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T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

Carole Dawn Arrendale



A Culminating Project Presented to the Faculty of
the Graduate School of Lindenwood College
in Partial Fulfillment of the Requirements
for the Degree of Master of Business Administration

1997

READERS

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ABSTRACT

This thesis is a business plan for a new non-profit organization for volunteerism. This non-profit organization will connect college students, high school students, grade school students, and other non-profit agencies for the purpose of providing volunteers to non-profit agencies.

The enactment of the Welfare Reform Act (Temporary Assistance to Needy Families, TANF) has created a greater need for quality, well-trained volunteers in order to meet the growing demands for and needs of non-profit agencies. The new deadline for Welfare to Work is now 2-5 years and public assistance such as Aid to Families with Dependant Children (AFDC), food stamps, and State Assisted Child Care are no longer entitlements, but are now benefits to be earned by welfare recipients.

The President's Summit held in early 1997, has created an enthusiasm for volunteerism among our nation's young people. Many agencies, colleges, and high schools can now compete for volunteerism grants that have been created at the state and federal levels in order to provide seed money for volunteer opportunities and programs. Now the ideal time for an organization like T.H.A.N.K.S. to compete for and receive funding.

The purpose of this organization is to connect young people to volunteer opportunities in their communities. College students would train the high school volunteers and act as liaisons between the non-profit organization and the student volunteers. This organization is based on the concept of mentoring. The end result should be increased self-esteem and self-respect for the volunteers, and better service to the clients of the participating non-profit organizations who use T.H.A.N.K.S. volunteers.

One college, Lindenwood, acted as the test site for this project. Two local school districts and several non-profit organizations

participated in the pilot project.

Results of the pilot project produced significant data to suggest that T.H.A.N.K.S. would thrive and succeed in the St. Charles, St. Peters, and St. Louis County areas.

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T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

INTRODUCTION TO THESIS

THESIS: T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

Constructs: All business plans have the underlying construct to succeed. In business this means to obtain profitable growth. Through careful marketing and research, this organization has identified seventeen potential colleges that could directly benefit from such a program. Also Kellogg Foundation has expressed an interest in granting monies to start up this organization.

Another underlying construct deals with self-esteem and self-respect. In a world where young people are exposed to more violence and hopelessness at younger and younger ages, this organization is designed to help restore a sense of purpose and meaning in the lives of young people. By letting the young people participate with college students, it is our goal that mentoring can help teach these high school students that they can make a significant impact on the lives of others by teaching, being role models or just spending time with other people who are in need.

Networking is the last essential construct needed to make this organization a success. This program enables grade school students to come in contact with high school students, thus providing them with a positive role model. High school students have the opportunity to work with college students, thus providing them with positive role models and hopefully the incentive to continue with their education and volunteer service. College students are provided with the opportunity to work in the community with non-profits and companies who could be looking to hire new employees. This gives these students both management experience and the opportunity to network within their community. Lastly, the colleges are given the opportunity to gain community support, funds and access to high school students which are potential enrollees for the college or university.

HYPOTHESIS - T.H.A.N.K.S. will be a successful non-profit business in the St. Charles area.

NULL HYPOTHESIS - T.H.A.N.K.S. will not be a successful non-profit business in the St. Charles or any other area.

T.H.A.N.K.S. >> other N.P. in St. Charles

T.H.A.N.K.S. = other N.P. in St. Charles or other areas

In order to come up with a viable sampling plan, the target population must first be segmented. This was done by identifying colleges that had the American Humanics program currently operating in the university. This is a program that trains non-profit managers. We also wanted to identify colleges that were located in urban areas. This was necessary in order to guarantee that T.H.A.N.K.S. would have non-profit agencies to place the high school and college students into for community service.

Size of the student body of these colleges was taken into consideration. All seventeen colleges were sent questionnaires and it was found that medium size colleges (those with enrollment between 2500 and 7500 full time on campus students) that had a strong Humanics program operating, that were located in urban cities or outlying cities were the most responsive in considering starting a T.H.A.N.K.S. program at their college.

The analysis of the survey showed several interesting responses. Seventy-nine percent of all who responded were actively seeking a way to increase student involvement in volunteer service. The high percentage can be credited to two principle items. One, those colleges who have the American Humanics program in place tend to hold community service in high regard. Two, these colleges are actively trying to obtain federal grants that are specifically set aside for community service involvement by students.

Another interesting fact brought to light by the research is the fact that these target segments are looking for new ways to bring in enrollment into the college and thinks that T.H.A.N.K.S. would be an attractive for potential students and their parents. Also the community support that would be generated by this program could help boost the colleges reputation and thus could help boost enrollment and community support for funding. Sixty-two percent of all of the respondents wanted more information about this program when it becomes available. Further information regarding the finding of this survey are available upon request.

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

DESCRIPTION OF PROJECT

DESCRIPTION OF PROJECT

This project was originally conceptualized in 1993 by the author while obtaining her undergraduate work in Human Services. The concept for this thesis project is based on the new welfare reform act and the need to "partner" with existing non-profit community service organizations

With welfare reform, funding streams will be stream lined. Funding will no longer follow programs, but now funding will follow clients. Vouchers for services will be issued and per diem (or reimbursable for service) will become the trend for welfare reform. Outcome based funding is also evident in this shift in the non-profit industry. No longer will the total numbers of people served carry as much weight as total impact.

Welfare reform allow two years of welfare consecutive and five years total. Welfare is no longer an entitlement. Welfare must now be "earned" by the recipients. Immediate results must be tangible to the state and federal governments. The emphasis on job training, and not necessarily on education, will greatly impact most existing non-profit agencies.

Where does this project fit into this picture? This new, bridge building non-profit, addresses many potential concerns brought about by welfare reform. First, this organization can successfully bridge the gap between existing non-profit agencies. This project will serve as a clearing house for services, thus connecting the same client to many existing programs within the community. Secondly, this project can help provide the much needed volunteer base that most agencies desperately need. Shortages of well trained, deeply committed volunteers plague many agencies. This program can help fill in this gap. Thirdly, this program can help provide the training for those student participants who wish to follow a career in the non-profit area. Lastly, this program is designed to boost the self-esteem and self-worth of all who participate.

This thesis was based on the concept of mentoring. By connecting area colleges and students with existing grade schools, non-profit agencies and professionals within the field, a ladder system was constructed. Each level of participant has a model or mentor to look up to within this program. Children look up to the high school students, high school students model the college students and the college students model the professionals within the field.

This program was also designed to supply a "win-win" situation for all who participated. An example of this would be: The agency receives volunteers, the high schools become eligible for volunteer or community service grants, the college students get experience for their resumes and college credit and the opportunity to network within the community for job opportunities. The colleges get to recruit in the area high schools for potential students and could possibly receive more private and corporate donation for their increased public service. The clients get better quality wrap around services. Thus the bridge is built within the community to create a net of services for the clients. A cycle is created from grade school throughout the professionals within the community, that once successfully activated, should self propel itself through the new maze of welfare reform.

The main reason the author chose to build the thesis as a business plan, verses a research thesis, was in order to attempt to design a non-profit agency using business principles. Non-profits are just now starting to function as corporations. The competition for funding is becoming heated, and only the smartest business persons will gain the shrunken non-profit dollar.

This thesis is broken into eight parts. These are: the description of project, the organizational overview, the internal operations, two volunteer orientation packets, the market analysis, the marketing packet and the conclusion. This project is designed so it can be presented to , and marketed to colleges as a package. It is the authors intention for this project not to sit on the shelf of the Lindenwood Colleges library, but to be aggressively marketed, and sponsored by a college or university that desires to build a volunteer program, and build community support and

higher enrollment.

While researching for the thesis, the author found that most non-profits had one major asset and one major obstacle. This was the volunteer staff of the agency. Most agencies rely heavily on a strong volunteer staff to support the agency. Volunteers provide support serves so an agency can function and serve while operating on a very thin budget. Without volunteers, most agencies would fail or experience great shortages in their services. Unfortunately, many agencies do not have the time, money or personnel to train their volunteer staff. High volunteer turn-over is a serious problem for most agencies. Once a volunteer has a negative experience, the person tends not to volunteer for that agency again. Many agencies tend to keep volunteers who do not fit the agencies needs or mission out of desperation. Although volunteers are an integral part of a non-profits culture and organizational needs, the whole aspect of volunteerism can be frustrating and unsatisfying for the agencies, clients and volunteers.

This project was designed to fill the need for good quality volunteers for these agencies. The author has identified several strong needs for an organization such as T.H.A.N.K.S. to thrive. These are, but are not limited to:

1. The agencies need for good quality, well trained volunteers;
2. The trend of asking young people to volunteer;
3. The new challenges and needs arising from welfare reform;
4. The funding available to educational facilities who participate in community service;
5. The need to join corporations, local and nations non-profit agencies, school districts, higher education facilities and clients so that wrap around services can be offered;
6. The need to instill values and self worth into our young people; and

7. The need to build bridges between clients and services.

This project can successfully fulfill all of these above identified objectives.

Within the thesis, the organizational overview tells the history, vision and mission of the thesis. The author spent almost five years researching and testing this theory. In the conclusion the author will share feedback on this project from other experts in the field. A great deal of time was spent speaking with volunteer coordinators in order to identify the agency needs for volunteers. Research concluded that most non-profits do not have the staff, time or money to successfully train volunteers. The author also spent a great deal of time interviewing volunteers to determine why people volunteer, if the experience was satisfying and if they would volunteer again. A great deal of research concerning why volunteers volunteer and what makes the volunteer experience satisfying. This research showed that most volunteers felt that more training would have made the experience more pleasurable and would have reinforced the desire to volunteer again or elongate their original volunteer obligation. Both the agencies and volunteers wanted to see a system or protocol designed and in place to insure that a good match was made between the agencies need and the volunteers talents and desires. The author determined that this project needed to design specific volunteer packets for each agency. This project collaborated with the agencies it served to create such packets.

The remaining information and research results are held within the body of the thesis. The marketing section, internal operations and volunteer packets hold the results of the above mentioned research.

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

ORGANIZATIONAL OVERVIEW

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T.H.A.N.K.S. - A CASE FOR SUPPORT

TODAY'S YOUTH -- A VISION OF TOMORROW

American society is changing at a pace unimagined a generation ago. The changes are technological. They are cultural, racial, moral and ethical. There seem to be few reliable anchors in the midst of this revolution. Our government is overwhelmed by debt, families seem to dissolve more often than they succeed, and our heroes, too often, lack any sense of character and personal integrity.

Over the past three decades America has experienced substantial social regression. Today, many would say the forces of social decomposition are challenging - and in some instances, overtaking - the forces of social composition. And when decomposition takes hold, it exacts an enormous human cost.

Since 1960 the nation's population has increased 41%; the Gross Domestic Product has nearly tripled; and total social spending at all levels of government has risen more than 500%. The United States has the strongest economy in the world, a healthy entrepreneurial spirit, a still-healthy work ethic, and a generous attitude - all good signs.

But during the same 30-year period there has been a 560% increase in violent crime; more than 400% increase in illegitimate births; a quadrupling in divorce rates; a tripling of the percentage of children living in single-parent homes, and a drop of almost 80 points in S.A.T. scores.

Recently, we have heard the term "At-Risk" used in relation to a segment of America's youth. Essentially, these are young people who are imperiled as a result of being in single parent families, abandoned by their parents, children in foster homes, families of low or no-income, or in unstable or dysfunctional homes. These children are particularly prone to family violence, drugs, gangs, or teenage crime

In June of 1990 the National Commission on the Role of the School and Community in Improving Adolescent Health comprised of prominent political, medical, education, and business leaders, issued a report titled *Code Blue* on the health of America's teenagers. They wrote that "never before has one generation of American teenagers been less health, less cared for, or less prepared for like than their parents were at the same age." According to the commission, the explanation for teenagers; deteriorating condition lies with their behavior and not (as was the case in the past)with physical illnesses. According to pollster Daniel Yankelovich, our society now places less value than before on what we owe others as a matter of moral obligation; less value on sacrifice as a moral good; less value on social conformity, respectability, and observing the rules, and less value on correctness and restraint in matters of physical pleasure. Higher value is now placed on thing like self-expression, individualism, self-realization, and personal choice.

Many articles have been written on why this has occurred, on why we have allowed this to occur. The hard truth is that in a free society the ultimate responsibility rests with the people themselves. It is our beliefs, our behavior, and our philosophy that have in many instances changed for the worse. Our injury is self-inflicted. The good news is that what has been self-inflicted can be self corrected. Then placed in context all these issues present a challenging future for our community's leadership. We believe how intelligently and honestly we address them is the critical social question of our time.

T.H.A.N.K.S. is my attempt to help reverse the downward spiral I see the young people of our country caught within. The key lies within each of our hands. Through the basic concept of giving, we can teach young people that they have the power to make an impact on their communities, their peers, their environment and the world. Self-respect and positive self-image is the key to unlocking all of the hidden talent buried within the teenagers in our communities. It is my dream and the goal of this project to give the young people in our communities the tools to find all of the kindness and giving spirit that I believe lies in the heart of every person. T.H.A.N.K.S. may be the vehicle that can drive home this point, but it will take the help of every educational institution,

every non profit organization and every mentor to help today's young people reach into themselves and reach further than they ever would on their own. Mentoring is the key to saving today's young people from themselves.

