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CROSSING THE TRACKS: A LESSON IN PUBLIC SERVICE

By Suzanne Goldsmith

One of the arguments most commonly given in favor of national service programs—programs that would enroll large numbers of young people to do community service—is that service has a transformative effect, that it has the power to change lives. We are worried about the next generation of Americans, with their guns and their drugs and their sex and their suicide and their seeming lack of respect for anything and anyone, and we want to believe that there is a program out there that would reform them—that would make them see the light.

Democratic presidential candidate Bill Clinton evoked this hope in an early campaign debate when, asked about furloughs for convicted felons, he answered with an anecdote about a young man who had abandoned a life of juvenile delinquency after joining a nine-month national service program in Boston called City Year. Clinton wasn't saying we should send all felons out into the community to work in child care centers, but he was revealing a basic assumption about service. It has the Power to Save: the answer to the Youth Problem.

NOT A QUICK FIX

This is a dangerous belief. To dream of a quick fix for the sociopathic tendencies that seem to be growing more and more prevalent among youth is to turn our backs on the real causes of problems that begin in early childhood, or even *in utero*. But more specifically, as someone who believes that national service is a good idea, I see this belief as a threat to a legitimate program with positive benefits. If we set up saving souls as the goal of national service, we are setting the program up for failure.

I spent nine months in City Year last year as a participant-observer, working alongside the young corpsmembers as part of my research for a book about national service. My City Year team was a diverse group of youths—black, white, Hispanic, Asian, rich, poor, dropout, college-bound. A Skidmore graduate and a Job Corps graduate. An aspiring diplomat and a convicted drug dealer. I knew the young man Clinton was speaking about, and I believe his story is true. I also knew some of the others who were not transformed—like Charles, a member of my team. Charles (a pseudonym) was 21 and he came to City Year straight from

jail. His rap sheet included everything from drug possession to car theft. Nevertheless, he was charming and handsome, and at times he worked very hard. But at other times he not only shirked his duties but made it nearly impossible for anyone else to work. During our meetings, he laughed at odd moments, cursed aloud, and fell asleep. He stole people's lunch money, a bus pass, gloves, and a radio. When we were placed as classroom aides in a public school, he bullied the students and slept in class. By the time he was fired, he had claimed almost \$2,000 in stipend payments and had nearly driven others on the team to quit in frustration. Later, he came back and assaulted a teammate in front of children at an after-school program run by the corps.

National service will not change criminals into angels, nor will it save those who are in desperate need. That's not what we should expect. That's not what should be promised.

BEYOND THE MELTING POT

If national service doesn't save kids, and costs quite a bit of money, what good is it?"

My answer is this. We live in a society that is highly segregated—by class, by income, by ethnicity, by education. We pay lip service to the melting-pot ideal and we identify our exclusive neighborhoods by euphemism ("inner-city," "suburb"). But the lines are as clear as day, and we all know it. Inequality of opportunity, lack of understanding, lack of compassion, lack of ambition—all are fostered by this segregation. And it hurts us all, whether we are on the right or the wrong side of the tracks. We all live with the fear of crossing those boundaries, because to cross them would bring certain rejection. And our social institutions—churches, public and private schools, colleges, the workplace—do little to help us try. They give us very few opportunities to connect as equals with those who are different from ourselves. There is no place where we can experiment safely with crossing social barriers.

For the young people on my team, City Year was a chance to break through this American version of economic and cultural apartheid. It was a place where each of us, no matter what his skin color, gender, SAT score, social class, cultural background, or likability quotient, had something to offer, and where everyone could offer it together. A place where we all learned to cooperate, because we had to cooperate to get things done. The success of each project depended, to a large extent, on trust. Are you going to get up on a ladder to paint the ceiling if you don't trust the guy below? Are you going to hold the stake steady if you don't trust the guy holding the sledgehammer? Are you going to get up and perform before a group of people if you don't trust those performing with you not to embarrass you

or let you down? Are you going to go to work in a dangerous neighborhood if you don't trust your teammates to stick together and look out for you?

PRACTICING VALUES

Success also depended on learning to develop—and enforce—a code of conduct. I learned that lesson before going to City Year, when I supervised my own team of youth volunteers in New York's City Volunteer Corps. My team held a tribunal to consider the case of a girl on the team who was stealing candy for the candy drive at the school where we were working. Despite warnings from her friends, she had continued to steal. When she refused to acknowledge wrongdoing, they voted to cast her out. Everybody liked her, but she was destroying the team's credibility in the school.

One of the basic characteristics of community, that elusive thing so many people are talking about these days, is a sense of shared values. We are (rightly, I think) hesitant about teaching values didactically in schools. Values are something that should emerge organically from a sense of shared interest. The teams in City Year, in the City Volunteer Corps, and in other youth service corps around the country are mini-communities where values become real and where they can be practiced.

Adding merit to a program like City Year is the fact that the team includes all kinds of people, not just one's own kind. Thus one is forced to realize that shared interests are not necessarily based on race, or class, or culture. For what good is it to talk about community, if what we are talking about is not one community of people together, but isolated, homogeneous communities, one pitted against the other?

This essay is excerpted from the original version, which appeared in *The Responsive Community*, Fall 1992.

BOOKENDS OF A STRONG DEMOCRACY: THE NATIONAL SERVICE TRUST FUND AND THE SOCIAL SECURITY TRUST FUND

By Michael Brown
Co-Director of City Year

Over the course of his presidential campaign, and throughout the transition process, President Clinton spoke often and passionately about the idea of national service and proposed a National Service Trust Fund under which young people could earn educational benefits through community service. In and of itself, national service is perhaps the most stirring and evocative idea on the American agenda. Although it is not a panacea, national service can help to (1) reinvigorate citizenship and idealism by challenging young people to meet the needs of the nation; (2) complete the Civil Rights movement by uniting young people from all races and socio-economic backgrounds for a common public purpose; (3) fundamentally improve economic opportunity for young people through "life-changing" benefits tied to national service; (4) "re-invent government" by using new and entrepreneurial ideas to build new sets of institutions; (5) give young people the skills and confidence they need to lead empowered lives; and (6) meet pressing national and local needs.

In thinking about national service, a good place to start is with Social Security. It is clear now, 60 years after its enactment, how Social Security transformed America. People used to work for years, dedicating their entire lives to productive purposes, and then be left to age into poverty. In fact, Social Security is now such a foundation of American democracy that there is no need to catalogue its virtues. But as the country searches for the means to "re-invent" government and build a "post-entitlement" future, it is important to look at Social Security as a prime example of "what works."

First, Social Security is an "earned" benefit rather than an entitlement; it avoids both the stigma and the long-term political viability problems of welfare and other "unearned" benefits. Second, it is universal in its participation, and therefore universal in its appeal and political support; it is a shared American experience. Third, Social Security fundamentally changes people's lives for the better by largely eliminating the economic fear of aging in a modern industrial democracy: people's lives are changed not merely as they retire, but in the *decisions* they are free to make throughout their lives. Social Security was a quantum leap forward for American democracy. It not only ended the moral

outrage of leaving successive generations of productive, hardworking Americans to literally fend for themselves as they aged and retired; it also fundamentally redefined the relationship among citizens, and between citizens and their government.

In this regard, President Clinton's call for a National Service Trust Fund should be seen squarely and clearly for what it is: a "bookend" to the Social Security Trust Fund, and nothing less than the boldest, most imaginative new democratic (small "d") institution proposed in several generations. Like Social Security, benefits under the National Service Trust Fund should be earned, universal (i.e., open to all Americans) and life-changing. Unlike Social Security benefits, national service benefits should come at the beginning of one's adult life and be earned through an intensive (year or more) full-time "investment," rather than through small investments (e.g., FICA) over a lifetime. Taken together, these two "bookend" trust funds define comprehensively a remarkable opportunity for American democracy, while underscoring the idea that with rights come responsibilities, and with the meaning of those responsibilities comes the benefits of citizenship.

Within this concept of two trust funds as "bookends" is a whole theory of democracy, including its subsets of social mobility, citizenship, even social justice. For example, what does America "owe" its citizens? A college education? Home ownership? Seed capital to start a business? Apprenticeship training for a trade? The old consensus had been that America did not "owe" any of these things to any citizen in particular, but rather the country owed every citizen fair and equal opportunity to attain them. In the period since the Great Society, this consensus broke down over the *means* of providing this opportunity. The means that is now most out of favor is that of "entitlement." Clearly, the country seeks a "post-entitlement age" governing philosophy. And just as Social Security was the centerpiece of the pre-entitlement age, the National Service Trust Fund should be the centerpiece of the post-entitlement age.

Specifically, over the next four, eight, twelve, even twenty years, America should strategically capitalize a National Service Trust Fund and allow an ever increasing number of Americans the opportunity to draw "life-changing benefits" from it as a post-service award for having dedicated a year or more to meeting pressing community and national needs in an accredited youth service program. These post-service benefits should offer young people a wide range of opportunities from which they can choose their own path to fulfilling the American Dream, including: college (four or two year); training or apprenticeship program; training wage or internship voucher (benefits given to employers to

hire); seed capital for starting a small business; or down payment or mortgage payments on a home.

The National Service Trust Fund should serve exclusively as a benefit pool designed to provide post-service benefits to graduates of accredited national service programs. The Trust Fund should not provide programs with operating monies. In this way, the American people should be given the opportunity to fall in love with the *idea* of the National Service Trust Fund, and not have their affections tied to the success or failure of any specific national service program. Other federal legislation could be designed to provide funding for effective national service programs.

The American people will support the Trust Fund only if they see that it fundamentally enlarges opportunity for millions of Americans—including their own children. A basic formula could tie service to benefits, such as \$5,000 in benefits from the Trust Fund for each six months of service. It is critical that the post-service benefits be high enough so that most Americans (especially America's parents) see that one or two years in a youth corps means real opportunity to meet such goals as a four-year college education. Political calculations might prompt some to bring down the level of post-service benefit to include more people initially. This would be a mistake. Americans will be willing to pay for national service only if they see that the benefit is high enough to make a real difference in their lives or in their children's. A too-low post-service benefit could actually lose support for national service.

The American people should feel that they "own" the Trust Fund and people should be able to donate to it, and leave money (untaxed?) to it in their will. People who use the benefits and succeed financially should feel a responsibility to contribute to it, as do successful college alumni. Accordingly, the Trust Fund should be established as a unique public trust fund, capitalized initially and periodically with both federal funds and private funds, but not subject to being a part of the federal budget. The funds should be managed like a pension fund, and grown through careful investment, perhaps even with bonding authority (through which other government projects could be financed). Leading investment bankers should be asked to manage the fund *pro bono* to achieve the maximum rate of return.

Where would the service programs come from such that thousands of Americans could earn these life-changing benefits? First and foremost, neither the federal government, nor for that matter the state and local governments, would need to create *all* of these programs. Programs could be linked through a national idea, a national strategy, and

strategic federal funding and technical assistance. But national service must never become the exclusive province of the federal government. Rather, programs should have many "investors," including federal, state and local governments and the private sector—meaning both companies and individuals. In particular, private sector support will infuse national service with an entrepreneurial spirit, and make it accountable to a bottom-line oriented constituency. Programs should seek not just tax dollars, but charitable contribution dollars directly from citizens at large, like the money people lovingly give to their church or college alma mater.

The key idea here is that a "market" should be created to promote the development of outstanding national service programs. A major lesson should be taken from the development of the Macintosh computer. Apple Computer developed the Macintosh and put it on the market with almost no software available for it—essentially challenging talented software developers to write software for this exciting new machine. Overnight, Apple created a market for Macintosh software.

To put national service in computer terms, the National Service Trust Fund should be seen as the innovative "hardware" and the programs through which young people earn Trust Fund benefits should be seen as the "software" of national service. In other words, the federal government can create a "market" for outstanding national service programs by capitalizing a National Service Trust Fund and then "accrediting" programs such that graduates of those programs receive Trust Fund benefits. Programs that test different models, and different funding mechanisms should be piloted, and the existing national service infrastructure should be grown to much larger capacity.

Healthy competition should develop among federal, state, local and nonprofit national service programs. Accreditation should be done carefully to ensure excellence in programming, but not so rigidly as to stifle creativity. Perhaps all or most programs should contain basic elements of a national service program, such as reflection. Accreditation should also be tied to a strategic plan under which the number of national service graduates could all be accommodated at any given time to receive benefits from the Trust Fund.

The acid test for national service is simply this: Americans must *delight* in national service. They must embrace national service. They must love national service—both for the opportunity that the National Service Trust Fund provides, and for the way the national service experience meets pressing needs and enhances the lives of those who serve. National service must be worthy of their love. Americans must delight in national service

because they will have to pay for it and, most importantly, those young people in full-time service will be their own sons, daughters, brothers, sisters and grandchildren. And those young people won't be in a laboratory or in outer space: they'll be living in their homes and serving in their streets, everyday, in front of everyone's nose. The American people will be evaluating national service on a daily basis. If it's not working, we won't have to wait for a major GAO study to tell us so.

