsor: RSVP of New York City and Community Service Society

Funding Source: National, state, and local funding, foundation (United Way) and individual contributions

Goals: ACES began in 1984 to train older adult volunteers about entitlement programs (i.e. Medicare, Medicaid, Social Security, housing, food stamps) so that they can then educate low-income clients and older adults and connect them with public benefit programs and community resources.

Volunteers/Service Provider: There are currently 110 ACES volunteers. All must be at least 55 years of age, and be available for six hours per week for at least six months. Volunteers are recruited through agency newsletter, public media, mailings, website, volunteer clearinghouse organizations, and public speaking.

Program Characteristics: Volunteers are provided with training through a series of structured sessions that total about 36 hours. They are given an ID badge and an ACES item (e.g. mug, bag) each year. In most cases, volunteers are reimbursed for meals, gas, and transportation costs. All volunteers are offered designated office space, and other in-kind incentives vary by site.

Population Served: ACES serves persons of low-income and older adults who are identified by social service agencies, targeted advertisement, or word of mouth. Volunteers gave 31,680 hours to 8,116 clients over the last year.

Activity: Volunteers work alongside social service providers in senior centers, community-based organizations, food pantries, and hospitals to help clients complete forms and advocate on behalf of clients.

Outcome Assessment: The outcomes of the program on the volunteers is evaluated by the number of new volunteers trained (and who pass the exam), the number of clients served, the number of entitlement contacts and the number of benefits that clients reported receiving.

Site/Locality: ACES is a local program that operates out of 55 sites throughout New York City.

Audubon Area Senior Companion Program

1650 West 2nd Street, Drawer 107

Owensboro, KY 42301-0586

Phone: 270-686-1527

Fax: 270-683-1580

www.audobon-area.com/scorps/seniorcorp.htm

Sponsor: Corporation for National and Community Service

Funding Source: The program receives funding through the Corporation for National and Community Service and private foundation grants.

Goals: The program began in 2002 and has two major goals. The first is to provide in-home care, disaster preparedness education and homeland security education. The second goal is to provide an avenue for senior citizens aged 60 and over to remain active in their community while earning a tax-free stipend.

Volunteer/Service Provider:

Volunteers who serve in the program are age 60 and over. They must be available at times that are convenient for the person they will serve and are expected to volunteer for 20 per week. Volunteers are recruited through newsletter, radio, television, website posting, word of mouth and a national clearinghouse organization. Currently, nine volunteers participate in this program.

Program Characteristics: volunteers complete 20 hours of training before shadowing an existing volunteer. If they meet income guidelines, volunteers can receive a stipend of \$2.65 per hour. The program reimburses volunteers for gasoline, meals, and transportation expenses and provides them with name tags, vests, smocks, tote bags and a handbook.

Population Served: People served by the program are homebound senior citizens age 60 and over who require assistance with some activities of daily living. They are identified through referrals. Last year, volunteers gave over 10,000 hours in service to 30 individuals.

Activity: This Senior Companion program focuses on disaster preparedness. Volunteers serve in a team concept and collaborate with housing/facility staff to coordinate meetings that deal with aspects of homeland security. Volunteers teach their clients about the importance of being prepared for a disaster.

Outcome Assessment: People served by the program are assessed for their awareness of homeland security issues. They are also assessed for their preparedness in the event of a disaster. Volunteers are assessed for program satisfaction and self-esteem.

Site/Locality: The Senior Companion Program is a national program with six sites in the Audubon Area.

Alpine Substation Senior Volunteer Patrol

1347 Tavern Rd., Suite 2

Alpine, CA 91901

Phone: 619-659-2609

<http://www.sheriff.net/patrol/alpine/seniors.htm>

Sponsor: Alpine Substation—San Diego County Sheriff

Funding Source: Local government (San Diego County Sheriff's Department)

Goals: Alpine Substation Senior Volunteer Patrol began in 1996 to provide an opportunity for older adults who want to serve their community through safety and service programs in fire, crime prevention, and education. This promotes active participation on the part of volunteers to keep the community a better place to live.

Volunteers/Service Provider: There are a total of 16 volunteers with the program. In order to volunteer, service providers must be at least 50 years of age, be available at least 6 hours per week, and clear a background check. Volunteers are recruited through newspaper, public speaking, and handouts.

Program Characteristics: All Senior Volunteer Patrol applicants attend a formal two-week long academy, in which applicants are trained in all aspects of the program. Academy courses include radio training, patrol observation, vacation checks, traffic control, issuing handicap parking citations, crime prevention, and CPR. Volunteers are given patrol uniforms, polo shirts and hats with logo/insignia.

Population Served: Senior Volunteer Patrol officers serve everyone in the city of Apline. Specific programs are targeted at various populations. In 2004, volunteers gave a total of 5,303 hours to the community.

Activity: Volunteers assist police officers with various activities including: vacation home checks, handicapped parking enforcement, radar patrol, stolen vehicle patrol, and computer and clerical support.

Outcome Assessment: The impact of the program on the volunteers or the community is not formally evaluated.

Site/Locality: The Senior Volunteer Patrol is local and operates out of one site.

Beginning Alcohol and Addictions Basic Education Studies (BABES)

81 Beloit Mall
Beloit, WI 53511
Phone: 608-362-9593
Fax: 608-362-9820
www.rsvp-rock.org

Sponsor: RSVP of Rock County, WI

Funding Source: National (Corporation for National Service), State of Wisconsin, Rock County, United Way, individual contributions

Goals: The Babes Program began in 1991 to provide alcohol and drug education as well as teach positive living skills to first graders.

Volunteers/Service Provider: There are currently 16 total volunteers with the Babes program. Volunteers must be at least 55 years of age, and are asked to commit to volunteering for a 45 minute session once a week for five weeks. Volunteers are recruited through agency newsletter, media outlets, website, volunteer clearinghouse, and public speaking. The program increases word of mouth recruitment by inviting anyone interested in the program to observe.

Program Characteristics: Volunteers are provided training through an informal briefing that lasts approximately one hour. Volunteers are given nametags, and some mileage reimbursement if requested. They also receive appreciation items.

Population Served: The Babes program serves first graders throughout Rock County. The program contacts schools asking if they are interested or schools call to request the program. The program rotates to all schools within the county. Volunteers gave a total of 640 hours to 172 children over the last year.

Activity: Volunteers serve as the puppeteers and narrator for this 45 minute puppet show about preventing alcohol and substance abuse. Volunteers sing, perform, and lead small group discussions with 3-5 children following the show.

Outcome Assessment: The impact of the Babes program on the children is evaluated through pre and post tests that measure improvement in knowledge. The impact of this program on the volunteers is not assessed.

Site/Locality: Babes is a local program that has two troops, one for North Rock County and one for South Rock County.

Brethren Volunteer Service Older Adult Volunteer Program (OAVP)

1451 Dundee Ave.

Elgin, IL 60120

Phone: 847-742-5100

Fax: 847-742-0278

www.brethrenvolunteerservice.org

Sponsor: Brethren Volunteer Service (BVS), Church of the Brethren

Funding Source: Church of the Brethren General Board

Goals: OAVP started in 1999 as a part of Brethren Volunteer Service, which was founded in 1948. It embraces the goals of the Church of the Brethren, which include serving basic human needs, working for peace, advocating justice, and maintaining the integrity of creation.

Volunteers/Service Provider:

Volunteers are 50+ and are not required to be a member of the Church of the Brethren. The two main sources of recruitment are through a permanent website post and the work of a staff recruiter.

Program Characteristics: Volunteers serve a minimum of six months in a project that best matches their strengths and skills with a specific project's needs and requirements. Volunteers serving internationally are expected to commit for two years. Older adults are offered room and board, full medical insurance, and a monthly stipend of \$60. There is a 10-day training specifically for older adult volunteers or they can participate in a regular three week training offered 3 times a year.

Population Served: Categories of populations served include: children, youth/young adults, senior citizens, farm workers, persons with disabilities, people who are homeless, prisoners, and

refugees. Most project sites have sought out BVS volunteers, and many have been participating since BVS started. The Internet and word of mouth have both helped BVS expand its project sites.

Activity: Volunteers can choose to serve in one of the 120 sites affiliated with BVS across the United States and internationally. Volunteers are currently working with foster children and teenage mothers, older adults in nursing homes, people with developmental disabilities, and as community mediators.

Outcome Assessment: Volunteers complete a mid-year and final self-evaluation. These evaluations ask volunteers to share their specific activities, growth and/or strengths they have experienced, challenges they faced, importance of their background to comfort and success, and type and amount of community support. Evaluations are used to determine the validity of the project, if it should be kept as a BVS site, and are available for future volunteers to use in site selection. Currently, BVS does not conduct a formal evaluation of the impact that volunteers have in their respective sites.

Site/Locality: The program is run out of the Brethren Volunteer Service office in Illinois. Volunteer roles, responsibilities, and activities vary greatly by site. There are currently 23 volunteers serving in 14 sites nationally and internationally.

Caring Communities

3200 NE 125th St., Suite 1

Seattle, WA 98125

Phone: 206-525-8181

Fax: 206-525-8111

www.intergenerate.org/programs/index.htm

Sponsor: Intergenerational Innovations

Funding Source: Funding for this program comes from a combination of money from AmeriCorps, United Way, Kauffman Family Foundation, Medina Foundation, other foundations and an ongoing individual giving campaign.

Goals: The program was started in 1994 and has three major goals. The overall goal of the program is to build connections between children and elders in service. The goal for the child is to improve academic and social skills. The goal for the older adult is to improve health and well being.

Volunteer/Service Provider:

Volunteers must be 55 years or over. Volunteer opportunities for this program are advertised in agency newsletters, newspaper, a post on their web site and public speaking engagements. Five hundred volunteers are currently involved in this program.

Program Characteristics: The tagline for this program is “Changing lives, two people at a time”. Training for this program is an informal briefing and then volunteers are paired with existing volunteers after the initial training. The program also provides some volunteers with office space, food, beverages and computer/internet access.

Population Served: Volunteers are paired with school children to complete a variety of community projects. The school children are identified as at risk,

ranging from ages 6-15. The children involved in this program are identified by their teachers and by Americorps members. Community partners that the volunteers and children work with are identified by networking, marketing and self identification. Over the last year, senior volunteers have given some 3,000 hours in service of nearly 5,000 individuals.

Activity: Volunteers are involved in a variety of activities. They have served with students on beautification projects, making scarves for community residents and making sandwiches for the homeless. The service activities take place at schools and community locations.

Outcome Assessment: Teachers and community partners are assessed for community connection, bond between the older adult and the child, self esteem of the child and academic outcomes. Volunteers are assessed for community connection, anecdotal account of health improvement, self esteem and bonding with the child.

Site/Locality: This program has 12 host sites but volunteer activities take place at over 40 locations.

College for Seniors

University of North Carolina Asheville
Reuter Center CPO #5000
Asheville, NC 28804-8516
Phone: 828-251-6140
Fax: 828-251-6803
<http://www.unca.edu/ncccr>

Sponsor: North Carolina Center for Creative Retirement (NCCCR), University of North Carolina Asheville

Funding Source: This program is supported primarily by participant fees.

Goals: This program started in 1989 and the main goal is to provide participants opportunities for continuing intellectual and cultural enrichment, activities to enhance creative talents and energies and congenial supportive environment for learning and recreation.

Volunteer/Service Provider: Faculty volunteers in this program must demonstrate knowledge of the course they are teaching and an understanding of adult learners. They must be available during day time hours and have their own transportation. Most of the volunteers learn about the program from a web site posting, agency catalog or brochures, public speaking events or separate mailings. Approximately 300 volunteers participate in this program.

Program Characteristics: The program trains faculty volunteers through a one time structured session lasting four hours. Additional faculty development training is available as well. Faculty volunteers receive membership and program registration waivers, are reimbursed for materials, receive name tags and other recognition at special events.

Population Served: The program is open to all adults and includes mostly older adults. Most of the people who attend classes are self-referred. They also find out about the program through word of mouth and advertisements in magazine and newspapers. Nearly 1,300 individuals were served by this program last year.

Activity: Volunteers in this program serves as instructors or on a sub-committee of the College for Seniors Committee. Instructors can bring forth their own ideas for classes or express interest in teaching a course developed by the committee. Sub-Committees include faculty development, class representatives, small group learning, research and development, and faculty appreciation.

Outcome Assessment: Participants in the program are evaluated for satisfaction with the instructor and the program in general. Volunteers are assessed for program satisfaction, physical health and life satisfaction.

Site/Locality: The program is administered locally and currently operates on the North Carolina University at Asheville campus.

Computer Buddies

517 N. Segoe Rd., Suite 300
Madison, WI 53705
Phone: 608-661-4271
www.rsvpdane.org

Sponsor: RSVP of Dane County, WI

Funding Source: National, state, local government funding; private foundation and individual contributions, major events

Goals: Computer Buddies began in 2000 to connect older adults with email access to elementary school students throughout Dane County. The program also fosters intergenerational connections and removes negative stereotypes.

Volunteers/Service Provider: There are currently 56 Computer Buddies. All must be at least 55 years of age, and have access to the internet and email. Volunteers are asked to commit for one school year and send at least one email per week. Volunteers are recruited through agency newsletter, mailings, website, and volunteer clearinghouse organizations. The program also increases word of mouth recruitment by featuring sample email communications in the agency newsletter and asking existing volunteers for referrals.

Program Characteristics: Volunteers are provided with training through an informal briefing that lasts about one hour. Volunteers are reimbursed for gas and transportation costs. They are also provided with in-kind incentives such as food/beverages, and volunteer appreciation items.

Population Served: Computer Buddies serves elementary school students residing in Dane County, Wisconsin. Participating teachers send home parent permission forms before email communication begins. It is typical for all students in the class to participate. Last year volunteers gave 509 hours to 91 students.

Activity: Buddies correspond via email regularly throughout the school year with elementary school students. They develop wonderful friendships while learning about another generation. Buddies meet at the end of the program for a celebration.

Outcome Assessment: The impact of the program on the volunteers is evaluated through follow-up surveys/interviews. Program satisfaction is measured in these evaluations. The impact of the program on the students is not formally evaluated.

Site/Locality: Computer Buddies is a local program that has three sites.

CSS RSVP Grandfriend Program

105 E. 22nd. St., Suite 701
New York, NY 10010
Phone: 212-254-8900
www.cssny.org

Sponsor: Community Service Society and RSVP of New York City

Funding Source: National (Corporation for National Service), state (Community Service Society), and local funding (Department on Aging), foundation and individual contributions, major events.

Goals: The Grandfriend Program began in 1992 with the overarching goal of having all Head Start children ready to enter kindergarten.

Volunteers/Service Provider: There are currently 50 Grandfriend volunteers. All must be at least 55 years of age, and be available for 3½ hours per day, 2 days a week for 8 months. Volunteers are recruited through agency newsletter, public media, website, volunteer clearinghouse organizations, and public speaking.

Program Characteristics: Volunteers are provided with training through a series of structured sessions that total about 14 hours. Grandfriends receive a stipend of \$5 per day and are reimbursed for meals and parking/transportation costs. Volunteers are provided with in-kind incentives such as food/beverage, access to computers for personal use, appreciation items, and discounted/free use of facilities/services as well as certificates/awards and t-shirts. The program utilizes the slogans, “Fun with a purpose” and “little hands, big hearts.”

Population Served: The Grandfriend Program serves mostly 3 and 4 year old children of low-income families. The program estimates that approximately 10% of children served have a disability. Head Start centers contact RSVP to initiate the program. Grandfriends gave a total of 5,000 hours to 1,265 children in the last year.

Activity: Grandfriends serve as classroom assistants who offer one-on-one attention to 3 and 4 year olds in Head Start centers. Volunteers share educational activities (e.g. singing, dancing, exercise) which enable children to develop language and social skills.

Outcome Assessment: The impact of the program on the volunteers is evaluated through follow-up surveys/interviews and measures life satisfaction. The impact of the program on the children is evaluated through follow-up surveys/interviews, which measure preparedness for kindergarten.

Site/Locality: The Grandfriend Program is operated locally out of 15 Head Start centers throughout 4 boroughs of New York City.

Driver Services Program

517 N. Segoe Rd., Suite 300

Madison, WI 53705

Phone: 608-441-7896

Fax: 608-238-7931

www.rsvpdane.org

Sponsor: RSVP of Dane County, WI

Funding Source: National (Older Americans Act funds); Dane County funds; individual contributions; passenger donations; general RSVP fundraising

Goals: The Driver Services Program began in 1975 to respond to the transportation needs of Dane County's older adult residents (60+) who do not have access to other transportation resources such as bus, van, family, and friends. Volunteers provide medical transportation as well as deliver meals.

Volunteers/Service Provider: There are a total of 330 Driver Escorts and 308 Home Delivered Meal Drivers, with some volunteers participating in both activities. In order to volunteer, drivers must be available on weekdays, have their own vehicle with a good driving record, and possess current auto insurance. Volunteers are recruited through agency newsletter, media outlets, mailings, website, volunteer clearinghouse, and public speaking. Word of mouth recruitment is increased by advertising at local Senior Centers and outreach offices.

Program Characteristics: Volunteers are provided with training through a one-time structured session that lasts about one hour. Volunteers are reimbursed for mileage at the federal rate and rewarded with various appreciation items. Volunteers are given an ID badge and self-adhesive window sticker for their vehicle.

Population Served: The Driver Services Program serves older adults who are at least 60 years of age and have no other transportation resources. Passengers must also be ambulatory, meaning that they are able to enter and exit the volunteer's vehicle without any lifting by the volunteer. Passengers are identified as needing a ride by case managers at senior centers. The program is also advertised through senior newsletters and newspapers in Dane County and passengers can call to enroll in the program. In the last year, volunteers gave a total of 27,395 hours to 1,016 unduplicated passengers and delivered 62,125 meals.

Activity: Volunteer drivers use their own vehicles to drive and escort passengers to medical appointments. Volunteers also pick up and deliver meals to older adults in rural Dane County.

Outcome Assessment: The impact of the program on the volunteers is evaluated through follow-up surveys/interviews and assesses program satisfaction and concerns. The impact of the program on the passengers is also measured through surveys and interviews for satisfaction and concerns. The RSVP agency assessment committee evaluated the Driver Services Program in 2004.

Site/Locality: The Driver Services Program is local and has 27 sites in Dane County.

Duke University Retiree Outreach

Duke University
Office of Community Affairs
Campus Box 90433
Durham, NC 27708

Phone: (919) 668-6275

Fax: (919) 668-6284

<http://community.duke.edu/duro.cfm>

Sponsor: Duke University

Funding Source: Private contributions from Duke University and Duke-Durham Campaign

Goals: The main goal of DURO is to bring together those who have retired from the university so that they may continue to utilize their expertise in the local community and surrounding areas. This program was established in 1997.

Volunteer/Service Provider:

Volunteers must be retired and also be affiliated with Duke University in some way, either as a previous employee or graduate. Recruitment efforts occur through word of mouth activities, brochure mailers, and web site postings. Volunteers are required to provide 30 minutes per week of service effort and currently, this program utilizes approximately 23 volunteers.

Program Characteristics: “Staying engaged is the best way to age” is the slogan this program utilizes. DURO provides 25 hours of training per year to their volunteers through informal briefing. Volunteers are also supplied with office space, food, beverage and access to computers/internet for personal use.

Population Served: This program serves children, youth, seniors and the disadvantaged. These individuals are identified primarily through The Duke-Durham Neighborhood Partnership which pinpoints local schools and neighborhoods that are in need of service. Approximately 212 individuals were served last year through DURO and volunteers gave 1,500 hours of their time.

Activity: Volunteers are involved in various activities at Lakewood Elementary School including art, music, grounds keeping, tutoring in math and reading, health and wellness screening, library inventory, and outdoor environment learning. Volunteers also provide services to residents at Preiss-Steele Place, a local assisted living facility.

Outcome Assessment: Currently, this program does not conduct a formal, outcome assessment on those being served or the providers of service.

Site/Locality: DURO is implemented at the local level as services are provided within the city of Durham, North Carolina. This program includes a total of two sites.

Elder Friendly Business Program (EFBP)

501 SW Washington St.

Portland, OR 97204

Phone: 503-246-8746

Fax: 503-823-5826

www.elderfriendly.com

Sponsor: Elders in Action

Funding Source: City and county funding; private foundation and individual contributions; fee for service

Goals: This program began in 1993 with the mission “to assure a vibrant community through the active involvement of older adults.” Older adult volunteers evaluate local businesses for their “elder friendliness” and advise managers on how to better serve the needs of the older population. The program fosters partnerships between businesses, empowers older adults, encourages better access for older adults, and increases education about needs of older adults.

Volunteers/Service Provider: There are approximately 80 volunteer positions available. Volunteers are required to be at least 60 years of age. Younger persons with disabilities are also encouraged to volunteer. Volunteers are recruited through agency newsletter, newspaper, website post, and through volunteer clearinghouse organizations.

Program Characteristics: Volunteers attend a one-time structured training session that lasts approximately three hours. All volunteers are given program pins, and lead evaluators are given embroidered polo shirts. Volunteers are reimbursed for gas, meals, parking and/or transportation costs, and materials associated with the project when those expenses are incurred while evaluating

a business. The program uses the slogan, “Elder friendly means business cares.”

Population Served: EFBP mainly serves seniors and people with disabilities to ensure equal access to local businesses. However, everyone in the area also benefits from the changes made to the business. Volunteers give an average of 3-6 hours per month, with a total of 1400 volunteer hours during the last year.

Activity: Each business evaluation takes approximately three hours. Volunteers are given a checklist to evaluate how people answer the phone, exterior signage, parking, lighting, steps, etc. for businesses in their area. Volunteers complete their evaluation and discuss changes to improve accessibility with business managers. Volunteers also follow-up with the business to ensure that changes were implemented.

Outcome Assessment: The program evaluates the impact of the program on the business through follow-up surveys/interviews. The impact of the program on volunteers is not evaluated.

Site/Locality: This is a national program, with 11 locations. Three are currently active sites. This program is available to purchase for replication through a licensing agreement.