INTRODUCTION

MISSION STATEMENT

T.H.A.N.K.S. is an innovative organization created to provide every high school student with the opportunity to volunteer within his or her community. We encourage each volunteer to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

VISION STATEMENT

Our vision is to channel the energy and enthusiasm found in high school students in order to make a positive impact on the young and the elderly in our community. It is the goal of T.H.A.N.K.S. that everyone who participates in this program discovers how much of a difference he or she can make by doing community service. T.H.A.N.K.S. strives to provide a "win-win" situation for all who are affected by this organization.

THE HISTORY OF T.H.A.N.K.S.

T.H.A.N.K.S. was originally a concept for a college term paper. After doing careful research, a small group of college students became aware of the need for volunteers within the community. They found that area high school students were a rich, untapped resource and immediately set out to utilize the special energy and imagination found within this group. T.H.A.N.K.S. was then formed so that high school students could be trained and placed into programs already existing in the community.

MORE ABOUT T.H.A.N.K.S.

T.H.A.N.K.S. utilizes the support of Lindenwood College in order to provide training for the high school students who participate in this program. The college students are either doing internships or are doing Community Service for Certification through American Humanics, Inc. Student Association. Most of the students involved at the college level are majoring in Human Service Agency Management, Psychology, or Education. These students are participating in classes, or a major, which educates and trains them for a career in the non-profit sector. Programs to St. Charles County Y.M.C.A., St. Charles Boys' and Girls' Club.

T.H.A.N.K.S. requires high school students to give one or two hours of volunteer time a week for one semester. At this time, all operations are performed on a purely volunteer basis with all time and supplies donated. Transportation is the responsibility of the volunteer. As funds become available, services of the organization will be open to expansion. It is recommended that high schools that utilize our agency's programs compensate their students with some form of extra credit for their service to the community. All volunteer work is done during the after school hours, except in special pre-approved situations.

All students who participate in this program are required to obtain parental/guardian permission. Time cards are maintained for volunteer service and submitted to both the participating school and this agency. The student is assessed and placed according to abilities and needs of the organization. These students will be under the close supervision of his or her college trainer. All programs undergo a continuous feedback and evaluation process which ensures optimum sensitivity to needs and quality of service.

T.H.A.N.K.S. - A BRIEF OVERVIEW

Problem: Due to the family structure breakdown, mothers working outside the home, and increasing materialism, young peoples' possessions increase but opportunities for meaningful relationships diminish.

Objective: To create and enhance meaningful, creative, proactive (not passive spectators) self-defining, self-motivating, self-directing experiences for youth as well as integration into a "committed caring community."

Strengths: The major strength of T.H.A.N.K.S. is its ability to use the untapped resource of area high school and college students to fill a variety of needs within the community. In addition, through positive role modeling, this agency encourages and enhances participation in the community. This role modeling is achieved through the mentoring of the college supervisor/trainers by professionals, community leaders, and other caring and concerned adults. The trainers in turn, mentor and guide the high school volunteers as they become a role model and mentor to young children being served through various programs. This commitment to one-with-one or mentoring is designed to promote the connection and integration of both young people and the elderly into interactive activities for the growth and self-affirmation of all ages. Finally these programs are designed to re-create a continuity of societal values.

Further, T.H.A.N.K.S. unique programs are designed to assist high schools and colleges promote community service. The advantage of utilizing T.H.A.N.K.S. is the ability to obtain quality, trained volunteers. This training and support is the on going backbone of volunteer service and positions T.H.A.N.K.S. to meet the challenge of changing volunteer service needs. In addition T.H.A.N.K.S. is able to plan for the development and utilization of special interests and abilities of youth volunteers.

T.H.A.N.K.S. is already filling a void in the St. Charles County community through the draw of high schools into a closer relationship with non-profit agencies. For this reason, and because T.H.A.N.K.S. is the only agency providing this type of service, it is vital to obtain funding.

Goals and Objectives: Four major goals for the next three to five years

- 1) To obtain 1,000 volunteers, 7 community non-profit organizations, various churches and other service organizations. Area senior high schools (public and private) participating together in the T.H.A.N.K.S. programs.
- 2) To be active in 3 colleges in the mid-west with each college chapter operating productive programs involving 200 volunteers in each program.
- 3) Raise \$50,000 a year per chapter.
- 4) Obtain three major corporate sponsors who provide financial, material and physical support of this agency.

Marketing strategy: In the next year, T.H.A.N.K.S. will target the St. Charles, St. Peters, O'Fallon, and Wentzville area high schools, churches, civil and community groups and non-profit organizations for support, volunteers, and participation with T.H.A.N.K.S.

Targeted for youth volunteer service will be high school students ages 14 to 18, the majority of which will have reliable transportation. In addition, T.H.A.N.K.S. will seek out and train volunteers for one-with-one, group, and unique abilities. The agency shall target individuals (as tutors, aides, leaders), groups (for story-telling and musical groups) special interests (such as theater groups for plays and puppet shows) and athletic groups (to coach, referee,

and teach sports). The potential areas of service are varied and vast in scope. In addition, T.H.A.N.K.S. will target needy groups (children, elderly) who have special needs. Finally, those who need special assistance such as tutoring, reading, writing (due to poor eyesight or arthritis) will be given priority in receiving volunteers.

EXECUTIVE SUMMARY

Due to the family structure breakdown, mothers working outside the home, and increasing materialism, young peoples' possessions increase but opportunities for meaningful relationships diminish. Therefore, T.H.A.N.K.S. has been formed to provide an opportunity for high school students to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

Through such programs as Mentoring, Athletic Abilities, and Unique Opportunities, T.H.A.N.K.S. customizes and tailors youth abilities to the varied needs of the community. Through education, training, and close supervision of youth volunteers, T.H.A.N.K.S. provides service which is currently unavailable to most non-profit agencies. The final desired results include creating and enhancing meaningful, creative, pro-active, self-defining, self-motivating, self-directing experiences for youth as they contribute to a re-vitalized caring community.

As these needs are not viewed as exclusively local needs, T.H.A.N.K.S. is envisioning a day when colleges throughout the country will capture this vision and establish local chapters. To that end, the current voluntary staff is seeking Board Members who are dedicated to the agency vision and potential as well as capable of transmitting this vision to potential funding sources.

Through the donation of space and students of Lindenwood College, T.H.A.N.K.S. has been able to establish a firm foundation of organizational structure and direction. However, as grants donations, and other funding sources become available, the agency expects to be able to become self-supporting.

PROGRAMS

T.H.A.N.K.S. currently places area high school and church youth group volunteers into the following agencies:

- 1) Boys' & Girls' Club of St. Charles County
- 2) Head Start
- 3) Y.M.C.A. of St. Charles County
- 4) Junior Achievement
- 5) Claywest House (elderly facility)

MENTORS

- Goals:**
1. To provide high school aged youth, who prefer to work on a one-with-one basis, the opportunity to implement their talents and skills by providing services in an individually based program.
 2. To instill the important value of helping and caring for others. MENTORS will promote a positive self-esteem for the student by encouraging him or her to be involved in positively affecting another person's life.

- Objectives:**
1. To match the unique talents of the youth to the needs of another person in the community.
 2. To provide a college aged supervisor who will train and encourage the youth for the full duration of this program. The college aged trainer will guide the youth to various agencies which will use his or her special skills, talents, and interests.

Mentors program is implemented through the use of assessment forms which are filled out by the high school aged youth, participating agencies, and services. T.H.A.N.K.S. then matches the

assessment of the youth to a corresponding agency or service that will provide the youth with a positive volunteer experience. Services that are available may include:

- 1) Tutoring
- 2) Music and Art lessons
- 3) Companionship
- 4) Clerical/Office help
- 5) Elderly Support

ATHLETIC ABILITIES

- Goals:**
1. To encourage youth who have athletic talents and abilities, and organized athletic teams to become involved in community service.
 2. To provide athletic teams, groups and individuals the opportunity to demonstrate their skills and share their knowledge to groups in the community.
 3. To instill the important value of helping others and giving back to the community.

- Objectives:**
1. To match the interest and abilities of the group or individual to the needs of the community.
 2. To utilize these groups or individuals as positive role models for others.
 3. To bring athletic opportunities to those in the community who may otherwise not have the opportunity to learn or participate in athletic type activities.

Athletic Abilities group program is implemented through the use of assessment forms to determine the interests, skills, and potential of the athlete, athletic group, or athletic organization. This

information is used in the matching, training, and placement into a specific community service. These athletic categories may include:

- 1) Team sports (Baseball, Soccer, Basketball, etc.)
- 2) Cheerleaders, Pom Poms, etc.
- 3) Special Sports (Roller Blading, Swimming, Gymnastics)
- 4) Referees
- 5) Coaches

UNIQUE OPPORTUNITIES

- Goals:**
1. To encourage special interest groups to become involved and make a positive impact on the community.
 2. To show how team work and co-operation can help in problem solving.
 3. To instill the life-long value and commitment to helping others as well as becoming a more vital part of his or her community.

- Objectives:**
1. To provide special interest groups with the opportunity to share their particular interests with another person.
 2. To use these groups in a positive manner in order to demonstrate how groups can work together to create, teach or solve problems.
 3. To use these groups to spark interest and activity in the community in special interest activities.

Unique Opportunities program is implemented through it's special opportunity of groups to work together and at the same time to provide community service. Assessment forms are given to both

the special interest groups and organizations for the purpose of matching abilities to needs. These groups may include:

- 1) Band
- 2) Computer
- 3) Dance
- 4) Leadership Organizations (Key Club,
National Honor Society, etc.)
- 5) Music/Choir
- 6) Multi-Cultural Clubs
- 7) Photography
- 8) Theater/Dramatics

AFFILIATED ORGANIZATIONS

1) **Boys and Girls Club of St. Charles County**

Variety of volunteer opportunities: game room computer lab, arts and crafts, recycling center, photography, tutoring program, swimming pool, swim team, swim lessons, roller blading, sports programs, referees, coaching, office work, receptionist, maintenance, and special interest programs (i.e. music lessons, foreign language, etc.)

2) **Head Start Program**

Variety of volunteer opportunities: teachers aide, puppet shows, singers, story-tellers, special interests, etc.

3) **Young Mens Christian Assoc. of St. Charles Co. Y.M.C.A.**

Variety of volunteer opportunities: School Age Child Care Program, tutors, special interests programs (pom -pom clinics, cheerleading clinics, plays, music lessons, etc.)

4) **Big Brothers & Big Sisters of Greater St. Louis**

Variety of fundraising and office support activities.

5) **Junior Achievement**

Teaching business and economics to grade school students, and other volunteer opportunities.

6) **Claywest House**

One-with-one visits and recreational involvement.

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

INTERNAL OPERATIONS

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LETTER TO BOARD MEMBERS

Dear Board Member,

It is a sincere pleasure to welcome you to the 1995-1996 Board of Directors of T.H.A.N.K.S. You have joined a group with high standards and expectations.

This year we expect to aggressively expand this program in the St. Charles and St. Louis areas. With your help and the support of Lindenwood College we will be the best provider of teenage volunteers to 12 major non-profits and 10 smaller grass root organization in this area. This success will be directly attributable to the quality and level of participation of our Board of Directors and our excellent staff and volunteer.

My number one request of you for the year ahead is that you commit yourself and your company to new levels of participation in our programs. This may mean increasing your already significant financial and volunteer support. This may mean raising your level of participation in these important areas. To all of us it will mean working hard to spread the message of T.H.A.N.K.S. and helping us get this organization firmly embedded into the fiber of the St. Charles and St. Louis communities. We also still searching for new Board Members who can help us accomplish our goals.

Our biggest challenge for the coming year continues to be recruitment of other company involvement. Our growth can be sustained only if we find ways to provide additional support of our organization within the community. We must focus on recruiting significant new outside support for our organization. I ask that you give special effort to recruiting volunteers form your company, and from you contacts at other non-board companies.

T.H.A.N.K.S. is now in its 3rd year. It is a great organization and there is great demand for us in the educational and non profit community. This all adds up to another exciting year for us all . I am looking forward to working with you to make 1995-1996 another period of record achievement for T.H.A.N.K.S.