But if young people grow and mature through service beyond their years, if real and pressing needs are met, if the very sight of a team of diverse corpsmembers in uniforms hard at work sends shivers of inspiration down the spines of passersby, if we can tap the idealism of youth like the oil gusher that it truly is—then look out! Like Social Security, national service will be woven into the fabric of American life. It will delight the nation, and jumpstart America's democracy.

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Visions of Service: The Future of the National and Community Service Act.
Washington, D.C.: National Women's Law Center and American Youth Policy Forum,
1993.

BETTER THAN? JUST AS GOOD AS? OR DO WE REALLY KNOW?

By Kathleen Selz
Executive Director, NASCC

I remember quite distinctly the first time someone suggested to me that youth corps which have participant economic and racial diversity are somehow "better than" the corps which serve primarily poor and minority young people. Wide-eyed with astonishment, I asked, "Why do you think that?" The elaborate response encompassed a fascinating set of hypotheses which I consider to be worthy of further testing, but they were just hypotheses after all. I didn't agree with the "better than" proposition then and still don't — although it appears that many do.

Up until then, I had considered corps that place a high priority on participant socio-economic diversity to be one of several interesting new models in a constantly evolving field. Frankly, it hadn't dawned on me yet that policymakers might decide it was a "better" model which deserved preference over those serving primarily low-income youth.

Once the thought did occur to me, however, I began to worry about the implications for those corps programs which for many reasons serve primarily low-income youth. My concern about the potential devaluation of those corps and the heroic work they have done for so many years with at-risk young people derived from more than a chronic "mother bear" syndrome regarding the protection of the corps. The uneasiness also stemmed from several unanswered questions:

What do we really know about the outcomes of different models anyway?

Should diversity be defined primarily as participant socio-economic mixing in each program, given the vast participant and programmatic diversity across the corps movement? If so, why?

What impact would a mandate for participant economic diversity as a requirement for future federal funding have on the vast majority of the corps?

Do the corps directors know that they may have to make hard decisions about their program mission and design to be eligible for future federal funding?

Given the reality of scarce funds, who shall serve? And, more important, who won't?

And finally, what does the corps community think about all of this?

Tom Smith, Vice President and Director of Policy Studies at Public/Private Ventures was good enough to review the research literature for us to determine if there was any evidence about the quality of outcomes for young people, the community, etc. that result from the different models in question. Tom reported back that there wasn't much in the way of corps-specific research on the topic and nothing that provided comparative data. The fact of the matter is that we do have the answer to the first question above — we don't really know if one model is "better than" the other or even "as good as."

Answers to the other questions are less clear and we may never have some of the answers. However, it is particularly important at this point to secure the answer to the last question — "What does the corps community think about all of this?"

The debate about the benefits of targeting versus universalism in social program design and the use of public funds extends far beyond the corps community and will continue for a long time. For the corps, the debate is taking place within the context of diversity. The time has come to think the issues through carefully, to try to reach consensus on what we value and to communicate that effectively to the broader youth service world, federal policymakers and the general public as well.

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Team Building

MOTIVATION

Listed below are 24 frequently stated factors which employees mention as motivating them to do their best work. As much as you know yourself, check 5 items you believe cause you to do your best work. Which five items do you predict the group will rate the highest?

Do not rank order the items.

SELF	GROUP	FACTORS
—	—	1. Financial security.
—	—	2. Respect for me as a person.
—	—	3. Good pay.
—	—	4. Good physical working conditions.
—	—	5. Chance to turn out quality work.
—	—	6. Getting along well with others on the job.
—	—	7. Chance for promotion.
—	—	8. Opportunity to interesting, challenging work.
—	—	9. Pensions and other security benefits.
—	—	10. Knowing what is going on in the organization.
—	—	11. Feeling my job is important.
—	—	12. Fair company policies and administration.
—	—	13. Outlet for my creativity and originality.
—	—	14. Being told by my boss when I do a good job.
—	—	15. Getting feedback so I know how I stand.
—	—	16. Attending staff meetings.
—	—	17. Agreement with organization's objectives.
—	—	18. Large amounts of freedom on the job.
—	—	19. Opportunity for self development

SELF	GROUP	FACTORS
—	—	20. Having an efficient supervisor.
—	—	21. Knowing I will be disciplined if I do a bad job.
—	—	22. Feeling I am responsible for something significant.
—	—	23. Participation in planning and decision making that affects me.

LEADERSHIP DYNAMICS

- DO NOT LET CREW SEE LEADERSHIP DISAGREEMENTS
- YOU SET THE TONE FOR YOUR CREW
- ENTHUSIASM IS CONTAGIOUS
- RELATIONSHIPS HINDER TEAM FUNCTION (CREW OR STAFF)
- DEAL WITH SEXUAL HARASSMENT
- CORPS MEMBERS HAVE BRAINS
- LEARN TO READ YOUR CREW
- EASIER TO LOOSEN UP THAN TIGHTEN UP
- DON'T BE AFRAID TO SAY I'M SORRY I WAS WRONG
- CONSISTENCY BUILDS SECURITY
- GENUINE AFFIRMATION
- EMPATHIZE NOT SYMPATHIZE
- BEFRIEND CREW DON'T BE THEIR FRIEND
- CONTROL NOT CONTROLLING
- VENTURE IS BALANCE BETWEEN EXCESS & DEFECT

Guidelines to a Good Meeting

YOU SHOULD

Be on time; be prepared

Engage in open honest communication

Listen in order to understand

Stick to the agenda

Build on others' ideas

Be optimistic

Provide leadership when needed with out threatening formal facilitator

Perform promised follow up

Pay attention, stay open minded

Take problems seriously

Be courteous, honest, trusting

Use "we" expressions

Support each other

Show commitment toward making it work

Display a sense of humor

Set realistic goals/ time frame on goals

Establish clearly defined roles

YOU SHOULD NOT

Be critical, negative

Attack personality

Dominate

Engage in name calling/stereotyping

Be manipulative

Jump from one topic to another

Mask statements as questions

Selectively interpret

Make decisions or closure through sarcasm

Express futility, resignation, or helplessness

Reflect boredom or not pay attention

Be prejudiced/close-minded

Use "you" statements

Show lack of cooperation, communication, or participation

Judge ideas/others

Engage in subconversation

Do other distracting work

How to Run Good Meetings

GENERAL PRINCIPLES OF GOOD PROCESS

Assuming that you have an effective person in charge, here are some specific suggestions for how that person can handle meetings to make them enjoyable and fruitful:

- Set a *regular meeting time and place* which is most convenient for the majority. Occasionally meet at a time or place more convenient for the minority.
- *Notify everyone* of the meeting as personally as is necessary to get them there. Know who is expected and who is not coming.
- Provide *transportation and childcare* if it will help.
- Have some *refreshments*.
- Make sure *everyone knows everyone*. Don't ever start a meeting without being sure everyone at least has a chance to know each other's name and a little about each other.
- Start with people making *personal contact*. (They might each take a turn saying what's new in their lives, or something informal like that.) If this is not possible make sure you touch base with everyone yourself before the formal start of the meeting, letting them know how welcome they are.
- *Start on time*. Otherwise some people will make a habit of coming late. Others will be resentful that their time is being wasted, waiting. Starting on time is a way of respecting people's busy

schedules. The late people will soon learn that you do start on time and most of them will find a way to get there.



- *End on time*. This is also an important way of respecting people's lives.
- *Welcome late-comers*, introduce them and explain to them what you are doing at the moment.
- Inform the group of *why the absent people could not come*—this establishes that they are still part of the group. It also establishes the expectation that people will contact you if they have to be absent.



- Have a *planned, visible, agenda*, with important content. If people feel the chairperson is using their time purposefully they tend to be more responsible in their own use of the meeting's time.



- Post the *estimated time* for each agenda item so people can be aware of when to move on. If something unexpectedly emerges as very important, people can then decide whether to postpone other agenda items, stay late, call another meeting, etc.
- If possible *let people know in advance* what important issues are to be decided. Avoid letting some people know and not others!
- Make *back-up information* available as appropriate. This helps new members participate fully.
- Include in your agenda *review of every specific responsibility* that has been previously assigned and is still hanging. If someone volunteered to do something, see if it was done, or if not what

help is needed (Move this quickly, if necessary arrange to give help outside the meeting.) If you already know it was done, appreciate the person¹⁵⁷ or give him or her a chance to report.

The group needs to know that everything is being moved forward and that responsibilities are not dropped.

- On every important decision make sure *every person speaks fully*. Every person has important things to say, no matter how shy s/he is. Let nobody dominate discussion; let nobody be overlooked.

A healthy group listens to the thinking of all its members—or it ends up losing the ones who have not been heard

- If one or more people remain withdrawn from the discussion, *contact them personally* before the next meeting to hear what they were thinking. They may have had important objections to voice which they did not feel comfortable expressing to the group, and they may need your support in raising these points. Whatever people's reasons, it will be important that you care enough to check in with them, and it will help you to know their thinking
- On every important decision *try to reach consensus*. Discuss until all important objections to the dominant view have been shared and explored. Discuss until the minority who disagree have been thoroughly heard and taken seriously.

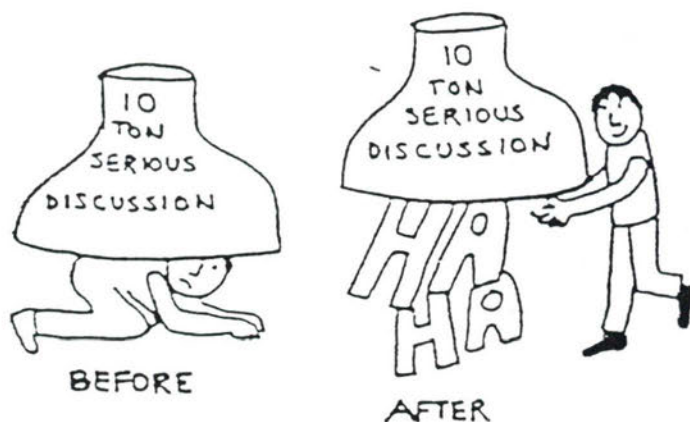


If enthusiastic consensus cannot be reached, ask the disagreeing minority if they will consent to go along with the decision and review it after there has been time to test it in practice. If discussion has been thorough, this minority should be small, because the best ideas will have been incorporated into the majority position.

- Make sure that, over time, no important area of concern gets repeatedly dropped. A group needs to *make progress on all fronts*. Even if your resources force you to make slower progress on some fronts than others, this should be stated explicitly and a plan followed for *when* and *how* the concern will be handled.

Otherwise morale will be lowered by the feeling that the group, or the leader, is inadequate to handle its whole task. As a result your other excellent work may be eroded by the weakness that develops from continually putting aside the less urgent concerns.

- *Encourage laughter in your meetings.* Serious discussions can get boring or tense; jokes and lightheartedness lift the spirits and bring people together. The work goes faster when people are more relaxed and tuned in.



- At the end of every meeting take a few minutes for a *closing evaluation*. Even a sentence from each person on how the meeting went—what s/he liked or what could be improved or how s/he feels—will do. This gives you valuable information for planning, and gives the group a sense of completeness and connectedness. Nobody has to leave wondering how the others felt. If everyone likes the meeting morale goes up 100% when this becomes evident.
- *Keep good minutes* of your meetings and make sure to *distribute them* to all absent members plus all others who have reason to know of your progress. Much good work is wasted by not communicating it to the people who care.

All of the above are important. They all seem obvious once stated, but many Boards struggle along for years without ever putting their attention on these important parts of working together. You can save a lot of disappointment by following these suggestions.

WHAT TO DO ABOUT SOME PEOPLE TALKING TOO MUCH AND SOME PEOPLE TALKING TOO LITTLE.

People who talk too much often feel uneasy about dominating, and quiet people usually feel embarrassed about being shy. Both groups appreciate a structure that balances things out.



Some ideas:

- On a controversial issue use "*equal time*" where everyone gets to speak for a certain number of minutes on the topic before there is back-and-forth discussion. Often the group as a whole will put out all the pros and cons in an impressive way through this process, so no one has to feel it is up to him or her to say everything, and everyone can feel impressed with how well the group is functioning as a whole.
- Sometimes use a discussion rule: nobody speaks twice before everybody has spoken once; and nobody speaks four times before everyone has spoken twice. Explain that in fact everyone has important things to say, and the group needs a structure allowing everyone to speak so that no one has to jump in or interrupt in order to be heard.



- Whenever someone has been very quiet, ask if s/he has anything to add or any thoughts to share on the subject. Many times people will speak when asked, when otherwise they would consider their thoughts unimportant. Take time to explore thoroughly all points of view—this will cut down on conflict and tension because people will know a rational process is being followed and they will stay calmer.