Everett Police Senior Volunteers

1121 SE Everett Mall Way

Everett, WA 98208

Phone: (425) 257-7519

<http://www.everettwa.org/police>

Sponsor: Everett Police Department

Funding Source: Local (City of Everett), citizen donations

Goals: Everett Police Senior Volunteers began in 1980 to provide the community with services which otherwise would not be offered (e.g. disabled parking patrols and vacation house watches). The program also provides older adults with the opportunity to get involved and contribute back to the community.

Volunteers/Service Provider: There are a total of 20 to 25 volunteers with the program. In order to volunteer, service providers must be at least 55 years of age, be available 2-4 hours per week, and clear a background check. Volunteers are recruited through agency newsletter, media outlets, and website post. Word of mouth recruitment is increased through community meetings and radio interviews/newspaper stories.

Program Characteristics: Volunteers are provided with training through a series of structured sessions. Volunteers are provided with in-kind incentives such as office space, and are reimbursed for materials associated with a project. Volunteers are also given identifying shirts and hats as well as a city vehicle for transportation while volunteering.

Population Served: Everett Police Senior Volunteers serve everyone in the city of Everett. Specific programs are targeted at various populations. In 2003, volunteers gave a total of 2,959 hours to aid those in the city of Everett.

Activity: Volunteers perform various activities including: vacation home checks, school zone patrol, handicapped parking enforcement, radar patrol, stolen vehicle patrol, computer and clerical support and website management.

Outcome Assessment: The impact of the program on the volunteers or the community is not formally evaluated.

Site/Locality: The Senior Volunteers Program is local and operates out of two sites.

Experience Corps

2120 L Street NW Suite 400

Washington, DC 20037

Phone: (202) 478-6151

Fax: (202) 478-6162

www.experiencecorps.org

Sponsor: Civic Ventures

Funding Source: Federal funds from Corporation for National and Community Service (AmeriCorps) and Administration on Aging; state grants; private contributions from foundations including Atlantic Philanthropies and Robert Wood Johnson Foundation; individual contributions; fee for services performed at schools in some cities.

Goals: Experience Corps was established in 1995 with three goals: to channel the talent and energy of older adults into public and community service, to provide significant benefits for older Americans who participate, and to achieve real outcomes in the community.

Volunteer/Service Provider: Americans who are 55 years of age and older are recruited to serve in teams of about 10. Volunteers are required to provide a minimum of two hours per week during the nine month school year. Recruitment occurs by word of mouth, television and newspaper ads, AARP newsletters, public service announcements and agency newsletter. Currently there are some 1,800 volunteers in this program nationwide.

Program Characteristics: Volunteers receive between eight and forty hours of training depending on the program in which they are participating and training is conducted in a series of structured sessions. The tagline this program uses is "New adventures in service for Americans over 55". Volunteers are given pins, hats, buttons, shirts and vests to indicate their involvement in the program. Some

volunteers receive a stipend between \$180 and \$260 per month. Also, service providers receive 20% off at Borders Books.

Population Served: Inner-city, elementary school children experiencing reading problems are served by this program. School sites are selected by Experience Corps staff and teachers identify students who are having difficulty with reading. Volunteers nationwide gave some 466,000 hours of service to reach approximately 13,250 children in the last 12 months.

Activity: Experience Corps members serve primarily as tutors and mentors. They teach children to read and help students develop confidence and skills needed to succeed in school and life. Activities take place both inside and outside the classroom during the school day, as well as in after school programming.

Outcome Assessment: Some sites assess student's literacy before and after participation in the program. In addition, opinions and assessments of principals and teachers are recorded. Older adults are surveyed annually as well. In Baltimore, an experimental design was used to document reading improvement in 3rd graders and health effects for older adult volunteers.

Site/Locality: Experience Corps is a national program with sites in Baltimore, Boston, Chicago, Cleveland, Indianapolis, Minneapolis, New York, Oakland, Philadelphia, Port Arthur, Portland, San Francisco, Tucson, and Washington DC.

Family Friends

300 D Street SW, Suite 801

Washington, DC 20024

Phone: 202-479-6672

Fax: 202-479-0375

<http://www.family-friends.org>

Sponsor: National Center for Family Friends at the National Council on the Aging (NCOA)

Funding Source: Federal (US Administration on Aging) and other private sources.

Goals: Family Friends began in 1984 to provide weekly visits to a family who has a child with a disability and/or chronic illness. Volunteers offer social and emotional support as well as concrete assistance. Volunteers also serve families in homeless shelters, hospitals, clinics, and schools.

Volunteers/Service Provider: The number of volunteers per site varies from 5 to 75 based on the size of staff. All must be at least 55 years of age, and be available at least four hours per week for one year. Volunteers are recruited through agency newsletters, public media, mailings, websites, volunteer clearinghouse organizations, mailings, and public speaking engagements. The program also increases word of mouth recruitment by offering the “spreading the word” award and gift certificates for volunteer referrals.

Program Characteristics: Volunteers are provided with training through a series of structured sessions. There is 20 hours of pre-service training, and two hours per month of ongoing training. Volunteers at some sites are offered a stipend and/or are reimbursed for gas, meals, transportation, and program materials. Volunteers may also be offered free or discounted use of certain facilities/services, food/beverages, and appreciation items such as hats, bags, and pins. Family Friends operates under the slogan, “Heart medicine money can’t buy.”

Population Served: Family Friends serve families with children who have disabilities and/or chronic illnesses. Children do not

necessarily need to have a formal diagnosis; the program serves children that might be considered “at risk.” Families are identified through health/human service organizations, early intervention programs, schools, word of mouth among parents, parent support networks, health advocacy networks, day care centers, and HeadStart. Volunteers gave a total of 130,000 hours to 2800 families across the nation last year.

Activity: Volunteers visit weekly and provide respite care, information on local resources, accompaniment to appointments, advocacy at meetings and sessions at school or other institutions, and positive parenting skills for parents. Volunteers provide educational and recreational activities, tutoring, reinforcement of therapeutic goals, and help with basic hygiene for children. Siblings and caregivers gain support from the volunteer as well. Based on the goals of the family and what the volunteer can offer, staff assists in determining goals for the family and volunteer. These highly individualized activities are closely monitored by staff, and can change as time goes on.

Outcome Assessment: The impact of the program on the families is evaluated through pre and post tests and follow-up interviews/surveys to assess achievement of the goals set by the family and volunteer. The impact of the program on the volunteers is evaluated through pre and post tests and follow-up surveys. The instrument to measure impact on volunteers includes a generativity scale that measure sense of contribution to future generations.

Site/Locality: Family Friends is a National program with 26 sites throughout the country.

FELLOWS Project

1300 Kailua Rd.

Kailua, HI 96734

Phone: 808-226-8686

Fax: 808-263-5548

<http://www.hingeneration.org>

Sponsor: Hawaii Intergenerational Network

Funding Source: The program receives funding from local foundation grants, contributions from the Hawaii Intergenerational Network, and fees from training workshops.

Goals: The primary goal of the program is to help create well rounded students while simultaneously providing senior volunteers opportunities to learn about today's younger generation. Another goal is to build social capital by connecting the schools involved to their neighborhood through older adults. The program began in 1998.

Volunteer/Service Provider:

Volunteers are age 50 and over. They must be available during the school day, consent to a back ground check and commit to serving at least two hours per week for one school year. Volunteer opportunities are advertised through a variety of methods, including newspaper advertisements and public speaking engagements. Approximately 100 volunteers participate in this program.

Program Characteristics: Volunteers receive 12 hours of training through several structured sessions. The program provides business cards and aprons to volunteers and reimburses them for meals and materials. Volunteers also have the opportunity to

attend lifelong learning classes, hear outside speakers, have dedicated office space and computer/internet access.

Population Served: Volunteers in this program interact with teachers, parents groups, advisory and community groups, and students. Teachers may recommend students for the program or students may request to participate.

Activity: Volunteers regularly visit a school, usually in their neighborhood, and assist with classroom activities, field trips, and other special needs of the school. Volunteers also organize fundraising projects. They have in the past worked on projects for the library and the music department. Volunteers also manage essay and art contests within the school.

Outcome Assessment: Students and school staff are assessed for program satisfaction and satisfaction with the older volunteer. Volunteers are assessed for satisfaction with the program, teachers and parents, and life in general.

Site/Locality: The program is implemented state wide in 30 elementary schools.

Fish and Game Senior Volunteer Program

California Department of Fish and Game

4665 Lampson Ave, Suite C

Los Alamitos, CA 90720

Phone: (714) 448-4215

Fax: (949) 640-9956

<http://www.dfg.ca.gov/enforcement/volunteers>

Sponsor: California Department of Fish and Game

a series of structured sessions which includes over 200 hours of instruction.

Funding Source: State government funding

Population Served: The population served includes children, their parents, and adults in both Orange and San Diego counties of California and are identified through daily activity reports. Volunteers gave 15,000 hours of their time last year to serve approximately 15,000 individuals.

Goals: The Fish and Game Senior Volunteers program was established in June of 2002. The program provides an opportunity for seniors to make a definite contribution toward protecting California's fish and wildlife and their habitats by assisting the department in providing enhanced public service to the community.

Activity: Senior volunteers provide conservation and enforcement education through community outreach, state lands monitoring, habitat, animal, and pollution awareness, and Department of Fish and Game administrative assistance. Seniors conduct community outreach presentations both in schools and community groups. In addition, volunteers participate in coastal and state lands monitoring, and partake in safeguarding state ecological reserves.

Volunteer/Service Provider: Senior volunteers are 50+ and are recruited by means of newspaper advertisements, web site postings, and agency newsletters. Volunteers are expected to commit to at least 24 hours of service per month. Sixty-six volunteers currently serve in this program.

Outcome Assessment: Interviews are used to evaluate the impact of this program on the volunteers. Often, family members of the volunteer partake in the interview process as well.

Program Characteristics: "I-M-P-A-C-T", is the tagline which stands for "Individual Motivation for Positive Advancement in Conservation" and "People don't care how much you know until they know how much you care" is the message this program uses to attract volunteers. The program provides its volunteers with hats, patches and uniforms as identifying items and also provides Worker's Compensation benefits. Volunteers are trained through

Site/Locality: The Fish and Game Senior Volunteers program is implemented at the state level, including a total of five sites throughout Orange county and San Diego county.

Foster Grandparent Program—Alaska

1057 West Fireweed Lane, Suite 103

Anchorage, AK 99503

Phone: 907-276-6472 OR 1-800-770-6472

Fax: 907-276-6475

www.akcommunityservices.org

Sponsor: Alaska Community Services Inc.

Funding Source: Federal government (National Senior Service Corps), state (AK Department of Education), local government; private foundation; corporate and individual donations.

Goals: This program began in 1981 with the mission of helping children succeed. Program goals include developing service opportunities for low-income older adults through which they can maintain a sense of self-worth, retain physical health and mental alertness and enrich their own social contacts.

Volunteers/Service Provider: There are currently 78 volunteers. Volunteers are required to be at least 60 years of age and be able to give approximately 20 hours per week. Recruitment is done through public service announcements, public speaking, newspaper, senior centers, and word of mouth.

Program Characteristics: Volunteers receive about 20 hours of training annually plus three hours of monthly in-service training. Those who are income eligible are given a stipend of \$2.65 per hour, and all volunteers are reimbursed for mileage, meals, and parking/transportation. Volunteers receive annual health exams and meals while performing volunteer work, as well as various identifying items (e.g. name tags and red jackets/vests).

Population Served: This program serves mainly children and youth with special needs who are identified by teachers in schools or other professionals who work with kids. Our 728 statewide volunteers provided over 88,000 hours during the last 12 months.

Activity: Volunteers provide friendship and emotional support to children, help with academic assignments, read with children, keep children on task, play games, act as role models, and provide the love and support of a grandparent. Volunteers perform these activities in schools, day cares, head start facilities, youth detention centers and a variety of other locations.

Outcome Assessment: The impact of the program on the children is evaluated through follow-up surveys or interviews which focus on teacher perceptions of child improvement as well as child academic achievement. The impact of the program on volunteers is evaluated informally based on feedback from volunteers.

Site/Locality: Foster Grandparents is a national program. Foster Grandparent-Alaska is implemented state-wide and has approximately 45 sites.

Foster Grandparent Program—Hawaii

2201 Waimano Home Road

Pearl City, HI 96782

Phone: (808) 453-6357

Fax: (803) 453-6360

www.hawaii.gov/dhs/

Sponsor: State of Hawaii, Department of Human Services

Funding Source: State and Federal government funds

Goals: In 1965, the Foster Grandparent Program was initiated in the state of Hawaii. It was one of 21 projects implemented nationwide. The goal of the program is to match low income seniors with special and exceptional needs children in the school setting to act as mentors and help improve literacy.

Volunteer/Service Provider: Foster Grandparents include seniors (60+) who are able to provide a minimum of 20 hours per week to the program. Volunteers must also be physically able as well as meet income eligibility guidelines. Recruitment of volunteers occurs by means of newspaper ads, mailers, website postings, and public speaking engagements. Currently 160 volunteers participate in the program statewide.

Program Characteristics: “Where Love Grows” is the slogan used by this program. Volunteers receive up to 40 hours of training through a series of structured sessions. They also receive t-shirts, hats, vests and windbreakers to indicate their involvement in Foster Grandparents. Volunteers receive a stipend of \$2.65 per hour and are reimbursed for transportation, meals and parking. They receive a free annual physical examination plus vacation and sick leaves.

Population Served: Disadvantaged and special needs children and youth, pre K through age 19 are served by this program. Public schools in disadvantaged areas are targeted and a certified specialist within the school helps to identify children with special needs. In the last 12 months, volunteers served over 131,000 hours to 830 children and youth.

Activity: Foster Grandparents serve as mentors and assist teachers with a multitude of classroom activities, specifically those designed to improve literacy. Volunteers serve on a one-on-one basis with children and youth during the school day in addition to participating in after school programs.

Outcome Assessment: The program utilizes follow-up surveys to assess student outcomes, such as literacy rates and school performance. Seniors are assessed on their physical condition, financial status, and social interaction during their involvement with the program through follow-up surveys as well.

Site/Locality: The Foster Grandparent Program is implemented at the national level. Specifically in the state of Hawaii, the program is administered in a total of 75 volunteer stations such as schools, Head Starts, and non-profit organizations. The program consists of one state office and two branch offices on two other islands.

Foster Grandparents of Northern and Central Arizona

PO Box 5063

Flagstaff, AZ 86011-5063

Phone: 928-523-6584

Fax: 928-523-9189

www4.nau.edu/gerontology

Sponsor: Northern Arizona University

Funding Source: National, State (through university), local government; Private Foundation (United Way, Wells-Fargo, etc.); Major events (Annual Bubbles & Bids and Holiday Festival)

Goals: This program began in 1997 to engage older people in helping children with special or exceptional needs. Volunteers assist children with reading, fostering academic success, mentoring to improve school grades, and with their social and emotional skills to achieve success.

Volunteers/Service Provider: There are currently 84 volunteers. Volunteers are required to be at least 60 years of age, be income eligible, be able to work with children, and be able to serve between 15 hours to 40 hours weekly. Recruitment is done through agency newsletter, public service announcements, website post, volunteer clearinghouse organizations, public speaking, and word of mouth. Current volunteers are offered \$25 to recruit others.

Program Characteristics: Volunteers are provided 40 hours of formal/informal per-service training and 4 hours of in-service training monthly. Volunteers receive a stipend of \$2.65 per hour for their service, meal and/or mileage reimbursement, insurance while volunteering, formal recognition for their efforts and other benefits.

Population Served: This program serves children and youth with special needs who are identified by teachers in schools or Head Start Centers, program coordinators in after school programs, or staff at crisis centers. Volunteers gave 70,000 hours to 500 people during the last 12 months.

Activity: Volunteers tutor children in different academic subjects, provide friendship and support, help with learning by providing various experiences and opportunities, help with homework, do play activities, and mentor. Volunteers do these activities in schools, Head Start Centers, women's and children's shelters, or through other agencies providing services to youth.

Outcome Assessment: Outcomes are measured by supervisors at the beginning and end of each year. A current outcomes includes: 80% of children showed an improvement in their reading comprehension by 1 growth standard. More outcomes can be provided by contacting the program.

Site/Locality: Foster Grandparents is a national program. The FGP of Northern and Central Arizona is regional and serves six counties: west Maricopa, Yavapai, Coconino, Mohave, Navajo & Apache Counties and the Hopi Reservation.

Grandkidsandme

1764 Hampshire AVE

Saint Paul, MN 55116

Phone: (651) 695-1988

Fax: (651) 698-1808

<http://www.grandkidsandme.com>

Sponsor: Grandkidsandme Foundation

Funding Source: Private contributions from National Heritage Foundation and Grandkidsandme Foundation, individual contributions, fee-for service, and local partnering organizations, such as Anchor Banks and Voyageur IT.

Goals: Grandkidsandme was established in 1999. The main goal of the program is to build, support and enhance meaningful relationships between grandparents and their grandchildren through a variety of activities.

Volunteer/Service Provider:

Volunteers are acquired through the clearinghouse organization called Volunteers of America.

Grandkidsandme volunteers include seniors 52 years of age and over, must be available on scheduled weekends to partake in camps and Grandkid days, be available to attend quarterly meetings. Volunteer recruitment is done through the clearinghouse and by word of mouth. Eight volunteers participate in this program currently.

Program Characteristics: Volunteers receive a two hour informal training briefing before they begin participating and they are given t-shirts and bags to indicate involvement in the program. The program provides food, beverage, special privileges such as parking spots and free or discounted use of facilities/services to its volunteers.

Population Served: This program serves both children between the ages of 4 and 13 and their grandparents interested in fostering stronger relationships with their grandchildren. Those served by this program are identified through the clearinghouse organization as well. Volunteers gave 300 hours of their time and served approximately 300 individuals in the last 12 months.

Activity: Senior volunteers provide activity assistance at both Grandparent Camps and Grandkid Days. Camp Icacawahn, located in Wisconsin, fosters weekend opportunities for grandparents to interact with their grandchildren in a wilderness setting. Activities include dancing, canoeing, and craft making. Grandkid days are held monthly in the Minneapolis/ Saint Paul area and provide different activities such as history days and events at Le Cordon Blue Cooking School.

Outcome Assessment: Number of participants and dollars generated are outcomes this program assesses through follow-up surveys, focus groups and an advisory board. The impact of the program on volunteers is also evaluated through follow-up surveys and focus groups.

Site/Locality: Grandkidsandme is implemented at the local level with 12 sites in the twin cities area and one site (Camp Icacawahn) located in Amery, Wisconsin.

Grocery Shopping Program

507 20th St.

Greeley, CO 80639

Phone: 970-351-2588

www.unco.edu/hhs/hs/rsvp

Sponsor: RSVP of University of Northern Colorado

Funding Source: National and state (Colorado Division of Insurance) funds; foundation contributions; individual contributions; fundraising (quilt raffle, porch sales, playhouse raffles)

Goals: The Grocery Shopping Program began in 1980 to respond to provide grocery shopping and delivery for those who cannot shop for themselves, which helps recipients to remain independent.

Volunteers/Service Provider: There are a total of 35 volunteers with the program. In order to volunteer, service providers must be at least 55 years of age and available on Mondays and Tuesdays during the day. Volunteers are recruited through agency newsletter, media outlets, website, volunteer clearinghouse, and public speaking. Word of mouth recruitment is increased by giving volunteers RSVP business cards that they can pass out, especially during shopping.

Program Characteristics: Volunteers are provided with training through a one-time structured session that lasts about two hours. Volunteers are provided with in-kind incentives such as office space, food/beverage, and various appreciation items. The program operates under the slogan, "A bridge between those who need and those who serve."

Population Served: The Grocery Shopping Program serves anyone who is unable to shop, which mainly includes

older adults and people with disabilities. Those served are identified through self or case manager referrals, police department, Area Agency on Aging, or through the RSVP phone reassurance program. In the last year, approximately 3,000 hours were given to 190 clients.

Activity: Volunteers assume two main roles within this program: order gatherers and shoppers. Those who gather orders receive calls in the office or call from home to collect orders. Some pick up the order form from the homes of volunteers or senior buildings. Shoppers do the actual shopping, and check, pack, and label the actual bags. Volunteers also assist with delivery.

Outcome Assessment: The impact of the program on the volunteers is evaluated through follow-up surveys/interviews and assesses program satisfaction and concerns. The impact of the program on the passengers is also measured through surveys and interviews for satisfaction and concerns. The RSVP agency assessment committee evaluated the Driver Services Program in 2004.

Site/Locality: The Grocery Shopping Program is local and operates out of one site.

Heart by Heart

132 S. Main Street

Ottawa, KS 66067

Phone: 785-242-7200

Fax: 785-242-7402

www.eckaaa.org/intergenerational

Sponsor: East Central Kansas Area Agency on Aging

Funding Source: This program is funded by the Kansas State Department of Education, the State Office for Community Service, and the East Central Kansas Area Agency on Aging provides the program with office space and parking privileges.

Goals: The program started in 1993 with four goals: to provide opportunities for older adults to stay connected with students, to build intergenerational relationships, to provide an opportunity for older adults to reminisce about past experiences, to give older adults an opportunity to stay involved.

Volunteer/Service Provider:

Volunteers for this program are age 50 and over. Volunteers are asked to commit for 1-2 hours a week for a period of 6-8 weeks during the school year. Volunteer positions for this program are advertised through agency newsletters, radio and newspaper announcements, and public speaking opportunities. The group also promotes word of mouth recruitment by encouraging volunteers to invite their friends. The program has approximately 20 volunteers.

Program Characteristics: Volunteers receive a one hour of training before beginning their volunteer work. Volunteers are provided reimbursement for supplies associated with the project and receive shirts, coffee mugs and bags to identify their involvement in the

program. “Gratitude is a memory of the heart” is this programs tagline.

Population Served: The program considers both the children and the older adults as being served by the programs as they work together on a variety of projects. Children who participate in this program are identified by their teachers. Over the last year, volunteers gave some 400 hours in service of nearly 250 individuals.