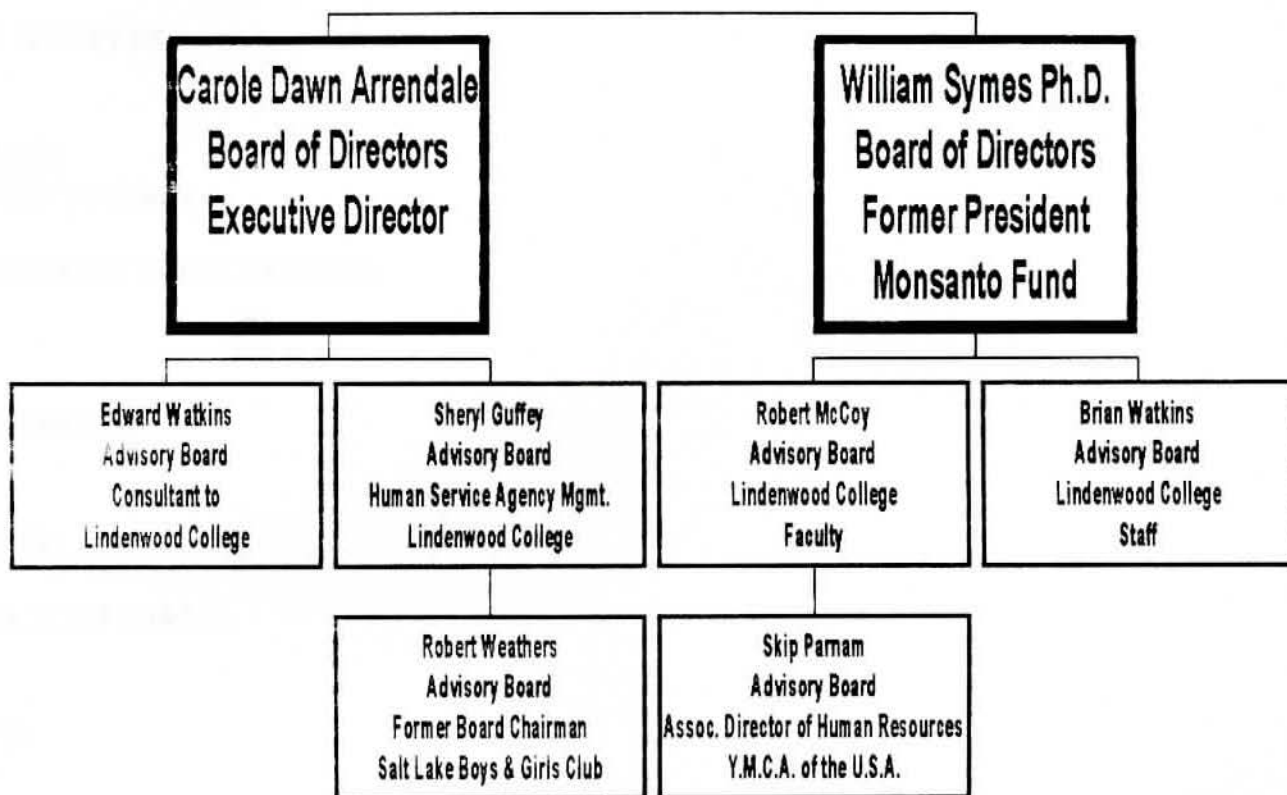
Sincerely,

Carole Dawn Arrendale
President and Executive Director

T.H.A.N.K.S.

Arrendale - 31

Board of Directors & Advisory Board



T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge or Service



T.H.A.N.K.S.

Arrendale - 32

Teens Helping Anyone Needing Knowledge or Service

DATE:

CONFIDENTIAL

INDIVIDUAL PROFILE

NAME:

TITLE:

BUSINESS ADDRESS:

MAILING ADDRESS:

TELEPHONE:

SECRETARY'S NAME:

DIRECTORSHIPS/TRUSTEESHIPS:

SPOUSE:

HOME ADDRESS:

TELEPHONE:

DATE/PLACE OF BIRTH:

CHILDREN:

EDUCATION:

RELIGION:

POLITICS:

SOURCE OF WEALTH:

COMMENTS

SIGNIFICANT GIFTS

YEAR _____ AMOUNT _____

organization



T.H.A.N.K.S.

Arrendale - 33

Teens Helping Anyone Needing Knowledge or Service

DATE: / /

CONFIDENTIAL

FOUNDATION PROFILE

NAME:
ADDRESS:

TELEPHONE:

PRIMARY CONTACT:

ASSETS/YEAR
(/ /)

OFFICERS/TRUSTEES

PURPOSES/TYPE OF SUPPORT

LIMITATIONS:

COMMENTS:

BACKGROUND:

SIGNIFICANT GIFTS

<u>YEAR</u>	<u>organization</u>	<u>AMOUNT</u>
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T.H.A.N.K.S.

Arrendale - 34

Teens Helping Anyone Needing Knowledge or Service

DATE:

CONFIDENTIAL

CORPORATE PROFILE

NAME:

MAILING ADDRESS:

TELEPHONE:

CONTACT:

PRIMARY BUSINESS ACTIVITY:

ASSETS/YEAR

\$

EMPLOYEES:

KEY OFFICERS/TITLES:

COMMENTS:

GIVING ANALYSIS:

SIGNIFICANT GIFTS

<u>YEAR</u>	<u>organization</u>	<u>AMOUNT</u>
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THE STATE OF ARIZONA

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**BYLAWS
OF
TEENS HELPING ANYONE NEEDING
KNOWLEDGE SERVICE**

PREAMBLE

We, the members of Teens Helping Anyone Needing Knowledge or Service (T.H.A.N.K.S.) in order to promote volunteerism and improve self-esteem among high school students, do hereby establish, ordain and proclaim these Articles as Bylaws and Rules of Government of Teens Helping Anyone Needing Knowledge Service (T.H.A.N.K.S.)

ARTICLE I - NAME

This organization was first established on 24th of January, 1994 and shall be know as Teens Helping Anyone Needing Knowledge Service (T.H.A.N.K.S.)

ARTICLE II - PURPOSE

The purpose for which this organization was formed are:

To promote and encourage community service among all high school students.

To service particular needs of the community by utilizing high school students as volunteers.

To work among and between individuals, agencies, institutions, organizations, local and state government for the betterment of our members and their chosen interest or area of community service.

To improve our sense of community and to instill that community involvement is the key to improving our community.

ARTICLE II - LIMITATIONS

This organization shall at all times be operated on a non-profit basis and shall engage exclusively in activities consistent with its purpose. We shall pursue status as an organization described in Section 501-(C)-(3) of the Internal Revenue Code as now or hereafter amended, or any statutory provision superseding or succeeding said Section 501-(C)-(3).

ARTICLE IV - OFFICE/HEADQUARTERS

The principle office of T.H.A.N.K.S. shall be located at Lindenwood College in St. Charles, Missouri. T.H.A.N.K.S. may relocate or may have such other offices either within or without the United States of America as the Board of Directors may determine from time to time.

ARTICLE V - FISCAL YEAR

The Fiscal year of T.H.A.N.K.S. is the 1st of July to the 30th of June. All records will be kept in accordance with state and federal laws.

ARTICLE VI - MEMBERSHIP

Membership is open to all persons engaged in, interested in, or supportive of the T.H.A.N.K.S. program.

ARTICLE VII - BOARD OF DIRECTORS

Section 1: The number of members of the Board of Directors of T.H.A.N.K.S. shall be five. These five shall be appointed or voted in if seats become available. The board may increase in number as the size of T.H.A.N.K.S. increases.

Section 2: The Board of Directors will be representative of the T.H.A.N.K.S. organization and will share the mission and purpose of T.H.A.N.K.S. T.H.A.N.K.S. will reflect a policy of fair representation.

Section 3: The term of office for the board shall not be limited. All board members may be reviewed if needed. A board member can be voted out by the general members of T.H.A.N.K.S. (Board Members, Staff, Volunteers) if needed.

Section 4: Any board member may be removed from the board if they have more than two consecutive unexcused absences from scheduled board meetings and/or special meetings of the board. Notice of the proposed removal will be given to members with the notice of the next scheduled meeting. The member involved will be given the opportunity to be present and to be heard at the meeting at which his or her removal is considered. A majority vote of the members present at such a meeting will constitute removal. All board members must be present for the vote to be legal and official.

Section 5: No compensation will be paid to any member of the board for services as a member.

Section 6: Each board member will be provided an orientation to board duties detailing the responsibilities of the position by the president.

ARTICLE VIII - MEETING OF THE BOARD OF DIRECTORS

Section 1: The Board of Directors shall meet quarterly (4 meetings per year). One meeting shall be held for the purpose of electing officers and new board members (as the need arises).

Section 2: Special meetings of the Board of Directors may be called at any time by the president of the board, or upon receipt of a request

signed by one-fourth or more of the members of the board or general membership of T.H.A.N.K.S.

Section 3: Notice of regular meetings will be given at least 30 days prior to meetings.

Section 4: At all meetings of the Board of Directors, each board member present will be entitled to cast one (1) vote on any motion coming before the meeting. A majority of the board must be present for an official vote to be taken on any business being held during that meeting. Proxy voting will not be permitted.

Section 5: At any board meeting where a majority of the members are present, a majority vote will pass a motion before the board.

ARTICLE IX - OFFICERS

Section 1: The officers of this board shall be president, secretary and treasurer. If more officers become necessary as T.H.A.N.K.S. expands, then this section may be amended in order to meet the changing needs of the board and of the organization.

Section 2: The officers of the board will be elected by the members of the board. The term of officers shall not be limited.

Section 3: Any officer may be removed with just cause by a majority vote of the Board of Directors.

Section 4: When an officer resigns, dies or is removed, the president may select a member of T.H.A.N.K.S. to serve in that position until another member can be voted into office.

Section 5: The PRESIDENT will be chief executive office of the board and organization. It will be the duty of the president to preside at all meetings of the board members and to have general supervision of the affairs of the board. He/She will execute on behalf of the board

all contracts, deeds, conveyances, and other instruments in writing that may be required or authorized by the board members for the proper and necessary transaction of the business of the board.

Section 6: The SECRETARY will be responsible for keeping the board records. He/She will give or cause to be given all notices of meetings of the Board of Directors and all other notices required by law or by these bylaws. The secretary will be the custodian of all books, correspondence, and papers relating to the business of the board. The secretary will present at each annual meeting of the Board of Directors a full report of the transactions and affairs of the board for the preceding year and will also prepare and present to the Board of Directors such other reports as it may desire and request at such time or times as it may designate.

Section 7: The TREASURER will have general charge of the finances of the board. When necessary and proper, he/she will endorse on behalf of the board all checks, drafts, notes, and other obligations and evidences of payment of money to the board or coming into his/her possession; and he/she will deposit the same, together with all other funds of the board coming into his/her possession, in such bank as may be selected by the Board of Directors. He/She will keep full and accurate account of all receipts and disbursements of the board in the books belonging to the board, which will be open at all times to the inspection of the Board of Directors. He/She will report to the Board of Directors at its annual meeting his/her report as treasurer of the board and will from time to time make such other reports to the Board of Directors as it may require.

Section 8: Any officer of the board, in addition to the powers conferred upon him/her by these bylaws, will have such additional powers and perform such additional duties as may be prescribed from time to time by said board.

ARTICLE XI - MISCELLANEOUS

Section 1: All checks, drafts, and other orders for payment of funds must be signed by the president and the treasurer.

Section 2: The Board of Directors will keep correct and accurate books and records of account and will also keep minutes of the proceedings of its members, Board of Directors, and committees having any of the authority of the Board of Directors; and it will keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the board may be inspected by any member of his/her agent or attorney for proper purpose at any reasonable time.

ARTICLE XII - AMENDMENTS

Amendments or changes to the Bylaws must be submitted to the Board of Directors for their review. The amendments or changes then must be submitted to the membership of T.H.A.N.K.S. for their vote and approval. The vote of the membership must be by written ballot and must take place at the annual conference, right after the election of officers and board members, unless the change or amendment directly affects the officers or board members, and the election may be invalid. Then the vote to change the Bylaws must be completed as the first order of business at the annual conference. All votes of the membership to amend or change the Bylaws must be counted in the presence of a quorum of the Board of Directors.

ARTICLE XIII - DISSOLUTION

Upon the dissolution of the corporation and after the payment of all the liabilities of the corporation the Board of Directors will dispose of all the assets of the corporation exclusively for the purposes of the corporation or to organizations that are then qualified as tax-exempt organizations under 501-(C)-(3) of the Internal Revenue Code. Any assets not so disposed of will be disposed of by court of jurisdiction in the county in which the principal office of

T.H.A.N.K.S. is located.

Organizational Personnel

1. [Faint text]

President
Executive Director



Organizational Personnel

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge or Service

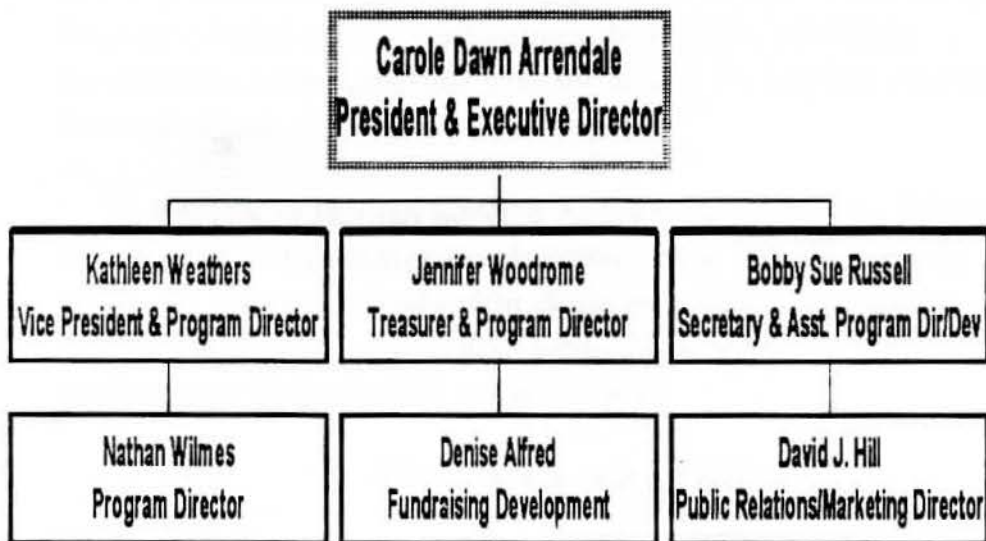


T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge or Service



COMPENSATED JOB DESCRIPTIONS

Executive Director

Oversee and direct the integration of mission, goals, and objectives of T.H.A.N.K.S. into core curriculum and throughout all departments. Operate as primary initial contact of T.H.A.N.K.S. to recipient agencies. In partnership with Program Coordinator / Director, initiates assessment and communication process culminating in an individualized volunteer program for recipient agency. As liaison between staff and the Board of Directors, communicate and oversee implementation of Board directives. Provide administrative staff support to Board Committees. Responsible in conjunction with the Board for implementation of the Strategic Plan.