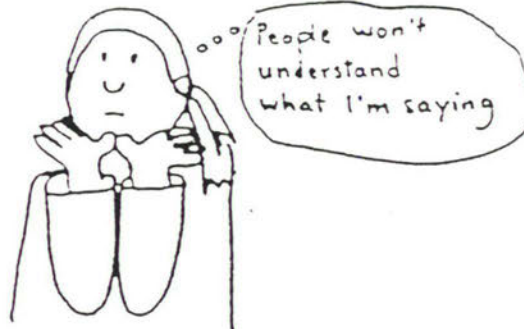
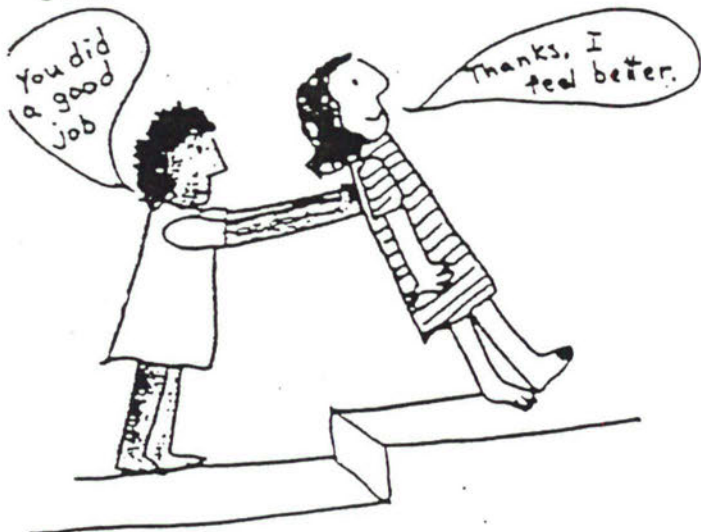
These four techniques prevent interrupting and emotional two-way dialogues; they establish an attitude of respect and listening.

HOW TO BUILD TRUST AND MORALE

All groups suffer from under-appreciation. People work hard, do their best, and nobody ever mentions it. But the mistakes they make are often mentioned!



Make sure people get appreciation for their work. It is a great boost occasionally to structure in a time of appreciation where everyone gets to hear from two or three other people what they appreciate about their contribution to the Board's work. If this sounds too corny or formal, try it and see how people begin to chuckle and bubble and feel relief. To make people's need for appreciation an acceptable thing, shared by everyone, has a wonderful effect on a group.



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TO BUILD MORALE IN MEETINGS

- Listen to everyone's point of view.
- Actively appreciate people's work and contributions.
- Follow through on all tasks assigned.
- Be well organized and prepared.
- Encourage laughter.
- Try to reach consensus.
- Briefly evaluate each meeting.

RESEARCH FOR DECISIONS

We've mentioned the importance of providing background information for important decisions and of giving all Board members a chance to express their opinions. After doing this, it may be clear that there are still gaps in the facts available to people, and that no consensus can be reached without further research.

Appropriate research could be consulting with experts, tracking down documents from the funding agency, calling staff or parents or consultants to give reports, reviewing back minutes, etcetera. The important thing is to make decisions based on full and accurate information gleaned not only from routine reports but also from other sources as needed. Pushing for a decision before getting the relevant information is usually a mistake.

FOLLOW-THROUGH

This, of course, is the final hurdle. So many wonderful decisions are made through hard work and discussion; and so many decisions never get implemented because there is no follow-through between meetings.

Make sure somebody is responsible for actually doing the things you have decided should be done. Break it down, person by person, piece by piece. There should be no doubt who is responsible for notifying parents of the meeting, who is responsible for preparing the background information, who is re-

Conflict Resolution

Conflict Style Inventory (CSI)

Developed by Dr. Marshall Sashkin

Conflicts large and small are a fact of everyone's work life. This Inventory has been prepared to assist you in learning about the ways in which you typically deal with conflict.

The CSI consists of ten mini-cases about work-related conflict situations. Each case is followed by five alternative actions. Your task is to read each case and its action alternatives and to determine which of the alternatives you prefer. You might prefer more than one alternative. For this reason, you are given ten points for each mini-case. You may allocate these points among the five alternatives however you wish — for example, 5 points to one alternative, 2 points to another and 3 points to a third alternative — depending on how much you agree with each one. Or, you may allocate all 10 points to just one alternative. It is entirely up to you.

As you select the alternative(s) you prefer, use the box to the left of the item(s) for entering the allocated points. Remember: *all* 10 points must be allocated but there can not be more than a total of 10 points given to any one case.

Example:

You and Nancy have never gotten along. . . (Your boss says) "I thought that you two would make a good team working closely together on this project. What do you think?"

Although you are caught off-guard by this, you decide to:

- ☒ 2 A. explain to the boss and Nancy that much as you'd like to work on this with her you are just too overloaded right now to take on a new project.
- ☐ B. agree to work with Nancy and try to get her to be as cooperative as possible.
- ☒ 6 C. work out an arrangement with Nancy (in a private discussion later) to each do specific parts of the project, independently, and get her to sign an agreement to this effect.
- ☒ 2 D. see Nancy later to discuss how you can work together to get what you both want out of this project.
- ☐ E. have a pleasant discussion and later have a direct talk with the boss about Nancy's approach to the work.

Please note that this is not a "test," and there are no "right" answers. Scoring and interpretive material follow the Inventory. Do not read the interpretive material until you have responded to all ten cases.

sponsible for getting the speaker. Further, someone must have over-all responsibility for seeing that everyone does his or her piece.

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Often a group leaves a meeting satisfied that they have made fine decisions, and then it turns out that no one was assigned responsibility for implementing specific tasks, and no one for over-seeing and coordinating all the tasks. As a result the job does not get done. This is terrible for morale of the Board, and equally terrible for the morale of the parents and staff who hear that the Board of Directors is going to do such and such and then don't see results.

DECISION-MAKING

- | | |
|---|----------|
| (1) Describe the problem and the choices you have. | Define |
| (2) Ask advice from experts and people with different points of view. | Research |
| (3) Make a decision. | Decide |
| (4) Follow through with action. | Act |
| (5) Evaluate effects of the action. | Review |

Directions: For each mini-case, distribute 10 points among the five alternatives in any way you wish. You must allocate all 10 points but your total may *not* exceed 10 points for each set of alternatives.

Case One

You and Nancy have never gotten along. Ever since the first day that you met her at the firm two years ago, you have not liked Nancy. After working together on a few projects and sitting through many meetings, you decided that you didn't want to have to deal with this individual.

Your conflict with Nancy has to do with issues of style. Nancy is a big person, much larger than you are, who talks loudly and never seems to be considerate of others. She is very competitive, to the point of making others look bad in order to look good herself. Nancy has openly admitted that she does not feel involved in the goals of this organization. She's just "getting a ticket" to be able to move on to another job.

Your boss has told you that a big assignment is coming up that is of great importance for the organization. You have been called to the office to begin planning and working on the project. You walk in the door of your boss' office and find the boss and Nancy sitting together and laughing. Your boss turns to you and says, "Hi, I guess you know Nancy — I thought that you two would make a good team working closely together on this project. What do you think?"

Although you are caught off-guard by this, you decide to:

-
- ☐ A. explain to the boss and Nancy that much as you'd like to work on this with her you are just too overloaded right now to take on a new project.
 - ☐ B. agree to work with Nancy and try to get her to be as cooperative as possible.
 - ☐ C. work out an arrangement with Nancy (in a private discussion later) to do specific parts of the project independently, and get her to sign an agreement to this effect.
 - ☐ D. see Nancy later to discuss how you can work together to get what you both want out of this project.
 - ☐ E. have a pleasant discussion and later have a direct talk with the boss about Nancy's approach to the work.

Case Two

You and George have problems of working style. George is the kind of guy who doesn't worry about getting things done on time. Although he does very good work and frequently has flashes of brilliance, he has a very hard time meeting deadlines. When George was in school, he was known for failing to complete more courses than any of his contemporaries. George also tends to be messy and disorganized. He feels that being neat and organized is a sign of "obsessive compulsiveness." He has very good technical skills.

You are the type of person who is very concerned about getting things done. In your scholastic training you worked in systems where "if it isn't done on time, it isn't done." You also are very organized both in your work and your personal habits. You credit your ability to get high-quality work done on short time schedules to these organizing skills.

You and George have worked together before. You collaborated on a major project. The project was completed three months late and in the process you developed a peptic ulcer and nearly got a divorce. After this period you decided to avoid working with George again.

A new opportunity has come along and you and George are the only people in the department who have the skills to work on this project. You have the option of letting the project go — some other department will pick it up — but doing the project would lead to professional growth and advancement. George is willing to work on the project with you, but you have a number of reservations. George has left a note asking you to see him about working on the project. You are thinking about what you are going to say.

You conclude that the best thing to do is:

- ☐ A. tell George that you just are not up to working with him on this project.
- ☐ B. work out a careful plan with George, so that it is clear exactly what each of you will do and when; then have George sign a formal, witnessed agreement to this effect.
- ☐ C. tell your boss that you'd like to work on the project with George, but only if you are project leader with full authority to give George formal reprimands (backed by your boss) if George fails to come through.
- ☐ D. try to act more friendly toward George so that he will have a greater incentive to "come through" for you.
- ☐ E. sit down with George to talk over your past problems in working together and to discuss whether there might be some ways to avoid these problems in working on the new project.

Case Three

You and your supervisor have not gotten along for the past year. Your boss, Rod Price, is a domineering person and does not seem to want your input on any of the major activities that are going on in the unit. He also seems to be insensitive to the feelings or needs of subordinates.

Two months ago a major project was assigned to the unit. Price called you in, directed you to take the project, and laid out the plans for completing it. You examined the situation and after some thought you told him that you had some ideas about how the project might be done more effectively. Price responded as follows:

"I'm not interested in hearing your ideas. I get paid for having ideas — you get paid for following my directions."

You went ahead and followed Price's directions, against your better judgment. As things turned out, the boss was wrong and things have gone badly. The company is losing quite a bit of money, and it might get worse.

You are about to go to the regular Monday morning staff meeting where you will be called on to report on the project. At this point, no one is aware of just how badly the project is going. You have mentioned it to Price, but he refused to talk about it, saying that you were making excuses for your own incompetence. You are concerned about getting into an argument with Price; you don't want to be embarrassed in front of your colleagues (who are social acquaintances). Besides, Price has the ability to greatly influence your career — and basically controls your pay, promotional opportunities and other rewards within the company, at least for the next two years. Because of family obligations you do not feel ready to leave the company.

You decide to:

- ☐ A. develop documentation showing Price's blame (such as audio-taping him without him knowing it) and provide this evidence to his superiors, making sure that the information spreads throughout the organization.
- ☐ B. keep a low profile for now; don't attract any attention or raise any issues.
- ☐ C. work to get transferred to another unit; explore all possible moves within the company until something comes through.
- ☐ D. prepare detailed documentation concerning the problems. Then meet with Price to openly review this information and look for possible solutions or ways to improve the situation.
- ☐ E. develop a "package" showing that the problems are really of Price's making. Then go to Price and offer to help him out by not exposing him if he'll get off your back and let you salvage the program your way.

Case Four

You supervise a crew of eight furniture finishers in a small wood home furnishings factory. Five individuals apply paint to chairs, small tables, and the like, that have gone through the gluing, drying and smooth finish operations. The remaining three people inspect the painted items. If a painter has missed a spot, that person is called over to correct the flaw. The finished item is then put under the drying machine and goes to the inventory/shipping unit. Painters are paid on a piece-work basis, tagging each finished item, while inspectors who run the drying room are paid on an hourly rate that earns them a bit less than the painters (ranging from seven to twelve percent, depending on the painters' productivity at any given time).

There has always been conflict between painters and inspectors; the painters dislike having to correct flaws (it slows them down and can lead to further errors), and they let this be known. The inspectors respond as one might expect. The level of conflict has escalated over the past month, and blow-ups are frequent.

You have decided to:

- ☐ A. ignore the conflict as much as possible and deal with the blow-ups as they happen, since it is just natural for the two sub-groups to argue and bicker.
- ☐ B. call the crew together and talk to them about the importance of good teamwork, and cooperation, of getting along, and of helping one another like real team members.
- ☐ C. call the crew together to review the problem and to see if there might be some way to work together more effectively, perhaps by making some changes (depending on what ideas they might have).
- ☐ D. identify the painter and the inspector who argue the most and transfer or fire them, letting the others know what will happen to them if their petty destructive conflicts continue.
- ☐ E. have the inspectors correct painting flaws themselves, paying them a small fixed amount for each item they do "touch up" work on and deducting half that amount from the pay received by the painter for that item.

Case Five

You and Terry are unit managers in the shipping division of a pharmaceutical manufacturer. For the past year you have had serious arguments over the use of certain shrink-wrap, pre-packaging equipment. Terry's unit ships all of the plant's vitamin products, and they all use a common bottle design form. The equipment in question is designed to shrink-wrap around individual bottles in trays, and suits Terry's products perfectly. However, such use is a matter of convenience (though it does save costs in that it reduces the theft of items in transit: it is very difficult to grab a few bottles out of a shrink-wrapped tray).

You believe your need for the equipment is greater because it is the only wrap that can be used for certain critical drugs that your unit ships. There are two reasons for this: first, it provides added security against tampering (as required by new Federal regulations) and second, it insures freshness (which is a big problem as these drugs go stale easily and returns are costly losses). You only need to use the equipment part of the time, but when you need it, you need to use it immediately. Terry has been using the equipment heavily, and it is often unavailable when you most need it.