Activity: Volunteers participate in a variety of activities including reading to students and involvement with a senior/senior prom at local high schools.

Outcome Assessment: Students involved in this program are evaluated for improvement in school, knowledge gained from older adult, and their perception of aging and growing old. Older adults involved with the program are assessed informally for project satisfaction.

Site/Locality: This program is administered locally and operates in 7 schools.

Intergenerational Heroes (IH)

81 Beloit Mall
Beloit, WI 53511
Phone: 608-362-9593
Fax: 608-362-9820
www.rsvp-rock.org

Sponsor: RSVP of Rock County, WI

Funding Source: National (Corporation for National Service), State of Wisconsin, Rock County, United Way, individual contributions

Goals: IH began in 1988 to utilize the talents and experience of older adults to mentor students by teaching them various hobbies and skills of interest. The overall goal is to foster positive relationships between generations.

Volunteers/Service Provider: There are currently 12 volunteers with the IH program. Volunteers must be at least 55 years of age, available after school, and like children. They are asked to commit to a one hour after school session once a week for six weeks. Volunteers are recruited through the RSVP and other agency newsletters, media outlets, website, and public speaking. The program increases word of mouth recruitment by encouraging volunteers to bring friends.

Program Characteristics: Volunteers are provided training through an informal briefing that lasts less than one hour. Volunteers are given nametags, and are reimbursed for gas and supplies associated with the projects. They also receive appreciation items.

Population Served: IH serves 4th, 5th, and 6th graders who are generally from families of low income. Students are identified through “Just Say No” clubs and the Excel Program, which offer productive after school activities to their members. IH is a program that is brought in by these clubs.

Activity: Volunteers bring their knowledge of hobbies such as knitting, cooking, stamps/collecting, cards, embroidery, and arts and crafts to students in this after school program. Volunteers teach students a craft and work on projects over the course of the six week program. A total of 300 hours were given by approximately 12 volunteers over the last year.

Outcome Assessment: The impact of IH on the students is evaluated through small group discussions that assess their enjoyment and what they learned. The impact of this program on the volunteers is also evaluated through small group discussions that assess enjoyment and fulfillment.

Site/Locality: IH is a local program that is offered twice per year, in the fall and spring. The program travels to different schools throughout Rock County.

Intergenerational Program of Minneapolis Community Education

Washburn High School
201 West 49th Street
Minneapolis, MN 55419
Phone: (612) 668-3448
Fax: (612) 668-3410

http://commed.mpls.k12.mn.us/community_education.html

Sponsor: Minneapolis Public School System

Funding Source: Funding for this program comes from the Community Education Levy, which is a combination of state and local taxes. The program also occasionally receives additional funding from grants.

Goals: The Intergenerational Program began in 1974. The goals of the program are to bring older adults together with youth for shared learning experiences and to assist students in learning. The program also seeks to nurture self esteem in both children and older adults.

Volunteers/Service Provider: Volunteers age 55 and older are recruited to participate in this program. They commit to serving for 2 hours a week during the school day for the entire school year. Recruitment efforts include a post on their web site, announcement in a newsletter, and separate mailings. Approximately 135 volunteers currently serve in this program.

Program Characteristics: Volunteers complete a one time initial training session lasting approximately one hour. The program reimburses volunteers for gas and transportation costs and provides them with a school ID badge.

Population Served: Volunteers serve students throughout the Minneapolis public school system. Teachers may request a volunteer to work with the entire class or work with students individually.

Activity: Volunteers serve through projects initiated by teachers. Projects have included assisting with math and reading skills. Volunteers have also shared life experiences and talents with whole classrooms to enhance learning across the generations.

Outcome Assessment: Outcomes are assessed for the teachers and the volunteers. Teachers complete follow-up surveys for their satisfaction of the volunteer and whether they observed awareness of aging issues among students. Volunteers complete follow-up surveys to monitor their benefit from volunteer experience, support from staff, and effects of the training they received.

Site/Locality: The Intergenerational Program is implemented on a local level in the city of Minneapolis with 38 sites.

Northern Virginia Senior Environment Corps (NVSEC)

Environmental Alliance for Senior Involvement

5615 N 26th ST

Arlington, VA 22207

Phone: (703) 241-0019

Fax: (703) 538-5504

<http://www.easi.org/programs/program22.html>

Sponsor: Environmental Alliance for Senior Involvement (EASI); Retired and Senior Volunteer Program (RSVP)

Funding Source: Federal, state, and local government

Goals: NVSEC was established in 1994. This program's goal is to utilize senior volunteers in a variety of areas which include environment, education, beautification, clean-up and National Parks service support.

Volunteer/Service Provider:

Volunteers are over 55 years of age and are recruited by means of separate mailers, radio, television and newspaper advertisements, web site postings, volunteer clearing house organizations (RSVP) and public speaking engagements. Currently, the program utilizes nearly 100 volunteers.

Program Characteristics: Service providers receive 20 hours of training through a series of structured sessions and they are given t-shirts and hats to indicate involvement in the program. NVSEC dedicates office space and computer access for its volunteers as well as appreciation items. Volunteers are also reimbursed by the program for gas, meals, parking and supplies.

Population Served: The commonwealth and visitors of Northern Virginia are served by this program. This population is identified by word of mouth and local and regional marketing efforts.

Activity: Environmental activities include water quality monitoring, wetland planting, river clean-ups, tree monitoring, community gardening and habitat restoration. In addition, volunteers work within the school setting, educating high school students during field studies and assisting elementary students with hands-on projects.

Outcome Assessment: Outcomes are assessed for both the servers and served of NVSEC. The program utilizes pre-post tests and follow-up surveys to assess program satisfaction, parent interest, environmental benefits and interest in after school programming. To assess the program's impact on volunteers, pre-post tests and follow-up surveys are used to measure satisfaction, feelings of competency, learning opportunities and connectedness to the community.

Site/Locality: Twenty activity sites are spread throughout three counties in Northern Virginia, including designated parks, streams, and schools.

OASIS Person to Person Peer Counseling Program

50 Gay Ave.
St. Louis, MO 63105
Phone: 314-862-7571
Fax: 314-862-6354
www.oasisnet.org

Sponsor: OASIS

Funding Source: The St. Louis Person to Person Program is funded through grants from the Missouri Foundation of Health and the Daughters of Charity.

Goals: Person to Person began in 1995. The main goal is to provide supportive listening to older adults going through normal life changes associated with aging such health changes, loneliness, moving, caregiving and issues associated with grief and loss. Other goals include listening without placing judgment or telling clients what to do, and helping older adults find resources and facilitate change.

Volunteer/Service Provider:

Volunteers are age 50 or over. Volunteers are recruited through announcements in the OASIS catalog, radio and newsprint items, a post on their website and through public speaking engagements. Volunteers are also encouraged to bring flyers to different community organizations to which they belong.

Program Characteristics: Volunteers receive 18 hours of initial training. They serve an average of 5 hours per month. They are asked to commit to serving for at least one year.

Population Served: The program serves adults age 50 and over or those care giving for someone age 50 and over. In some areas a concentrated effort is made to reach out to underserved elderly. People served

through this program are identified by self-referral, learning about the program through the OASIS catalog presentations, and referrals made by family members, friends or a professional in the community.

Activity: Volunteers serve in the program by contacting assigned participants one time weekly over the phone or in a public setting such as a coffee shop. Some outreach is for one time only and others contact the same person for an extended period of time. Some volunteers will review with caregivers the guide that OASIS created. A third role of the volunteers is to lead discussion groups on a topic provided by OASIS staff. These groups take place at a community location.

Outcome Assessment: People who participate in the program are assessed for satisfaction with the program and improvement in mood, social involvement and appropriateness of referrals. This information is collected through pre-post tests for the discussion groups and follow-up surveys/interviews with the people receiving telephone assistance. Volunteers are assessed for satisfaction with the program through yearly follow-up surveys/interviews.

Site/Locality: OASIS currently operates programs in 26 cities throughout the United States. A total of six cities including St. Louis, MO participate in the Person to Person Program. The binder for caregivers and the discussion group components are unique to the St. Louis location.

OASIS Intergenerational Tutoring Program

7710 Carondelet Ave, Suite 125

St. Louis, MO 63105

Phone: (314) 862-2933

Fax: (314) 862-2149

<http://www.oasisnet.org>

Sponsor: The OASIS Institute

Funding Source: Funding is provided by the Anheuser Busch Foundation and the May Department Stores Company Foundation. Special Projects are funded by The National Endowment for the Humanities and the National Science Foundation.

Goals: OASIS is a national nonprofit organization dedicated to ongoing education and meaningful activities for mature adults. The OASIS Intergenerational Tutoring Program was established in 1989 with four main goals: to motivate students to be successful at and enjoy reading, writing and oral communication; to increase confidence and self-esteem of students; to offer meaningful volunteer opportunities for older adults; and to strengthen ties between generations.

Volunteers/Service Provider:

Volunteers are age 50 or older. After completing an intensive training program, volunteers are paired with a student to work one-on-one for one hour each week for an entire school year. Volunteers are recruited through agency newsletter, radio, television or newspaper ads, website posting and word of mouth. Nationally, approximately 5,000 volunteers participate in this program.

Program Characteristics: Volunteers complete 12 hours of initial training before being placed with a student and 8

to 10 hours of additional training throughout the year. Volunteers are provided with permanent name badges, training manuals, journals for student writing, alphabet cards and story books.

Population Served: Students that participate in this program are enrolled in kindergarten through 4th grade. Teachers identify students who are at risk or who are not achieving at grade level. They also identify students who could benefit from an ongoing relationship with a caring adult role model.

Activity: Volunteers tutor children during the school day at quiet sites throughout the building. Every session includes time for writing, reading, and talking. The tutors seek to help students improve their reading and communication skills by engaging students in conversations and participating in active reading with the student.

Outcome Assessment: Teachers are given follow-up surveys to assess changes in student's academic performance, classroom participation, attitude toward reading and learning, relationship between the tutor and child and self-esteem. Tutors are assessed for program satisfaction.

Site/Locality: The Intergenerational Tutoring Program operates in 20 cities across the country, including St. Louis, Missouri.

Off Our Rockers

1215 Skiles Street

Dallas, TX 75204

Phone: 214-823-5700

Fax: 214-826-2441

www.theseniorsource.org/pages/offfourrockers.html

Sponsor: The Senior Source

Funding Source: Off Our Rockers receives funding primarily from their Spirit of Generation Luncheon.

Goals: The Off Our Rockers Program was established in 1977. The program's goals are to increase life satisfaction for older adults and improve children's attitudes toward school.

Volunteer/Service Provider:

Volunteers are age 50 and over and must be available during school hours. Also, volunteers are required to have their own transportation and are asked to commit to a minimum of 1 hour a week for 9 months. Recruiting for volunteers is conducted through agency newsletters, advertisements in radio, newspaper, posting on a web site, public speaking, and posting flyers. The program has approximately 250 volunteers.

Program Characteristics: Volunteers receive four hours of training per year. The program provides a name badge and tote bag bearing the program name to identify volunteers.

Population Served: The population served by this program is elementary students in the Dallas Public School System. Teacher and school administrators select students who can most benefit from positive role models. Most of these students are seen as at risk of falling behind in class. Last year,

volunteers gave over 5,100 hours in service to 363 individuals.

Activity: Volunteers in this program have a choice between tutoring and mentoring. Volunteer tutors work one on one with a child and concentrate on improving the student's reading skills using a structured plan. They also assist students with mathematics. Volunteer mentors work with children to improve their self esteem through accepting relationships. Activities that facilitate this relationship include sharing life experiences, reading, playing games, telling stories, and working on art projects.

Outcome Assessment: Students involved in this program are assessed for their attitude toward school. Older adult volunteers are assessed for their life satisfaction.

Site/Locality: Off our Rockers is administered locally throughout 80 schools in 12 districts within and around Dallas, TX.

Pennsylvania Senior Environment Corps (PaSEC)

2998 Cape Horn RD
Red Lion, PA 17356-9067

Phone: (717) 244-6248

Fax: (717) 246-2447

<http://www.dep.state.pa.us/hosting/pasec/>

Sponsor: Environmental Alliance for Senior Involvement (EASI)

Funding Source: State and local government, private and/or community foundations and individual contributions

Goals: The Pennsylvania Senior Environment Corps was established in 1997. Goals include the motivation of fellow (often younger) citizens in productive activities to protect natural resources and the spurring of citizen involvement in local economic decision-making.

Volunteer/Service Provider: Volunteers are over 50 years of age and are recruited by means of separate mailers, radio, television and newspaper advertisements, web site postings and various word of mouth activities. Participation requirements include dedicating between two and three hours to environmental service each month for one year. Approximately 1,800 volunteers currently participate in this program.

Program Characteristics: Volunteers receive at least 24 hours of training in a series of structured sessions. The program reimburses volunteers for meals, gas, transportation costs and supplies. Volunteers are also provided with t-shirts, hats, pins and orange safety vests to indicate involvement in the program.

Population Served: This program serves the commonwealth of Pennsylvania and visitors of the state. Over the last year, volunteers gave nearly 175,000 hours of time to protect environmental interests in Pennsylvania.

Activity: Environmental activities include preparing scientifically accurate water quality data, collecting historical data on Pennsylvania's waterways, empowering seniors to speak with local environmental officials, improving environmental education by inspiring youth as environmental stewards, promoting public health programs against indoor pollution, offering senior-youth mentoring relationships and building local partnerships.

Outcome Assessment: The program evaluates the impact of the program on the beneficiaries and volunteers through follow-up surveys/interviews and focus groups. Specifically, the program assesses quality of life, specific need contributions and physical/mental health of senior volunteers.

Site/Locality: PaSEC has 26 sites that are located throughout the state of Pennsylvania, including designated parks, streams, and schools.

Poulsbo Police Citizen Volunteers

City of Poulsbo Police Department

PO Box 98

Poulsbo, WA 98370

Phone: (360) 779-3113

Fax: (360) 779-4433

<http://www.cityofpoulsbo.com/Department/Police/police-seniorvolunteers.html>

Sponsor: City of Poulsbo Police Department

Funding Source: Local government

Goals: The Poulsbo Police Citizen Volunteers Program was established in 1996. Citizen volunteers serve as additional aids to police officers through means of observing, recording, and reporting in order to decrease incidences of community crime. Volunteers do not perform dangerous duties and are expected to avoid confrontation and hazardous situations.

Volunteer/Service Provider:

Volunteers are age 55+. Each must possess a valid driver's license and is required to work one, four hour patrol shift per week. Recruitment efforts include newspaper advertisements, web site postings, and word of mouth contacts. Fourteen volunteers currently serve in this program.

Program Characteristics: Police Citizen Volunteers receive two hours of training each month. The program also provides volunteers with a uniform consisting of pants, shirt, name tag, jacket and hat.

Population Served: Similar to the police department, this program extends services to the entire commonwealth of Poulsbo, Washington. In the last 12 months, volunteers gave approximately 2,600 hours of their time to this program.

Activity: Citizen Volunteers perform a wide variety of law enforcing duties including: conducting vacation checks, reporting handicapped parking violations and suspicious activities, assisting with traffic control during annual festivals, fire, and accident scenes, coordinating relief efforts in times of natural disaster, assisting neighbors in forming Crime Watch Organizations, monitoring of informational radar reader sites, and educating youth in regard to respect of helmet laws and the proper usage of bikes, scooters, and skateboards.

Outcome Assessment: Currently, the Poulsbo Police Citizen Volunteers Program does not conduct a formal, outcome assessment on those being served or the providers of service.

Site/Locality: This program is implemented at the local level, consisting of one site housed within the City of Poulsbo Police Department located in Poulsbo, Washington.

Project Spirit

3710 Landmark Dr., Suite 200

Columbia, SC 29204

Phone: 803-734-4798

Fax: 803-734-4825

www.servicesc.org/intergenerational.htm

Sponsor: South Carolina Department of Education and the Corporation on National and Community Service

Funding Source: The program receives funding from the Corporation for National and Community Service, the South Carolina Department of Education, foundation grants, and private individual contributions.

Goals: Project Spirit began in 2004 with three major goals. The first goal is that youth involved will demonstrate an increase in civic awareness and knowledge of contributions of senior citizens to the community and nation. The second goal is to engage youth in community service and service learning to demonstrate modified attitudes in civic behavior. The third goal is that community and faith based organizations will incorporate the concept of civic engagement and civic knowledge into their programs and strategic plans.

Volunteer/Service Provider:

Volunteers must be over the age of 18 but efforts are targeted to have volunteers over the age of 55. Recruitment is done through newspaper articles volunteer clearing house organization, and public speaking events. Approximately 210 volunteers participate in this program currently.

Program Characteristics: Adult and youth volunteers receive training through a series of structured sessions. The program reimburses local SPIRIT sites for project related materials, travel, and contractual services.

Population Served: Those served by this program include at risk youth and Hispanic students in rural areas. Students are identified by school administrators, and through recruitment efforts that include 4H clubs, churches, and civic organizations. Over the last year, volunteers gave over 6,000 hours of their time to serve approximately 421 individuals.

Activity: Volunteers have engaged in the following activities with students: participating in recording oral history of older adults, creating victory gardens, creating a public service announcement for voting, and partnering with a local culture to preserve their stories for future generations.

Outcome Assessment: Outcomes assessed for the youth involved include demonstration of civic behaviors and success of matching them with a mentor. Older adults are assessed for program satisfaction, impact on life, and impact on youth.

Site/Locality: This program is implemented at a state level and has 8 program sites.

Reading Coaches
Generations Incorporated/Experience Corps

59 Temple Place, Suite 200

Boston, MA 02111

Phone: 617-423-5849

Fax: 617-422-0626

www.generationsinc.org

Sponsor: Generations Incorporated

Funding Source: Corporation for National Service, Police Activities League, United Way, an annual giving campaign, and fees from schools involved in the program.

Goals: The Reading Coaches Program began in 1993. A broad goal of the program is to provide meaningful intergenerational relationships. A specific goal of the program is to raise a child's reading level by 2.5 levels.

Volunteer/Service Provider:

Volunteers for this program are 55 years and over. They must be literate and able to communicate in English. Volunteers are asked to commit 2 hours a week for 2 days a week for at least 10 months. Volunteers do not have to have prior teaching experience. Recruitment efforts for this program include a post on their website, public speaking engagements, advertisements in newspapers and agency newsletters, listing with a clearing house organization, and word of mouth advertising, including the Boston railway system. Currently, this program has approximately 200 volunteers.

Program Characteristics: Volunteers who serve over 8 hours a week may qualify for a stipend through the Experience Corps program. Volunteers receive 6 hours of training and are then paired with a current volunteer. The program provides volunteers with t-shirts, food, beverages and office space.

Population Served: The program is targeted toward students in the 2nd and 3rd grade who are reading below grade level. Students who participate are referred by their teachers. Last year volunteers gave over 880 hours to approximately 425 individuals.

Activity: Older adults from the community read to children individually for a 45 minute period twice a week. The activity takes place during school or after school. The sessions follow a plan designed by Mila Houston. The sessions begin with the volunteer introducing the book and then the pair will discuss target words that the child might struggle with during the session. After the child reads the book the pair has a conversation about it. When the child leaves the session the volunteer fills out a session plan on how the session went.

Outcome Assessment: Students are assessed with pre and post tests for reading level improvement. Teachers are assessed with follow up interviews for program satisfaction. Volunteers are assessed for perceived impact on student, connectedness to their community; whether they feel supported by the organization, level of physical activity, and organization satisfaction.

Site/Locality: Generations Incorporated is a host site for Experience Corps, a national program with many sites across the country. Generations Incorporated runs the Reading Coaches Program in 12 schools and 3 Boys and Girls Clubs in and around the city of Boston.

RSVP of Burlington County—Retired Executive and Professional Program

Burlington Community College
601 Pemberton Brown Mills Rd.
Pemberton, NJ 08068
Phone: 856-222-9311
Fax: 609-894-0578
www.bcc.edu

Sponsor: Burlington County College

Funding Source: This program is funded through the Corporation for National and Community Service.

Goals: The goal of this program is to assist non-profits improve their agencies and run seminars for the non-profit agencies in Burlington County. This program began in 1975.

Volunteer/Service Provider:

Volunteers for this program are age 55 and over. They bring a variety of different backgrounds to the program including experience with computers, management, public relations, marketing, accounting and grant writing. Volunteers are described as being highly motivated and able to work independently. Recruitment efforts include advertisements in newspapers, RSVP Volunteer Center, and brochures from the college. Currently, the program has 10 volunteers.

Program Characteristics: Volunteers are reimbursed for gasoline, meals, and material supplies associated with a project. Training for this program consists of a three hour initial training session. Additional training is given at the different non-profit organizations. The program also provides volunteers with business cards and personal brochures tailored to their own activities.

Population Served: The program serves non-profit organizations in Burlington County. Some of the non-profits seek out the services of volunteers. Other agencies are identified through an established list by the RSVP, and calls to non-profit agencies. Last year, volunteers gave over 400 hours to serve approximately 40 individuals.

Activity: Volunteers provide services to non-profit agencies such as marketing, grantwriting, and computer assistance. The projects are tailored to the needs of the agency and the skill of the volunteers. Volunteers also plan and facilitate a yearly seminar for non-profits in the area. Past seminar topics have included grantwriting, marketing, and fundraising.

Outcome Assessment: Non-profit agencies that participate in the program are assessed for program satisfaction and whether the volunteer was able to address the needs of the agency. The volunteers are informally assessed for progress toward the goal of the project.

Site/Locality: The Retired Executive Program is part of the RSVP of Burlington County and has one local site.

Sandoval Senior Connection

1503 University Blvd. NE

Albuquerque, NM 87102

Phone: 505-243-2551

Fax: 505-243-0446

www.outcomesnm.org/sandsen/php.

Sponsor: Outcomes Inc.

Funding Source: Funding for this program comes from Value Options.