BS/BA in Human Service Agency Management, Education, or Psychology with a major involvement in the Human Service Agency Program. Excellent leadership skills including organization, negotiation, and people skills. Dedication to vision, mission and goals of the T.H.A.N.K.S. organization.

Chief Executive Officer

This upgrade in position accommodates the growth in organizational supervision and direction to include multiple programs, throughout the whole greater St. Louis area necessitating Program Coordinators and the formation of specialized departments.

Further upgrades in this position accommodate the growth of the organization to include other colleges and the formation of geographic regions.

This is a year round full-time position accountable to the Board of Directors and operating as intermediary between the Board, Board

Committees, and Administrative and Program Staff.

T.H.A.N.K.S. Board of Directors shall provide orientation and training including specialized conferences and seminars to enhance understanding in the areas of CEO accountability.

Upon hire-in, there shall be a 90 day mutual assessment period before permanent placement in the position. Performance reviews shall be the responsibility of the Board of Directors and done on a bi-annual basis commencing at the point of permanent placement. Reviews shall cover such areas as:

- 1) Attitude/Dedication to organizational Mission & Goals
- 2) Performance/Competency
- 3) Relationship/Communication/Leadership
- 4) Potential Growth/Influence

Full details in SOP (Standards of Performance) Section

Salary Range:	\$28,000. - \$33,000.	Executive Director
	\$33,000. - \$40,000.	Chief Executive Officer
	\$40,000. - \$60,000.	CEO - Incl. Regions
	\$60,000. +	CEO - Multi-Regional/National

Benefits: Increasing visibility and influence.

Future Benefits (some by Government Mandate)

Plans - Major Medical - Hospitalization, Dental, Long Term Disability, Life Insurance

Savings - 401K, Matching Funds Savings Plan

Retirement - Pension, Savings Plan

Secretary/Office Manager

Develop and manage core systems and procedures for office operation. Maintain and ensure that environment and equipment are conducive to productivity. Purchase support materials for office and all volunteer activities (trainers, volunteers, etc.) Hire and train clerical support staff as necessary. Establish and maintain quality control standards for all office material and communications. Coordinate office support activities for Board/Committee objectives and goals. Operate as public representative/front desk services on behalf of T.H.A.N.K.S. organization as a whole.

Two years college, business school degree, or equivalent experience. Excellent secretarial, computer, information retrieval system skills. Exceptional supervisory and interpersonal skills including written and verbal communications.

Administration/Office Manager

This upgrade in position requires a BS/BA in the above listed or business curriculum or four years experience as an office manager supervising two or more support staff - including such duties as delegating and supervising whole projects (including specific goals and objectives), performance evaluation, as well as interface with personnel, sales/marketing, and accounting departments. In addition, this position includes thorough knowledge of computer application skills.

This is a year round, full-time position reporting directly to the CEO and involved in intermediary communication with all directors, coordinators, trainers, volunteers, and board members.

T.H.A.N.K.S. shall provide orientation and training in organizational structure, specific areas of accountability including the interface and integration of daily duties of this position with the mission of this agency as a whole. Orientation in OSHA Standards.

Full details in Training Section

Upon hire-in, there shall be a 90 day probationary period before permanent placement in the position. Performance reviews shall be done on a bi-annual basis commencing at the point of permanent placement. Reviews shall cover such areas as:

- 1) Attendance/Attitude/Initiative
- 2) Performance/Competency
- 3) Relationship/Communication
- 4) Potential personal growth
- 5) Potential growth within the organization

Full details in SOP (Standards of Performance) Section

Salary Range:	\$21,000. - \$25,000.	Secretary/Office Manager
	\$25,000. - \$30,000.	Administrative/ Office Manager

Benefits: Continued growth opportunity through affiliation with Lindenwood College.

Future Benefits (some by Government Mandate)

Plans - Major Medical - Hospitalization, Dental, Long Term Disability, Life Insurance

Savings - 401K, Matching Funds Savings Plan

Retirement - Pension, Savings Plan

Public Relations/Marketing Consultant

Develop and implement, with the assistance of the Executive Director, a comprehensive public relations program that interprets as completely as possible, the activities, purposes, and needs of the

T.H.A.N.K.S. organization. Develop pictorial (slides and photos) and promotional materials which accurately depict T.H.A.N.K.S. for use in public and inter-agency presentations. Establish and implement presentation criteria suited to presentation for staff members. Make recommendations and in some cases provide presentation training to individuals charged with representing T.H.A.N.K.S. Obtain bibliography information on all board members, and utilize the news value of the board and staff. Conduct annual public relations survey with board members and community leaders.

BS/BA in Human Service Agency Management, Education, Psychology, Business, or Public Relations/Marketing only if additional education in Public Relations/Marketing or equivalent experience is attained. Excellent writing, graphic art, sales/marketing skills, as well as organizational skills. Dedication and exceptional understanding of vision, mission and goals of the T.H.A.N.K.S. organization.

Public Relations/Marketing Committee

The authority of this position could be covered by Board Committee with the support of a full-time person with a BS/BA in Public Relations/Marketing (in training).

This is a year round full-time position accountable to Executive Director and Board of Directors.

T.H.A.N.K.S. Executive Director and Board of Directors shall provide orientation and special conferences to expand and enhance the visibility and influence of this position and the agency in general. Performance reviews shall be the responsibility of the Board of Directors and done on a bi-annual basis commencing at the point of permanent placement. Reviews shall cover such areas as:

- 1) Attitude/Dedication to Organizational Mission & Goals



- 2) Performance/Competency
- 3) Relationship/Communication/Leadership
- 4) Potential Growth/Influence

Full Details in SOP (Standards of Performance) Section

Salary Range:	\$25,000. - \$30,000.	PR/Mktg Trainee for 1 yr.
	\$30,000. - \$35,000.	PR/Mktg Consultant
	\$35,000. - \$40,000.	PR/Mktg Agency Regions
	\$40,000.+	PR/Mktg Agency National

**ALL salaries subject to Board restructuring

Benefits: (Not included if hired on a contractual basis)

Increasing visibility and influence.

Future Benefits (some by Government Mandate)

Plans - Major Medical - Hospitalization, Dental, Long Term Disability, Life Insurance

Savings - 401K, Matching Funds Savings Plan

Retirement - Pension, Savings Plan

Program Coordinator/Director

Integrate mission, goals, and objectives of T.H.A.N.K.S. into core curriculum to be contained in all subsequent volunteer programs. Develop and establish volunteer programs. Maintain administrative contact with recipient agency. Provide resource assistance, guidance, consultation and direction through college student trainers to assure

support of high school volunteers during orientation, training, and on-site agency service.

BS/BA or pursuing a degree in Human Service Agency Management, Education, Psychology with some involvement in the Human Service Agency program. Involvement constitutes understanding of community organization principles, needs assessment, and group dynamics. Excellent communications skills both verbally and in writing are required. Demonstrated personal initiative and skills in leadership, motivation and negotiation. Knowledge of consulting roles, and supervisory partnership practices. Thorough evaluation and critical assessment skills required.

Program Director

This upgrade signifies a central administrative program development position and delegates direct supervision of trainers to a program Coordinator. This may be done on a regional, college by college, or specific program basis.

This is a year round, full-time position reporting directly to the CEO and involved in intermediary communication with the Program Committee (Executive Board), administrative staff, coordinators, trainers, and in some instances volunteers.

T.H.A.N.K.S. shall provide orientation and training in organizational structure, specific areas of accountability including the implementation of T.H.A.N.K.S. mission, goals, and objectives into the programs. Orientation is OSHA Standards.

Full details in the Training Section

Upon hire-in, there shall be a 21 day activity evaluation period before placement in the position. Performance reviews shall be done on a bi-annual basis commencing at the point of permanent placement. Reviews shall cover such areas as:

- 1) Attendance/Attitude/Initiative
- 2) Performance/Competency
- 3) Relationship/Communication/Supervisory Skill
- 4) Potential Personal Growth
- 5) Potential Growth within the organization

Full details in SOP (Standards of Performance) Section

Salary Range:	\$23,000. - \$28,000.	Program Coordinator/ Director
	\$27,000. - \$32,000.	Program Director

Benefits: Continued growth opportunity through affiliation with Lindenwood College.

Future Benefits (some by Government Mandate)

Plans - Major Medical - Hospitalization, Dental, Long Term Disability, Life Insurance

Savings - 401K, Matching Funds Savings Plan

Retirement - Pension, Savings and Retirement plan.

College Supervisor/Trainer

Qualify and confirm specifics of volunteer service as presented by the Program Coordinator/Director. Responsible for presenting orientation, training, and supervising five to ten high school age volunteers. Oversee and evaluate agency need, volunteer effectiveness, and T.H.A.N.K.S. program.

College student in pursuit of degree in Human Service Agency Management, Education, or Psychology with some classes or involvement in the Human Service Agency Curriculum. Skills include ability to provide positive guidance, establish warm, honest relationships with youth, and serve as a positive role model.

This is a one semester to one year commitment consisting of either the three semester time frame or the quarterly time frame. All work is performed during after high school hours - planning may be done during any free time.

T.H.A.N.K.S. shall provide orientation, in organization structure mission and goals of both T.H.A.N.K.S. and recipient agency. Trainer volunteer service in preparation for high school volunteer training is mandatory. In the event of no previous volunteer service the trainer is required to participate in such service prior to receiving responsibility to train others.

Full details in the Training Section

Upon hire-in, there shall be a one week assessment period to make the best possible match of service, skills, and people. Program reviews shall be done on weekly, the monthly basis dependent upon the trainers and Program Coordinator/Directors ability to interface and review progress. **Official Performance Reviews** shall take place at the end of each semester or program session of service. Reviews shall cover such areas as:

- 1) Attendance/Attitude/Initiative
- 2) Performance/Competency
- 3) Relationship/Communication/Supervisory Skill
- 4) Potential Personal Growth
- 5) Potential Growth within the organization

Full details in SOP (Standards of Performance) Section

Benefits: This position may earn work/service credit through Lindenwood College. Volunteer service credit towards American Humanics Certification may also be obtained. Continued growth opportunity through affiliation with Lindenwood College.

VOLUNTEER JOB DESCRIPTIONS

College Supervisor/Trainer

Goals: Develop a realistic yet sensitive understanding of agency and community needs while expanding upon knowledge obtained in the classroom. Meet the volunteer service requirement of Lindenwood College students through hands-on managerial and administrative experience.

Objectives:

1. To provide orientation and training to High School Youth in a specific program area in order to equip them for community volunteer service.
2. Establish a sense of community which permeates all socio-economic and educational backgrounds.

Daily Duties:

1. Study and clarify program objectives in relation to specific agency needs.
2. Present programs to interested youth organizations.
3. Assign youth (abilities) to service needs.
4. Write specific job description.
5. Plan and implement training session.
6. Accompany youth to first on-site assignment.
7. Supervise and follow-up on youth service through phone

calls to youth and agency on a regular basis.

8. Work with Program Coordinator/Director to up-date and assess the needs of volunteers, agencies, and program structure.

Gerontology Volunteer

Goals: To develop sensitivity to the living conditions, relationships, and personal talents/abilities of older citizens. Develop a realistic yet sensitive view of the condition of the elderly. Initiate a life-long desire to volunteer and improve the quality of life on behalf of older citizens.

Objectives:

1. Create an awareness of the condition (mental, physical, and social) of the elderly.
2. Develop appreciation of common elements of aging.
3. Recognize common needs of people at any age. (Compare own perspective to that of the elderly)
4. Pursue, gather, and read insightful material on aging and the elderly in order to AMPLIFY VOLUNTEER SERVICE EXPERIENCE.

Daily Duties:

1. Report to on-site supervisor in order to receive any recently added duties or emphasis in service.
2. Sign-out or report to on-site supervisor as necessary.
3. Write daily journal entry.

CAUTION: No one with any illness allowed in Facility!

Start Date/Time:

End Date/Time:

Contact / Agency:

VOLUNTEER SERVICE EVALUATION

Purpose:

1. To assess and improve instruction.
2. To recognize staff members' special talents and facilitate the best use of their abilities.
3. To strive for understanding between volunteers and college supervisor on the evaluation procedure, and the interpretation of the evaluation criteria.