Your course of action is to:

- ☐ A. meet with Terry and some of the packers who run the equipment to see what options can be developed to deal with your mutual problem.
- ☐ B. prepare a detailed memorandum for the Division Head, explaining why your unit should have first priority in the use of the equipment.
- ☐ C. meet with Terry to arrange a formal schedule that best matches the two units' needs and agree not to infringe on one another's scheduled use times.
- ☐ D. get everyone in the two units together to discuss the need to share equipment use and to develop more cooperative attitudes.
- ☐ E. tell your people to watch for times when the equipment is free and then use it before Terry's people can start a new shipment.

Case Six

You are a field representative for a large East Coast surgical supply manufacturer. You spend most of your time making sales contacts with hospitals and small medical centers. Sales to individual physicians account for only a very small fraction of your business.

Your boss, the regional sales manager, recently became interested in a new sales program that calls for certain calculations based on annual data and leading to weekly goals. Part of the program involves a specific selling approach. Your boss has required that all sales reps reporting to him participate in this program. Personally, you find this a waste of time and effort. You have your own method for setting goals and it works fine for you; you have no interest in or need for a new approach. You have gone to training sessions and "put in your time," and you file the paperwork, but you still do it *your way*.

Recently the boss has been calling on clients, "to see how well the reps are applying the new sales system." You are concerned that this is why he has called you in today. You are thinking about how to handle the situation.

You decide to:

- ☐ A. explain that you've been unsure of your ability to use the new system, and assure him that you're working on it.
- ☐ B. ask for a transfer to another region headed by a sales manager you have known for years who has a philosophy of selling that is close to your own.
- ☐ C. assemble records and sales figures showing that your methods are just as effective as those the boss' program involves, and suggest that the divisional manager receive this information along with the (lower) performance records of sales reps who follow the boss' method.
- ☐ D. offer to try the new method for a one-month period and then compare the results to the past month's sales which were based on using your approach.
- ☐ E. propose to your boss that you work together to develop a sales approach you can be comfortable with, that would combine the best aspects of both your approach and that of the boss.

Case Seven

You are a senior engineer working for a large engineering design firm. You and a co-worker, Cory, have been co-leading a project team composed of three junior engineers charged with creating a design for the equipment in a new physics research lab. You have designed some really innovative machinery, getting around the problem of increasingly larger equipment that has been needed to study high energy particles. Cory disagrees with your design and thinks that the new miniature betatron will not work. One, perhaps two, of the junior engineers shares your views. You have to go to your division's review committee next week with a final design proposal.

Therefore, you have decided to:

- ☐ A. tell Cory that you will write a memo taking full responsibility for the design and for any design flaws should something go wrong, if Cory will agree to support you in the review committee meeting.
- ☐ B. talk to each junior engineer to gain support by promising them rewards; then prepare a report signed by all but Cory and offer Cory the choice of going along with the group and signing, or not.
- ☐ C. hold a full team session to review in detail your plans and to identify possible problems, modifications, and alternatives that would improve the design and eliminate potential problems.
- ☐ D. ask your boss to transfer you to a different project, as you really cannot seem to work well with Cory because of the different ways in which the two of you approach design problems.
- ☐ E. meet with Cory to suggest that you amicably agree to disagree and let the division review committee examine both of your approaches and make a final decision.

Case Eight

You and Leslie are two of the four department heads in the industrial products division of Mega Corporation, reporting to John Barkley. While each department has a unique basic product, the production of these industrial cleaning agents sometimes requires cooperation of all four departments and often requires certain departments to work together, as is the case with you and Leslie. Unfortunately, the relationship has been difficult because Leslie always insists on having her department's production runs done before yours. You have at times fought over this, and once in a while Leslie gives in, but inevitably the same issues arise. The situation has developed again with respect to a very large, important order.

You will:

- ☐ A. meet with Leslie to work out a clear schedule for trading-off use of the equipment between your two departments.
- ☐ B. sit down with Leslie and work out some way to plan for sharing the equipment in a way that lets each of you use it when you need it most, thus satisfying both units.
- ☐ C. let things ride for now and let Leslie use the equipment, hoping to get more cooperation later on.
- ☐ D. talk to each of the other department heads to get their support for a plan that assures all departments equal access, then present the plan at the next divisional meeting.
- ☐ E. meet with Leslie to discuss sharing the equipment, emphasizing the importance of good interdepartment relations.

Case Nine

You supervise four groups of electronics assemblers. Each group works on a somewhat different assembly product, but the basic operations are very similar. Each assembler has a specific job and position and the whole operation is much like a standard assembly line. One group, however, has developed a practice of switching positions. Although there has been no effect yet on their performance, you are quite concerned that all of the "socializing" the group seems to be doing eventually will have a negative effect on production. You are also worried that other groups will follow this group's lead.

You have decided to:

- ☐ A. meet with the group to explore the issues and arrive at some way to make sure that your concerns do not come to pass.
- ☐ B. leave them alone for awhile and see if they go back to their old work methods.
- ☐ C. explain to the group the potential problems their new method might lead to. If they won't go back to the standard method, try to get them to be less obvious about what they are doing.
- ☐ D. discuss the problem with the group, and work out an agreement for them to switch positions less often, maybe just once a day.
- ☐ E. tell the group members to go back to their old method of work, starting tomorrow.

Interpretive Guide

The *Conflict Style Inventory* (CSI) is based on a concept that rests on more than twenty years of behavioral science research into the dynamics of conflict.

Various researchers have identified five primary strategies for dealing with behavioral conflict.* Although these authors have used different terminologies to describe these five different strategies, the nature of each strategy is fairly clear:

1. *Avoiding*, sometimes called "withdrawing," means to withdraw from the conflict situation; to avoid conflict at all cost. Sometimes this may mean leaving the solution to fate or chance.
2. *Smoothing* involves trying to cover up and pretend that everything is really calm, cooperative, and pleasant. This strategy is sometimes used when the conflicting parties are dealing with a third party who is unaware of the conflict.
3. *Bargaining*, which is also referred to as "compromising," involves some form of negotiation that is aimed at reaching a compromise. Each party gains and each party loses, or gives up, something. A third party may be involved as an arbitrator, who is given the responsibility of identifying an equitable compromise.
4. *Forcing* involves fighting a battle in which one party will become the clear loser and the other the winner. This win-lose situation is also called "battling."
5. *Problem solving* is a more accurate description of the strategy often referred to as "confronting," because this strategy does not imply fighting, as in a "violent confrontation." Rather, the parties confront the conflict and try to resolve it through collaborative problem solving.

One might ask whether any one of these strategies generally is more useful or productive. In fact, there has been substantial research showing that "forcing" and "avoiding" are associated with the development of negative feelings between conflicting parties, and are also found to be associated with negative outcomes, such as decreased performance. Only problem solving is clearly related to positive outcomes in a wide range of circumstances. Bargaining and smoothing seem to have mixed results.

Bargaining is useful when both parties gain as a result of the process. Bargaining may also be appropriate as a means of arriving at a temporary solution to a complex problem, with the understanding that the solution is indeed only temporary and that a final solution will be determined through problem solving.

Smoothing over may be productive when the issue is minor and when disruption in the relationship between the parties would be damaging to both. It also allows time for feelings to "cool down" and for the parties to obtain more information about the situation. It is important, however, that smoothing be recognized as a temporary action, not an attempt to resolve the conflict.

It should, of course, be noted that at times and in certain circumstances issues that one sees as vitally important may require immediate action. People usually see forcing as appropriate in such circumstances. However, even in such cases, problem solving would be of greater benefit if the parties to the conflict could be rational.

Perhaps the greatest problem with "avoiding" and "smoothing" as conflict strategies is that they do not confront or resolve the issue promoting the disagreement. "Avoiding" and "smoothing" may work if the parties are not interdependent. However, in most situations, it is not possible to eliminate the interdependence of people or groups in work settings.

*Lawrence, P.R., and Lorsch, J.W. *Organization and Environment*. Homewood, IL: Irwin, 1969.

Thomas, K., "Conflict and Conflict Management," In M.D. Dunnette (Ed.) *Handbook of Industrial and Organizational Psychology*, Chicago, Rand McNally, 1976.

Case Ten

You are the market development manager for the American Brand Tape Manufacturing Company. Your department consists of about thirty people who form temporary product development task force groups. There are from four to seven such groups at any given time. Two of these groups, however, are causing you a lot of concern right now. The first of these was set up just a couple of weeks ago to develop a complete market package which consists of a target analysis, test marketing plans, conduct of test marketing and analysis of the results, and development of a promotional program. The product is a new strapping tape with industrial applications.

This task force has recently had a great deal of conflict with another one that has been working on regional market tests of a new book-mending tape, for use in libraries. You have heard various comments from members of one or the other group, such as:

"Those jokers must have their noses in their books; they should have been done a week ago."

"If any of those guys on the strapping project were really competent, they'd be working on the good jobs."

"Those jerks (on the book-mending tape project) think that because they're working on a 'prestige' item we should all bow down to them in the hall. They're really a bunch of snotty S.O.B.'s."

"I didn't appreciate the sarcastic comments about 'bookworms' in our last department staff meeting. Some of those people are real wisea--es."

Over the past week these kinds of comments have increased in frequency, and you feel that you have to decide how to deal with the situation.

You will:

- ☐ A. hold a morale improvement meeting for all department members, to emphasize the importance of good working relations among department members and between work teams.
- ☐ B. hold an all-day meeting for the two teams having problems, structured so that they can share perceptions of one another, work toward developing more accurate perceptions, and try to identify the sources of their problems.
- ☐ C. meet privately with each team to admonish the members for the way they have been dealing with the other team, and let them know that there will be disciplinary action taken against anyone found to be contributing to the problem.
- ☐ D. meet with each team separately. Promise the strapping team members a better assignment next time if they stop criticizing the book-mending team members, and promise the latter special rewards for being more agreeable toward the strapping team members.
- ☐ E. do nothing for now, since the book-mending group will finish its work within the month and the issue will disappear when the team members are assigned to new product development groups.

Discussion Questions

The value of your results from the CSI will be greatly enhanced through discussion of the following questions with others in your training group.

1. Do you think that your scores for the five conflict strategies actually represents your usual behavior when faced with conflict situations at work? Why or why not?
2. What could you do specifically to increase your use of a problem solving style in resolving conflicts?
3. How can you reduce your use of one of the less productive styles, such as "avoiding" or "forcing"?
4. How can you change from an unproductive style you have developed with a particular person to a style that would be more productive? (For example, change from a forcing style with that person to a bargaining style.)
5. How do others' expectations, especially that of your boss, affect your choice of conflict style? If it is unproductive, what could you do to change this?
6. If this is a team building experience, what is the norm for dealing with conflict on this team? How could group conflict resolutions become more productive?
7. Individual or group data may be studied and discussed by looking at the individuals or groups involved in the ten conflict situations. Consider the following breakdowns:
 - items 1, 2, 3, 6 and 7 focus on conflicts between individuals
 - items 4, 5, 8, 9 and 10 deal with inter- or intra-group conflict
 - items 3, 6 and 9 are conflict situations between bosses and subordinates
 - items 1, 2, 4, 5, 7, 8 and 10 deal with conflicts between peers.

Were your scores (or the scores of your group) for any of the five styles exceptionally high for any of these work configurations?

Scoring

Directions: For each of the mini-cases, you allocated 10 points among the five alternative actions. Transfer those points to the appropriate spaces below. You will notice that the response letters have been re-arranged to fall under five conflict styles. Now, add the points in each column to obtain five column totals.

Case	Avoiding	Smoothing	Bargaining	Forcing	Problem Solving
One	A _____	B _____	C _____	E _____	D _____
Two	A _____	D _____	B _____	C _____	E _____
Three	C _____	B _____	E _____	A _____	D _____
Four	A _____	B _____	E _____	D _____	C _____
Five	E _____	D _____	C _____	B _____	A _____
Six	B _____	A _____	D _____	C _____	E _____
Seven	D _____	E _____	A _____	B _____	C _____
Eight	C _____	E _____	A _____	D _____	B _____
Nine	B _____	C _____	D _____	E _____	A _____
Ten	E _____	A _____	D _____	C _____	B _____
Totals					

Plotting Your Scores

Plot your scores on the chart below by placing a mark on the continuum at the point representing the respective column total. Connect the dots to form a plot line. To the extent that your scores fall within the shaded area, your responses are typical of scores in our present sample. Scores that are above or below the shaded area suggest overemphasis or de-emphasis of a particular conflict resolution style.

	Avoiding	Smoothing	Bargaining	Forcing	Problem Solving
Very High	18	25	31	24	78
	15	20	26	20	70
High	12	18	24	18	66
	10	15	21	16	62
Average	8	11	16	12	54
	4	7	11	8	46
Low	2	5	8	4	42
	1	2	6	1	38
Very Low	0	0	3	0	30

Chart shows normative data revised 1989.