Goals: The program started in 1995. One major goal is to improve the mental health of seniors in Sandoval County. Another goal is to get volunteers to listen to their own lives in dealing with the challenge of aging. A third goal is to offer a committed volunteer to offer support to senior citizens and help them to enjoy the rewards of aging. A fourth goal is to decrease depression and stress among the elderly in the rural community, Sandoval County. A fifth goal is to improve the mental health in seniors in Sandoval County. A final goal is to provide education in the senior centers to participants and staff regarding mental health issues.

Volunteers/Service Provider: Volunteers are age 55 and over. They are provided training to develop counseling skills at the paraprofessional level. Training for this position includes 36 hours of training over a series of structured meetings. Recruitment efforts for this program include an announcement in the agency newsletter, newspaper, public speaking events and a post on their website. The program has approximately 19 volunteers.

Program Characteristics: Volunteers are given reimbursement for gas and are provided with 36 hours of training through a series of structured sessions. The tag line for this program is "Senior to Senior: The world is made brighter

one contact at a time". The program allows for the hiring of one or two part-time employees as cultural liaisons to the Native American and Hispanic populations.

Population Served: Referrals for people served are made by clients themselves, family members, home health agencies, Adult Protective Services, social service providers, or doctors. They make a phone referral. Some clients are identified from Sandoval Senior Connection website. The people served in this program are older adults ages 55 and older. Volunteers gave over 2,100 hours last year in service to approximately 300 individuals.

Activity: After volunteers complete training, they are assigned 1-2 clients. Volunteers interact with clients over the phone or make home visits. They also spend time documenting their visits and attending supervision sessions with the Project Director.

Outcome Assessment: Clients of the program are assessed for satisfaction upon exiting the program. They are also screened with the Yeasavage Depression Scale. Volunteers are assessed during the training sessions and annually thereafter for their quality of work. Volunteers also rate their satisfaction with the training sessions.

Site/Locality: The program is administered locally in Sandoval County with 14 sites.

Senior Companion Program—Alaska

1057 Firewood Lane, Suite 103

Anchorage, AK 99503

Phone: 907-276-6472

Fax: 907-276-6475

<http://www.nssc.ak.org>

Sponsor: National Senior Service Corps of Alaska

Funding Source: This program receives state funding from the Nutrition, Transportation and Support Program. They also receive local United Way funding.

Goals: The program began in 1982 with three main goals. The first is to develop volunteer service opportunities to which low income older persons can contribute to their communities. The second goal is to provide a stipend and other benefits, which enable persons to participate without costs to them. The third goal is to establish new social service roles for low income seniors to be able to maintain a sense of self worth, retain physical health, mental alertness, and enrich their social contacts.

Volunteer/Service Provider: Volunteers for this program are age 60 and over. They must be comfortable working with older adults and pass a health screening before serving in this program. Currently, 38 volunteers participate in the program and volunteers are recruited through the agency newsletter, radio or television ads, website posting and word of mouth.

Program Characteristics: Volunteers receive four hours of training. If volunteers meet income guidelines, they can qualify for a stipend of \$2.65 per hour. Also, volunteers are reimbursed

with health exams, volunteer appreciation items and bright red vests to indicate their involvement in the program.

Population Served: The program serves isolated older adults who are either homebound or residing in an assisted living facility. Some people served by the program have a diagnosis of dementia or Alzheimer's disease. Most of these individuals are identified through referrals from family members or by word of mouth. Over the last year, volunteers served 186 individuals giving approximately 60,500 hours of their time.

Activity: A senior companion is described by staff as doing what a friend would do. They serve individually with one person at a time to provide companionship. They note the general health of the person they are visiting. Volunteers sit and read with clients, escort people to run errands, and participate in mutually agreed upon activities.

Outcome Assessment: People served by this program are assessed for changes in mood, physical health, and mental health. Volunteers are assessed for program satisfaction and personal satisfaction.

Site/Locality: The Senior Companion Program is a national program with sites around the country. In Alaska, the program has 23 local active sites.

Senior Medicare Patrol

770 Washington Ave. Suite 470

Montgomery, AL 36130

Phone: 334-242-5734

Fax: 334-242-5594

www.aoa.gov/smp

Sponsor: Administration on Aging

Funding Source: Federal government, specifically Department of Health and Human Services and Administration on Aging, as well as some state government funding

Goals: The program began in 1999 with the main goal of recruiting and retaining volunteers to educate consumers about fraud and abuse of public benefits, specifically Medicare and Medicaid.

Volunteer/Service Provider: Ideally, this program desires to recruit retired professionals however no specific requirements exist for becoming a volunteer besides being trustworthy and committed. Volunteer recruitment efforts include posting in the agency newsletter, public speaking events and word of mouth. The program has approximately 134 volunteers.

Program Characteristics: Volunteers receive 12 hours of initial training. They are reimbursed for material supplies needed for their presentations and are given identification badges and name tags.

Population Served: This program serves Medicare beneficiaries which include older adults, persons with disabilities and the disadvantaged. The program also educates professionals or service providers who can then pass the information on to the people they serve.

Medicare beneficiaries are identified through local Senior Centers, word of mouth or inquiries made by community leaders. Last year, approximately 11,000 individuals were served and volunteers gave about 200 hours of their time.

Activity: Volunteers are trained by staff to give educational presentations about fraud and abuse of public benefits to groups of approximately 20 people. Presentations are often given in senior centers, churches or other civic organizations at the local level.

Outcome Assessment: The impact of this program on Medicare beneficiaries is assessed based on increased awareness of fraud and abuse of public benefits. Information is collected informally when beneficiaries provide feedback after hearing a presentation.

Site/Locality: Senior Medicare Patrol is a state-wide program, with 13 regional offices that serve all 67 counties in Alabama.

Seniors Against Investment Fraud (SAIF)

California Department of Corporations

Education and Outreach Unit

320 W. 4th Street, Suite 750

Los Angeles, CA 90013

Phone: (213) 576-7643

<http://www.corp.ca.gov>

Sponsor: California Department of Corporations

Funding Source: Governor's Office of Emergency Services (July 2001-June 2005) and California Department of Corporations (Since July 2005)

Goals: The Seniors Against Investment Fraud (SAIF) program was established in July 2001 to educate Californians over 50 about investment and telemarketing fraud. The program seeks to reduce the incidence of fraud by educating seniors on how to recognize warning signs of fraud and thus prevent financial scams targeting seniors from occurring in the first place.

Volunteer/Service Provider: Volunteers are typically over the age of 50. Licensed brokers, investment advisors or anyone associated with communicating or distributing financial or legal advice are not allowed to volunteer as one of the program's most critical elements is maintaining the objective independence of its volunteers. Recruitment occurs by word of mouth and after each presentation a questionnaire is provided to audience members asking them to provide contact information if they would like to become a volunteer. Currently, SAIF utilizes 200 volunteers.

Program Characteristics: The SAIF program's tag line is "To Be SAFE, Call SAIF First." SAIF's professional staff provides training for volunteers from non-profit organizations such as Retired Senior Volunteer Program (RSVP), consumer advocacy groups and others to spread SAIF's message to seniors. Volunteers are provided with a comprehensive training manual and educational materials to use when presenting the SAIF message to a senior audience. SAIF reimburses

volunteers for expenses relating to the program including mileage and supplies.

Population Served: SAIF specifically targets Californians over the age of 50. In calendar year 2004, SAIF volunteers and professionals conducted 630 outreach presentations/events, reaching 257,445 persons, and distributed 160,183 packets of educational materials.

Activity: SAIF volunteers help seniors by providing them with critical fraud prevention informational packets at seminars, presentations, senior fairs, and other venues. Information packets include questions to ask when purchasing an investment product, a sheet identifying the most popular types of investment scams that target seniors, and tips on self-defense against fraud. Information emphasizes the steps to take BEFORE making an investment decision and promotes the use of the Department's toll-free number (1-866-ASK-CORP). Callers are able to verify through the Department's Consumer Resource Center that brokers/financial advisors are properly licensed and can learn if disciplinary action has been taken against a specific company or individual.

Outcome Assessment: Outcome measurements include the number of events attended, the number of seniors at those events, and the number of educational packets distributed. SAIF also monitors financial loss on an anecdotal basis via tracking incoming calls from consumers in the database.

Site/Locality: The SAIF program is implemented at the state level with sites located in Northern and Southern California.

Seniors First Foundation Ambassadors

6331 White Trail Dr.
West Linn, OR 97068
Phone: 503-544-3829
Fax: 503-650-2414
www.seniorsfirst.net

Sponsor: Seniors First Foundation

Funding Source: Funding for this program comes primarily from contributions from members and sponsorships for meetings and conferences.

Goals: The major goal of the program is to educate people either professional or lay persons about issues that will affect us all. The program also seeks to bring government and private sectors to the public sector. This program began in 2002.

Volunteer/Service Provider:

Volunteers are required to have a minimum of a BA degree. Volunteers with an equitable amount of experience can qualify. Volunteers have come from a variety of backgrounds including law associations, state insurance agencies, and the Food and Drug Administration (FDA). The program attempts to recruit volunteers through personal and professional networks. Currently, the program utilizes approximately 30 volunteers.

Program Characteristics: Volunteers receive training through a series of educational meetings/ sessions. The program also provides food, beverage and name tags to volunteers as well as discounted use of facilities and services. The tag line for this program is “Improving lives through community education”.

Population Served: The population served by this program is people in the baby boomer generation and their parents. The program also provides food, beverage to volunteers as well as discounted use of facilities and services or events. Last year, volunteers served over 2,300 hours in this program.

Activity: Volunteers provide education to the public on a variety of aging issues. They speak on issues related to the workplace, education, environment, lifestyle changes and community. After they speak, volunteers will often counsel and advise audience members. They write articles for local newspapers as well as professional aging magazines.

Outcome Assessment: People attending presentations and events are assessed for program satisfaction and their need for further information. Volunteers are assessed on the same factors.

Site/Locality: The program operates regionally within the state of Oregon and has one central location.

Seniors Training Seniors in Computer Basics

618 2nd Ave. Suite 250

Seattle, WA 98104

Phone: 206-684-0639

Fax: 206-684-0494

www.seattle.gov/humanservices/mosc/sis/

www.seattle.gov/tech/seniors/srtraining.htm

Sponsor: Mayor's Office for Senior Citizens, Seattle Human Services Department (Seattle, WA)

Funding Source: Funding for administration is primarily City of Seattle general fund. Nominal fees are charged for computer classes, depending on the site.

Goals: 1) Train and empower senior volunteer instructors and assistants; 2) Increase access to computer training throughout Seattle; 3) Provide personalized learning environments for seniors seeking computer skills, whether for personal enjoyment or employment.

Volunteer/Service Provider: Lead instructors are volunteers age 50 and over. Assistants are former students or persons under 50 years old. Classes are held during the day only, in English. Lead instructors enhance or develop new curriculum as needed. The lead and assistant instructors are a team and responsible for creating a comfortable learning environment.

Program Characteristics: Small class size and senior instructors are a popular aspect of the program. More than 2500 seniors have participated in the program since its inception in 2000. The program has grown from six training sites to 11 and from 10 volunteers to 31. The volunteer instructors address physical limitations such as eye-hand coordination, limited vision and hearing loss.

Population Served: Although there are other opportunities to learn about computers in Seattle, the Seniors Training Seniors in Computer Basics program reaches out to those persons age 55 and above, many of whom have limited income. Classes are eight hours in length held over a two- or four-day period. Classes generally cost \$15, including materials.

Activity: Volunteers participate in a two-hour orientation followed by eight to 12 hours of class training. Lead instructors contribute 16-30 hours per month, enhancing or developing curriculum and preparing for each class. Assistants contribute 12-16 hours per month in classes. All instructors report to the program coordinator on a monthly basis and address personal or facility issues as necessary. Quarterly and educational get-togethers support team-building.

Outcome Assessment: On-line class evaluations are part of the learning experience for students. The program coordinator communicates on a regular basis with the lead instructors regarding computers, curriculum, classroom and personal or student issues, and tracks volunteer hours and the number of students.

Site/Locality: There are currently 11 training sites in the program. All sites have introductory classes. Some sites offer Basics Plus, Introduction to Word, Introduction to Excel and Introduction to Photo Editing.

Seniors vs. Crime

5242 Sagamore Ct
New Port Rickey, FL 34655
Phone: 727-376-4348
Fax: 727-376-4348
deravenna@aol.com

Sponsor: Seniors vs. Crime, Inc.

Funding Source: Private, individual contributions; donations from large corporations

Goals: Seniors vs. Crime started in 1989 to: assist Florida Attorney General in preventing crime against the elderly, educate seniors about consumer fraud, scams, and other criminal acts, alert seniors of crimes in area, provide senior volunteers to law enforcement to assist in investigations, assist seniors in informal mediation, promote senior involvement in law enforcement for protection, well-being, and peace of mind.

Volunteers/Service Provider:

Volunteers are required to be 50+. They are recruited through the Seniors vs. Crime website, public speaking engagements, word of mouth, and media coverage of success stories.

Program Characteristics: Seniors vs. Crime provides volunteers with ongoing training through series of structured sessions. Volunteers are given appreciation items, including an embroidered shirt, and are recognized with awards and luncheons.

Population Served: Seniors vs. Crime primarily serves seniors who have been victimized, but will intervene for anyone who has been taken advantage of or scammed. Those needing assistance can

go directly to program “storefront” offices, or are referred by law enforcement or senior agencies.

Activity: Volunteers: act as “senior sleuths,” serving as unofficial mediators who talk with victims of fraud and scams and help them recover losses; serve as friends for at-risk seniors who call volunteers before agreeing to any purchases; assist Attorney General on consumer-related investigations; go undercover in partnership with law enforcement to “scam the scammers.”

Outcome Assessment: Volunteers are evaluated based on feedback from other volunteers, clients, the volunteer manager, and agency staff. Currently, Seniors vs. Crime uses no formal measures to assess the impact of the program on its clients or volunteers.

Site/Locality: Seniors vs. Crime is a state-wide initiative, with 22 sites across Florida. There are currently 220 active volunteers.

Sheriff's Team of Active Retired Seniors (S.T.A.R.S.)

2500 E. Gibson Rd.

Woodland, CA 95776

Phone: 530-668-5280

Fax: 530-668-5238

www.yolocountysheriff.com/stars.htm

Sponsor: Sheriff's Department, Yolo County

Funding Source: Funding for this program comes from private individual contributions and various grants.

Goals: The program was established in 1999. One goal is to provide a means for retired person to become active in the community through positions in law enforcement. Another goal is benefit the community by providing services that have been lost over time and providing new services that would otherwise be unavailable to the Department.

Volunteer/Service Provider:

Volunteers must be age 50 years or over and be able to speak English. Volunteers are asked to commit to serving 16 hours per month. Volunteers are familiar with their community and provide services to the department that have been lost over the years or would not run without the volunteers. Recruitment for this program is conducted through radio and newspaper advertisements and public speaking engagements. The program currently has 12 volunteers.

Program Characteristics: Volunteers complete 40 hours of initial training as well as on-going training for different functions throughout the year. Volunteers are reimbursed for gas, meals, parking costs, and material supplies associated with a project. The

program also provides volunteers with a uniform, I.D. card, car and badge.

Population Served: S.T.A.R.S. volunteers serve Yolo County citizens that live in the rural unincorporated area of the county. Citizens find out about the program through word of mouth, volunteers conducting patrols and personal contact from advertisement information and public meetings. In the last year, volunteers have given over 2,000 hours of their time.

Activity: Volunteers perform vacation house checks for rural citizens, do vehicle maintenance on the patrol fleet, process inmate mail, run the decoy car program, conduct You Are Not Alone (Y.A.N.A) checks when needed, and drive, deliver, and maintain the Community Resource/Mobil Command vehicle for community and emergency events.

Outcome Assessment: Currently, this program does not do outcome assessments on those being served or providers of service.

Site/Locality: The S.T.A.R.S. program is administered locally at the Yolo County Sheriff's Department.

Special Citizens Volunteer Program (SCVP)
Collierville Police Department Special Operations Division
156 North Rowlett ST
Collierville, TN 38017
Phone: (901) 457-2562
Fax: (901) 457-2575
<http://www.colliervillepolice.org/scvpF.html>

Sponsor: Collierville Police Department

Funding Source: Local government and local fundraisers

Goals: The Special Citizen Volunteer Program was established in September, 1993 in order to grant added visibility to the Collierville Police Department so that able bodied citizens can contribute time and talent through means of community service.

Volunteer/Service Provider: Citizens involved with SCVP are required to contribute at minimum, 16 hours/month of service. Program participants must have proper vision and driving skills and have a criminal record free of any felony charge. Recruitment efforts occur by means of web site postings and current member, word of mouth activities. Twenty citizens are currently volunteering in this program.

Program Characteristics: "SCVP-Special Citizen Volunteer Program" is put on marked cars. Volunteers are provided with a payment of one dollar for the purpose insurability. Program members are permitted to use Collierville Police Department vehicles and are given uniforms. Volunteers also receive a waiver of the town fee for auto tags. The program trains its volunteers through a series of structured sessions totaling 40 hours.

Population Served: Similar to the police department, SCVP extends services to the entire commonwealth of Collierville, Tennessee. In the last year, volunteers gave 6,100 hours of time and served approximately 19,600 individuals.

Activity: Special Volunteers enable the police department to carry out additional crime prevention strategies including Neighborhood Watch and National Night Out Against Crime. In addition, volunteers extend police community safety by assisting with school crossings, traffic control, bike rodeos, motorist assistance, and property checks while on vacation. SCVP participants perform non-enforcement duties so as to allow sworn officers to spend increased time enforcing law within the community.

Outcome Assessment: Evaluation data is collected by means of after action reports, neighborhood watch focus groups, and information offered by officers of the Collierville Police Department. Outcomes are assessed by evaluating the following: number of vacation checks, neighborhood watch groups, national night out parties, number of police department assists, special event participation, number of incoming calls, citizen contact, hours worked, and community comments.

Site/Locality: SCVP is a local program with one site location within the Collierville Police Annex.

Tax Counseling for the Elderly (TCE)

105 E 22nd St.

New York, NY 10010

Phone: 212-614-5559

Fax: 212-598-4782

www.cssny.org

Sponsor: RSVP of New York City

Funding Source: National (IRS), foundation and individual contributions

Goals: TCE began in 1984 to provide free tax preparation, educate about tax credits, and provide financial literacy for older adults, people with disabilities, and people of low income. TCE “helps put money in the pockets of low-income New Yorkers.”

Volunteers/Service Provider: There are currently 110 TCE volunteers. All must be at least 55 years of age, and be available during peak tax season. Volunteers are asked to commit four hours per week to TCE from January to April. Volunteers are recruited through agency newsletter, public media, mailings, website, volunteer clearinghouse organizations, and public speaking. The program also increases word of mouth recruitment by holding focus groups with current volunteers to ask how to get more people involved.

Program Characteristics: Volunteers are provided with training through a series of structured sessions that total over 40 hours. They are given an ID badge and TCE bags/gifts. Volunteers are reimbursed for meals, transportation costs, and materials (e.g. calculators).

Population Served: TCE serves older adults, people with disabilities, and people with low incomes. The program

sends out press releases to newspapers, letters to public officials, and mailings to targeted zip codes in addition to general advertisements about the services offered. Last year volunteers gave 10,551 hours to approximately 10,000 clients.

Activity: There are four main roles volunteers assume within TCE: tax counselors who actually prepare returns, instructors who teach counselors how to prepare returns, e-file volunteers who specifically work on electronic filing, and site coordinators who monitor for quality.

Outcome Assessment: The impact of the program on the volunteers is evaluated through follow-up surveys/interviews and focus groups. Challenges and successes are measured in these evaluations. The impact of the program on clients is not formally evaluated.

Site/Locality: TCE is a local program that operates out of 77 sites throughout New York City.

Teton Free Clinic

P.O. Box 10044
Jackson, WY 83002
Phone: 307-739-7492
Fax: 307-739-7548
tetonfreeclinic.com

Sponsor: The Teton Free Clinic is part of the national association of Volunteers in Medicine

Funding Source: Private individual contributions, major events

Goals: The Teton Free Clinic its doors in November 2003 to provide health care to those in Teton who are uninsured or of low-income.

Volunteers/Service Provider: There are a total of 10 volunteer positions with this program. In order to volunteer, participants must be professionally trained in their areas of expertise and possess computer and office work skills. Volunteers are asked to come to the clinic twice per month, with an average of four hours of volunteer time each time they come. Volunteers are recruited through newspaper, website posting, and public speaking. Word of mouth recruitment is increased by creating a welcoming environment for volunteers in which they feel comfortable.

Program Characteristics: Volunteers are provided with training through a series of structured session that last three to four hours. Volunteers are given t-shirts and hats, meals, and appreciation items. The Teton Free Clinic operates under the slogan, "The circle of caring and giving."

Population Served: The Teton Free Clinic serves uninsured individuals and families who live and/or work in Teton County and meet financial eligibility requirements (200% of the Federal Poverty Level). Those who are in need of services are identified through word of mouth, advertising in local newspapers, and referrals from hospitals and local medical staff. In the last 12 months, volunteers gave a total of 1,288 hours to 1,200 clients.

Activity: At the clinic, retired volunteer medical staff provides primary and family medical care. There are also non-medical volunteer positions in which volunteers maintain the office.

Outcome Assessment: The impact of the program on the clients is measured through patient satisfaction surveys which ask about the client's experience with the clinic and health care access alternatives if the clinic did not exist. The impact of the program on volunteers is not formally evaluated.

Site/Locality: The Teton Free Clinic is a local program that is implemented on the county level and has one site.

Transportation Ministry

1333 West Lockwood Ave.

Glendale, MO 63122

Phone: 314-961-2661

Fax: 314-961-7790

www.shepherdcenters.org

Sponsor: Shepherd's Center of Webster/Kirkwood

Funding Source: Robert Wood Johnson Faith in Action grant, individual contributions, major fundraisers

Goals: The Shepherd's Center provides programs and services that enable older adults to live independently. Older adults are empowered to make decisions and carry out these services. The Transportation Ministry began in 1998 to respond to the medical transportation needs of older adults who do not have access to other transportation resources such as bus, van, family, and friends.