STANDARDS OF PERFORMANCE:

I. Attendance/Attitude/Initiative

- a. Is present and on-time for service dates.
- b. Shows enthusiasm and interest in work.
- c. Has patience and understanding of others.
- d. Accepts responsibility willingly.
- e. Has pleasant appearance and good speech.

II. Performance/Relationship/Communication

- a. Takes direction from College Supervisor.
- b. Is tactful and courteous with service recipient, agency staff, and co-workers.
- c. Presents a favorable image of T.H.A.N.K.S.

- d. Maintains daily journal entries of volunteer service.

III. Potential Personal Growth/Growth in T.H.A.N.K.S.

- a. Is able to admit mistakes readily, accepts criticism and uses it for personal improvement.
- b. Areas of personal initiative leading to growth opportunities.
- c. Recommended future volunteer opportunities within T.H.A.N.K.S.

PROGRAM DEVELOPMENT

Phone/Verbal Contact

Present T.H.A.N.K.S. mission, vision, etc. including loose sketch of volunteer service available. Seek out specific needs of clients.

Request pamphlets and written materials.

Personal call on representative of the organization. Reiterate mission, vision, and organization of T.H.A.N.K.S. Leave PR materials.

Further inquire as to needs, facility accommodations and limitations.

Research available programs and services.

Develop potential program. Recontact organization by letter describing potential program including a Client Information Form. This form should include potential liability questions.

Update the board or superior.

Write program.

Submit to the board.

Write final Written Program Proposal and submit in person to the Client.

This should include a written agreement or contract.

EXPENSES

The individual purchase of supplies by staff for the start up activities of T.H.A.N.K.S. shall for the time being be done in the following manner:

Purchases should be related to an assigned task.

Copies of receipts should be made and retained by staff member.

Original receipts and any explanation if need should be initialed (approved) by Carole Dawn Arrendale or Nate Wilmes and entered in expense log until such time as funds become available for reimbursement.

At some point the log shall be replaced by computer entries of expenses.

RECRUITMENT SUMMARY

Initiate phone contact with target school or youth organization. Determine chain of command and proper channeling within the organization. Once the person or persons of authority are determined, schedule a meeting to present T.H.A.N.K.S. materials. At the initial meeting, present mission and vision statement in addition to:

Student mission

- Present recipient organization or organizations training objectives

- Tentative training schedule

- Additional logistics and materials needed

- Evaluation procedure

 - Client feedback on program

 - Student feedback on own personal service
feedback on T.H.A.N.K.S.

 - Youth/School/Church feedback on program

 - T.H.A.N.K.S. total summary and evaluation

T.H.A.N.K.S. programming of any new avenues of service or changes in existing programs.

Summary of program/programs to the board of directors.

BUDGETS

OPERATIONAL BUDGET

Salaries

Exec. Director	\$	52,750.00
Secretary		9,875.00
Program Coordinator		21,000.00
Intern		<u>4,500.00</u>
Total	\$	88,125.00

Payroll Deductions

FICA	\$	3,163.54
Unemployment		475.00
Health Insurance		1,750.00
Savings		<u>4,975.00</u>
Total	\$	10,363.54

Occupancy

Rent	\$	2,400.00
Electric		1,080.00
Water		120.00
Janitorial		<u>600.00</u>
Total	\$	4,200.00

Telephone Total \$ 1,260.00

Printing

Letterhead	\$	652.80
Envelopes		652.80
Brochure		243.60
Fundraising		<u>826.00</u>
Total	\$	2,375.20

Postage

Permit	\$	37.50
Business Letters		1,044.00
Bulk Mail		777.00
List		7.48
Copying		280.00

Folding		<u>77.00</u>
Total	\$	2,222.98
Travel		
Travel Total	\$	1700.00
Supplies		
Answering Machine	\$	35.00
Cork Board		10.00
Telephone		<u>35.00</u>
Total	\$	80.00
Equipment		
Typewriter	\$	150.00
Computer		900.00
Printer		225.00
Tables		281.25
Files		60.00
Van		<u>2,225.00</u>
Total	\$	3,841.25
Professional Fees (audit)	\$	300.00
Misc.		
Insurance Expense		
Liability		225.00
Workman's Comp		350.00
Fire		<u>100.00</u>
Total	\$	675.00
Total Budget	\$	115,142.97

EXPENSE BUDGET

Salaries

Executive Director	\$	35,000.00
Secretary/Office Manager		19,750.00
Program Coordinator/Director		20,000.00
Coordinator/Intern		<u>9,000.00</u>
Total Salaries	\$	83,750.00

Payroll Deductions

FICA	\$	5,500.00
State Unemp. Ins. Tax		950.00
Health Insurance		3,500.00
Savings Deductions		<u>9,950.00</u>
Total Deductions	\$	19,900.00

Occupancy

Rent (donated)	\$	0.00
Utilities		
Electrical		4,800.00
Heat		2,160.00
Water		240.00
Janitorial Service (donate)		<u>1,200.00</u>
(market value)		
Total Occupancy	\$	8,400.00

Telephone

Administrative (partially donated)		
Program 1 to 1 Program group		
Total Telephone	\$	1,800.00

Printing/Stationary

Letterhead	\$	640.00
Envelopes		640.00
Brochure		3,600.00
Fundraising		<u>3,600.00</u>
Total Printing etc.	\$	8,480.00

Postage		
Permit	\$	75.00
Business		174.00
Bulk		1,332.00
List		12.00
Copy		480.00
Folding		<u>11.00</u>
Total Postage	\$	2,084.00
Travel/Conference		
Administrative	\$	825.00
Programs		<u>18,000.00</u>
Total Travel/Conf.	\$	18,825.00
Supplies	\$	120.00
Equipment Rental		
Typewriter	\$	300.00
Computer		1,500.00
Tables		375.00
Files		375.00
Copy Machine		120.00
Van		<u>3,500.00</u>
Total Equipment	\$	6,170.00
Total Professional Fees (audit)	\$	600.00
Miscellaneous Expense		
Insurance		
Liability		450.00
Workman's Comp.		700.00
Fire		<u>200.00</u>
Total Miscellaneous	\$	1,350.00
Total Expenses	\$	15,147.90

MENTORS ANNUAL PROGRAM BUDGET

Salaries

Executive Director 25% @ 35,000	\$ 8,750.00
Secretary 16% @ 19,750.	3,291.67
Program Coordinator 20% @ 20,000	4,000.00
Intern 16.67% @ 9,000	<u>1,500.00</u>
Total	\$ 17,541.67

Payroll Deductions

FICA	\$ 1,152.05
Unemployment Tax 950 x .1667	158.34
Health Insurance 3500 x .1667	583.34
Savings 9950 x .1667	<u>1,658.34</u>
Total	\$ 3,552.07

Occupancy

Rent 4800 x .1667	\$ 800.00
Utilities	
Electric 2160 x .1667	360.00
Water 240 x .1667	40.00
Janitorial 1200 x .1667	<u>200.00</u>
Total	\$ 1,400.00

Telephone

Administrative 1800 x .50	\$ 900.00
---------------------------	-----------

Printing

Letterhead 12 x 1500 x .032 18,000	\$ 576.00
Envelopes 640/2400 1500 x .032	576.00
Brochure 3600/1200 3000 x .030	90.00
Fundraising 3000/6000 1500 x .50	<u>750.00</u>
Total	\$ 1,992.00

Postage

Permit 75 x .1667	\$ 12.50
Business Letters 1200 x .29	348.00
Bulk 3000 x .111	333.00
List 11.50/1000 x .25	2.88
Copying 3000 x .04	120.00
Folding 11/1000 x 3000	<u>33.00</u>

Total	\$ 849.38
Travel	
Travel 27.5/mi. x 500	\$ 137.50
Programs 5./hr x (300 x .25) x 12 mo.	<u>4,500.00</u>
Total	\$ 4,637.00
Supplies	
Administrative	
Answering Machine 50. x .50	\$ 25.00
Cork Board 20. x .1667	3.34
Telephone 50. x .50	<u>25.00</u>
Total	\$ 53.34
Equipment	
Typewriter 300. x .1667	\$ 50.00
Computer 1500. x .20	300.00
Printer 375. x .20	750.00
Tables 375. x .40	150.00
Files 2. x 10 disks	20.00
Van 3,500. lease x .40	<u>1,000.00</u>
Total	\$ 2,270.00
Professional Fees (Audit)	\$ 100.00
Miscellaneous	
Insurance Expense	
Liability 450. (.1677)	75.00
Workman's Comp. 700. (.1667)	116.67
Fire 200. (1667)	<u>33.34</u>
Total	\$ 225.01
Total Mentors Program Budget	\$ 33,520.46

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

**VOLUNTEER ORIENTATION
YOUTH SERVICES**

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VOLUNTEER OVERVIEW

MISSION STATEMENT

T.H.A.N.K.S. is an innovative organization created to provide every high school student with the opportunity to volunteer within his or her community. We encourage each volunteer to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

VISION STATEMENT

Our vision is to channel the energy and enthusiasm found in high school students in order to make a positive impact on the young and the elderly in our community. It is the goal of T.H.A.N.K.S. that everyone who participates in this program discovers how much of a difference he or she can make by doing community service. T.H.A.N.K.S. desires that each individual involved develop a strong sense of self-worth and a positive self-image through volunteer work. T.H.A.N.K.S. strives to provide a "win-win" situation for all who are affected by this organization.

THE HISTORY OF T.H.A.N.K.S.

T.H.A.N.K.S. was originally a concept for a college term paper. After doing careful research, a small group of college students became aware of the need for volunteers within the community. They found that area high school students were a rich, the untapped resource and immediately set out to utilize the special energy and imagination found within this group. T.H.A.N.K.S. was then formed so that high school students could be trained and placed into programs already existing in the community.

MORE ABOUT T.H.A.N.K.S.

T.H.A.N.K.S. utilizes the support of Lindenwood College in order to provide training for the high school students who participate in this program. The college students are either doing internships or are doing Community Service for Certification through American Humanics, Inc. Student Association. Most of the students involved at the college level are majoring in Human Service Agency Management, Psychology, or Education. These students are participating in classes or a major which educates and trains them for a career in the non-profit sector. Our outreach includes programs to St. Charles County Y.M.C.A., St. Charles Boys' and Girls' Club, Head Start, Big Brothers & Sisters, and Junior Achievement.

T.H.A.N.K.S. requires high school students to give one or two hours a week for one semester. At this time, all operations are performed on a purely volunteer basis with all time and supplies donated. Transportation is the responsibility of the volunteer. As funds become available, services of the organization will be open to expansion. It is recommended that high schools that utilize our agency's programs compensate their students with some form of extra credit for their service to the community. All volunteer work is done during the after school hours except in special pre-approved situations.

All students who participate in this program are required to obtain parental/guardian permission. Time cards are maintained for volunteer service and submitted to both the participating school and this agency. The student is assessed, placed according to abilities and needs of organizations, and under the close supervision of his/her college trainer. This supervision includes a on site first volunteer day which includes the trainer. All programs undergo a continuous feedback and evaluation process which ensures optimum sensitivity to needs and quality of service.

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

FACILITY / CLIENT INFORMATION

In order to efficiently meet the volunteer needs of your organization, please respond to the following:

Is there opportunity for

- 1) one-with-one service?
- 2) small group activity?
- 3) large group activity?

(Please specify)

Please describe the area in which volunteer service would be used?

Are any additional materials or inside information needed for service?

What type of special training is necessary to perform this service?

What is a beneficial or favorable outcome of this activity from the standpoint of your agency?

Name and Address:

Contact person and number:

TRAINING OBJECTIVES

T.H.A.N.K.S. provides training for every volunteer who works with the agency. Before the volunteer is placed into an organization to do community service, he or she can expect to proceed through the following training:

- A. Orientation with a college supervisor before going out on site. The training will take place either at the high school the student attends or at Lindenwood College. During the orientation the student volunteer will receive:
 - 1. Intro to college supervisor
 - 2. T.H.A.N.K.S. orientation
 - 3. Agency orientation & training
 - 4. Job description and contract reviewed
 - 5. Time to ask questions

- B. First On-Site Organization Visit. Before starting community service, the volunteer will visit his or her assigned agency with the college supervisor. During this visit he or she can expect the following:
 - 1. To meet his or her on-site agency contact
 - 2. Tour the agency
 - 3. Confirm job description
 - 4. Exchange questions and answers

After completing the community service, the volunteer will meet with the college supervisor to discuss the experience and complete an evaluation form. At this time, the volunteer can request further service, be reassigned, or complete service with T.H.A.N.K.S.

VOLUNTEER ASSESSMENT

Name:

Date:

In order to match your own unique abilities to volunteer opportunities, please select the following: (remember there is a niche for everyone)

Do you enjoy or have ability in: (please check appropriate categories)

- Conversing with new people
- Writing
- Art or Photography
- Crafts
- Exercise/Gymnastics/Martial Arts
- Dance/Theater
- Music/Singing/Listening
- Playing an Instrument
- Taking Care of People
- Young Children
- Elderly
- Dramatic Reading/Reading Out Loud
- Mysteries/Research Work
- Current Events/History/Personal Histories

Please list any areas of interest or ability not listed above.