*AmeriCorps
Evaluation Components*



TM

AmeriCorps Evaluation Components

Components of Grantee Evaluations

Set Annual Objectives

- Community Service
- Participant Development
- Community Strengthening

Continuously Improve

- Collect information about progress toward objectives
- Collect and use feedback from stakeholders to improve program quality

Cooperate with the National Evaluation

- Have members complete enrollment and exit forms
- Have sites complete Local Site Information Form
- Have sites complete Annual Accomplishments Survey

Components of National Evaluation

Impact Studies

All programs:

- Annual Accomplishments Survey

Select programs:

- Intensive impact studies

Program & Participant Descriptions

All programs:

- Participant enrollment forms
- Participant exit forms
- Site information forms

Effective Practice Studies

Select programs:

- Intensive studies

Policy Studies

Select programs:

- Intensive studies

Satisfaction Surveys

Select programs:

- Satisfaction surveys from partners, recipients, members, staff

Disseminate Information

- To grantees
- To Congress, public, stakeholders

In an effort to document the successes of AmeriCorps, improve program quality, and provide useful information to program operators, the Office of National Service Programs plans to address each of these critical questions in a national evaluation.

Program Impacts

On Communities

- What work was performed by AmeriCorps programs?
- What was the impact of AmeriCorps work on direct beneficiaries?
- What are the institutional impacts of AmeriCorps programs?
- Do AmeriCorps programs build stronger communities?
- What is the return on the national service investment?
- To what extent is the public aware and supportive of service?

On Participants

- Does participation in national service programs increase members':
 - ◊ sense of civic responsibility
 - ◊ educational opportunities
 - ◊ educational attainment
 - ◊ life skills

Information On Satisfaction

- Are the following stakeholders (including service recipients, program sponsors, program partners, community members, and participants) satisfied with the programs and community services provided?

Identification Of Effective Practices

- Numerous potential studies are being considered. Among them are studies of effective practices in:
 - ◊ program start-up
 - ◊ recruitment
 - ◊ service delivery
 - ◊ supervision
 - ◊ member retention
 - ◊ public/press relations
 - ◊ staff training
 - ◊ fund raising
 - ◊ member training
 - ◊ collaborations
- How can the Corporation improve its operations?

ASSESSING ANNUAL OBJECTIVES

Every program that receives AmeriCorps funding must conduct an internal evaluation in which program success is measured based on objectives that the program's staff and the Corporation staff have agreed upon. This document contains a set of guidelines that Corporation staff have used to assess the quality of the program objectives and evaluation activities contained in proposals.

Although we are providing these guidelines to you now as a tool for revising and improving the evaluation component of your proposal, *receiving this document does not imply that your program has been selected to receive AmeriCorps support.* In fact, as you know from your initial letter, some programs invited to participate in the Discussions phase of proposal review will ultimately not receive funding. For purposes of readability only, the remainder of this document refers to "you" and "your program staff," but we wish to reemphasize that these terms are being used stylistically, and are not meant to suggest anything about the ultimate funding decisions to be made.

Should you become a finalist, your proposed objectives and evaluation activities will be a primary topic of discussion for a future meeting with Corporation staff. We understand that, should your program design change during the course of current discussions, your evaluation objectives may require modification as well. Consequently, we have not regarded the objectives in your application to be final. Nevertheless, every program that is funded will need to have approved objectives and evaluation plans. To further your thinking about objectives, we suggest that you read these guidelines carefully and assess the quality of your existing objectives and evaluation plans in light of them. Comparing your plans and objectives to the criteria in these guidelines will give you a better understanding of how the Corporation staff have evaluated your objectives and evaluation plans and will give us a common vocabulary for discussing evaluation issues.

There are several elements in the evaluation component of an AmeriCorps program:

- A mission statement
- A set of annual objectives
- A plan for collecting objectives-related data
- A plan for continuous program improvement
- A system for collecting additional accomplishment and participant data required by the Corporation

A Word About Multi-site Programs

If you have proposed a program that includes several sites, please note that *an evaluation plan is required for each operating site*. Although each applicant is responsible for the internal evaluation activities of its sites, the Corporation for National Service will require evaluation and outcome data at the operating-site level. Further, we will review and approve evaluation plans at the site level. Consequently, as you review your evaluation plans, keep in mind that each of your sites must have objectives and evaluation plans as described in these guidelines and must be capable of conducting their own evaluation activities.

In the sections that follow, each of the elements of an evaluation plan is discussed.

Mission Statement

The mission statement is the broadest, least specific statement of what a program hopes to accomplish. Some mission statements may be relatively concrete:

[The program] will address a critical national need by building low-income housing, upgrading/rehabilitating existing housing, and teaching participants concrete skills in professional trades.

Others may be more visionary, providing a less immediate sense of the work a program will do:

[The program] seeks to make significant changes in the livability of the communities we serve by expanding housing opportunities, strengthening neighborhood partnerships, and fostering cross-cultural understanding.

For a mission statement, either is acceptable. The AmeriCorps application instructed applicants to craft mission statements with, "[your] most ambitious goals...even if you do not believe you can measure them." Consequently, we have viewed mission statements as expressions of hope and not necessarily as definitions of outcomes to be achieved.

Annual Objectives

The Corporation is committed to measuring the success, or lack of success, of funded programs. To this end, you were required to submit annual program objectives for all proposed service sites. An objective, most simply, is a statement of what your program believes will be the result of a year of effort, a statement about what will change.

It is possible to measure several types of change. Change could be defined in terms of the *process* of operating a program. Generally speaking, objectives addressing the process of operating a program are called process objectives. Here are two examples:

- To recruit 45 participants within six weeks of beginning operation.
- To hold weekly staff meetings with all youth team supervisors.

These objectives address *how* work will get done, not *what* work will get done. The ultimate goal of a program is unlikely to be the hiring its participants or the holding of meetings, although those are important processes in creating a quality program.

In contrast to process objectives are *outcome* objectives. Outcome objectives focus on the *end products* of a program:

- To produce 15 units of affordable housing in Year One.
- To have 75% of participants complete their GED by program end.

The Corporation required that programs establish objectives that focus on end products or services. Consequently, your program objectives should be about ends, not means. Just focusing on end results is not enough, however. Programs must have objectives that can be used to measure program success.

Components of an Objective

For an objective to be useful, it must be specific enough to allow decision makers to determine what, if any, change occurs as the result of a program's efforts. For example, the following objective,

- To improve the reading skills of at-risk youth through tutoring.

describes a service activity and a desirable outcome, but provides no indication of how the "improvement" will be measured or what "reading skills" the program expects to improve. An improved objective would describe both the desired change and a means of determining whether the change occurred:

- To improve the reading skills of at-risk youth through tutoring, as measured by performance on the school district's reading comprehension test, to be administered before and after the program.

We now know what change is desired (better reading skills) and how the change will be measured (a comprehension test), but we still lack an important detail. How big a change in reading comprehension does the program hope to achieve? That is, would the program staff or the Corporation staff be satisfied if the average increase in test scores was one percent? Regardless of the answer to this question, the problem is apparent. Programs and Corporation staff need to have a common standard for measuring whether an objective was achieved. Thus, we need a third revision of our objective:

- To improve the reading skills of at-risk youth through tutoring, as measured by an average increase of five percent on the school district's reading comprehension test, to be administered before and after the program.

With this objective, your program staff and the Corporation's personnel have a common expectation of "how" achievement will be measured and "how big" an achievement to expect. Setting the "how big" component of an objective requires careful consideration and expert knowledge of your service area. Programs that set overly ambitious standards may fail to meet their objectives even if they are providing high-quality services. Programs that set very low standards for success may appear incapable of achieving substantial goals, and therefore, will be unlikely to receive Corporation support.

Only one element of our objective is missing. How many service recipients will there be? Will the program tutor four students, or forty? Thus, we need one last revision for the objective to define clearly how success will be measured:

- To improve the reading skills of 25 at-risk youth through tutoring, as measured by an average increase of five percent on the school district's reading comprehension test, to be administered before and after the program.

Each AmeriCorps program objective must include "an activity" and "a result." Our sample objective now includes both, and in sufficient detail that program staff and Corporation staff have a common standard for measuring achievement.

To summarize, each objective should include a description of:

- The work to be done (A product or service to be provided)
- A result of the work
- A means of measuring the quality or success of the work
- A standard of quality or success the program hopes to meet
- The number of service recipients

The table on the following page provides examples of AmeriCorps objectives broken into their component elements.

THE COMPONENTS OF OBJECTIVE STATEMENTS
CORPORATION FOR NATIONAL SERVICE

OBJECTIVE COMPONENTS	COMMUNITY SERVICE ACTIVITIES				MEMBER DEVELOPMENT
	Building low-income housing	Tutoring low-achieving students	Restoring degraded stream habitats	Operating safety patrols in a school	Fostering an ethic of service
The work to be done	building houses	tutoring students	restoring streams	operating safety patrols	service-learning or reflection
Result of the work	10 houses built	improved academic achievement of 500 students	4 miles of stream restored	decreased incidence of school violence	continued commitment to community
Means of measuring the quality of the product or impact of the service	contractor judgments; housing code; owner's judgments	test scores; teacher's evaluations; retention rates; attendance rates	population studies; biologist's assessments	school records; interviews with teachers; interviews with administrators	exit survey; alumni survey; exit interviews
Standard of quality or impact that the program hopes to meet	100% of houses pass inspection; 80% of houses are rated "of high quality"	5% rise in recipients' reading scores on district test; 25% rise in recipients' pre-post test; 75% of recipients' teachers rate them as improved.	85% decrease in alien species; qualitative judgment of wildlife biologist	10% decrease in reported incidence of violence in the school; 80% of teachers rate the program as significant in reducing violence	75% of participants plan to stay involved in their communities and attribute that decision to their service experience
Number of service-recipients	10 low-income families	500 students	could be difficult to determine, possibilities include recreational users and wildlife managers	350 students	70 participants

Note: only community service and participant development examples have been provided. We have not included community building objectives because these objectives will often be process oriented and, consequently, do not fit into the above framework.

Identifying the five components in an objective is easier in some cases than in others. In product-oriented programs, for example, the work to be done and the result of the work may *seem* almost indistinguishable (building houses, houses built). Nevertheless, it should be possible to identify each component, even if some are inferred rather than explicit in your written objectives. Corporation staff will review your objectives to determine that all five components can be readily identified. To the extent that the components are missing or poorly specified, you should be prepared to revise your objectives to make them complete. Some examples may help to clarify how the components might be combined to create an objective:

Example 1:

- To improve the mathematics skills of at least 25 students through peer tutoring. Service recipients' tutoring needs will be determined by a diagnostic assessment at the beginning of the program. Service Recipients will master at least 75% of their skills that require remediation, as determined by retesting on the diagnostic assessment.
 1. The work to be done is tutoring.
 2. The result to be achieved is improvement in mathematics skills.
 3. The measure of quality a pre-test, post-test comparison.
 4. The standard of success is "mastery" of 75% of the skills tutored.
 5. Twenty-five students benefit from the service.

The nature of the diagnostic test and the meaning of the word "mastery" are not specified, so we would want to hear more about those elements from program staff. In general, however, the program has included in this objective all the essential elements necessary to permit a concrete discussion of program achievements.

Example 2:

- Protect our Youth will immunize 7,500 infants and children during our initial year of operation.
 1. The work to be done is immunizing children.
 2. The result to be achieved is completing 7,500 immunizations.
 3. The measure of quality is not described.
 4. The standard of success is not described.
 5. Seven-thousand five-hundred children benefit from the service.

Corporation evaluation staff would want to discuss with this program's staff the absence components 3 and 4. The program operators may feel that, for this activity, components 3 and 4 are unnecessary. As evaluators, not public health experts, we would look forward to obtaining the professional judgments of both the program's staff and other public health professionals to determine if there are standards of quality or safety appropriate to such an activity. Our concern is for the quality of the objectives, not the quantity of them.

Objectives and Impacts

The AmeriCorps application required applicants to provide up to three objectives in each of three impact areas:

- community service activities,
- participant development, and
- community building.

Realistically, your community service objectives will be the most detailed and result oriented. Participant development objectives should also be framed to evaluate end-products, not processes; they should describe the measurable changes that your program plans to produce in participants. We anticipate less detail and more process orientation in community building objectives. For example, a community building objective may focus on the process of establishing community linkages rather than on the measurable results of those partnerships.

Realism

Objectives must be crafted with great care, because they will be used to infer whether your program's goals were met. Over-ambitious or unrealistic goals can produce a negative evaluation, even if the program had worthwhile accomplishments. Apply your professional experience to the objectives. Is a 50% increase in comprehension skills achievable given the amount of tutoring to be provided and the expertise of the tutors? Can escort patrols produce a 35% decrease in street crimes?

In contrast, trivial or complacent goals may raise questions about your ability to "get things done," and will ultimately limit your potential for demonstrating accomplishments. Should a program with 50 participants be expected to accomplish more than "canvas 100 residences door-to-door to distribute information on recycling."?

Relevance

To be meaningful, objectives should be linked directly to the activities of the program. Consider your objectives carefully to determine whether you have set objectives that will give your program an opportunity to demonstrate success. Objectives that are set too broadly, too narrowly, or off topic will hamper your effort to show results.