Volunteers/Service Provider: There are a total of 178 volunteers with the program. In order to volunteer, drivers must have their own car with insurance and pass a criminal background check. Drivers are asked to commit ½ day or 1 day per month for one year. Volunteers are recruited through agency newsletter, newspaper, mailings, public speaking, and announcements at specific religious congregations. Word of mouth recruitment is increased by asking for volunteers through classes offered at the Shepherd's Center as well as postings in church bulletins.

Program Characteristics: Volunteers are provided with training through a one-time structured session that lasts about two hours. Volunteers are given a name

tag, car mirror tag, and rewarded with various appreciation items. The Transportation Ministry operates using the tagline, "A neighbor's independence depends on you."

Population Served: The Transportation Ministry serves adults who are at least 55 years of age, live in the service area, and have no other transportation resources. Those needing a ride self-refer and participate in a phone interview to register for the program. In the last year, volunteers gave a total of 2,000 hours to 264 passengers.

Activity: Volunteer drivers use their own vehicles to drive and escort passengers to medical appointments.

Outcome Assessment: The impact of the program on the volunteers and those served is not formally evaluated.

Site/Locality: The Transportation Ministry is a local and has one site.

Volunteers in Medicine (VIM)—Chattanooga

P.O. Box 81057
Chattanooga, TN 37414
Phone: 423-855-8220
Fax: 423-855-8230
<http://www.vim-chatt.org>

Sponsor: Volunteers in Medicine Institute (VIMI)

Funding Source: Local foundations, banks, churches, and private contributions

Goals: Volunteers in Medicine Chattanooga opened its doors in May 2005 to provide medical, dental, mental health, and eye care services to financially eligible individuals and families who otherwise have no access to health care. The mission of VIM Chattanooga is to understand and serve the health and wellness of the medically underserved in the Chattanooga community by providing quality, compassionate, and personalized care in a faith-based caring environment.

Volunteers/Service Provider: There are a total of 18 different volunteer positions with the program. Both medical and non-medical volunteers must be trained in their areas of expertise and possess computer and office work skills. Volunteers are asked to commit four hours each time they come, but do not have required frequency of attendance. Volunteers are recruited through agency newsletter, radio and/or television, newspaper, mailings, church bulletins, health fair displays, website posting, and public speaking. Word of mouth recruitment is increased by encouraging volunteers to tell others and having staff and volunteers make as many presentations as possible.

Program Characteristics: Volunteers are provided with training through a one-time structured session that lasts about four hours. Volunteers are given photo name badges, t-shirts, and rewarded with various appreciation items.

Population Served: VIM Chattanooga serves uninsured individuals and families who meet residential and financial eligibility requirements. Those who are in need of services are identified through word of mouth and caseworkers. In its first three months, volunteers gave a total of 2,160 hours to 653 clients.

Activity: Non-medical activities include pastor, greeter, eligibility screener, receptionist, scheduler, children's room staff, translator, handyperson, and grantwriter. Medical-related volunteer positions include physician, nurse practitioner, dentist, pharmacist, pharmacy technician, nurse, dental assistant, and lab technician.

Outcome Assessment: The impact of the program on the volunteers and those served is not formally evaluated at the time of interview, but the program plans to implement formal evaluation steps soon.

Site/Locality: Volunteers in Medicine Chattanooga is a local program that is implemented in Hamilton County, Tennessee. VIM Chattanooga is affiliated with the Volunteers in Medicine Institute which is a national program.

Volunteer Lawyers Services Program, Inc.

4475 Market St. Suite B

Ventura, CA 93003

Phone: 805-650-7599

www.vcba.org

Sponsor: Ventura County Bar Association

Funding Source: Private, individual and foundation contributions; Major events such as dinners, auctions, and casino night

Goals: This program began in 1996 to provide legal services for those who are indigent and almost indigent. The program provides legal services in family, landlord/tenant, guardianship/conservatorships, personal injury defense, consumer protection, and civil matters.

Volunteers/Service Provider:

Volunteers are required to be retired or attorneys who are licensed in the state of California. Volunteers are recruited through a personal letter from the agency inviting them to participate.

Program Characteristics: The 8-10 volunteer lawyers work as a team. Each volunteer is provided with informal training on the specifics of the program when he/she begins. Volunteers commit to 2-3 hours per week, and gave a total of 532 hours to 152 clients during the last year.

Population Served: VLSP serves mainly adults, but the program also works on some cases involving children/youth and older adults experiencing abuse. All recipients must meet income eligibility criteria.

Activity: Volunteer lawyers review each case thoroughly to determine financial eligibility and merits. They then contact attorneys in the area who are willing to accept pro bono cases. The volunteer lawyer, who knows the legal issues involved, then describes the case to the pro bono attorney. Volunteer lawyers then contract with the pro bono attorney, and all paperwork is handled by the volunteers.

Outcome Assessment: VLSP evaluates the impact of this program on clients by offering a follow-up survey after the case has been closed. This survey assesses if the lawyers were helpful and the client's experience of the process. The impact of the program on the volunteers is not formally assessed.

Site/Locality: The program is implemented on a local level through the Ventura County Bar Association.

Volunteer Senior Ranger Corps
Homestead National Monument of America
8523 W. State Highway 4
Beatrice, NE 68310
Phone: 402-223-3514
Fax: 402228-4231
www.nps.gov/home

Sponsor: Homestead National Monument of America

Funding Source: National Parks Service, office space from local city government, grants from private foundations.

Goals: This program began in 2001 with the main goal of developing a self-sustaining volunteer driven program and build leadership within the volunteer force. Other goals include heightening awareness of the National Parks System and building intergenerational connections and opportunities for mentoring.

Volunteers/Service Provider: Volunteers are recruited through park newsletter, various media outlets, website posting, public speaking, and word of mouth. This program currently has approximately 464 volunteers.

Program Characteristics: Volunteer training consists of a series of structured sessions with an orientation session lasting 4 hours. Depending on volunteer projects, additional training can take from 8-40 hours. Volunteers are given shirts, hats, and name tags depending on hours of service and project need. Gas and meal reimbursement depends on hours served and distance traveled. Volunteers are always reimbursed for material supplies, and are given office space, food/beverage, various appreciation items, and access to special tours/places.

Population Served: Volunteers serve those who choose to visit the national park as well as assist in preserving the environment for all. For intergenerational events, the park invites local schools to participate. For public events, press releases and local advertising alert patrons. Last year volunteers gave over 9,000 hours to over 56,850 park visitors.

Activity: Volunteers assist with numerous park projects including imaging of photos, completing oral histories, doing research, monitoring water quality, surveying deer, leading educational programs, and various special events.

Outcome Assessment: Although this program does not assess outcomes formally, informal impact on students participating in the intergenerational programs is assessed through teacher feedback. Volunteer satisfaction and meaningfulness of jobs to volunteers is assessed through informal discussions.

Site/Locality: The program is implemented on the national level operating 11 sites across the country.

Wellness Initiative with Senior Educators (WISE)

150 Airport Rd, Suite 1400

Lakewood, NJ 08701

Phone: 732-367-0611

Fax: 732-367-9985

www.njpn.org

Sponsor: New Jersey Prevention Network

Funding Source: This program is funded by the New Jersey Department of Human Service Division of Addiction Services.

Goals: WISE started in 1996 with the goal of promoting health through education concerning high risk behaviors in older adults through the development of prevention program to professionals and community members. Another goal is substance abuse prevention in older adults.

Volunteer/Service Provider:

Volunteers are age 55 and older and are asked to commit to serving 3 hours for 6 weeks. Recruitment efforts include advertisements in newspaper, clearing house organizations and public speaking events. Currently, the program has approximately 150 volunteers statewide.

Program Characteristics: The program provides volunteers with grocery coupons for participating in the training, which consists of 20 hours administered through a series of structured sessions. Volunteers also receive pill boxes, id badges or pins to identify them with the program and they are reimbursed for transportation expenses.

Population Served: The program serves senior citizens who participate in the training. These volunteers also serve those groups with which they share information about the training. People served by the program are identified through self referral, public speaking at senior centers and lunch program. Over the last year, volunteers gave some 300 hours in service to nearly 300 individuals.

Activity: Senior citizens are trained over several sessions on topics such as substance abuse, diversity, gender, volunteerism and overall wellness. Volunteers are then encouraged to make presentations to other groups of seniors as well as youth and parents.

Outcome Assessment: Volunteers are assessed for reduction in risk factors, increase in wellness, changes in behavior, and decrease in isolation or loneliness.

Site/Locality: This program has locations in four counties in New Jersey.

Program Survey with Aggregate Responses



National Elder Service Program Survey

Conducted by

Center for Social Development
George Warren Brown School of Social Work
Washington University

September 2004

Funded by MetLife Foundation

Human Subject Approval is provided by Hilltop Human Studies Committee, Washington University in St. Louis.

PROGRAM INFORMATION & DESCRIPTION

1. Program Name:

2. Administering organization:

3. Please identify the type of organization that administers the program. (Please circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Nonprofit organization	1. YES 39 (76.47)	0. NO 12 (23.53)
For-profit organization	1. YES	0. NO 51 (100)
Government agency	1. YES 18 (35.29)	0. NO 33 (64.70)
Others, please specify:	1. YES	0. NO 51 (100)

4. Web Address

5. Contact information of this program

Contact person:

Address 1:

Address 2:

City:

State:

Zip code:

Phone:

Fax:

Email:

6. Please provide the year that the program started.

Start year:

7. What is the funding source(s) for this program? (Please circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Governmental funding: National Specify:	1. YES 24 (47.05)	0. NO 27 (52.94)
Governmental funding: State Specify:	1. YES 22 (43.13)	0. NO 29 (56.86)
Governmental funding: Local Specify:	1. YES 21 (41.17)	0. NO 30 (58.82)
Private foundation contribution (e.g., United Way). Specify:	1. YES 33 (64.70)	0. NO 18 (35.29)
Private individual contribution Specify:	1. YES 30 (58.82)	0. NO 21 (41.17)
Fee-for-service, Specify:	1. YES 9 (17.64)	0. NO 42 (82.35)
Major events, Specify:	1. YES 15 (29.41)	0. NO 36 (70.58)
Private Company	1. YES 2 (3.92)	0. NO 49 (96.08)
Others, Specify:	1. YES 3 (5.88)	0. NO 48 (94.12)

8. What level is the program implemented? *Frequency (%)*

1) *National* 2) *Regional* 3) *State-wide* 4) *Local* 5) *International*
10 (19.60) **3 (5.88)** **8 (15.68)** **29 (56.86)** **1 (1.96)**

9. How many sites does this program have?**Mean** = 15.94**SD** = 20.52**Range** = 1-80

Number of program sites	Frequency (%)
1	13 (25.49)
2-5	9 (17.64)
6-10	5 (9.80)
11-15	10 (19.60)
16-20	1 (1.96)
21-25	2 (3.92)
26-30	4 (7.84)
31-35	0 (0.00)
36-40	1 (1.96)
41-45	1 (1.96)
46-50	0 (0.00)
51-55	2 (3.92)
56-65	0 (0.00)
66-70	1 (1.96)
80	2 (3.92)
Total	51 (100)

10. Are there any major variations among these sites? *Frequency (%)*

1. YES *0. NO*
12 (23.52) **39 (76.47)**

Variation	Frequency	Description
1. Variation in Services Provided	5	-different computer classes are taught at different sites -5 sites have individual counseling and 1 site has individual counseling and discussion groups -some sites have an e-file program and other sites are only paper filing -variation in services -sites provide services to either homeless families, grandparents raising grandchildren, or families adopting children from abroad
2. Variation in Volunteer Activities	5	-volunteer activities are different among sites -types of volunteer projects differ between sites -at one site volunteers assist with clerical, data entry and website work and at the second site, volunteers conduct vacation watches, radar patrols, disabled parking patrols, etc -one site does not conduct water monitoring and the other sites do; variation in activities -environmental activities vary between sites
3. Variation in Granting	1	-granting differs
4. Variation in Leadership	1	-some sites have volunteer leaders and others do not
5. Variation in Recruiting Strategy	1	-one program is coordinated at a senior center and volunteers are recruited through the senior center while the other program sites recruit volunteers through RSVP
6. Variation in Goals	1	-goals are different among sites

11. Please list all the goals of this program (in addition to those listed on the web site).

Goals of Programs	Frequency
• Provide services for the greater community	19
• Offer meaningful volunteer opportunities for older adults	19
• Offer intergenerational opportunities	16
• Improve academic and social skills for children	12
• Provide services specifically for older adults	9
• Improve health and well-being for older adults	7
• Prevent drug/alcohol abuse	3
• Provide services to benefit the environment	3
• Provide financial support to volunteers.	3
• Prevent crime/fraud against older adults	2

* For complete description of goals, see table 1 on page 37

12. Please describe service activity of this program. What do the volunteers do as part of the program? Where does the activity take place?

Activities of Volunteer	Frequency
• Teaching	16
• Tutoring	11
• Assisting with Instrumental Activities	7
• Mentoring	6
• Policing or Public Safety Activities	6
• Counseling- Technical Advice	5
• Supporting Program Administration and Development	4
• Relationship Building Activities	3
• Health Services Activities	2
• Conservation Activities	2
• Counseling- Supportive	2

* For complete description of activities, see table 2 on page 42

13. How would you describe the people/population this program serves? And circle YES or NO for each item if applicable.

	Frequency (%)	Frequency (%)
Children	1. YES 30 (58.82)	0. NO 21 (41.17)
Youth	1. YES 26 (50.98)	0. NO 25 (49.01)
Adults	1. YES 25 (49.01)	0. NO 26 (50.98)
Seniors	1. YES 35 (68.62)	0. NO 16 (31.37)
The disabled	1. YES 28 (54.90)	0. NO 23 (45.10)
Low SES population	1. YES 34 (66.67)	0. NO 17 (33.33)
General public	1. YES 13 (25.49)	0. NO 38 (74.50)
Other population group, specify:	1. YES 12 (23.52)	0. NO 39 (76.47)

14. How are the people served identified?

Method of Identification	Frequency
• School staff identify children	14
• Word of mouth	12
• Advertise available services	12
• Social service agency referrals	8
• Self-referrals	7
• Other community organization referrals	7
• Program seeks out people to serve	6
• Community residents request assistance	5
• Other personal referrals	4
• Agencies request volunteers	2

* For complete description of the method of identification, see table 3 on page 44

SURVEY QUESTIONS

- Question 1.** How many volunteer positions are offered in your program, including both filled and unfilled positions? (Note: Please do not respond “unlimited”. We would like to know how many volunteer positions you currently manage, not how many volunteers you “could” use.)

_____ (number of positions)

Mean = 302.76 **SD** = 591.38 **Range** 8-3100

Number of volunteer positions	Frequency (%)
1-50	22 (43.13)
51-100	7 (13.72)
101-150	4 (7.84)
151-200	5 (9.80)
201-300	3 (5.88)
301-500	3 (5.88)
501-1000	3 (5.88)
1001-2000	3 (5.88)
2000 more	1 (1.96)
Total	51 (100)

- Question 2.** What is the proportion of volunteer positions that are currently filled? (Range: 0 – 100%, for example, 50% of the positions are currently filled.)

_____ %

Mean = 77.27 **SD** = 23.41 **Range** = 0-100

Proportion of volunteer positions	Frequency (%)
1-20	2 (3.92)
21-40	0 (0.00)
41-60	12 (23.53)
61-80	11 (21.57)
81-100	26 (50.98)
Total	51(100)

Question 3. How frequently are volunteer positions available for qualified elders? (Circle only ONE answer) **Frequency (%)**

<i>1. Rarely available</i>	<i>2. Occasionally available</i>	<i>3. Usually available</i>	<i>4. Always available</i>
1 (1.96)	5 (9.80)	15 (29.41)	30 (58.82)

Question 4. Is there a wait list of individuals interested in volunteering for your program?
Frequency (%)

<i>1. YES</i>	<i>0. NO</i>
17 (33.33)	34 (66.67)

Question 5. Does your program maintain a database of active and/or potential volunteers?
(Circle only ONE answer) **Frequency (%)**

1. NO
1 (1.96)

2. YES – active volunteers only
16 (31.37)

3. YES – potential volunteers only
1 (1.96)

4. YES – both active and potential volunteers
16 (31.37)

Question 6. Do you require certain characteristics of volunteers? **Frequency (%)**

0. NO – go to **Question 7** 1. YES
5 (9.80) **46 (90.20)**

6a) If YES, please identify what characteristics are required and **6b)** if the requirement is included in any written material (Circle ALL that apply and specify the criteria)

Require or not		Characteristics	Is this characteristics specified in program's written material?	
Frequency (%)	Frequency (%)		Frequency (%)	Frequency (%)
1. YES 35 (68.63)	0. NO 16 (31.37)	Age	1. YES 37 (72.54)	0. NO 14 (27.45)
1. YES	0. NO 51 (100)	Gender	1. YES	0. NO 51 (100)
1. YES	0. NO 51 (100)	Ethnicity	1. YES	0. NO 51 (100)
1. YES 6 (11.76)	0. NO 45 (88.23)	Level of formal education	1. YES 5 (9.80)	0. NO 46 (90.19)
1. YES 28 (54.90)	0. NO 23 (45.09)	Availability at specific times/days	1. YES 25 (49.01)	0. NO 26 (50.98)
1. YES 10 (19.60)	0. NO 41 (80.39)	Language	1. YES 7 (13.72)	0. NO 44 (86.27)
1. YES 17 (33.33)	0. NO 34 (66.67)	Professional training/ experience/certain set of skills	1. YES 15 (29.41)	0. NO 36 (70.58)
1. YES 15 (29.41)	0. NO 36 (70.58)	Has own transportation	1. YES 13 (25.49)	0. NO 38 (74.50)
1. YES 16 (31.37)	0. NO 35 (68.62)	Others	1. YES 15 (29.41)	0. NO 36 (70.58)

* For complete description of requirements, see table 4 on page 45

Question 7. Does your selection process include the following: (Circle YES or NO for each item in the table)?

	Frequency (%)	Frequency (%)
Applicants fill out application forms.	1. YES 45 (88.23)	0. NO 6 (11.76)
Conduct person-to-person or telephone interviews with applicants.	1. YES 48 (94.11)	0. NO 3 (5.88)
Require references from potential volunteers.	1. YES 30 (58.82)	0. NO 21 (41.17)
Screen volunteers by performing background checks, i.e., criminal records, child abuse screening, etc.	1. YES 31 (60.78)	0. NO 20 (39.21)
Others, please specify:	1. YES 7 (13.72)	0. NO 44 (86.27)

Question 8. In the past 12 months, did your program turn away applicants due to ineligibility? (That is, you did not /could not offer them a position due to the selection criteria.) **Frequency (%)**

<i>0. NONE</i>	<i>1. YES</i>
22 (43.13)	29 (56.86)

8a) If YES, what is the percentage of applicants who are turned away?

_____ %

Mean = 7.7

SD = 12.95

Range = 0-66

Question 9. Are all individuals who are interested in volunteering given a *choice* of

a) Positions? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
13 (25.49)	38 (74.50)

b) Responsibilities? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
14 (27.45)	37 (72.54)

Question 10. We know that volunteer programs operate under a lot of constraints. Given the constraints in your program, could you offer volunteer opportunities to individuals who: (Please circle only ONE answer for questions a to h)

a) Can work only during particular months or times of the year? **Frequency (%)**

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
10 (19.61)	6 (11.76)	11 (21.57)	24 (47.06)

b) Must vary the amount of time they spend volunteering each week?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
4 (7.84)	7 (13.73)	14 (27.45)	26 (50.98)

c) Would like to set their own schedules?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
3 (5.88)	7 (13.73)	16 (31.37)	25 (49.02)

d) Are interested in performing some but not all responsibilities of position?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
13 (25.49)	5 (9.80)	13 (25.49)	20 (39.22)

e) Are only able or qualified to perform **SOME** but not all responsibilities of the position?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
8 (15.69)	3 (5.88)	21 (41.18)	19 (37.25)

f) Desire a higher level of autonomy than specified for the position?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
9 (17.65)	19 (37.25)	11 (21.57)	12 (23.53)

g) Desire more supervision than specified for the position?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
7 (13.73)	16 (31.37)	15 (29.41)	13 (25.49)

h) Would like to change their responsibilities to create a better "fit"?

1. <i>Very unlikely</i>	2. <i>Somewhat unlikely</i>	3. <i>Somewhat likely</i>	4. <i>Very likely</i>
6 (11.76)	6 (11.76)	20 (39.22)	19 (37.25)

Question 11. Is the “fit” between the volunteer and his or her volunteer position reviewed regularly? **Frequency (%)**

- | | |
|-------------------------------------------------------|------------------------------------|
| 0. <i>NO – go to Question 12</i>
10 (19.61) | 1. <i>YES</i>
41 (80.39) |
|-------------------------------------------------------|------------------------------------|

11a) If YES, how regularly do you formally review the “fit”? **Frequency (%)**

- | | |
|------------------------------|-------------------|
| 1. <i>As needed</i> | 21 (51.22) |
| 2. <i>At least annually</i> | 16 (39.02) |
| 3. <i>At least quarterly</i> | 2 (4.88) |
| 4. <i>At least monthly</i> | 2 (4.88) |

Question 12. Which of the following does this program provide in writing to volunteers? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Job description	1. YES 42 (82.35)	0. NO 9 (17.65)
Code of conduct	1. YES 39 (76.47)	0. NO 12 (23.52)
Volunteer contract	1. YES 22 (43.13)	0. NO 29 (56.86)
Confidentiality statement	1. YES 27 (52.94)	0. NO 24 (47.06)
Others, please specify:	1. YES 14 (27.45)	0. NO 37 (72.55)

Question 13. Does your program have a recruiting/advertising budget? **Frequency (%)**

- | | |
|-----------------------------------|------------------------------------|
| 0. <i>NO</i>
25 (49.02) | 1. <i>YES</i>
26 (50.98) |
|-----------------------------------|------------------------------------|

Question 14. Do you advertise volunteer opportunities with this program through: (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Agency newsletter	1. YES 38 (74.51)	0. NO 13 (25.49)
Radio and/or TV	1. YES 30 (58.82)	0. NO 21 (41.18)
Newspaper	1. YES 41 (80.39)	0. NO 10 (19.61)
Separate mailing or flyer	1. YES 25 (49.01)	0. NO 26 (50.98)
Post on website	1. YES 42 (82.35)	0. NO 9 (17.6)
Through a volunteer clearing house organization	1. YES 22 (43.13)	0. NO 29 (56.86)
Public speaking	1. YES 37 (72.55)	0. NO 14 (27.45)
Personal Invitation	1. YES 2 (3.92)	0. NO 49 (9.60)
Others, please specify:	1. YES 21 (41.18)	0. NO 30 (58.82)

Question 15. Aside from ongoing, continual advertising, such as a ‘permanent’ ad on a website, how often do you advertise volunteer opportunities with this program? (Circle only ONE answer) **Frequency (%)**

1. *Never* 2. *Yearly* 3. *A few times per year* 4. *Monthly* 5. *Weekly*
5 (9.80) **3 (5.88)** **26 (50.98)** **10 (19.61)** **7 (13.73)**

Question 16. How much does the program do to increase the amount of “word of mouth” recruitment?