Are you First Aid certified or CPR certified?

Are you interested in volunteer service at this time?

Do you have any previous experience in volunteer service?

Please describe your previous experience.

Please describe your ideal volunteer opportunity.

10 KEYS TO DEVELOPING SELF-ESTEEM IN CHILDREN

If you have (or plan to have) children, the following is excellent advice. The National Institute of Mental Health asked fifty parents who had raised their children to become well-adjusted, productive adults the following question:

"Based on your personal experiences, what is the best advice you can give new parents about raising children?" Following is a summary of their responses:

1. **LOVE ABUNDANTLY.** The most important task is to love and really care about your child. This gives him or her a sense of security, belonging and support. It smoothes out the rough edges of society.
2. **DISCIPLINE CONSTRUCTIVELY.** Give clear direction and enforce the limits on your child's behavior. Emphasize "Do this," instead of "Don't do that."
3. **WHENEVER POSSIBLE, SPEND TIME WITH YOUR CHILDREN.** Play with them, talk to them, teach them to develop a family spirit and give them a sense of belonging.
4. **GIVE THE NEEDS OF YOUR MATE PRIORITY.** A husband and wife are more likely to be successful parents when they put their marriage first. Don't worry about the children getting 'second best'. Child-centered households produce neither happy marriages nor happy children.
5. **TEACH YOUR CHILDREN RIGHT FROM WRONG.** They need to be taught basic values and manners so that they will get along well in society. Insist that they treat others with kindness, respect and honesty. Discuss personal examples of moral courage and integrity. Teach them by showing them—be the example.
6. **DEVELOP MUTUAL RESPECT.** Act in a respectful way toward your children. Say "please" and "thank you," and apologize when you are wrong. Children who are treated with respect will then know how to treat you and others respectfully.
7. **LISTEN. REALLY LISTEN.** This means giving your children undivided attention, putting aside your beliefs and feelings and try to understand your children's point of view.
8. **OFFER GUIDANCE.** Be brief. Don't give speeches. And don't force your opinions on your children. Again, be a living example of what you believe in.
9. **FOSTER INDEPENDENCE.** Give them responsibility. Gradually allow children more freedom and control over their lives. Give them responsibility as easy in life as you can. One parent said, "Once your children are old enough, phase yourself out of the picture, but always be near when they need you."
10. **BE REALISTIC, EXPECT TO MAKE MISTAKES.** Be aware that outside influences such as peer pressure will increase as children mature. Don't expect things to go well all the time. Child rearing has never been easy. It has its sorrows and heartaches, but it also has rewards and joys.

FIVE WAYS TO BUILD SELF-ESTEEM FOR CHILDREN*

HELP YOUR CHILDREN TO:

1. DEVELOP A SENSE OF SECURITY.

Children need well defined limits. They need to know what is expected of them with **FIRMNESS, FAIRNESS, FRANKNESS and FONDNESS.**

2. DEVELOP A SELF-IDENTITY OR SELF-CONCEPT.

If a child sees himself as having potential in a particular area, he or she will try to develop his or her skills in that area. Treat your child as if he or she belonged to your best friend. Teach your child about uniqueness and develop his or her interests.

3. DEVELOP A SENSE OF BELONGING.

Parents need to teach family tradition and be a support group. Give positive feedback and invest quality time together.

4. DEVELOP A SENSE OF PURPOSE.

FOCUS the child's energy. Children need to know, **WHO AM I? DO YOU LOVE ME AND CARE FOR ME? WHAT CAN I DO?** Achievement comes about because of high expectations and a high level of support.

5. DEVELOP A SENSE OF POWER OR PERSONAL CONFIDENCE.

Encourage children to set goals for themselves, learn about their options, and evaluate how they are doing.

BELIEVE IN YOURSELF AND MAKE IT HAPPEN!

Arrendale - 77

INSTRUCTIONS

The following reminders can be put in your planner/calendar, posted on your mirror, refrigerator or desk, or be given to friends or business associates who may need encouragement.

Things to Remember:

- Success is an attitude. Your attitude will determine your altitude.
 - Whatever your mind can conceive and believe, you can achieve.
 - Dream great dreams and work to make them come true.
 - You are unique and special.
 - Never affirm self-limitations. Your limits are the ones you place on yourself.
 - To accomplish great things, you must believe, dream, plan and then act.
 - Yes you can! Believing is magic.
 - You can always better your previous best.
 - You don't know what you can do until you try. So try!
 - There is no failure except in not trying.
 - Defeat may test you; it need not stop you. Press on!
 - If at first you don't succeed, try another approach.
 - For every obstacle, there is a solution. For every problem, there is an answer.
 - Nothing in the world can take the place of persistence.
 - Man was designed for accomplishment, engineered for success and endowed with the seeds of greatness.
 - Out of every adversity comes the seed of an equal or greater benefit.
-

Take time to think about *your* positives. Personal characteristics that make *you* WHO YOU ARE TODAY. Everyone has positive qualities but we often do not take the time to identify them.

INSTRUCTIONS

Check words that relate to who you are. Think about how you see yourself, your personality, your character, intellect, and outlook on life. Be as objective and realistic as possible.

- | | | |
|--|--|---|
| <input type="checkbox"/> accepting | <input type="checkbox"/> enterprising | <input type="checkbox"/> persuasive |
| <input type="checkbox"/> achieving | <input type="checkbox"/> entertaining | <input type="checkbox"/> poised |
| <input type="checkbox"/> active | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> precise |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> expressive | <input type="checkbox"/> productive |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> fair-minded | <input type="checkbox"/> professional |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> friendly | <input type="checkbox"/> quick |
| <input type="checkbox"/> articulate | <input type="checkbox"/> gentle | <input type="checkbox"/> rational |
| <input type="checkbox"/> assertive | <input type="checkbox"/> genuine | <input type="checkbox"/> realistic |
| <input type="checkbox"/> attractive | <input type="checkbox"/> good-natured | <input type="checkbox"/> receptive |
| <input type="checkbox"/> caring | <input type="checkbox"/> graceful | <input type="checkbox"/> reassuring |
| <input type="checkbox"/> charismatic | <input type="checkbox"/> helpful | <input type="checkbox"/> responsive |
| <input type="checkbox"/> charming | <input type="checkbox"/> humorous | <input type="checkbox"/> self-aware |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> happy | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> committed | <input type="checkbox"/> imaginative | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> compassionate | <input type="checkbox"/> independent | <input type="checkbox"/> serious |
| <input type="checkbox"/> confident | <input type="checkbox"/> insightful | <input type="checkbox"/> sincere |
| <input type="checkbox"/> congenial | <input type="checkbox"/> intelligent | <input type="checkbox"/> skillful |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> intuitive | <input type="checkbox"/> sociable |
| <input type="checkbox"/> considerate | <input type="checkbox"/> knowledgeable | <input type="checkbox"/> spontaneous |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> logical | <input type="checkbox"/> steady |
| <input type="checkbox"/> creative | <input type="checkbox"/> likable | <input type="checkbox"/> stimulating |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> open-minded | <input type="checkbox"/> strong |
| <input type="checkbox"/> dependable | <input type="checkbox"/> optimistic | <input type="checkbox"/> sympathetic |
| <input type="checkbox"/> determined | <input type="checkbox"/> objective | <input type="checkbox"/> talented |
| <input type="checkbox"/> disciplined | <input type="checkbox"/> organized | <input type="checkbox"/> thoughtful |
| <input type="checkbox"/> distinctive | <input type="checkbox"/> orderly | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> dynamic | <input type="checkbox"/> original | <input type="checkbox"/> trusting |
| <input type="checkbox"/> efficient | <input type="checkbox"/> outgoing | <input type="checkbox"/> truthful |
| <input type="checkbox"/> empathetic | <input type="checkbox"/> patient | <input type="checkbox"/> unique |
| <input type="checkbox"/> encouraging | <input type="checkbox"/> perceptive | <input type="checkbox"/> unpretentious |
| <input type="checkbox"/> energetic | <input type="checkbox"/> persistent | <input type="checkbox"/> vigorous |
| | | <input type="checkbox"/> warm |

INSTRUCTIONS

(1) List 20 THINGS you enjoy doing. These may include hobbies, amusement, social activities, spending time with the family, going to church/synagogue, sports, classes, etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

(2) Ask yourself the following:

- How often do you do these activities?
- Are there significant patterns? For example, are the activities enjoyed alone or with others?
- What skills do you most often use? Physical, analytical, creative or verbal?

LEARN HOW TO "DREAM" FOR SUCCESS!

The ability to dream about what you want to do TODAY, TOMORROW or even FIVE YEARS from now, is an important step in achieving self-esteem and success. Too few people take time to get in touch with their dreams or even stop long enough to think about WHO THEY ARE or WHAT THEY WANT.

INSTRUCTIONS

1. MAKE A LIST OF 15 OF YOUR WANTS, DREAMS and/or ASPIRATIONS. Be as specific as you can.
2. Also MAKE A LIST OF 15 OF YOUR NEEDS.

WANTS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

NEEDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

3. SELECT "5" OF YOUR WANTS AND CREATE A REMINDER IN YOUR POCKET CALENDAR OR PLANNER YOU CAN KEEP WITH YOU DAILY.

JOURNAL QUESTION / IDEAS

What is the general type of service I perform?

What specifics does this service offer which are not included in other service offered? How can I specialize this service? **Okay this step with supervisor!**

Are there any new or different (creative) ways to perform this service? **Okay this step with supervisor!**

What can this service offer the recipient?

What can this service offer the agency?

What unknown abilities of mine have been revealed through this service?

In the area of personal growth, where could growth on my part add new dimension to this service?

What skills seem most needed to perform this service?

In what areas am I the most challenged to grow?

In what areas am I the most comfortable?

In Case of Emergency: Who on-site do I call?
Who at T.H.A.N.K.S. do I call?

General comments on personal service.

Evaluation of trainer.

T.H.A.N.K.S.

VOLUNTEER SERVICE EVALUATION

Purpose:

1. To assess and improve instruction.
2. To recognize staff members' special talents and facilitate the best use of their abilities.
3. To strive for understanding between volunteers and college supervisor on the evaluation procedure, and the interpretation of the evaluation criteria.

Standards of Performance:

I. Attendance/Attitude/Initiative

- a. Is present and on-time for service dates.
- b. Shows enthusiasm and interest in work.
- c. Has patience and understanding of others.
- d. Accepts responsibility willingly.

II. Performance/Relationship/Communication

- a. Takes direction from College Supervisor.
- b. Is tactful and courteous with service recipient, agency staff, and co-workers.

- c. Presents a favorable image of T.H.A.N.K.S.
- d. Maintains daily journal entries of volunteer service.

III. Potential Personal Growth/Growth in T.H.A.N.K.S.

- a. Is able to admit mistakes readily, accepts criticism and uses it for personal improvement.
- b. Areas of personal initiative leading to growth opportunities.
- c. Recommended future volunteer opportunities within T.H.A.N.K.S.

VOLUNTEER EVALUATION FORM

Volunteer Name: _____

Supervisor: _____ Title: _____

Agency/Organization: _____

Address: _____

Phone: _____

1. Please give a brief description of the volunteer's duties and or responsibilities.
2. Please describe the volunteer's strengths or weaknesses in serving your organization.
3. What, if any, additional volunteer skills would be of benefit to your organization before volunteer placement in your facility?
4. What, if any, additional feedback do you have concerning the volunteer and or this program in general?

T.H.A.N.K.S.

T.H.A.N.K.S. COMMUNITY SERVICE PROGRAM

VOLUNTEER CONTRACT

By way of this agreement, _____ agrees to accept the student named, _____, in a Volunteer Program. By signing this agreement, the student acknowledges that he/she is aware of the responsibilities and the commitment being made to the company / agency. This contract must be signed and completed before starting the community service.

1. Student agrees to work _____ hours a week for one full semester in order to receive any extra credit that may be awarded through the high school.
2. The type of work assigned to the student has been discussed and agreed upon prior to initiating this community service. This experience is designed to relate to the student's academic background and offers opportunities to use his or her skills in the area of _____.
3. The student and legal guardian should understand that T.H.A.N.K.S. assumes no liability with respect to the student's community service. Therefore, the student and legal guardian agree that if injury does occur in the course of the community service, they will not seek compensation for such injury from T.H.A.N.K.S.

Brief description of services to be provided by the volunteer.

Name of volunteer: _____

Home address _____

Phone number _____

Additional contact _____
(school, church, etc)

Agency Assignment _____

Agency Address _____

Name of T.H.A.N.K.S. trainer _____

Trainer's contact number _____

Agency supervisor's name and title _____

I have read and understand this contract. By signing this contract I am agreeing to the stated guidelines.

Student/Volunteer Signature _____

Date _____

As legal guardian of the above names student, I give my permission for him/her to participate in community service through T.H.A.N.K.S. and I also release T.H.A.N.K.S. from any legal responsibility if an accident would occur during the community service.