For example, imagine a public safety program that proposes to provide escort services to senior citizens in a neighborhood victimized by street crimes. The program proposes to demonstrate success by producing a 10% reduction in street crime in their community. There is real danger that their objective is too broad. A change in crime statistics could be affected by many forces that were not related to the activities of a senior citizen escort program. Only if the statistics employed were restricted to a specific set of crimes and collected from within the program service area could we expect that the program's activities would be reflected in any statistical change in the incidence of crime.

Another program proposes to establish a neighborhood recycling center. They set as an objective recovering 8,000 pounds of recyclable materials in a year. This objective is probably too narrow. Even if their goal is achieved, it gives little indication of the impact of the program. Is 8,000 pounds a large amount or a small

amount? How have service recipients been affected? Is the community meaningfully different? If collecting 8,000 pounds of recyclables will produce a meaningful change for some service beneficiary, there should be a measurable way of demonstrating it. A measure of that change should be incorporated into the objective.

Finally, consider a program that proposed to establish the goal of improving students' reading ability and then set as an objective increasing the number of library visits by each student during the program. While an increase in the number of library visits would undoubtedly be a good thing, it will not help us to infer whether improved reading ability was achieved. The objective is off-target; we cannot infer anything about the program activity from the information obtained for the objective.

Focus on Major Components and Goals

The program objectives should reflect the *essential* goals of the program. You and your staff may hope to accomplish many things, but you should identify a small number standards by which to measure program success. Avoid setting objectives that will measure activities that are not at the core of your program's mission.

Similarly, try to distinguish between objectives that provide data that is "nice to know" and objectives that result in data that you "need to know." Given the resources available, "nice to know" is a luxury that few can afford. For example, imagine that an immunization outreach program proposes to distribute literature advertising the services of their clinic. Although the staff may be interested to know what proportion of their distributed flyers are read, this is not an essential piece of information and is not an ideal program objective. A more critical objective would address the proportion of people being immunized who report having received the materials and the proportion who report attending the clinic because of the literature they received.

Collecting Objectives-Related Data

In order to determine whether objectives are being reached, information is needed. Every program must have in place a plan for collecting all data required to determine if objectives are being met. The Corporation did not require applicants to submit detailed data-collection plans, but we will expect programs that receive funding to have manageable, accurate systems for data collection. The nature of these plans will vary widely among different types of service providers, but you should consider carefully when, how, and by what means you will obtain the necessary information.

Continuous Program Improvement

In addition to conducting your objectives-based evaluation, programs are required to institute management procedures that provide regular feedback on program operations. Such practices can not only enhance the day-to-day productivity and quality of a program, but they be of great value in helping programs to stay on track for meeting their annual objectives. We are preparing a handbook for funded programs that provides numerous strategies for incorporating continuous improvement into daily program management. The principles of continuous improvement models are focused on providing program managers with frequent and reliable information about the quality and effectiveness of their programs. Many continuous improvement tools are informal and require very modest commitments of time and resources, although their yield can be substantial. Some examples include advisory panels, participant discussion groups, satisfaction surveys, structured journals, and suggestion boxes.

Summaries of your internal monitoring activities will be part of your periodic reports to the Corporation. Such summaries might focus on staff meetings, formal or informal feedback from service beneficiaries, or group discussions with participants. The summary would briefly describe the issues, problems, or opportunities raised and the actions taken in response to them.

Descriptive Data and Reporting Requirements

The National and Community Services Act, which establishes the AmeriCorps program, places certain reporting requirements on us, and in turn, on funded programs. We are making every effort to keep to a minimum the amount of form completing and report writing grantees will need to do, but we will require certain program information.

For instance, programs will be required to provide information on participant demographics, hours of service, number of service beneficiaries, number of products produced (when applicable), and the locations where services were provided. Some of these data will be collected in the course of tracking your outcome objectives. Participant data will be obtained via participant enrollment and exit forms provided by the Corporation. However, you may need to establish additional systems for collecting required information that is not collected while tracking objectives or through the participant forms.

In Summary

The Corporation for National Service is serious about its commitment to “getting things done.” Ensuring that programs establish appropriate annual objectives and continuous improvement procedures is a critical step toward fulfilling this commitment. We hope these guidelines are of value to you and your program staff.

Grantee_____

Site_____

**CORPORATION FOR NATIONAL SERVICE
COMMUNITY BUILDING OBJECTIVES**

*A tool for creating or revising community building objectives.
Use one worksheet for each objective.*

COMPONENTS OF OBJECTIVE STATEMENTS:

- 1) What activities will you be engaged in?**
example 1: recruiting additional volunteers
example 2: developing partnerships with other service organizations

- 2) What is the hoped for result of the activities described above?**
example 1: 1000 additional hours of volunteer service
example 2: 3 meaningful partnerships developed

- 3) How will you measure the quality of these activities?**
example 1: log of additional volunteer hours
example 2: survey of partners

- 4) By what standard will you gauge success?**
example 1: 900 additional hours of volunteer service logged
example 2: 100% of partners believe the quality of service delivery has improved due to the partnership

Grantee _____

Site _____

**CORPORATION FOR NATIONAL SERVICE
MEMBER (PARTICIPANT) DEVELOPMENT OBJECTIVES**

*A tool for creating or revising participant development objectives.
Use one worksheet for each objective.*

COMPONENTS OF OBJECTIVE STATEMENTS:

- 1) What member development activities will you provide?**
example 1: GED training
example 2: service learning and reflection

- 2) What is the hoped for result of these activities?**
example 1: participants receive GED
example 2: participants show continued commitment to community

- 3) How will you measure the impact of these activities on members?**
example 1: by the number of participants who received training and obtained GED
example 2: through exit forms provided by the Corporation

- 4) By what standard will you gauge success?**
example 1: 90% of participants who receive training obtain GED
example 2: 75% of participants plan to volunteer in their communities

- 5) How many individuals will benefit from your member development activities?**
example 1: 50 participants
example 2: 200 participants

Grantee_____

Site_____

**CORPORATION FOR NATIONAL SERVICE
COMMUNITY SERVICE OBJECTIVES**

*A tool for creating or revising community service objectives.
Use one worksheet for each objective.*

COMPONENTS OF OBJECTIVE STATEMENTS:

- 1) What work will be done? What service activities will your participants engage in?**
example 1: tutoring low-achieving students
example 2: building low-income housing

- 2) What is the hoped for result of the work/activities described above?**
example 1: improved academic achievement
example 2: 10 houses built

- 3) How will you measure the quality of your product or impact of your service?**
example 1: test scores
example 2: housing code/inspector's judgment

- 4) By what standard will you gauge success?**
example 1: 5% rise in service recipients' reading scores
example 2: 100% of houses pass inspection

- 5) How many individuals will receive the benefit of the work your participants perform?**
example 1: 500 low-achieving students
example 2: 10 low-income families

PARTICIPANT EXIT FORM

To be filled out by participant. In cases where the participant has gone and can not be reached, program staff should complete top portion and questions 1,2,5 and 8.

Identification

For Local Program Staff Use:

Grantee: _____

Subgrantee/Program: _____ Subgrantee ID Number _____

Date Form Completed: _____ / _____ / _____
month day year

Participant Information

1. Date you left this community service program:

_____ / _____ 19 _____
MONTH DAY YEAR

2. What was the reason you ended your service participation?
(check a or b)

- ☐ (a) Completed program
- ☐ (b) Left Program Early (check primary reason)
- ☐ Got a job/ expanded working hours
 - ☐ Enrolled in a job program
 - ☐ Enrolled in another service program
 - ☐ Enlisted in military
 - ☐ Enrolled in school
 - ☐ Moved away
 - ☐ Pregnancy
 - ☐ Other health issues
 - ☐ Left at parents' request
 - ☐ Left program for other personal reasons
 - ☐ Quit program because dissatisfied
 - ☐ Have been asked to leave program
 - ☐ Did not like the program or type of service
 - ☐ Other (specify:) _____

3. How satisfied were you with the program?

Not at all ☐ ☐ ☐ ☐ Greatly
1 2 3 4

4. a. Do you plan to continue your education?

☐ Yes ☐ No

b. Did your service experience influence this decision?

Not at all ☐ ☐ ☐ ☐ Greatly
1 2 3 4

c. Have you enrolled in an educational program?

☐ Yes (specify:) _____
☐ No

5. Did you receive academic credit or a GED as part of your participation? (check if applicable)

- ☐ GED (Graduate Equivalency Diploma)
☐ other academic credit

6. Did you benefit from participating in this service program?

- ☐ (a) No
- ☐ (b) Yes (Please select two most important benefits)
- ☐ Learned about or worked with different ethnic/ cultural groups
 - ☐ Explored future job/educational interests
 - ☐ Learned about health issues
 - ☐ Learned about public safety issues
 - ☐ Got to make new friends
 - ☐ Learned about education issues
 - ☐ Learned about environmental issues
 - ☐ Served my community
 - ☐ Developed leadership skills
 - ☐ Got an educational scholarship
 - ☐ Helped others
 - ☐ Gained communication skills
 - ☐ Learned how to get along on the job (job skills)
 - ☐ Accomplished a specific task/completed task
 - ☐ Made money
 - ☐ Was part of a national movement

7. a. Do you plan to continue to engage in some form of community service?

☐ Yes (specify how if you know:) _____

☐ No

b. Did your experience in this program influence this decision?

Not at all ☐ ☐ ☐ ☐ Greatly
1 2 3 4

8. Who completed this form?

☐ Participant ☐ Staff

**AMERICORPS
LOCAL SITE INFORMATION FORM**

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I. Identification

Grantee: _____

Sub-grantee/Site: _____ Site ID: _____

Telephone:

Fax:

(1) (____) _____ - _____

(____) _____ - _____

(2) (____) _____ - _____

Address:

Street

City

State

Zip

Congressional District:

E-Mail: _____

II. Basic Description

1. Program Setting

- ☐ Urban
- ☐ Rural
- ☐ Suburban

2. Program Structure (*check all that apply*):

- ☐ Residential
- ☐ Non-Residential
- ☐ Individual-based, providing direct service
- ☐ Individual-based, "generating" volunteers
- ☐ Team-based/Crew-based

3. Planned number of paid staff: _____ (FTEs)

4. Did program exist prior to this program year?

- ☐ Yes
- ☐ No

III. Primary Partners, Other Participating Agencies, Organizations, Businesses

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Partners

Print or type full name of organization here:

Type of Organization
(CIRCLE ONE)

- 1 = For-profit organization
- 2 = Community-based organization/
Non-profit
- 3 = Federal Government
- 4 = State/Local Government
- 5 = Educational institution/organization
- 6 = Foundation
- 7 = Religious organizations
- 8 = Other (SPECIFY FOR EACH)

	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	
	1 2 3 4 5 6 7 8
Other: _____	

Funders	FUNDING AMOUNT			
	Total	Cash	In kind	
Corporation for National and Community Service				1 2 3 4 5 6 7 8
				Other: _____
				1 2 3 4 5 6 7 8
				Other: _____
				1 2 3 4 5 6 7 8
				Other: _____
				1 2 3 4 5 6 7 8
				Other: _____
				1 2 3 4 5 6 7 8
				Other: _____
				1 2 3 4 5 6 7 8
				Other: _____

IV. What are the major direct services that you provide?

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a. Education

School Readiness

- ☐ Child care
- ☐ Head Start/ preschool
- ☐ Parent literacy
- ☐ Other (Specify: _____)

School Success

- ☐ In-class support
- ☐ After school tutoring
- ☐ After school mentoring
- ☐ Service-learning coordinator
- ☐ Other (Specify: _____)

b. Human Needs

Health

- ☐ Independent living assistance
- ☐ Supporting community health clinics
- ☐ Prenatal care
- ☐ Health care to families or young children
- ☐ Other (Specify: _____)

Home

- ☐ Shelter support for the homeless
- ☐ Rehabilitating low income-housing
- ☐ Public assistance transition support
- ☐ Other (Specify: _____)

c. Public Safety

Crime Prevention

- ☐ Violence prevention patrols
- ☐ Conflict resolution
- ☐ Reduction of substance abuse
- ☐ After school activities
- ☐ Other (Specify: _____)

Crime Control

- ☐ Community policing
- ☐ Victim assistance
- ☐ Anti-victimization programs
- ☐ Juvenile justice programs
- ☐ Other (Specify: _____)

d. Environment

Neighborhood Environment

- ☐ Revitalizing neighborhoods
- ☐ Eliminating environmental risks
- ☐ Energy efficiency efforts, recycling
- ☐ Other (Specify: _____)

Natural Environment

- ☐ Conserving and restoring public lands
- ☐ Trail maintenance
- ☐ Natural resource sampling, mapping, and monitoring
- ☐ Other (Specify: _____)

e. Other Services

V. Who are the primary beneficiaries of the community service you provide? (Check all that apply)

- ☐ Pre-School Children
- ☐ K-12 Students
- ☐ College Students
- ☐ Young Adults (ages 17-24)
- ☐ Senior Citizens
- ☐ General Public
- ☐ Economically Disadvantaged
- ☐ Educationally Disadvantaged
- ☐ Mentally Disabled Persons
- ☐ Physically Challenged Persons
- ☐ Homeless
- ☐ Low-Income Housing Residents
- ☐ Unemployed
- ☐ "At-Risk" Youth
- ☐ Immigrants, Refugees
- ☐ Migrant Workers
- ☐ Patients/Residents in Hospitals, Nursing Homes, Hospices, Other Long-Term Care Facilities
- ☐ Substance-Dependent Individuals
- ☐ Outdoor Recreationalists/Environmentalists/Conservationists
- ☐ Other (Specify: _____)

VI. Major services provided for participants

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a. Basic Education

- ☐ Basic/remedial education
- ☐ English as a second language
- ☐ General education development (GED) Preparation
- ☐ Tutoring, other preparatory assistance
- ☐ Other (Specify:_____)

b. Occupational Education

- ☐ Occupational skills training
- ☐ Work experience, job shadowing, etc.
- ☐ Career awareness, job search skills
- ☐ Other (Specify:_____)

c. Participant Development

- ☐ Leadership training
- ☐ Self-esteem enhancement
- ☐ Reflection/ group discussions
- ☐ Citizenship education
- ☐ Team Building
- ☐ Mediation Training
- ☐ Other (Specify:_____)

d. Life Skills

- ☐ Parenting and family management
- ☐ Nutrition
- ☐ Personal health care
- ☐ Personal finances
- ☐ Individual or group counseling
- ☐ Interpersonal skills
- ☐ Substance abuse prevention program
- ☐ Substance abuse treatment program
- ☐ Other (Specify:_____)

Summer of Safety Program Project Director and Supervisor Evaluation Questionnaire

Corporation for National Service

The purpose of this questionnaire is to assist the Corporation for National Service in evaluating the Summer of Safety program. Your responses will help us assess how well the program operated, what was accomplished, and how to improve it next year. In this questionnaire we ask you for information on (1) your program/project's approach, (2) accomplishments, and (3) your assessment of the summer program.