1. *None* 2. *A little* 3. *Some* 4. *Quite a bit* 5. *A great deal*
0 (0.0) **0 (0.0)** **15 (29.41)** **20 (39.22)** **16 (31.37)**

16a) If choose 2, 3, 4, or 5, please describe what the program does to increase the amount of “word of mouth”?

Method	Frequency	Description
1. Volunteers are Encouraged to Recruit Their Family or Friends	19	<ul style="list-style-type: none"> - speak to family and friends and invite them to observe the program - invite friends - invite family members - invite new volunteers - email current volunteers and ask them to provide referrals - advisory committee made up of volunteers use word of mouth
2. Volunteer Opportunities are Announced at Public Speaking Events	11	<ul style="list-style-type: none"> - announce at community meetings - speak to other service providers - make announcements at public meetings - take volunteers to public speaking events - make as many presentations as possible - encourage attendees to spread the word - announce at presentations - speak at college career fairs
3. Volunteer Opportunities are Announced at Agency Events	7	<ul style="list-style-type: none"> - make announcement at in-services - announce at new member orientation - approach potential volunteers while on duty - ask for volunteers through classes offered at agency - recruit through seminars held at agency
4. Volunteers Asked to Talk to & Distribute Fliers at Other Organizations They are Involved in	7	<ul style="list-style-type: none"> - volunteers distribute fliers - volunteers give posters and fliers to their churches - volunteers are encouraged to talk to people at other businesses they patronize - volunteers given brochures to hand out - volunteers talk to people in continuing education classes they attend
5. Volunteers are Offered Incentives for Recruiting New Volunteers	3	<ul style="list-style-type: none"> - offer \$25 to current volunteers to recruit others - offer gift certificates for bringing new volunteers - \$10 gift cards for each new volunteer recruited
6. Volunteers Pass Out Business Cards	2	<ul style="list-style-type: none"> - volunteers have RSVP business cards they hand out - volunteers give out business cards

Question 17. In your recruitment efforts, which of the following types of information are included in your announcements? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Expectations about time commitment	1. YES 42 (82.35)	0. NO 9 (17.65)
Duties and responsibilities	1. YES 47 (92.16)	0. NO 4 (7.84)
Potential contribution to social causes	1. YES 38 (74.51)	0. NO 13 (25.49)
Potential costs or risks	1. YES 15 (29.41)	0. NO 36 (70.59)
Potential benefits of the program	1. YES 39 (76.47)	0. NO 12 (23.53)
Opportunities to apply volunteers' skills, knowledge, and talents	1. YES 45 (88.24)	0. NO 6 (11.76)
Others, please specify:	1. YES 10 (19.61)	0. NO 44 (80.39)

Question 18. Does this program have a formal slogan or tagline? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
27 (52.94)	24 (47.06)

Slogan/Tagline
-A bridge between those who need and those who serve
-Trust us to listen. Trust us to help
-Helping New Yorkers access public benefits
-Elder friendly means business cares
-Making a difference one person at a time
-MEDIS\$MART (MEDISMART)
-Improving lives through community education
-New adventures in service for Americans over 55
-A neighbor’s independence depends on you
-The circle of caring and giving
-Seniors—don’t be left behind
-Seniors open up new worlds
-Celebrate your life—be a member
-You have so much to offer—share it with another
-Seniors helping seniors
-Senior to senior
-The world is made brighter one contact at a time
-Lending an ear, engaging the spirit
-IMPACT—Individual Motivation for Positive Advancement in Conservation Teaching
-Changing lives two people at a
-Gratitude is a memory of the heart
-Heart medicine money can’t buy
-To be safe, call SAIF first
-Staying engaged is the best way to age
-Linking generations, changing lives
-Fun with a purpose
-Little hands, big hearts
-Where Love Grows

Question 19. Are volunteers given identifying items (t-shirts, hats, etc.) that indicate their involvement in this program? **Frequency (%)**

0. NO 1. YES
6 (11.76) **45 (88.24)**

Item	Frequency
1. ID Badge/Nametag	20
2. Shirt/T-Shirt	17
3. Bag/Tote Bag	14
4. Hat/Ballcap	11
5. Pins	5
6. Vests	5
7. Mug	3
8. Patrol Uniforms/Uniforms	3
9. Keyrings	2
10. Jacket/Wind Breakers	2
11. Certificate	2
12. Aprons	2
13. Car Window Sign/Mirror Tag	2
14. Business Cards	2
15. Lunch Bags	1
16. Smocks	1
17. Handbooks	1
18. Umbrellas	1
19. Pencils	1
20. Pill boxes	1
21. Scarves	1
22. Patches	1
23. Marketing Materials	1
24. City Vehicle to Use While Volunteering	1
25. Water Bottles	1

Question 20. Do you use message(s) to attract individuals to volunteer positions in your program? **Frequency (%)**

0. NO 1. YES
27 (52.94) **24 (47.06)**

* For a description of the messages used to attract individuals, see table 5 on page 48

Question 21. Do volunteers receive a stipend? **Frequency (%)**

0. NO – go to *Question 22* 1. YES
40 (78.43) **11 (21.57)**

21a) If YES, how much do they receive?

\$ _____ per _____(period of time)

Amount of stipend	Frequency
\$ 1 per year	1
\$ 2.65 per hour	5
\$ 5 per day	1
\$ 10 per weak	1
\$ 70 per month	1
\$ 165 per month	1
\$ 180-260 per month	1
Total	11

Question 22. Are volunteers provided reimbursement for the following expenses? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Gas	1. YES 22 (43.14)	0. NO 29 (56.86)
Meals	1. YES 20 (39.22)	0. NO 31 (60.78)
Parking and/or transportation costs (e.g., bus tickets, toll fees)	1. YES 21 (41.18)	0. NO 30 (58.82)
Material supplies associated with a project	1. YES 23 (45.10)	0. NO 28 (54.90)
Others, please specify:	1. YES 9 (17.65)	0. NO 42 (82.35)

Question 23. Are volunteers provided with any of the following in-kind incentives? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Free or discounted use of facilities or services (including tickets, health exams, etc.)	1. YES 14 (27.45)	0. NO 37 (72.55)
Special privileges such as parking spot	1. YES 5 (9.80)	0. NO 46 (90.19)
Office space dedicated to use by volunteers	1. YES 23 (45.09)	0. NO 28 (54.90)
Food and/or beverage	1. YES 29 (56.86)	0. NO 22 (43.14)
Access to computers/internet for personal use	1. YES 14 (27.45)	0. NO 37 (72.55)
Volunteer appreciation items (e.g., door prize, gift certificate, candles, etc.)	1. YES 33 (64.71)	0. NO 18 (35.29)
Others, please specify:	1. YES 11 (21.57)	0. NO 40 (78.43)

Question 24. Do you offer any structured opportunities that cater to the personal development needs of volunteers? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Group/team work training	1. YES 35 (68.63)	0. NO 16 (31.37)
Opportunities for learning, e.g., information about the latest research in the area	1. YES 35 (68.63)	0. NO 16 (31.37)
Leadership development and training	1. YES 27 (52.94)	0. NO 24 (47.06)
Computer/ technology training	1. YES 17 (33.33)	0. NO 34 (66.67)
Others, please specify:	1. YES 9 (17.65)	0. NO 42 (82.35)

Question 25. Have older volunteers ever moved into paid positions within your organization?
Frequency (%)

0. *NO* 1. *YES*
36 (70.59) **15 (29.41)**

Question 26. How often do you organize social events specifically for volunteers or volunteers and staff? (Circle only one answer) **Frequency (%)**

1. *Never* 2. *Yearly* 3. *A few times per year* 4. *Monthly* 5. *Weekly*
1 (1.96) **17 (33.33)** **26 (50.98)** **7 (13.73)** **0 (0.0)**

Question 27. Do you recognize volunteers in the following ways? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Formal expression of appreciation through letters and other communications	1. YES 47 (92.16)	0. NO 4 (7.84)
Publish volunteer profiles in newsletters	1. YES 33 (64.71)	0. NO 18 (35.29)
Acknowledge volunteers in public media outlets	1. YES 43 (84.31)	0. NO 8 (15.69)
Sponsor recognition events within the program	1. YES 44 (86.27)	0. NO 7 (13.73)
Observe National Volunteer Week and the like	1. YES 27 (52.94)	0. NO 24 (47.06)

Question 28. Do you provide shared areas (e.g., work, break, or lunch) to volunteers so that they can meet together? **Frequency (%)**

0. *NO* 1. *YES*
19 (37.25) **32 (62.75)**

Question 29. Apart from these events, what other actions does the program take to promote social interaction among volunteers or volunteers and staff?

Action	Frequency	Description
1. Social Events	12	<ul style="list-style-type: none"> - lunch, annual dinners, BBQ - breakfast, potlucks - quarterly luncheon with entertainment - take volunteers out to lunch - luncheons - monthly volunteer dinners or potlucks - volunteer appreciation luncheon annually - 2-3 social events a year - annual recognition party and spring fling - yearly awards and Christmas party - end of the year party - birthday parties and volunteers are invited to staff parties
2. Regular Meetings	8	<ul style="list-style-type: none"> - monthly meetings - Book Folder Bonanza on Fridays, sit and chat - meetings and focus groups - volunteer meetings -hook up private and public networking meetings interactively
3. Training Events	8	<ul style="list-style-type: none"> - continuing training - workshops for volunteers and staff - orientation and trainings - monthly in-service meetings - in-service/ongoing training meetings - welcoming and orientation time as volunteers arrive at project site - classes for volunteers on Fridays
4. Provide Ways to Stay in Contact With Staff and Each Other	7	<ul style="list-style-type: none"> - distribute phone list - provide contact info - email to introduce new members, provide updates, thank you's and phone numbers -they share email addresses/information -volunteers call other volunteers regarding a meeting through phone tree -volunteer coordinator emails forwards, useful websites -check-in frequently (i.e. phone calls)
5. Volunteers Organize on Their Own	3	<ul style="list-style-type: none"> -organize informally on their own -volunteers do on own initiatives -volunteers get together in own homes
6. Mentoring	1	<ul style="list-style-type: none"> - mentoring

Question 30. Does this program have dedicated funding for volunteer management? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
18 (35.29)	33 (64.71)

Question 31. Is training provided for the specific volunteer positions that elders are filling? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
2 (3.92)	49 (96.08)

Question 32. Which of the following characterizes your method of training volunteers (pick only ONE, the best description) **Frequency (%)**

<i>1. Informal briefing</i>	<i>2. One time structured session</i>	<i>3. Series of structured sessions</i>
9 (17.65)	13 (25.49)	29 (56.86)

Question 33. About how many hours does this training involve?

Mean = 19.43 _____ hours SD = 33.74 Range = 0-224

Question 34. Do you utilize written training materials? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
9 (17.65)	42 (82.35)

Question 35. Are volunteers formally tested on training materials or content? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
44 (86.27)	7 (13.73)

Question 36. Are new volunteers paired with existing volunteers *after* the initial training? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
--------------	---------------

18 (35.29)**33 (64.71)**

Question 37. Who is responsible for providing day-to-day supervision of volunteers? (Circle only ONE answer) **Frequency (%)**

- | | |
|--------------------------------------------------------------|-------------------|
| 1. <i>No one</i> | 2 (3.92) |
| 2. <i>Another volunteer</i> | 5 (9.80) |
| 3. <i>Volunteer manager</i> | 20 (39.22) |
| 5. <i>Paid staff member other than the volunteer manager</i> | 24 (47.06) |

Question 38. How often is volunteer performance formally evaluated? (Circle only ONE answer) **Frequency (%)**

- | | |
|------------------------------|-------------------|
| 1. <i>Never</i> | 6 (11.76) |
| 2. <i>As needed</i> | 21 (41.18) |
| 3. <i>At least annually</i> | 21 (41.18) |
| 4. <i>At least quarterly</i> | 0 (0.0) |
| 5. <i>At least monthly</i> | 3 (5.88) |

Question 39. What sources of information are used to formally evaluate volunteers? (Circle YES or NO for each item)

	Frequency (%)	Frequency (%)
Self-evaluation	1. YES 25 (49.01)	0. NO 26 (50.98)
Feedback from other volunteers	1. YES 20 (39.22)	0. NO 31 (60.78)
Feedback from clients	1. YES 30 (58.82)	0. NO 21 (41.18)
Feedback from volunteer manager	1. YES 31 (60.78)	0. NO 20 (39.22)
Feedback from other agency staff	1. YES 33 (64.71)	0. NO 18 (35.29)

Question 40. How often do volunteers meet with staff to formally discuss their activities?
(Circle only ONE answer) **Frequency (%)**

- | | | |
|----|---------------------------|-------------------|
| 1. | <i>Never</i> | 1 (1.96) |
| 2. | <i>As needed</i> | 26 (50.98) |
| 3. | <i>At least annually</i> | 1 (1.96) |
| 4. | <i>At least quarterly</i> | 2 (3.92) |
| 5. | <i>At least monthly</i> | 21 (41.18) |

Question 41. How often do volunteers meet together formally to discuss their activities?
(Circle only ONE answer) **Frequency (%)**

- | | | |
|----|---------------------------|-------------------|
| 1. | <i>Never</i> | 5 (9.80) |
| 2. | <i>As needed</i> | 10 (19.61) |
| 3. | <i>At least annually</i> | 7 (13.73) |
| 4. | <i>At least quarterly</i> | 5 (9.80) |
| 5. | <i>At least monthly</i> | 24 (47.06) |

Question 42. How often do volunteers in this program develop health conditions, disabilities, or sensory impairments that make their continued participation more challenging?
(Circle only ONE answer) **Frequency (%)**

- | | | | |
|-----------------|------------------------|-----------------------|---------------------------|
| 1. <i>Never</i> | 2. <i>Infrequently</i> | 3. <i>Quite often</i> | 4. <i>Very frequently</i> |
| 3 (5.88) | 30 (58.82) | 16 (31.37) | 2 (3.92) |

Question 43. If a volunteer develops health conditions/disabilities/sensory impairments that challenge participation, how easy would it be for your program to make the following arrangements: (Please circle only ONE answer for questions a to e)
Frequency (%)

a) Physical changes to the environment (i.e., ramp, lighting, hand rail, etc.)

<i>1. Not possible</i>	<i>2. Very difficult</i>	<i>3. Somewhat difficult</i>	<i>4. Easy</i>	<i>5. Very easy</i>
7 (13.73)	16 (31.37)	11 (21.57)	11 (21.57)	6 (11.76)

b) Do work from another location

<i>1. Not possible</i>	<i>2. Very difficult</i>	<i>3. Somewhat difficult</i>	<i>4. Easy</i>	<i>5. Very easy</i>
7 (13.73)	6 (11.76)	10 (19.61)	23 (45.10)	5 (9.80)

c) Divide/share responsibilities with another volunteer

<i>1. Not possible</i>	<i>2. Very difficult</i>	<i>3. Somewhat difficult</i>	<i>4. Easy</i>	<i>5. Very easy</i>
1 (1.96)	4 (7.84)	9 (17.65)	29 (56.88)	8 (15.69)

d) Provide assistive devices to get the work done

<i>1. Not possible</i>	<i>2. Very difficult</i>	<i>3. Somewhat difficult</i>	<i>4. Easy</i>	<i>5. Very easy</i>
8 (15.69)	13 (25.49)	17 (33.33)	12 (23.53)	1 (1.96)

e) Change the assignments to better match current ability

<i>1. Not possible</i>	<i>2. Very difficult</i>	<i>3. Somewhat difficult</i>	<i>4. Easy</i>	<i>5. Very easy</i>
3 (5.88)	3 (5.88)	6 (11.76)	29 (56.86)	10 (19.61)

Question 44. Does your program or organization provide or arrange for transportation to those volunteers who require assistance getting to and from their position assignment?
Frequency (%)

<i>0. NO</i>	<i>1. YES</i>
33 (64.71)	18 (35.29)

Question 45. Does your program take formal steps to facilitate the working relationship between paid staff and volunteers? **Frequency (%)**

<i>0. NO - go to Question 46</i>	<i>1. YES</i>
19 (37.25)	32 (62.75)

* For details of steps taken to facilitate relationships, see table 6 on page 49

Question 46. How frequently are volunteers involved in each of the following activities?
(Circle only ONE answer for each item)

	Frequency (%)	Frequency (%)	Frequency (%)
Attend staff meeting	1. Never 29 (56.86)	2. Occasionally 16 (31.37)	3. Always 6 (11.76)
Make presentations to the Board Committees	1. Never 21 (41.18)	2. Occasionally 26 (50.98)	3. Always 4 (7.84)
Serve as the organization’s official representative at community events	1. Never 2 (3.92)	2. Occasionally 43 (84.31)	3. Always 6 (11.76)
Represent the organization to the media	1. Never 8 (15.69)	2. Occasionally 39 (76.47)	3. Always 4 (7.84)
Participate in program or organization-wide planning and/or decision-making activities	1. Never 10 (19.61)	2. Occasionally 29 (56.86)	3. Always 12 (23.53)
Supervise other volunteers	1. Never 17 (33.33)	2. Occasionally 25 (49.02)	3. Always 9 (17.65)
Provide formal feedback for quality improvement purposes	1. Never 1 (1.96)	2. Occasionally 25 (49.02)	3. Always 25 (49.02)

Question 47. Do you ask volunteers to commit to serving for a specific amount of time? For example, are they asked to volunteer for 3 hours per day for at least 6 months?
Frequency (%)

0. *NO – go to Question 48*
14 (27.45)

1. *YES*
37 (72.55)

Intensity of Service	Frequency
< 1 hour per week	4
1-2 hours per week	6
2-3 hours per week	8
3-4 hours per week	4
4 hours per week	6
6 hours per week	3
15 hours per week	2
20 hours per week	2
27 hours per week	1
40 hours per week	1
Total	37

Duration of Service	Frequency
No length specified	17
1-2 months	4
4 months	1
6 months	1
9 months	4
10 months	1
12 months	7
24 months	2
Total	37

Question 48. What is the average number of hours a volunteer serves in this program?

_____ hours per _____ (period of time)

(Examples: 3 hours per month; 2 hours per day, etc.)

Mean = 24.98

SD = 37.02

Range = 2-160

Level	Frequency	Cumulative frequency
15 mins/wk	1	1
30 mins/wk	3	4
45 mins/wk	1	5
60 mins/wk	4	9
75 mins /wk	1	10
90 mins /wk	2	12
120 mins/wk	3	15
150 mins/wk	1	16
180 mins/wk	1	17
210 mins/wk	1	18
240 mins/wk	7	25
270 mins/wk	1	26
360 mins/wk	3	29
420 mins/wk	1	30
840 mins/wk	1	31
900 mins/wk	1	32
1200 mins/wk	3	35
1620 mins/wk	1	36
2400 mins/wk	1	37
Total	37	37

Question 49. On average, how long do volunteers serve in this program (in terms of tenure or duration)? (Fill in the blank and circle the most appropriate time unit)

_____ weeks / months / years

(Examples: 2 years; 9 months, etc.)

Mean = 65

SD = 52.26

Range = 6-240

Duration	Frequency	Cumulative frequency
for 5 weeks	1	1
for 6 wks	2	3
for 6-8 wks	1	4
for 16 wks (4months)	1	5
for 24 wks (6months)	2	7
for 40 wks (10months)	1	8
for 52 wks (1 year)	8	16
for 104 wks(two years)	1	17
Total	17	17

Question 50. What is the total number of hours given by all volunteers within this program during the last year?

_____ Hours

Mean = 34,173.27

SD = 84, 544.95

Range = 200-483, 000

Total number of hours given by all volunteers during the last year	Frequency (%)
0-1000	10 (20.40)
1001-2000	4 (8.16)
2001-3000	9 (18.36)
3001-4000	2 (4.08)
4001-5000	1 (2.04)
5001-6000	2 (4.08)
6001-7000	3 (6.12)
7001-8000	0 (0.00)
8001-9000	1 (2.04)
9001-10000	0 (0.00)
10001-15000	5 (10.20)
15001-30000	2 (4.08)
30001-45000	1 (2.04)
45001-65000	2 (4.08)
65001-80000	2 (4.08)
80001-100000	0 (0.00)
100000 more	5 (10.20)
Total	49

Question 51. What is the age breakdown of the volunteers in your program? You may respond in percent of volunteers **OR** the number in each group. (For example, 50% of volunteers in this program are 60 to 65 years old.)