Parent/Legal Guardian Signature _____

Date _____

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

**VOLUNTEER ORIENTATION
GERONTOLOGY**

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VOLUNTEER OVERVIEW

MISSION STATEMENT

T.H.A.N.K.S. is an innovative organization created to provide every high school student with the opportunity to volunteer within his or her community. We encourage each volunteer to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

VISION STATEMENT

Our vision is to channel the energy and enthusiasm found in high school students in order to make a positive impact on the young and the elderly in our community. It is the goal of T.H.A.N.K.S. that everyone who participates in this program discovers how much of a difference he or she can make by doing community service. T.H.A.N.K.S. desires that each individual involved develop a strong sense of self-worth and a positive self-image through volunteer work. T.H.A.N.K.S. strives to provide a "win-win" situation for all who are affected by this organization.

THE HISTORY OF T.H.A.N.K.S.

T.H.A.N.K.S. was originally a concept for a college term paper. After doing careful research, a small group of college students became aware of the need for volunteers within the community. They found that area high school students were a rich, the untapped resource and immediately set out to utilize the special energy and imagination found within this group. T.H.A.N.K.S. was then formed so that high school students could be trained and placed into programs already existing in the community.

MORE ABOUT T.H.A.N.K.S.

T.H.A.N.K.S. utilizes the support of Lindenwood College in order to provide training for the high school students who participate in this program. The college students are either doing internships or are doing Community Service for Certification through American Humanics, Inc. Student Association. Most of the students involved at the college level are majoring in Human Service Agency Management, Psychology, or Education. These students are participating in classes or a major which educates and trains them for a career in the non-profit sector. Our outreach includes programs to St. Charles County Y.M.C.A., St. Charles Boys' and Girls' Club, Head Start, Big Brothers & Sisters, and Junior Achievement.

T.H.A.N.K.S. requires high school students to give one or two hours a week for one semester. At this time, all operations are performed on a purely volunteer basis with all time and supplies donated. Transportation is the responsibility of the volunteer. As funds become available, services of the organization will be open to expansion. It is recommended that high schools that utilize our agency's programs compensate their students with some form of extra credit for their service to the community. All volunteer work is done during the after school hours except in special pre-approved situations.

All students who participate in this program are required to obtain parental/guardian permission. Time cards are maintained for volunteer service and submitted to both the participating school and this agency. The student is assessed, placed according to abilities and needs of organizations, and under the close supervision of his/her college trainer. This supervision includes a on site first volunteer day which includes the trainer. All programs undergo a continuous feedback and evaluation process which ensures optimum sensitivity to needs and quality of service.

T.H.A.N.K.S.

DESCRIPTION OF PARTICIPATING AGENCY

Claywest House
2840 West Clay
St. Charles, MO 63301

Philosophy: "The test of a people is how it behaves toward the old. It is easy to love children. Even tyrants and dictators make a point of being fond of children. But the affection and care for the old, the incurable, the helpless, are true gold mines of a culture." Abraham Lincoln

Skilled nursing facility - Serves 180 residents.

Dedicated to putting life into years not just years into life.

Provide finest health care available at reasonable cost.

Maintain individual's comfort, dignity, and safety.

Dedicated to education and training of support staff and volunteers

Maintain family unit as central part of programs.

Activities:	Crafts	Country Day
	Painting	Hawaiian Luau
	Sewing	Flea Market
	Woodworking	Balloon Blast Off
	Ceramics	Birthday Parties
	Bar-B-Q's	Ms. Claywest Pageant
	other skills	

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

FACILITY / CLIENT INFORMATION

In order to efficiently meet the volunteer needs of your organization, please respond to the following:

Is there opportunity for

- 1) one-with-one service?
- 2) small group activity?
- 3) large group activity?

(Please specify)

Please describe the area in which volunteer service would be used?

Are any additional materials or inside information needed for service?

What type of special training is necessary to perform this service?

What is a beneficial or favorable outcome of this activity from the standpoint of your agency?

Name and Address:

Contact person and number:

TRAINING OBJECTIVES

T.H.A.N.K.S. provides training for every volunteer who works with the agency. Before the volunteer is placed into an organization to do community service, he or she can expect to proceed through the following training:

- A. Orientation with a college supervisor before going out on site. The training will take place either at the high school the student attends or at Lindenwood College. During the orientation the student volunteer will receive:
 - 1. Intro to college supervisor
 - 2. T.H.A.N.K.S. orientation
 - 3. Agency orientation & training
 - 4. Job description and contract reviewed
 - 5. Time to ask questions

- B. First On-Site Organization Visit. Before starting community service, the volunteer will visit his or her assigned agency with the college supervisor. During this visit he or she can expect the following:
 - 1. To meet his or her on-site agency contact
 - 2. Tour the agency
 - 3. Confirm job description
 - 4. Exchange questions and answers

After completing the community service, the volunteer will meet with the college supervisor to discuss the experience and complete an evaluation form. At this time, the volunteer can request further service, be reassigned, or complete service with T.H.A.N.K.S.

VOLUNTEER ASSESSMENT

Name:

Date:

In order to match your own unique abilities to volunteer opportunities, please select the following: (remember there is a niche for everyone)

Do you enjoy or have ability in: (please check appropriate categories)

- Conversing with new people
- Writing
- Art or Photography
- Crafts
- Exercise/Gymnastics/Martial Arts
- Dance/Theater
- Music/Singing/Listening
- Playing an Instrument
- Taking Care of People
- Young Children
- Elderly
- Dramatic Reading/Reading Out Loud
- Mysteries/Research Work
- Current Events/History/Personal Histories

Please list any areas of interest or ability not listed above.

Are you First Aid certified or CPR certified?

Are you interested in volunteer service at this time?

Do you have any previous experience in volunteer service?

Please describe your previous experience.

Please describe your ideal volunteer opportunity.

GERONTOLOGY VOLUNTEER GOALS, OBJECTIVES AND DUTIES

Goals: To develop sensitivity to the living conditions, relationships, and personal talents/abilities of older citizens. Develop a realistic yet sensitive view of the condition of the elderly. Initiate a life-long desire to volunteer and improve the quality of life on behalf of older citizens.

Objectives:

1. Create an awareness of the condition (mental, physical, and social) of the elderly
2. Develop appreciation of common elements of aging.
3. Recognize common needs of people at any age. (Compare own perspective to that of the elderly.)
4. Pursue, gather, and read insightful material on aging and the elderly in order to amplify volunteer service experience.

Daily Duties:

1. Report to on-site supervisor, in order to receive any recently added duties or emphasis in service.
2. Read A.T. Participation form to be alert to new changes in OPOC (Overall Plan of Care) goals.
3. Meet with nursing home resident/residents.
4. Sign-out or report to on-site supervisor as necessary.

5. Write daily journal entry.

Caution: No one with any illness allowed in facility!

ACTIVE LISTENING SKILLS

For active listening to take place, the listener should make use of certain skills to make sure that he/she understands. Very often, consciously, or not, we tend to cut off communication rather than make the effort to understand the speaker. The four basic skills below, as opposed to other ways of responding, aid the listener in understanding.

1. Reflecting.
2. Paraphrasing as opposed to challenging.
3. Clarifying as opposed to interpreting.
4. Drawing out as opposed to values projection.

Reflecting:

Reflecting is the ability to restate as exactly as possible what another person has said to you. Keep in mind the example of a mirror reflecting exactly the image which appears before it. Reflecting is an attempt to communicate understanding.

Speaker - "I can't talk to you now, I'm mad at my counselor for calling my parents."

Listener - "You don't want to talk to me now because your angry with your counselor."

It is important that the listener reflects the sender without adding emotional inflections to the way he/she responds. In this way being judgmental is avoided.

Non-reflecting is simply ignoring what is said. If done "well" enough, ignoring can communicate rejection.

This skill is closely related to that of reflection. The listener simply attempts to restate a speaker's statement in his own words. It is most important that key elements of the speaker's statement are paraphrased.

Speaker - "I can't talk to you now; I'm mad at my counselor for talking to my parents. The only reason that he called them is because someone else stole some money from another student and nobody would confess in the study hall. I didn't do it so why should I be restricted? How can I work on my project in study hall if I'm treated unfairly?"

Listener - "You don't want to talk to me now because you're angry at your counselor."

Instead of paraphrasing, people often challenge the listener's statement. Challenging does not communicate acceptance of the statement or the feelings behind it. The danger is that the listener is too busy formulating a challenge and therefore is unable to listen. The speaker winds up feeling more angry and rejected. The speaker may feel forced to prove the validity or worth of the statement he has made and, therefore, him or herself. At that point a contest between speaker and listener has started.

Reflecting and paraphrasing are skills which are most useful when the speaker has stated relatively clearly and fully what he/she is thinking or feeling about something. There are times, however, when the speaker does not understand fully what he is thinking or feeling. The listener may sense that the speaker is trying to say more than he actually has. At this point, clarification and drawing out may be necessary.

Clarifying:

The clarifying question is one which seeks to clarify what the speaker has said. Clarifying questions get at the meaning of what is

said. It is possible that the speaker is saying one thing but means something else. Nonverbal clues are important here. At times, clarification might go something like this:

Speaker - "I can't talk to you now; I'm mad at my counselor for calling my parents.

Listener - "Am I to understand that you would like our meeting postponed?" or "Do you want to talk later?"

In improper clarification, the listener projects his own meaning onto what has been said.

Speaker - "I can't talk to you now; I'm mad at my counselor for calling my parents.

Listener - "Your trouble is that you feel guilty because you're mad at the person who did steal the money. You've got to learn to handle your anger.

Obviously, an interpretation was given which was unasked for and to which the speaker will probably react negatively. The listener may have begun to build up a wall which may not become apparent until much later.

Drawing Out:

Drawing out is a skill used to allow the speaker the opportunity to expand upon what has been said. All of these skills, of course, offer the speaker the possibility for expanding his statements. However, several questions are suggested as possible drawing out questions:

1. Have you state all the facts?
2. Have you considered ways of handling that problem?
3. How do you feel about that?

4. Questions about the central idea of what was said.
5. Questions about the last thing which was said.
6. Questions about the non-verbal cues given by the speaker.
7. Questions which narrow down the field of the speaker's statement.
8. Questions that will help the speaker relate various things he or she said to other things.

Effective drawing out is diminished when the listener projects his or her own values on what is said. Simply stated, this occurs when the listener, rather than helping the speaker expand on his or her statements, judge the statements made in terms of his or her own values.

Speaker - "I can't talk to you now; I'm mad at my counselor for calling my parents."

Listener - "Hey, I don't get mad at things like that. You shouldn't let it bug you." or "Wow! I'd really be mad if that happened to me. I'd do a whole lot more that you are; I wouldn't stand for it."

Again, what has happened is that the listener has communicated that he has not heard, and possibly does not want to hear, what the speaker has said and felt. The process of communication has been blocked.

Remember:

The way you respond to someone can help keep communications open. The way you respond to someone indicates whether or not you are really trying to understand. A good listener is an active participant in the communication process, attempting always to communicate acceptance.

ISSUES INVOLVED IN HELPING

In addition to active listening skills and building rapport with clients there are some very important issues to consider in the helping relationship:

Values are an important part of our world. They guide us through our everyday activities and they help us become the person we hope to be. The manner in which we obtain our values is both explicit and implicit. Some are handed to us blatantly by our parents, families, peer group, schools and society. Some are more subtle messages from the same people and perhaps popular media, entertainment, or advertising. As we become more mature we examine our own values and sometimes change them as we are exposed to more ideas and more options. We might also reject those that don't service us well and embrace those that do.

In T.H.A.N.K.S. we become aware of our own values as we interact with others during our training and volunteer service. In the process of helping others, it is necessary to seek out the advice of a supervisor when we become aware of disharmony as a result of different values or when we sense any other uncomfortable feelings related to values.

Trust is an important ingredient in the helping relationship. It is important for the helper to be honest and clear about the limits of confidentiality and to be aware of the need to refer a person to an expert. T.H.A.N.K.S. in no way expects youth volunteers to enter into a relationship based on education and experience which they do not have. Report any conversation or action which goes beyond a typical "friend" relationship. Many times people in great need amongst those being served do not have a good sense of appropriate boundaries. This requires the establishment and maintenance of clear healthy mental and physical boundaries. Not giving phone numbers, dating, and helping clients apart from the agency where service is

performed are just a few examples of establishing healthy and safe boundaries.

Finally it should be stressed that as long as the client is not in danger, the volunteer should take questionable issues to the supervisor after the service date.

Signs of Unhealthy Boundaries

Telling all

Talking at an intimate level

Falling in love with a new acquaintance or with anyone who reaches out

Being overwhelmed by a person (preoccupied)

Going against personal values or rights to please others

Not noticing when someone else displays inappropriate boundaries

Touching a person without asking

Letting others direct your life

Letting others describe your reality

Accepting food

JOURNAL QUESTION / IDEAS

What is the general type of service I perform?

What specifics does this service offer which are not included in other service offered? How can I specialize this service? **Okay this step with supervisor!**

Are there any new or different (creative) ways to perform this service? **Okay this step with supervisor!**

What can this service offer the recipient?

What can this service offer the agency?

What unknown abilities of mine have been revealed through this service?

In the area of personal growth, where could growth on my part add new dimension to this service?

What skills seem most needed to perform this service?

In what areas am I the most challenged to grow?

In what areas am I the most comfortable?

In Case of Emergency: Who on-site do I call?
Who at T.H.A.N.K.S. do I call?