The questionnaire is intended for all Summer of Safety program/project directors and supervisors of participants. Program/project directors should complete the questions from the perspective of the program/project as a whole. Supervisors of participants should complete the questions from the perspective of their specific site and tasks. Program/project directors should collect all questionnaires from supervisors and send them to Corporation for National Service; SOS Evaluation, Room 8200; 1100 Vermont Avenue, NW; Washington, DC 20525.

While your participation is voluntary, your answers are needed to make the evaluation comprehensive and accurate. Your responses will be kept strictly confidential as required by the Federal Privacy Act. No individual or sponsoring organization will be identified in any report resulting from the information you provide. The study is authorized under the National Community Service Act and the Domestic Volunteer Service Act, as amended by the National and Community Service Trust Act of 1993. These questions should take approximately 35 minutes to complete.* Please answer all questions as fully and completely as possible. Thank you for your participation. Upon request, the Corporation will provide alternative format versions of this questionnaire. Call us at (202) 606-5000, extension 229.

*Send comments and suggestions regarding this burden estimate or any other aspect of this questionnaire to the address listed above or call (202) 606-5000, extension 229.

Program/Project Name:	_____
Project Number:	_____
Site Name (if different):	_____
Name:	_____ Phone #: (____) _____
City and State:	_____
Please give us the name and phone number of a person who can give us information about your Summer of Safety project after the summer, in about six months.	
Name:	_____
Phone Number:	(_ _) _____

SECTION 1: Your Program/Project's Approach

In this section we want to know about your Summer of Safety program/project and who it served.

1. With what Summer of Service program are you affiliated? (Circle one.)

1. K - 12 Learn and Serve America
2. Youth Corps
3. National Service Grants
4. National Civilian Community Corps
5. VISTA Summer Associates
6. Senior Summer Corps

2. What is your position in the Summer of Safety program? (Circle one.)

1. Overall program/project director (you report to a Corporation program officer or state program officer)
2. Site supervisor, work station supervisor or team leader (you report to an overall project director as part of a larger Summer of Safety program or project)
3. Other (specify) _____

3. a. How long has your organization been in existence?

_____ Years _____ Months

b. How long has your organization been involved in public safety issues?

_____ Years _____ Months

4. a. How many Summer of Safety participants (that is, members, participants, VISTA Volunteers, Senior Corps Volunteers, or Corps members) served at your program/project in each of the following categories?

_____ 1. Full-time (40 hours per week or more)

_____ 2. Part time (21 - 39 hours per week)

_____ 3. Part time (5 - 20 hours per week)

_____ 4. Part time (1 - 4 hours per week)

_____ 5. Occasional, one time only or no regular commitment

_____ **Total Number of participants**

- b. How many participants received stipends and how many did not receive stipends?

_____ 1. Received stipends
_____ 2. Did not receive stipends

5. a. _____ How many people in your community were directly served by the Summer of Safety program?
- b. _____ How many people in your community served as unpaid community volunteers in the Summer of Safety program? (Do not include Summer of Safety participants)
- c. _____ How many hours did your unpaid community volunteers serve in the Summer of Safety program in total? (Do not include hours served by Summer of Safety participants)

6. a. What specific recipients did your Summer of Safety program/project target? (Circle all that apply.)

1. Youth, 10 years old or younger
2. Youth, 11 through 17 years
3. Young adult, 18 through 25 years
4. Senior citizens
5. Neighborhood residents
6. Public housing residents
7. Businesses and merchants
8. Families
9. Drug users
10. Criminal offenders
11. Gang members
12. Economically disadvantaged
13. Victims of crime
14. Victims of abuse
15. Other (specify) _____
16. Other (specify) _____

- b. Enter the number from question 6(a) above that describes your primary service recipient.

_____ Number from 6(a) of primary service recipient

7. We want to know about the people who benefitted from the services your program/project provided. Please estimate the proportion of service recipients in each of the following categories. If you do not know, check "unknown".

a. Community Size

Percent

- _____% 1. Large urban area (more than 500,000 residents)
_____% 2. Mid-size urban area (50,000 - 500,000 residents)
_____% 3. Small city or town (less than 50,000 residents)
_____% 4. Rural area
100% TOTAL
☐ Unknown

b. Racial/Ethnic Background

- _____% 1. Hispanic
_____% 2. African American, non-Hispanic
_____% 3. White, non-Hispanic
_____% 4. Asian/Pacific Islander
_____% 5. Native American
100% TOTAL
☐ Unknown

c. Age

- _____% 1. Less than 10 years old
_____% 2. 10-17 years
_____% 3. 18-24 years
_____% 4. 25-44 years
_____% 5. 45-59 years
_____% 6. 60 years or more
100% TOTAL
☐ Unknown

d. Gender

- _____% 1. Female
_____% 2. Male
100% TOTAL
☐ Unknown

e. Income

- _____% Family incomes at or below the federally defined poverty level
(e.g., a family of four with total income less than \$10,563)
☐ Unknown
- _____% Receiving public assistance
☐ Unknown

SECTION 2: Program/Project Accomplishments

In this section we are interested in learning what your Summer of Safety program/project got done.

8. Listed below are some accomplishments that might address several program areas. Please tell us how many of the following activities your **entire** program/project completed this summer.

How Many

- | | |
|----------|--|
| 1. _____ | Persons trained |
| 2. _____ | Persons referred to other programs |
| 3. _____ | Workshops/classes conducted |
| 4. _____ | Rallies/fairs/festivals conducted |
| 5. _____ | Plays/skits conducted |
| 6. _____ | Pieces of educational literature distributed |
| 7. _____ | Surveys conducted |
| 8. _____ | Videos/films developed |
| 9. _____ | Hotline calls answered |

To help organize your reporting of accomplishments we have identified thirteen program areas. On pages 6 - 19 are accomplishment report forms for each of the program areas. Complete only those pages relevant to your program. On page 20, please complete the accomplishments summary for your program/project. The thirteen program areas are:

- A. Group or Neighborhood Anti-Crime Approaches
 - 9. Community policing/Citizen patrols -- page 7
 - 10. Neighborhood watch or Block watch -- page 8
- B. Individual Anti-Crime Approaches
 - 11. Improvement of household security -- page 9
 - 12. Crime awareness and Crime avoidance -- page 10
- C. Prevention of Violence and Violent Behaviors
 - 13. Conflict resolution/Mediation/Gang deterrence -- page 11
 - 14. Safe places/Safe houses/Safe havens -- page 12
 - 15. Domestic violence and sexual abuse-- page 13
 - 16. Drug and substance abuse prevention -- page 14
 - 17. Alternative activities/Summer youth activities -- page 15
- D. Assisting Victims and Witnesses
 - 18. Victim assistance/Witness assistance -- page 16
- E. Physical Environment
 - 19. Building or neighborhood clean-up -- page 17
 - 20. Park or playground clean up -- page 18
 - 21. Environmental restoration -- page 19

If your program/project served in this area, complete this page; if not, skip to the next page.

9 Community Policing/Citizen Patrols

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

How Many		How Many	
1. _____	New police mini-stations opened	12. _____	Businesses contacted
2. _____	Police mini-stations expanded or revitalized	13. _____	Code violations identified
3. _____	Neighborhood centers opened	14. _____	Public safety issues identified
4. _____	Citizen patrols started	15. _____	Workshops/classes conducted
5. _____	Citizen patrols expanded or revitalized	16. _____	Rallies/fairs/festivals conducted
6. _____	New persons serving in a police mini-station	17. _____	Plays/skits conducted
7. _____	New persons serving in a citizen/park/tenant patrol	18. _____	Pieces of educational literature distributed
8. _____	New persons enrolled in community associations	19. _____	Surveys conducted
9. _____	Total hours of citizen patrol coverage	20. _____	Videos/films developed
10. _____	Persons trained	21. _____	Hotline calls answered
11. _____	Hours of officers' time freed	22. _____	Persons referred to other services
		23. _____	_____
		24. _____	_____
		25. _____	_____

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

If your program/project served in this area, complete this page; if not, skip to the next page.

10 Neighborhood Watch or Block Watch

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|----------|---|-----------|--|
| 1. _____ | New watch programs opened | 9. _____ | Workshops/classes conducted |
| 2. _____ | Watch programs revitalized | 10. _____ | Rallies/fairs/festivals conducted |
| 3. _____ | Neighborhoods with a new watch program | 11. _____ | Plays/skits conducted |
| 4. _____ | Neighborhoods with a revitalized watch program | 12. _____ | Pieces of educational literature distributed |
| 5. _____ | New persons participating in a watch program | 13. _____ | Surveys conducted |
| 6. _____ | New households participating in a watch program | 14. _____ | Videos/films developed |
| 7. _____ | Phone trees started | 15. _____ | Hotline calls answered |
| 8. _____ | Persons trained | 16. _____ | Persons referred to other services |
| | | 17. _____ | _____ |
| | | 18. _____ | _____ |
| | | 19. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

11 Improvement of Household Security

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|----------|--|-----------|--|
| 1. _____ | Households receiving security audits/surveys | 8. _____ | Rallies/fairs/festivals conducted |
| 2. _____ | Households given self-administered security check lists/report cards | 9. _____ | Plays/skits conducted |
| 3. _____ | Households with new window/door locks installed | 10. _____ | Pieces of educational literature distributed |
| 4. _____ | Households with new window/door bars installed | 11. _____ | Surveys conducted |
| 5. _____ | Unsafe areas identified | 12. _____ | Videos/films developed |
| 6. _____ | Persons trained | 13. _____ | Hotline calls answered |
| 7. _____ | Workshops/Classes conducted | 14. _____ | Persons referred to other services |
| | | 15. _____ | _____ |
| | | 16. _____ | _____ |
| | | 17. _____ | _____ |
| | | 18. _____ | _____ |

C Please elaborate on any accomplishments you feel would like to highlight for us. Use additional pages as needed.