Age Range	Number of programs	% Volunteers
50-59	N = 29	Mean = 17.21 SD = 17.04 Range = 0-63
60-69	N = 29	Mean = 43.45 SD = 19.81 Range = 15-100
70-79	N = 30	Mean = 32.9 SD = 22.35 Range = 0-90
80+	N = 26	Mean = 9.81 SD = 9.11 Range = 0-33
Age Range	Number of programs	No. Volunteers
50-59	N = 27	Mean = 15.56 SD = 38.87 Range = 0-190
60-69	N = 26	Mean = 29.15 SD = 60.42 Range = 0-280
70-79	N = 26	Mean = 36.12 SD = 60.24 Range = 0-221
80+	N = 26	Mean = 8.77 SD = 17.10 Range = 0-65

Question 52. What is the percentage of the older volunteers in each of the following categories in this program? You may respond in percent of volunteers **OR** the number in each group. (For example, 80% of the volunteers in this program are female.)

Category	Number of programs	No. Volunteers
Female	N = 20	Mean = 69.7 SD = 130.22 Range = 2-520
White	N = 20	Mean = 81.7 SD = 146.78 Range = 8-547
Black/African-American	N = 18	Mean = 3 SD = 6.12 Range = 0-20
Hispanic	N = 0	
Asian	N = 19	Mean = 5.79 SD = 14.51 Range = 0-49
Other race/Ethnicity	N = 17	Mean = 2.06 SD = 4.94 Range = 0-20
Category	Number of programs	% Volunteers
Female	N = 35	Mean = 68.09 SD = 21.88 Range = 5-100
White	N = 30	Mean = 74.63 SD = 29.22 Range = 0-100
Black/African-American	N = 27	Mean = 17.30 SD = 24.40 Range = 0-100
Hispanic	N = 25	Mean = 6.68 SD = 11.53 Range = 0-50
Asian	N = 24	Mean = 8.38 SD = 21.7 Range = 0-91
Other race/Ethnicity	N = 23	Mean = 2.77 SD = 5.83 Range = 0-21

Question 53. How many individuals/clients were served by volunteers in your program during the last 12 months?

_____ (number of people served)

Mean = 35.98 **SD** = 25.92 **Range** = 10-92

Question 54. Was there an increase in the number of individuals/clients served in the last year compared with the year before? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
15 (29.41)	36 (70.59)

54a) If YES, how big was the increase?

1) Small increase	16 (44.44)
2) Medium increase	12 (33.33)
3) Large increase	8 (22.22)

Question 55. Was there an increase in the number of older volunteers in the last year compared with the year before? **Frequency (%)**

<i>0. NO</i>	<i>1. YES</i>
22 (43.14)	29 (56.86)

55a) If YES, how big was the increase?

1) Small increase	15 (51.72)
2) Medium increase	10 (34.48)
3) Large increase	4 (13.79)

Question 56. Do you evaluate the impact of this program on _____? For example, school performance of children is improved. **Frequency (%)**

0. *NO- go to Question 57*
14 (27.45)

1. *YES*
37 (72.55)

56a) If YES, how do you collect the evaluation data? (Circle all that apply).

	Frequency (%)	Frequency (%)
Pre-post tests	1. YES 13 (25.49)	0. NO 38 (74.51)
Follow-up surveys/interviews	1. YES 31 (60.78)	0. NO 12 (39.22)
Focus groups	1. YES 9 (17.65)	0. NO 42 (82.35)
Others, please specify:	1. YES 11 (21.57)	0. NO 40 (78.43)

56b) If YES, what outcomes do you assess? For example, program satisfaction, school performance, reduced risk behaviors, etc.

Outcomes of the served	Frequency
• Program satisfaction	17
• Improvement in knowledge and Increased awareness	11
• Attitude/behavior changes	8
• Health condition	7
• School/Academic performance	7
• Achievement of program specific goals	5
• Social interaction/involvement	4
• Problem solving skills	4
• Process/activity counts	3
• Community connectedness	1
• Environmental benefit	1

* For complete description of outcomes assessed, see table 7 on page 50

56c) If YES, do you have reports or documents about these evaluations available? **Frequency (%)**

0. *NO*
19 (37.25)

1. *YES*
32 (62.75)

Question 57. Do you evaluate the impact of this program on the volunteers? For example, the life satisfaction or self-esteem of volunteers is improved. **Frequency (%)**

0. NO *1. YES*
16 (31.37) **35 (68.63)**

57a) If YES, how do you collect the evaluation data? (Circle all that apply).

	Frequency (%)	Frequency (%)
Pre-post tests	1. YES 6 (11.76)	0. NO 45 (88.24)
Follow-up surveys/interviews	1. YES 31 (60.78)	0. NO 20 (39.22)
Focus groups	1. YES 12 (23.53)	0. NO 39 (76.47)
Others, please specify:	1. YES 12 (23.53)	0. NO 39 (76.47)

57b) If YES, what outcomes do you assess? For example, program satisfaction, physical and mental health, life satisfaction, etc.

Outcomes of volunteers	Frequency
• Program satisfaction	22
• Health condition	10
• Life satisfaction	7
• Meaningful engagement	6
• Social interaction/involvement	4
• Community connectedness	4
• Improvement in knowledge and skills/ Increased Awareness	4
• Impact on beneficiaries	2
• Behavior changes	1
• Impact on life\	1
• Financial Status	1

* For complete description of outcomes assessed, see table 8 on page 52

57c) If YES, do you have reports or documents about these evaluations available? **Frequency (%)**

0. NO *1. YES*
27 (52.94) **24 (47.06)**

Please tell us what is the best address to send your \$25 gift card?

Please use the enclosed envelop to send us any written materials that you produce for advertising and recruiting volunteers to this program, including any job descriptions, agreements, evaluation reports, etc.

~ The End ~

Thank you!!!

Table 1

Goal	Frequency	Description
1. Provide Services for the Greater Community	19	<ul style="list-style-type: none"> -provide education in senior centers to staff regarding mental health issues -build community and make connections -to assist the dept. in providing enhanced public service to the community -enables CPD to carry out additional crime prevention programs (neighborhood watch, national night out against crime) -performs non-enforcement duties to free sworn officers for law enforcement time -benefit the community by providing services that have been lost over time and providing new services that would otherwise be unavailable to the dept. -to provide the community with services which otherwise would not be offered -spur citizen involvement in local economic decision-making -assist nonprofits to improve their agencies and run seminars for the non profits in the county -to improve homeland security -provide legal services for those who are indigent or almost indigent -community and faith based organizations will incorporate the concept of civic engagement and civic knowledge into their programs and strategic plans -to assure a vibrant community through the active involvement of older adults -to evaluate local businesses for their 'elder friendliness' and advise managers on how to better serve the older population -better access for older adults and education about access issues -to provide in-home service care, disaster preparedness, education, and homeland security education -to curb abuse and fraud in Medicare and Medicaid programs -to have volunteers raise awareness about fraud and abuse and educate consumers about fraud and abuse within Medicare and Medicaid -keep the community a better place to live -educate people about issues that will affect us all -achieve real outcomes in the community -to provide medical, dental, mental health, and eye care services to financially eligible individuals and families who otherwise have no access to health care -providing health care to those in Teton who are uninsured and low income

Table 1 (cont.)

Goal	Frequency	Description
2. Offer Meaningful Volunteer Opportunities for Older Adults	19	<ul style="list-style-type: none"> -offer meaningful volunteer opportunities for older adults -to enrich lives of volunteers 55+ through meaningful service opportunities that match their life skills and interests to community needs -make lives more meaningful through volunteering and fun opportunity to make new friends with both youth and older people -develop volunteer service opportunities through which low-income older persons can contribute to their communities -provide opportunities for older adults to reminisce about past experiences -give older adults an opportunity to stay involved -promote life long learning -give adults 55+ opportunity to share talents and experiences in meaningful classroom activities -to provide an opportunity for senior citizens to make a definitive contribution toward protecting CA's fish and wild life in their habitats -the able bodied citizens who wish to make a contribution of their time and talents toward a community service will have the opportunity to do so -make vital contribution to community and families -meet and work with peers who are like minded -use lifetime of experience and skills -provide a means for retired persons to become active in the community through positions in law enforcement -bring people who have retired from Duke together and give them meaning for the community—meaning for retirees/staff and grads of Duke Univ.—use their expertise in the community -to provide senior citizens with the opportunity to get involved and contribute back to the community -empower seniors to speak to local officials -capitalize on life-long talents of seniors -create positive volunteer experience -empower senior volunteers -provide an avenue for senior citizen aged 60+ to remain active in their community while earning a tax-free stipend -develop volunteer service opportunity to which low-income older persons can contribute to their communities -citizens are able to occupy their spare time providing worthwhile services to their own communities -channel the talents and energy of older adults into public and community service -to provide significant benefits for the older Americans -develop leadership within volunteer force

Table 1 (cont.)

Goal	Frequency	Description
3. Offer Intergenerational Opportunities	16	<ul style="list-style-type: none"> -to serve as comprehensive intergenerational mentoring initiative -building connections between children and elders in service -establish positive relationships with older adults, foster grandparent-type relationship, break stereotypes of senior citizens and young people, learning experience for both -provide opportunities for older adults to stay connected with students -build intergenerational relationships -bring senior adults together with youth for shared learning experiences -develop relationships between children and older adults -foster intergenerational connection and remove negative stereotypes -strengthen ties between generations -provide meaningful intergenerational relationship -all senior ranger corps programs focus on being intergenerational so that mentoring can take place -Improving relationships -pass on conservation education to an upcoming generation -to build and support meaningful and supportive relationships for grandparents and their grandchildren -motivate fellow (often younger) citizens in productive activities to protect natural resources -to match low income seniors with disadvantaged youth in school setting to serve as general mentor and improve literacy -youth match with an adult mentor preferably over age 55 -engage older adults in helping children -program helps create well rounded students while simultaneously providing senior volunteers opportunities to learn about today's younger generation -tie school to their neighborhood through seniors
4. Improve Academic and Social Skills for Children	12	<ul style="list-style-type: none"> -improve academic and social skills -students learn skills and knowledge -problem solving -positive living skills -improve children's attitude toward school -enhance children's academic and social development -nurture self-esteem -increase confidence and self-esteem of students -motivate students to be successful at and enjoy reading, writing, and oral communication -have all Head Start children ready to enter kindergarten -raising a child's reading level 2.5 reading levels -improved school grades, social and emotional attitudes and success -build leadership and accountability -youth will demonstrate an increase in civic awareness and a knowledge of the contribution of seniors to community and nation -youth engaged in community service and service learning will demonstrate modified attitudes in civic behavior

Table 1 (cont.)

Goal	Frequency	Description
5. Provide Services Specifically for Older Adults	9	<ul style="list-style-type: none"> -to teach senior citizens basic computer skills such as using the mouse and email -close gap among seniors to connect them to new technology -provide classes for senior to provide computer skills for employment -assist seniors in informal mediation -promote seniors involvement in law enforcement for protection, well-being and peace of mind -decrease depression and improve mental health in seniors in rural county -provide education in senior centers to participants regarding mental health issues -offer a committed volunteer to offer support to senior citizens and help them to enjoy the rewards of aging -to provide grocery shopping/delivery for those who cannot shop for themselves, help them remain independent -provide supportive listening to older adults 50+ going through normal life changes associated with aging (i.e. grief and loss, health changes, moving, isolation, depression, caregiving) -train volunteers (55+) in Medicaid, Medicare, SS, housing, Food Stamps—all 50+ entitlement programs—and interviewing/advocacy skills to connect those eligible with needed services -response to transportation needs to Dane County’s older adult residents (60+) who do not have access to other transportation resources such as bus, van, family, friends -home delivered meal drivers pick up and deliver meals to older adults who are unable to cook and prepare their own meals -check to make sure older adults are in good health and report any findings back to local senior center -provide free tax prep for older adults -educate older adults about tax credits and enhance financial literacy -to provide programs and services that enable older adults to live independently

Table 1 (cont.)

Goal	Frequency	Description
6. Improve Health and Well-being for Older Adults	7	<ul style="list-style-type: none"> -improve health and well-being -increase life satisfaction for older adults -nurture self-esteem -establish new social service roles for low-income older persons through which they can maintain a sense of self-worth, retain physical health and mental alertness and enrich their own social contacts -opportunities for continuing intellectual and cultural enrichment -activities to enhance creative talents and energies -congenial supportive environment for learning and recreation -to promote health through education concerning high risk behaviors in older adults and through the development of prevention programs to professionals and community members
7. Prevent Drug/Alcohol Abuse	3	<ul style="list-style-type: none"> -alcohol and drug education -drug prevention, enhance resilience, engage in drug behaviors -no use of drugs -substance abuse prevention targeting senior citizens
8. Provide Services to Benefit the Environment	3	<ul style="list-style-type: none"> -provide a source of conservation coaching to the public getting them involved to become educated and solve some their wild life problems -educate national resource users-consumptive vs. non-consumptive (i.e., fishermen/hunters vs. bird/wildlife watchers) -provide environmental education expertise -bring awareness to the national parks system
9. Provide Financial Support to Volunteers	3	<ul style="list-style-type: none"> -provide a stipend and other benefits which enable persons to participate without cost to themselves -provide stipend to encourage volunteers to participate
10. Prevent Crime/Fraud Against Older Adults	2	<ul style="list-style-type: none"> -to assist FL Attorney General in preventing crime against elderly -reach/teach/protect seniors regarding financial fraudulent activities -to educate seniors about fraud, con games, scams, and other criminal acts -to alert seniors of crime/scams in area

Table 2

Activity	Frequency	Description
1. Teaching	16	<ul style="list-style-type: none"> -educate kids about alcohol and addictions through puppet shows, small group discussions and singing -teach kids knitting, how to read food labels, embroidery, arts and crafts -volunteers teach older adults computer skills -hunter and coyote education, and how to live with wildlife -educate the public about investment fraud through public speaking events -assist teachers with health and wellness screenings, teach art and sculpture, educate about plant life and outdoor life -educate kids about the environment, protection, build water and air pollution awareness -educate the public about the repercussions of abandoning environmental conservation -teach flag etiquette, voting, and culture of the Gullah Geechee -volunteers act as instructors -teach about disaster preparedness -educate about Medicare -educate public about substance abuse, diversity, wellness and volunteerism -educate public about various topics through speaker's bureau -educate kids about pioneers
2. Tutoring	11	<ul style="list-style-type: none"> -work 1-on-1 with kids to improve reading skills -work with children to provide academic support and help stay on task -assist students with reading, math and other academic subjects -tutor kids -tutor kids on reading, communication skills, and writing -1-on-1 attention while doing educational activities
3. Assisting with Instrumental Activities	7	<ul style="list-style-type: none"> -visit NH residents -respite care, accompany to appointments -work in homeless shelter -gather grocery orders & do shopping -drive, escort passengers to appointments and deliver meals
4. Mentoring	6	<ul style="list-style-type: none"> -mentor kids face-to-face 7 hours per week -work with kids to build self-esteem through relationships -work with kids to provide emotional support, listen, play games and act as good role models -mentor kids to help strengthen leadership abilities -mentor kids
5. Policing/ Public Safety Activities	6	<ul style="list-style-type: none"> -do under cover projects and assist AG on consumer investigations -vacation checks, school crossing guard fill-in and traffic directing -patrol shifts, vacation checks, and handicap parking violations

Table 2 (cont.)

Activity	Frequency	Description
6. Counseling- Technical Advice	5	-serve as court mediator -review legal cases, analyze for financial eligibility, and locate pro bono attorney to take case -evaluate access to buildings for seniors and report back to organization -complete e-file tax forms, quality control, tax counselors -help fill out Medicare forms and advocate for clients
7. Supporting Program Administration and Development	4	-administrative assistant to DFG employees, biologists and enforcement senior volunteers -data entry, filing, scheduling, and website management -marketing, grant writing, and computer assistance -organize fundraising events for school and assist on field trips
8. Relationship Building Activities	3	-organize family activities- sports, talent show -developing relationships while making scarves and sandwiches for the homeless -develop friendships while learning about another generation through regular emails and face-to-face visits -organize entertainment opportunities for grandparents and kids
9. Health services Activities	2	-provide preventative care and acute care as physicians, nurses, dentists, social workers -provide medical care to the uninsured
10. Conservation Activities	2	-water quality monitoring, wetland planting, river clean-up, tree inventory, deer inventory, and gardening
11. Counseling- Supportive	2	-counsel at home visits and talking on the phone -supportive listening, problem-solving, suggest resources, lead discussion groups

Table 3

Method	Frequency	Description
1. Schools Identify Children	14	<ul style="list-style-type: none"> - schools identify the special needs children - after school program identify children - teachers and school administrators select students who can most benefit from positive role models - children are identified by teachers - schools
2. Word of Mouth	12	<ul style="list-style-type: none"> - word of mouth - networking - neighborhood partnerships
3. Advertise Available services	12	<ul style="list-style-type: none"> - advertise on website - newspaper, radio, magazine advertisements - publicize services in newsletters
4. Social Service Agency Referrals	8	<ul style="list-style-type: none"> - community/senior centers) - shut-ins identified by local social service agencies - staff at crisis centers - caseworkers
5. Self Referral	7	<ul style="list-style-type: none"> - self-referral
6. Other Community Organization Referrals	7	<ul style="list-style-type: none"> - Just Say No clubs - Volunteers of America - AAA - United Way - civic organizations - courthouse - local water department
7. Program Seeks Out People to Serve	6	<ul style="list-style-type: none"> - send personal letter to local 6th grade students - call non-profits to explain programs - contact schools asking if they are interested in participating - compile and distribute a directory of elder friendly businesses
8. Community Residents Request Assistance	5	<ul style="list-style-type: none"> - residents request neighborhood watch - community requests help - local residents call police for help
9. Other Personal Referrals	4	<ul style="list-style-type: none"> - family members - doctors/medical staff
10. Agencies Request Volunteers	2	<ul style="list-style-type: none"> - agencies seek program volunteers to complete specific projects - agencies ask for volunteer to be sent to talk about fraud

Table 4**AGE**

Age	Frequency
55+	17
60+	6
50+	10
Adult	1
Retired	1
Target 55+ but will accept all over 18	1

EDUCATION

Education	Frequency
HS degree if volunteer in the US	1
Bachelor's if volunteer internationally	1
BA	1
HS equivalent	1
Law degree	1
Medical staff	1

TIME

Time	Frequency
Daytime/weekdays	5
School hours	4
After school	1
At least 6 months	1
Mon/Tues	1
Tax season	1
Tues. evening	1

LANGUAGE

Language	Frequency
English	6
At times depending on children's ethnicity	1
Foreign language a bonus but not required	1
Spanish for volunteers in Central America	1
English for volunteers from outside US who volunteer in the US	1

TRAINING

Training	Frequency
Computer skills	2
Valid driver's license	2
Auto insurance	2
Good driving record	2
Counseling on paraprofessional level	1
Lawyers	1
Duke Univ. affiliated (staff/grad)	1
Able to read and complete training	1
Management training, PR, marketing, accounting, grantwriting	1
Knowledge of course they are teaching	1
Comfort working with older adults	1
Office work	1
Literate	1
Can take place of education	1
Foreign language if working with ESL students	1
Criminal record check	1
Medical staff	1

TRANSPORTATION

Transportation	Frequency
Limited to seniors (low income)	1
Good driving record	1
Have own car	1
Have provided some	1
No car required but need to get there on own	1
Not provided	1
Own car and insurance	1

OTHER

Other	Frequency
Background check	3
Income eligibility	2
Physically able	1
Nurturing problem solvers	1
Good driving record and vision	1
Not convicted of a felony	1
Self-motivating, concern for others	1
Driver's license	1
Access to internet/email	1
Like children	1
Desire/willingness to serve others	1
People with disabilities	1
High integrity and compassion	1
Work well with others	1
Computer skills	1

Table 5

Message	Frequency	Description
1. Volunteers Help Others and Make a Difference in Community	9	<ul style="list-style-type: none"> -Help your peers -Help New Yorkers get back on their feet -Make a difference in the life of New Yorkers -Help us to help others -Volunteers make a difference -Do what one friend can do for another -Help put money in the pockets of low-income New Yorkers -Help your peers learn a new world -Satisfaction of helping others in the community who are depressed or lonely -Connection to community -“People don’t care how much you know until they know how much you care.” -Be a leader and impact many lives -The world needs you -Ruined for life—cannot go about life the same way
2. Volunteers are Sought for Their Talents and Expertise	7	<ul style="list-style-type: none"> -Use the wisdom of your life to help others -A trusted, qualified educational resource -Experience-Share it-An invitation for Americans over 55 -Join a group of committed, caring volunteers -You have something to give -We need a few good men and women -Needed: a few good servants -You have the opportunity to continue to utilize the skills that you used during your work life
3. Building Relationships and Working With Children are of Utmost Importance	7	<ul style="list-style-type: none"> -Working toward a day when youth and older adults are widely regarded as a resources for one another -Intergenerational relationships lead to a stronger community -Importance of working with children and the future -Difference in the children’s lives affects them for the rest of their life -Intergenerational relationships are important in our society and adult’s life -Volunteer is a school close to home -Do you enjoy playing with children? -Make a difference in a child’s life one child at a time
4. Volunteering Has Social and Psychological Benefits	2	<ul style="list-style-type: none"> -Make new friends -Meet your needs -Get satisfaction from your contribution
5. Volunteers Gain Skills	2	<ul style="list-style-type: none"> -Build your listening skills -Improve communication skills -Benefits of training and new skills

Table 6

Relationship	Frequency	Description
1. Staff and Volunteers Form Relationships by Staying Connected	9	<ul style="list-style-type: none"> -Occasional phone check-in from project director -Invitations from project director to call with needs -Phone calls -Frequent email communication (computer based program) -Contact between staff and volunteers -In constant contact—fostering relationship -Close contact with information technology staff and senior center program directors on the level: personal, technical, and administrative -Mailings -Always meeting with teachers -Meeting with school district coordinator -Discussions held between teachers and foster grandparents
2. Staff and Volunteers Form Relationships at Meetings	9	<ul style="list-style-type: none"> -Site supervisors—monthly meetings with volunteers -Include volunteers in staff meetings -Driver meetings to go over concerns, etc. -Invited to managers’ meetings -Meetings -Board, advisory council, staff, and volunteer meetings—always together -Volunteers meet quarterly with coordinator to talk about concerns
3. Staff and Volunteers Form Relationships at Trainings	6	<ul style="list-style-type: none"> -Training -Monthly in-service training -Attend same training -Relationship begins from 12 training sessions -Role model and discuss process in training
4. Volunteers and Staff Form Relationships During Orientation	6	<ul style="list-style-type: none"> -Orientation -Facility/tour intro -Interview between coordinator and volunteer -Most projects have “getting to know you” time
5. Volunteers and Staff Form Relationships Through Social Events	4	<ul style="list-style-type: none"> -Recognition events -Social events -Meet and greet for volunteers and staff -Volunteers are invited to the office to drop in
6. Staff and Volunteers Form Relationships Through Supervision	3	<ul style="list-style-type: none"> -Site visits bi-weekly by program staff -Phone contact or site visit -Ongoing supervision
7. Volunteers and Staff Form Relationships Through Shared Activities	2	<ul style="list-style-type: none"> -Place volunteers in assisted living, meet staff and then work out care plan with volunteers and staff to work with client -Work together on projects

Table 7

Outcome Assessed	Frequency	Description
1. Program Satisfaction	17	<ul style="list-style-type: none"> - Program Satisfaction - Program satisfaction from teachers - How lawyers were helpful / Experience of process - Satisfaction with instructor/Program satisfaction - Program satisfaction/Satisfaction with the senior volunteers - Program satisfaction and ask for concerns - If they had a good time - Program satisfaction/Instructor skills/Comfort in classroom - Satisfaction survey at exit of program - Program satisfaction/Client satisfaction - How well program serves needs/Program satisfaction/What would you do if the program is not available? - Program satisfaction/Evaluate the presenter - Teacher's satisfaction with older volunteers - Survey to teachers-if they credits involvement in program to the improvement - Experience with clinic
2. Improvement in Knowledge/Increased Awareness	11	<ul style="list-style-type: none"> - Knowledge/Choose appropriate resources - Do they understand entitlement? - Senior citizens are more aware of Homeland Security issues/ Senior citizens are more prepared in the event and fears seem to be more alleviate due to education - Increased awareness - Knowledge about drugs/knowledge of older adults - See that there is an improvement in knowledge - Knowledge gained form older adults/Students' perception of aging and growing old - Awareness of aging issues among students - If they learned anything - Familiarity with SAIF program/Types of fraud scams - Need or desire for further information. One show leads to a series
3. Attitude/Behavior Changes	8	<ul style="list-style-type: none"> - Attitude/behavior changes - Social behaviors-mood - 30 day drug use/School bonding - Attitude toward school - Attitude toward reading and learning - 50% increase in demonstration of civic behaviors - Life skills - Interest in after school programs

Table 7 (cont.)