12 Crime Awareness and Crime Avoidance

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|-----------|--|-----------|--|
| 1. _____ | Escort services provided | 12. _____ | Telephone check-ins conducted |
| 2. _____ | Persons provided with escort services | 13. _____ | Workshops/classes conducted |
| 3. _____ | Persons trained in using direct deposit services | 14. _____ | Rallies/fairs/festivals conducted |
| 4. _____ | Persons trained in scam alerts | 15. _____ | Plays/skits conducted |
| 5. _____ | Persons trained in tourist safety | 16. _____ | Pieces of educational literature distributed |
| 6. _____ | Persons trained in general crime awareness | 17. _____ | Surveys conducted |
| 7. _____ | Persons trained, other than items 4 - 6 | 18. _____ | Videos/films developed |
| 8. _____ | Phone trees organized | 19. _____ | Hotline calls answered |
| 9. _____ | Persons using phone trees | 20. _____ | Persons referred to other services |
| 10. _____ | Persons fingerprinted | 21. _____ | _____ |
| 11. _____ | Unsafe areas identified | 22. _____ | _____ |
| | | 23. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

13 Conflict Resolution/Mediation/Gang Deterrence

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | | |
|--|---|
| <p>How Many</p> <p>1. _____ Persons trained in conflict resolution</p> <p>2. _____ Persons trained in conflict mediation techniques</p> <p>3. _____ Persons trained in other violence prevention</p> <p>4. _____ Persons enrolled as community volunteers</p> <p>5. _____ Gang members counseled</p> <p>6. _____ Persons educated about gang activity</p> <p>7. _____ Persons counseled on other subjects</p> <p>8. _____ Peer mediation programs started</p> <p>9. _____ Youth courts started</p> | <p>How Many</p> <p>10. _____ Workshops/classes conducted</p> <p>11. _____ Rallies/fairs/festivals conducted</p> <p>12. _____ Plays/skits conducted</p> <p>13. _____ Pieces of educational literature distributed</p> <p>14. _____ Surveys conducted</p> <p>15. _____ Videos/films developed</p> <p>16. _____ Hotline calls answered</p> <p>17. _____ Persons referred to other services</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p> |
|--|---|

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

14 Safe Places/ Safe Houses/Safe Havens

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|----------|---------------------------------------|-----------|--|
| 1. _____ | Safe play streets established | 10. _____ | Workshops/classes conducted |
| 2. _____ | Safe houses/havens established | 11. _____ | Rallies/fairs/festivals conducted |
| 3. _____ | Safe corridors established | 12. _____ | Plays/skits conducted |
| 4. _____ | Safe houses/havens expanded/renovated | 13. _____ | Pieces of educational literature distributed |
| 5. _____ | Safe corridors expanded/renovated | 14. _____ | Surveys conducted |
| 6. _____ | Persons using safe play streets | 15. _____ | Videos/films developed |
| 7. _____ | Persons using safe houses/havens | 16. _____ | Hotline calls answered |
| 8. _____ | Youth trained | 17. _____ | Persons referred to other services |
| 9. _____ | Adults trained | 18. _____ | _____ |
| | | 19. _____ | _____ |
| | | 20. _____ | _____ |
| | | 21. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

15 Domestic Violence and Sexual Abuse

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | | |
|---|--|
| <p>How Many</p> <p>1. _____ Persons counseled in sexual abuse</p> <p>2. _____ Persons counseled in spouse abuse</p> <p>3. _____ Persons counseled in child abuse</p> <p>4. _____ Persons admitted to shelters</p> <p>5. _____ Shelters started</p> <p>6. _____ Shelters improved/expanded</p> <p>7. _____ Persons trained in rape prevention/awareness</p> <p>8. _____ Persons trained in self-defense</p> <p>9. _____ Persons trained in other areas</p> | <p>How Many</p> <p>10. _____ Rape survivors/victims counseled</p> <p>11. _____ Workshops/classes conducted</p> <p>12. _____ Rallies/fairs/festivals conducted</p> <p>13. _____ Plays/skits conducted</p> <p>14. _____ Pieces of educational literature distributed</p> <p>15. _____ Surveys conducted</p> <p>16. _____ Videos/films developed</p> <p>17. _____ Hotline calls answered</p> <p>18. _____ Persons referred to other services</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p> |
|---|--|

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

If your program/project served in this area, complete this page; if not, skip to the next page.

16 Drug and Substance Abuse Prevention

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|----------|--|-----------|--|
| 1. _____ | New persons participating in substance abuse prevention programs | 9. _____ | Workshops/classes conducted |
| 2. _____ | New persons participating in substance abuse treatment programs | 10. _____ | Rallies/fairs/festivals conducted |
| 3. _____ | Persons counseled | 11. _____ | Plays/skits conducted |
| 4. _____ | Drug hot spots located/reported | 12. _____ | Pieces of educational literature developed |
| 5. _____ | New prevention programs started | 13. _____ | Surveys conducted |
| 6. _____ | New treatment programs started | 14. _____ | Videos/films developed |
| 7. _____ | Young persons provided with prevention information | 15. _____ | Hotline calls answered |
| 8. _____ | Persons trained | 16. _____ | Persons referred to other services |
| | | 17. _____ | _____ |
| | | 18. _____ | _____ |
| | | 19. _____ | _____ |
| | | 20. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

17 Alternative Activities/Summer Youth Activities

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | | |
|--|---|
| <p>How Many</p> <p>1. _____ Youth provided recreational activities</p> <p>2. _____ Youth provided educational activities</p> <p>3. _____ Youth attending day camps</p> <p>4. _____ Persons attending safety cadet programs/boot camp</p> <p>5. _____ Youth provided mentors</p> <p>6. _____ Guns turned in</p> <p>7. _____ Toy guns turned in</p> <p>8. _____ Persons attending field trips</p> <p>9. _____ Pre-schoolers attending day care services</p> <p>10. _____ Persons trained</p> | <p>How Many</p> <p>11. _____ Workshops/classes conducted</p> <p>12. _____ Rallies/fairs/festivals conducted</p> <p>13. _____ Plays/skits conducted</p> <p>14. _____ Pieces of educational literature distributed</p> <p>15. _____ Surveys conducted</p> <p>16. _____ Videos/films developed</p> <p>17. _____ Hotline calls answered</p> <p>18. _____ Persons referred to other services</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p> <p>22. _____</p> |
|--|---|

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

If your program/project served in this area, complete this page; if not, skip to the next page.

18 Victim Assistance/Witness Assistance

A What was your level of effort in this program area?

1. _____ How many participants members worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|----------|--|-----------|--|
| 1. _____ | Victim assistance programs established | 10. _____ | Persons trained |
| 2. _____ | Persons receiving legal assistance | 11. _____ | Workshops/classes conducted |
| 3. _____ | Persons receiving crisis assistance | 12. _____ | Rallies/fairs/festivals conducted |
| 4. _____ | Persons assisted at home | 13. _____ | Plays/skits conducted |
| 5. _____ | Persons participating in victim support programs | 14. _____ | Pieces of educational literature distributed |
| 6. _____ | Number of court cases monitored | 15. _____ | Surveys conducted |
| 7. _____ | Persons accompanied (i.e., to court, police stations or hospitals) | 16. _____ | Videos/films developed |
| 8. _____ | Persons provided with transportation | 17. _____ | Hotline calls answered |
| 9. _____ | Victims/witnesses contacted | 18. _____ | Persons referred to other services |
| | | 19. _____ | _____ |
| | | 20. _____ | _____ |
| | | 21. _____ | _____ |
| | | 22. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

19 Building or Neighborhood Clean-Up

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|-----------|--------------------------------------|-----------|--|
| 1. _____ | Abandoned cars marked for removal | 11. _____ | Workshops/classes conducted |
| 2. _____ | Trash bags/barrels of debris removed | 12. _____ | Rallies/fairs/festivals conducted |
| 3. _____ | Abandoned buildings boarded up | 13. _____ | Plays/skits conducted |
| 4. _____ | Residences repaired | 14. _____ | Pieces of educational literature distributed |
| 5. _____ | Houses painted | 15. _____ | Surveys conducted |
| 6. _____ | Houses constructed | 16. _____ | Videos/films developed |
| 7. _____ | Empty lots cleaned up | 17. _____ | Hotline calls answered |
| 8. _____ | Community gardens started | 18. _____ | Persons referred to other services |
| 9. _____ | Walls/fences with graffiti removed | 19. _____ | _____ |
| 10. _____ | Persons trained | 20. _____ | _____ |
| | | 21. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

If your program/project served in this area, complete this page; if not, skip to the next page.

20 Park or Playground Restoration

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|-----------|---|-----------|--|
| 1. _____ | Trash bags/barrels of debris removed | 11. _____ | Rallies/fairs/festivals conducted |
| 2. _____ | Playing fields maintained | 12. _____ | Plays/skits conducted |
| 3. _____ | Playgrounds constructed | 13. _____ | Pieces of educational literature distributed |
| 4. _____ | Playgrounds renovated | 14. _____ | Surveys conducted |
| 5. _____ | Parks renovated | 15. _____ | Videos/films developed |
| 6. _____ | Fences constructed | 16. _____ | Hotline calls answered |
| 7. _____ | Fences repaired | 17. _____ | Persons referred to other services |
| 8. _____ | Pieces of Equipment repaired or painted | 18. _____ | _____ |
| 9. _____ | Persons trained | 19. _____ | _____ |
| 10. _____ | Workshops/classes conducted | 20. _____ | _____ |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

21 Environmental Restoration

A What was your level of effort in this program area?

1. _____ How many participants worked in this program area?
2. _____ How many hours did the participants serve in this program area?
3. _____ How many persons benefitted directly from the participants' efforts in this program area?

B What did you get done in this program area? Listed below are possible accomplishments for this program area. Write the number completed in the space provided to the left of each accomplishment. "Persons" refers to community members, not participants. Skip areas where your program/project did not work or did not have accomplishments. Please write in additional accomplishments in the blank spaces at the end of the list, as necessary.

- | How Many | | How Many | |
|-----------|---------------------------------------|-----------|--|
| 1. _____ | Sites tested for water quality | 13. _____ | Rallies/fairs/festivals conducted |
| 2. _____ | Gardens created | 14. _____ | Plays/skits conducted |
| 3. _____ | Gardens rehabilitated | 15. _____ | Pieces of educational literature distributed |
| 4. _____ | Sites tested for lead | 16. _____ | Surveys conducted |
| 5. _____ | Sites tested for radon | 17. _____ | Videos/films developed |
| 6. _____ | Trees planted | 18. _____ | Hotline calls answered |
| 7. _____ | Bushes/flowers planted | 19. _____ | Persons referred to other services |
| 8. _____ | Money earned from recycling (dollars) | 20. _____ | _____ |
| 9. _____ | Trails renovated (miles) | 21. _____ | _____ |
| 10. _____ | Trails established (miles) | 22. _____ | _____ |
| 11. _____ | Persons trained | 23. _____ | _____ |
| 12. _____ | Workshops/classes conducted | | |

C Please elaborate on any accomplishments you would like to highlight for us. Use additional pages as needed.

22. What was your program/project's most significant accomplishment this summer?

23. How will the community benefit from your program/project's efforts this summer? What evidence have you observed to support your statement?

SECTION 3: Satisfaction with the Summer's Efforts

We are very interested in your views on this summer's experiences. Your comments will help us improve next year's programs. We plan to issue a report in the fall that includes your views on what worked best, what areas need improvement, and what could be changed in the future.

24. How do you rate the following aspects of your summer program/project? Circle the number that best describes how you feel.

Poor	Fair	Good	Excellent	
1	2	3	4	a. Achievement of program/project objectives
1	2	3	4	b. Quality of the participants
1	2	3	4	c. The impact your program/project had on the local community this summer
1	2	3	4	d. The likelihood that the main elements of the program/project will continue in the community after the summer
1	2	3	4	e. The quality of support you received from the Corporation this summer
1	2	3	4	f. The quality of technical assistance received from the National Crime Prevention Council
1	2	3	4	g. The quality of technical assistance received from AARP (Senior Summer Corps only)

Please comment on any item you marked as "poor".

25. Given similar circumstances, would you have a Summer of Safety program next year? (Circle one.)

1. Yes
2. No
3. Not Sure

26. What really worked well in your program/project this summer?

27. What did not work well for your program/project this summer?

28. In your opinion, was there a difference between the performance of locally recruited and nationally referred participants? If yes, please explain?

Yes ☐

No ☐

Not Applicable ☐

29. Lessons learned: what advice would you recommend to the Corporation for next year's summer program?

Thank you for your assistance.

Each objective should include:

- The work to be done (A product or service to be provided)
- A result of the work
- A means of measuring the quality of the product or impact of the service
- A standard of success or quality the program hopes to meet
- The number of service-recipients

1., 2., 5.

Teen Builders will produce 22 affordable housing units in year one, each of which will be rated by a licensed building inspector as "of high quality."

3.

4.

1. The work to be done is building housing.
2. The result to be achieved is completing 22 units.
3. The measure of quality is an expert judgment.
4. The standard of success is units of high quality.
5. Twenty-two families benefit from the service.

To improve the mathematics skills of at least 25 students through peer tutoring.

Service recipients tutoring needs will be determined by a diagnostic assessment at the beginning of the program. Service recipients will master at least 75% of the skills that required remediation, as determined by retesting on the diagnostic assessment.

1. The work to be done is tutoring.
2. The result to be achieved is improvement in mathematics skills.
3. The measure of quality a pre-test, post-test comparison.
4. The standard of success is "mastery" of 75% of the skills tutored.
5. Twenty-five students benefit from the service.

1., 2., 5.

Protect our Youth will immunize 7,500 infants and children during our initial year of operation.

1. The work to be done is immunizing children.
2. The result to be achieved is completing 7,500 immunizations.
3. The measure of quality is not described.
4. The standard of success is not described.
5. Seven-thousand five-hundred children benefit from the service.

ALERT! SOME COMMON PROBLEMS WITH OBJECTIVES

SERVICE ACTIVITY AND PLANNED RESULT	HOW PROGRESS WILL BE MEASURED	PROBLEM	BETTER MEASURE
Improve reading through tutoring	SAT test scores	Measure too broad	Pre and post-test with a comparison group
Reduce violence through school safety patrols to reduce violence	City-wide police reports	Measure too broad	School records on incidence of violence in school
Developing participant occupational skills through constuction projects	Ability to use screw- driver as measured by a "hands-on test"	Measure too narrow	Ability to use a range of tools as measured by a "hands-on test"
Increase health clinic use through outreach	Number of individuals who read fliers	Measure not directly relevant	Number of individuals who came to clinic because of information the read on flier