Outcome Assessed	Frequency	Description
4. Health Condition	7	<ul style="list-style-type: none"> - Mood changes - Physical health/Mental health - Increased physical health - Self-esteem - Motor skills - Depressed Scale
5. School/Academic Performance	7	<ul style="list-style-type: none"> - Literacy/Student performance - Reading level improvements - Reading comprehension/Math/Language development - Survey to teachers-they fill out on individual child, tells if child improves. Academic improvement included in questions - Improvement in how child is doing in school - Preparation for kindergarten - Literacy
6. Achievement of Program Specific Goals	6	<ul style="list-style-type: none"> - Did they receive benefit (they are entitled)? - 75% of sub grantees will have civic engagement - Changes implemented - Assess goals for child and volunteers based on what family wants/Score achievement of these goals - Monetary loss to investment fraud, has it changed? - If clinic did not exist, would they have gone to ER
7. Social Interaction/ Involvement	4	<ul style="list-style-type: none"> - Social involvement - Social and emotional development - Bonding between senior and child - Students participating in the classroom/Relationship between the tutor and the child
8. Problem Solving Skills	3	<ul style="list-style-type: none"> - Problem solving - Targeted of specific at solving particular issues
9. Process/Activity Counts	3	<ul style="list-style-type: none"> - Number of participants/Dollars generated - 75% youth matched with a mentor - Number of vacation checks, neighborhood watch groups, National Night Out Parties, Number of CPD assists, special event participation, number of calls, citizen contacts, hours worked, community comments
10. Community Connectedness	1	<ul style="list-style-type: none"> - Community connections
11. Environmental Benefits	1	<ul style="list-style-type: none"> - Environmental benefits / Environmental performance

Table 8

Outcome Assessed	Frequency	Description
1. Program Satisfaction	22	<ul style="list-style-type: none"> - Program satisfaction - Supported by their organization/Organization satisfaction - Satisfaction with parents and teachers/Program satisfaction - Program satisfaction/Personal satisfaction - Satisfaction in providing a needed service - If they enjoyed time teaching - Proper matches between instructor and training site and vice versa/Right level of class to teach - Satisfaction - Training Satisfaction - Sharing satisfaction with the project informally - Support from staff/Effects of training provided - Satisfaction with presentation/How helpful video and written materials are - Contributions to specific needs - Validity of project-should it be a future site? - What you like
2. Health Condition	10	<ul style="list-style-type: none"> - Physical condition - Physically active - Physical health - Self-esteem - Physical/Mental health - Anecdotal accounts of health improvement/Self-esteem - Collect wellness information informally/Feeling of competency - Reduction in risk factors/Increase in wellness - Volunteer activity level/Volunteer energy level
3. Life Satisfaction	7	<ul style="list-style-type: none"> - Life satisfaction - Positive life style - Quality of life
4. Meaningful Engagement	6	<ul style="list-style-type: none"> - Many say they are helping others really helps themselves - Biggest challenges - Making a difference - Meaningfulness of jobs to volunteers - Learning opportunity
5. Social Interaction/ Involvement	4	<ul style="list-style-type: none"> - Social interaction - Relationship with other family members - Bonding with the child - Decreases in isolation and loss
6. Community Connectedness	4	<ul style="list-style-type: none"> - More connected to their community - Support from community

Table 8 (cont.)

Outcome Assessed	Frequency	Description
7. Improvement in Knowledge & Skills/ Increased Awareness	4	- Understanding of school needs - Presentation skills - Growth/Strengths - Improving skills related to counseling
8. Impact on Beneficiaries	2	- Impact on students - Impact on youth, community and civic awareness
9. Behavior Changes	1	- Changes in behaviors
10. Impact on Life	1	- Impacts on life
11. Financial Status	1	- Financial status

Volunteer Survey with Aggregate Responses

Older Volunteers Survey – XXX Program (N=239)

Introduction: We are asking about your volunteer experience in XXX Program, including time commitment, perceived benefits, and opinions about training, recognition, and on-going support. Please circle only ONE appropriate answer for each multi-choice question.

Question 1. How often do you volunteer in the XXX Program? **Frequency (%)**

- 1. Weekly **133 (55.65)**
- 2. Regularly (involvement on at least a monthly basis) **97 (40.59)**
- 3. Occasionally (for specific events/ projects) **9 (3.77)**

Question 2. How much time do you give to the XXX Program (including training, supervision sessions, and meetings)? Please circle only ONE choice and fill in the blank.

- 1. _____ hours per **week**
- 2. _____ hours per **month**
- 3. _____ hours **year** (accumulated) on average

Mean = 38.50

SD = 54.39

Range = 1-260

Total number of hours (converted hours per month)	Frequency (%)	Cumulative frequency (%)
1-20 hours	132 (55.23)	132 (55.23)
21-40 hours	54 (22.59)	186 (77.82)
41-60 hours	11 (4.60)	197 (82.43)
61-80 hours	3 (1.26)	200 (83.68)
81-100 hours	8 (3.35)	208 (87.03)
101-120 hours	3 (1.26)	211 (88.28)
121-140 hours	8 (3.35)	219 (91.63)
141-160 hours	1 (0.42)	220 (92.05)
Above 160 hours	19 (7.95)	239 (100.00)
Total	239 (100.00)	239 (100.00)

Question 3. How long have you been volunteering in this program? Please circle only ONE choice and fill in the blank.

1. _____ months

2. _____ years

Mean = 55.51

SD = 50.76

Range = 1-252

Duration	Frequency (%)	Cumulative frequency (%)
1-12 months (1year)	48 (20.08)	48 (20.08)
13-24 months (1-2 years)	39 (16.32)	87 (36.40)
25-36 months (2-3 years)	46 (19.25)	133 (55.65)
37-48 months (3-4 years)	21 (8.79)	154 (64.44)
49-60 months (4-5 years)	19 (7.95)	173 (72.38)
61-120 months (5-10 years)	43 (17.99)	216 (90.38)
121-180 months (10-15 years)	17 (7.11)	233 (97.49)
181-240 months (15-20 years)	5 (2.09)	238 (99.58)
Above 240 months (20 years +)	1 (0.42)	239 (100.00)
Total	239 (100.00)	239 (100.00)

The next questions ask about the benefits a volunteer may experience. For each question, please circle the most appropriate answer from 1 – 5, STRONGLY DISAGREE, DISAGREE, NEUTRAL/NEITHER AGREE OR DISAGREE, AGREE, and STRONGLY AGREE.

Question 4. I feel I use my time more productively since joining XXX Program.
Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|-------------------|
| 1. Strongly Disagree | 2 (0.84) |
| 2. Disagree | 7 (2.93) |
| 3. Neutral / neither agree nor disagree | 66 (27.62) |
| 4. Agree | 97 (40.59) |
| 5. Strongly Agree | 67 (28.03) |

Question 5. Since joining XXX Program, I have enlarged my circle of friends and acquaintances. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 3 (1.26) |
| 2. Disagree | 7 (2.93) |
| 3. Neutral / neither agree nor disagree | 48 (20.08) |
| 4. Agree | 122 (51.05) |
| 5. Strongly Agree | 59 (24.69) |

Question 6. Since joining XXX Program, I feel better about myself. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 2 (0.84) |
| 2. Disagree | 5 (2.09) |
| 3. Neutral / neither agree nor disagree | 45 (18.83) |
| 4. Agree | 125 (52.30) |
| 5. Strongly Agree | 62 (25.94) |

Question 7. As a volunteer for XXX Program, I feel I have contributed to the well being of a person (or persons) served by this program (for example, a student mentored by an older volunteer; frail elders accompanied by Senior Companion Volunteer). Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 1 (0.42) |
| 2. Disagree | 0 (0.00) |
| 3. Neutral / neither agree nor disagree | 7 (2.94) |
| 4. Agree | 111 (46.64) |
| 5. Strongly Agree | 119 (50.00) |

Question 8. XXX volunteering has increased my ability to interact with different kinds of people. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 1 (0.42) |
| 2. Disagree | 7 (2.94) |
| 3. Neutral / neither agree nor disagree | 40 (16.81) |
| 4. Agree | 112 (47.06) |
| 5. Strongly Agree | 78 (32.77) |

Question 9. As a XXX volunteer, I have contributed to my community. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 1 (0.42) |
| 2. Disagree | 0 (0.00) |
| 3. Neutral / neither agree nor disagree | 18 (7.56) |
| 4. Agree | 131 (55.04) |
| 5. Strongly Agree | 88 (36.97) |

Next set of questions ask about benefits of volunteering. Please choose the most appropriate answer.

Question 10. To what extent has XXX expanded your leadership ability? **Frequency (%)**

- | | |
|-------------------|--------------------|
| 1. Not at all | 42 (17.65) |
| 2. To some extent | 145 (60.92) |
| 3. A great deal | 51 (21.43) |

Question 11. To what extent has XXX increased your social activities? **Frequency (%)**

- | | |
|-------------------|--------------------|
| 1. Not at all | 68 (28.57) |
| 2. To some extent | 140 (58.82) |
| 3. A great deal | 30 (12.61) |

Question 15. Because of your volunteer work in the XXX Program, are you _____?
(Please circle only ONE appropriate answer from the following choices).

Frequency (%)

- | | |
|----------------------------------------------|--------------------|
| 1. A great deal WORSE OFF | 1 (0.42) |
| 2. Somewhat WORSE OFF | 0 (0.00) |
| 3. Neutral /neither better off nor worse off | 42 (17.57) |
| 4. Somewhat BETTER OFF | 122 (51.05) |
| 5. A great deal BETTER OFF | 74 (30.96) |

Question 16. Are there OTHER people who are better off because of your volunteer work? **Frequency (%)**

- | | |
|-----------------------------|--------------------|
| 1. Yes – go to Question 16a | 219 (92.41) |
| 2. No – go to Question 17 | 18 (7.59) |

Question 16a. Would you say they are NOT AT ALL, TO SOME EXTENT, or A GREAT DEAL BETTER OFF?
Frequency (%)

- | | |
|-------------------|--------------------|
| 1. Not at all | 2 (0.92) |
| 2. To some extent | 148 (67.89) |
| 3. A great deal | 68 (31.19) |

Question 17. Since joining XXX Program, my HEALTH STATUS is: **Frequency (%)**

- | | |
|------------------------|--------------------|
| 1. Much worse | 5 (2.09) |
| 2. A little bit worse | 16 (6.69) |
| 3. The same | 165 (69.04) |
| 4. A little bit better | 29 (12.13) |
| 5. Much better | 24 (10.04) |

Next set of questions ask you about training, recognition, and on-going support in XXX program.

Question 18. When considering XXX Program, how much choice were you given in volunteer activities? **Frequency (%)**

- | | |
|--------------------|--------------------|
| 1. No choice | 12 (5.02) |
| 2. A little choice | 62 (25.94) |
| 3. A lot of choice | 164 (68.62) |
| 9. N/A | 1 (0.42) |

Question 19. How important is it for you to have choice of volunteer activities? **Frequency (%)**

- | | |
|------------------------------------------------|--------------------|
| 1. Not important at all | 4 (1.67) |
| 2. Somewhat unimportant | 5 (2.09) |
| 3. Neutral – neither important nor unimportant | 17 (7.11) |
| 4. Somewhat important | 89 (37.24) |
| 5. Very important | 124 (51.88) |

Question 20. When considering volunteering in general, how important is it for you to have the following choices? **Frequency (%)**

a) Working only during particular months or times of the year

- | | |
|------------------------------------------------|-------------------|
| 1. Not important at all | 35 (14.71) |
| 2. Somewhat unimportant | 12 (5.04) |
| 3. Neutral – neither important nor unimportant | 44 (18.49) |
| 4. Somewhat important | 74 (31.09) |
| 5. Very important | 73 (30.67) |

b) Varying the amount of time I spend volunteering each week

- | | |
|------------------------------------------------|-------------------|
| 1. Not important at all | 25 (10.50) |
| 2. Somewhat unimportant | 13 (5.46) |
| 3. Neutral – neither important nor unimportant | 39 (16.39) |
| 4. Somewhat important | 91 (38.24) |
| 5. Very important | 70 (29.41) |

c) Setting my own schedules

1. Not important at all	12 (5.02)
2. Somewhat unimportant	6 (2.51)
3. Neutral – neither important nor unimportant	23 (9.62)
4. Somewhat important	92 (38.49)
5. Very important	106 (44.35)

d) Changing my responsibilities within the program to create a better “fit”

1. Not important at all	10 (4.18)
2. Somewhat unimportant	13 (5.44)
3. Neutral – neither important nor unimportant	49 (20.50)
4. Somewhat important	94 (39.33)
5. Very important	73 (30.54)

Question 21. When considering volunteering in general, how important is it for you to receive a stipend as a return for volunteering? **Frequency (%)**

1. Not important at all	118 (49.37)
2. Somewhat unimportant	16 (6.69)
3. Neutral – neither important nor unimportant	33 (13.81)
4. Somewhat important	49 (20.50)
5. Very important	23 (9.62)

Question 22. When considering volunteering in general, how important is it for you to be compensated for incidental expenses, such as tax deduction, mileage, lunch, or supplies related to the volunteering activity? **Frequency (%)**

1. Not important at all	75 (31.38)
2. Somewhat unimportant	30 (12.55)
3. Neutral – neither important nor unimportant	33 (13.81)
4. Somewhat important	69 (28.87)
5. Very important	32 (13.39)

Question 23. When considering volunteering in general, how important is it for you to be provided with transportation? **Frequency (%)**

- | | |
|------------------------------------------------|--------------------|
| 1. Not important at all | 114 (47.90) |
| 2. Somewhat unimportant | 21 (8.82) |
| 3. Neutral – neither important nor unimportant | 41 (17.23) |
| 4. Somewhat important | 27 (11.34) |
| 5. Very important | 35 (14.71) |

Question 24. When considering volunteering in general, how important is it for you to be recognized or honored by the program (such as a thank-you letter, being recognized in public media outlet)? **Frequency (%)**

- | | |
|------------------------------------------------|-------------------|
| 1. Not important at all | 70 (29.29) |
| 2. Somewhat unimportant | 22 (9.21) |
| 3. Neutral – neither important nor unimportant | 53 (22.18) |
| 4. Somewhat important | 77 (32.22) |
| 5. Very important | 17 (7.11) |

Question 25. When considering volunteering in XXX Program, I feel I have received adequate training. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | 1 (0.42) |
| 2. Disagree | 6 (2.51) |
| 3. Neutral / neither agree nor disagree | 21 (8.79) |
| 4. Agree | 131 (54.81) |
| 5. Strongly Agree | 80 (33.47) |

Question 26. When considering volunteering in XXX Program, I feel I have received adequate on-going support. Do you _____? **Frequency (%)**

- | | |
|-----------------------------------------|--------------------|
| 1. Strongly Disagree | |
| 2. Disagree | 5 (2.09) |
| 3. Neutral / neither agree nor disagree | 27 (11.30) |
| 4. Agree | 111 (46.44) |
| 5. Strongly Agree | 96 (40.17) |

Question 27. If you develop a health condition that challenges your participation, how important is it to you that XXX Program makes accommodation?
Frequency (%)

- | | |
|-----------------------------------------|-------------------|
| 1. Not important at all | 15 (6.30) |
| 2. Somewhat unimportant | 8 (3.36) |
| 3. Neutral / neither agree nor disagree | 36 (15.13) |
| 4. Somewhat important | 96 (40.34) |
| 5. Very important | 83 (34.87) |

Question 28. Generally, how satisfied are you with your volunteer experience in XXX Program? **Frequency (%)**

- | | |
|------------------------------------------------|--------------------|
| 1. Very unsatisfied | 8 (3.36) |
| 2. Somewhat unsatisfied | 2 (0.84) |
| 3. Neutral / neither satisfied nor unsatisfied | 2 (0.84) |
| 4. Somewhat satisfied | 45 (18.91) |
| 5. Very satisfied | 181 (76.05) |

Question 33. How many years of school have you completed?

_____ years

Mean = 15.76

SD = 3.30

Range = 3-24

Education level	Frequency (%)	Cumulative frequency (%)
Less than high school (0-11)	12 (5.02)	12 (5.02)
High school Graduate (12)	34 (14.23)	46 (19.25)
Some college level (13-16)	97 (40.59)	143 (59.83)
Some graduate level (16 +)	96 (40.17)	239 (100.00)
Total	239 (100.00)	239 (100.00)

Question 34. Are you currently employed? **Frequency (%)**

1. Yes – go to Question 33a **29 (12.13)**
2. No – go to Question 34 **210 (87.87)**

Question 34a. If you are currently employed, are you___? **Frequency (%)**

1. Full-time employed **5 (17.24)**
2. Part-time employed **24 (82.76)**

Question 35. What is your total family income in the past 12 months? **Frequency (%)**

1. Less than \$5,000	3 (1.45)
2. \$5,000 - \$9,999	10 (4.83)
3. \$10,000 - \$14,999	14 (6.76)
4. \$15,000 - \$19,999	15 (7.25)
5. \$20,000 - \$24,999	19 (9.18)
6. \$25,000 - \$ 29,999	19 (9.18)
7. \$30,000 - \$39,999	25 (12.08)
8. \$40,000 - \$59,999	51 (24.64)
9. \$60,000 - \$79,999	27 (13.04)
10. \$80,000 or more	24 (11.59)

Question 36. Have your family or friends benefited from your volunteer work?
Frequency (%)

1. No	100 (42.19)
2. Yes – If yes, how has your family benefited?	137 (57.81)

Benefits	Frequency
• Family is less concerned about me; Family is pleased with my increased well-being.	35
• I brought information or resources back to the family and friends	54
• Family is more aware or knowledgeable about social or community issues.	6
• I have extra money to contribute to family and friends.	4
• I got family and friends involved in volunteering.	12
• I have set an example for my family member.	5
• My family is proud of me.	12
• I have better relationships with my family and friends.	6
• My family/spouse is more socially active.	3

Question 37. Does your volunteer work have negative effects on your family?
Frequency (%)

- 1. No **229 (96.22)**
- 2. Yes – If yes, what are the negative effects? **9 (3.78)**

Negative Effects	Frequency
<ul style="list-style-type: none"> • Interference with family activities due to volunteer schedule • Intrusion into family member’s life 	<p>8</p> <p>1</p>

Question 38. Has the community benefited from your volunteer work? **Frequency (%)**

- 1. No **32 (13.56)**
- 2. Yes – If yes, how has the community benefited? **204 (86.44)**

Benefits	Frequency
<ul style="list-style-type: none"> • Community is better off because individual people served by the program are better off. 	122
<ul style="list-style-type: none"> • Community conditions are improved (safer, cleaner). 	16
<ul style="list-style-type: none"> • There are higher levels of knowledge/awareness about certain issues in the community. 	15
<ul style="list-style-type: none"> • There are higher levels of volunteering in the community. 	6
<ul style="list-style-type: none"> • The community has more productive citizen. 	7
<ul style="list-style-type: none"> • There is increased intergenerational understanding in the community 	5

Can we call you if we have any question about the completed survey?

1. No
2. Yes

We are asking your contact information to send you a gift card and follow up if there is any information missing in this survey. This page will be torn off and your contact information is confidential. Thank you!

Name:

Phone:

Email:

Where should we send you the gift card?

Please check what kind of gift card you would like to receive.

- 1.
- 2.
- 3.

~ The End ~

Appendix A—Survey Materials