General comments on personal service.

Evaluation of trainer.

T.H.A.N.K.S.

VOLUNTEER SERVICE EVALUATION

Purpose:

1. To assess and improve instruction.
2. To recognize staff members' special talents and facilitate the best use of their abilities.
3. To strive for understanding between volunteers and college supervisor on the evaluation procedure, and the interpretation of the evaluation criteria.

Standards of Performance:

I. Attendance/Attitude/Initiative

- a. Is present and on-time for service dates.
- b. Shows enthusiasm and interest in work.
- c. Has patience and understanding of others.
- d. Accepts responsibility willingly.

II. Performance/Relationship/Communication

- a. Takes direction from College Supervisor.
- b. Is tactful and courteous with service recipient, agency staff, and co-workers.

- c. Presents a favorable image of T.H.A.N.K.S.
- d. Maintains daily journal entries of volunteer service.

III. Potential Personal Growth/Growth in T.H.A.N.K.S.

- a. Is able to admit mistakes readily, accepts criticism and uses it for personal improvement.
- b. Areas of personal initiative leading to growth opportunities.
- c. Recommended future volunteer opportunities within T.H.A.N.K.S.

VOLUNTEER EVALUATION FORM

Volunteer Name: _____

Supervisor: _____ Title: _____

Agency/Organization: _____

Address: _____

Phone: _____

1. Please give a brief description of the volunteer's duties and or responsibilities.

2. Please describe the volunteer's strengths or weaknesses in serving your organization.

3. What, if any, additional volunteer skills would be of benefit to your organization before volunteer placement in your facility?

4. What, if any, additional feedback do you have concerning the volunteer and or this program in general?

T.H.A.N.K.S.

T.H.A.N.K.S. COMMUNITY SERVICE PROGRAM

VOLUNTEER CONTRACT

By way of this agreement, _____ agrees to accept the student named, _____, in a Volunteer Program. By signing this agreement, the student acknowledges that he/she is aware of the responsibilities and the commitment being made to the company / agency. This contract must be signed and completed before starting the community service.

1. Student agrees to work _____ hours a week for one full semester in order to receive any extra credit that may be awarded through the high school.
2. The type of work assigned to the student has been discussed and agreed upon prior to initiating this community service. This experience is designed to relate to the student's academic background and offers opportunities to use his or her skills in the area of _____.
3. The student and legal guardian should understand that T.H.A.N.K.S. assumes no liability with respect to the student's community service. Therefore, the student and legal guardian agree that if injury does occur in the course of the community service, they will not seek compensation for such injury from T.H.A.N.K.S.

Brief description of services to be provided by the volunteer.

Name of volunteer: _____

Home address _____

Phone number _____

Additional contact _____
(school, church, etc)

Agency Assignment _____

Agency Address _____

Name of T.H.A.N.K.S. trainer _____

Trainer's contact number _____

Agency supervisor's name and title _____

I have read and understand this contract. By signing this contract I am agreeing to the stated guidelines.

Student/Volunteer Signature _____

Date _____

As legal guardian of the above names student, I give my permission for him/her to participate in community service through T.H.A.N.K.S. and I also release T.H.A.N.K.S. from any legal responsibility if an accident would occur during the community service.

Parent/Legal Guardian Signature _____

Date _____

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

MARKET ANALYSIS

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MARKET ANALYSIS

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PROBLEM STATEMENT

The problem currently facing the new non-profit organization T.H.A.N.K.S. is how to convince college and universities to fund and implement this organization. T.H.A.N.K.S. must find a way to weave itself into the fabric of one or two colleges. Although this organization proved to be very successful during it's test market, the challenge of talking this concept and turning it into a reality still proves to be this organizations biggest problem.

MARKET ANALYSIS

In order to segment the potential market for T.H.A.N.K.S. we first had to identify the type of college that would benefit from having this type of non-profit organization on campus. Because American Humanics is a non-profit designed to train Human Service Professionals, we felt that colleges that already had this organization in place would be more open to implementing a community service program. T.H.A.N.K.S. would compliment the American Humanics program and would in turn enhance the Human Service major that is already in place in these campuses.

We have identified the seventeen college campuses that currently have the American Humanics program in place. These are listed along with the contact persons and telephone numbers in Market Table One. We further segmented the market by dividing these colleges by size, rural or urban locations and by whether or not the American Humanics program was currently being used and implemented by the college. The resulting segments are identified in Market Table Two.

We found in our research that smaller campuses are more likely to take a chance on unproven new organizations. Also, those campuses located in urban areas have more major non-profit agencies for T.H.A.N.K.S. to service. We also identified that in urban areas there are more area high schools from which volunteers could be recruited. The urban colleges with student enrollment between 5,000-10,000 and who have the American Humanics program implemented seem to be the friendliest environment for T.H.A.N.K.S. first marketing attempts. If T.H.A.N.K.S. successfully penetrates those colleges, then marketing efforts would switch to the colleges with enrollment between 10,000 and more students.

T.H.A.N.K.S.

Market Segmentation

URBAN CAMPUS

RURAL CAMP

A.H. PROGRAM

NO A.H. PROGRAM

NO AH. PROGRAM

A.H. PROGRAM

ROOKIES

BIG LEAGUE

NOT IN THE GAMES

MINOR LEAGUE

10,000 & UP

10,000 - 10,000

10,000 & UP

CONSUMER ANALYSIS

In order to find out more about the potential consumers for T.H.A.N.K.S. this marketing team then created an Initial College Survey for the target segment to complete. This survey is shown in Consumer Table One. This survey held some interesting results. In response to question three, most of the target segments answered that they were indeed trying to encourage their students to participate in community service. In fact, 79% of all who responded were actively seeking a way to increase student involvement in volunteer service. The high percentage can be credited to two principle items.

1. Those colleges who have the American Humanics program in place tend to hold community service in high regard.
2. These colleges are actively trying to obtain federal grants set aside for community service involvement by students.

Another thing the target segment has in common is the response to question four in the survey. All of these colleges are searching for ways to increase enrollment within their specific departments. Competition for budget dollars revolves around the percentage of enrollment within each of the colleges departments. Those departments with high student enrollment tend to receive more dollars than departments with lower enrollment. This tends to be a primary motivator for the departments to support the T.H.A.N.K.S. program. Do to the need for increased interest and enrollment within specific departments and the need for more dollars 62% of the target segment answered that they would be interested in talking further about the possibility of implementing the T.H.A.N.K.S. program into their college.

After analyzing the surveys, this marketing team was able to identify the Key Buying Factors for this target segment. They are illustrated along with the degree of importance in Consumer Table Two. The Key Buying Factors are Better Community Relations, Recruitment of Students, Grants for Volunteer Service, Better Quality Professors and Desire to be known for the Quality of their Graduates. The last factor came to light during telephone interviews with the professors. The better the graduate from the program, the more the program is recommended to incoming students. This in area of interest instead of the cafeteria or bookstore. This is also attractive to parents who could lessen the cost of student loans. This is a concept used in schools who have strong journalism and theater programs. Now schools with Human Service programs can market the same way.

The major strength of T.H.A.N.K.S. is it's ability to use the untapped resource of area high school and college students to fill a variety of needs within the community. In addition, through positive role modeling, this agency encourages and enhances participation in the community. This role modeling is achieved through the mentoring of the college supervisor/trainers by professionals, community leaders, and other caring and concerned adults. The trainer in turn, mentor and guide the high school volunteers as they become a role model and mentor to young children being served through various programs. Please see Competitive Table Two, Three and Four. This commitment to one-with-one or mentoring is designed to promote the connection and integration of both young and old people into interactive activities for the growth and self-affirmation of all ages.

You may ask So What? For the college this program is virtually guaranteed to make the college and the Human Service program an integral part of the community the college resides in. This program will almost force area non-profits, area high schools and the local officials to support the program and praise the college for becoming so involved within the community. Enrollment is sure to increase within the first two years that the program is released.

The majority of the increased enrollment will be from the local community itself. Approximately three years after the implementation of T.H.A.N.K.S. students from adjoining communities will also seek admittance to the college due to the reputation of the T.H.A.N.K.S. program and the students who participate within the program.

The only forms of competitions that can be found on campus are some fraternal and sororities community serviced based organizations. These are not real threats, however, because they currently are not tied into the core curriculum of the Human Service classes and they do not count the community service, they do toward internships and work experience. At this time T.H.A.N.K.S. seems to have very little on campus competitions.

KEY BUYING FACTORS IN GENERAL

	RELATIONS	RECRUITEMENT	GRANTS	BETTER TEACHERS	DESIRE FOR GRADS
<u>ROOKIES</u>	H	H	H	H	H
<u>MINOR LEAGUES</u>	H	H	H	M	M
<u>NOT IN THE GAME</u>	L	H	L	H	M
<u>MAJOR LEAGUES</u>	L	H	M	M	M

SO WHAT? RECRUITEMENT IS THE SINGLE KEY TO GETTING ANY COLLEGE TO FUND T.H.A.N.K.S. MUST BE ABLE TO PROMISE MORE AND BETTER QUALITY GRADUATES IF THE COLLEGE IS TO AGREE TO FUND THIS PROJECT.

GRANTS BETTER TEACHERS AND BETTER PUBLIC PERCEPTION OF THE COLLEGE, SEEM TO ALSO SHARE A LEVEL OF IMPORTANCE FOR ALL COLLEGES AND UNIVERSITIES.

ECONOMIC ANALYSIS

The cost of implementing the program into the target college segment will be very small. Because it is run by students and not paid staff, the cost of staffing T.H.A.N.K.S. is no more than the cost of work study which is already worked into the college budget. The only paid staff member would be the college faculty advisor who will also be responsible for other teaching responsibilities. A slight raise to a current staff member may be necessary, but there is no need to hire a new staff member to run the organization. Other cost would include postage, printing of marketing materials, occupancy of a room, telephone, travel, supplies and equipment. Most all of this can be found and donated by the college itself or the agencies using T.H.A.N.K.S. The total monetary cost is trivial. Economic Table One shows the operating expenses for T.H.A.N.K.S.

ETHICAL ANALYSIS

The main ethical issue facing this organization is the question, is it ethical to mandate from the federal level that all high school and college students must participate in community service before they are allowed to graduate?

Some people argue that community service experience could help to reshape the values and morals of today's young people. Others argue that community service should not be mandated at any level no matter how desirable the effects of the experience may be. It is not mandated that students must possess work experience before they are allowed to graduate, so how possible can government mandate a voluntary community service requirement be served before graduation is allowed.

It is the belief of T.H.A.N.K.S. and of this marketing team that mandatory community service should be encouraged, but under no circumstances should it be mandated or required by law. A smarter way to get our young people to participate in community service is to offer extra credit or hours toward graduation for all students who participate in these programs. Many colleges and high schools are currently using this form of encouragement in order to expose the students to volunteer services.

ALTERNATIVES

T.H.A.N.K.S. has several alternatives at this point. These are:

1. They may chose to break into the market by marketing to one or two of the target colleges. Once they have established themselves and earned a good reputation within these one or two colleges they may then want to consider marketing to two or three other target colleges and continue this pattern until T.H.A.N.K.S. has successfully entered into all colleges who offer the Human Service program and the American Humanics program.

ADVANTAGES: This alternative would require very little initial expenditure and could be carefully monitored and guided in order to build the organization in harmony with the original concept and view of the founder.

DISADVANTAGES: This program may not be as successful if it is not offered to all target colleges at the initial start up. This approach could waste valuable time and they may miss out on currently available grants and may lose these start up grants to other organizations in the future.

2. They may want to consider a massive marketing campaign to all colleges that may be interested or could benefit from the T.H.A.N.K.S. program. Then they could implement the program into all colleges who are willing to talk a chance on the program. After they have successfully implemented themselves into these colleges, they could then go back to the colleges that did not try the program at first and offer to put the program into their campuses at a latter time.

ADVANTAGES: The advantage to this approach is it enables a wide group of colleges to become interested and involved with the project at the ground floor level before membership fees start to be

charged. It also enables the program to compete for the limited community service grants that are currently available.

DISADVANTAGES: The major disadvantage to this approach is the expense involved with trying to market a program with no current money or grants to back it up. It is not financially sound or possible at this time to embark on a national campaign.

3. T.H.A.N.K.S. may want to wait and conduct further research before marketing to any of the colleges that would benefit from the program.

ADVANTAGE: This approach would enable T.H.A.N.K.S. to conduct more surveys and another test market. This approach would also give the organization more time to try to obtain funding before a large marketing campaign could start.

DISADVANTAGE: After conducting surveys and one successful test market, we believe that to wait to introduce this program to one or two potential target colleges would be a waste of time and the program could possibly lose its niche to another more aggressive organization.

RECOMMENDATION

It is the recommendation that the T.H.A.N.K.S. organization utilize alternative number one as soon as possible. The surveys show that Lindenwood College would be the most receptive with High Point University being the second most likely college to try this new non-profit on campus.

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

MARKETING PACKET

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T.H.A.N.K.S. - A CASE FOR SUPPORT

TODAY'S YOUTH -- A VISION OF TOMORROW

American society is changing at a pace unimagined a generation ago. The changes are technological. They are cultural, racial, moral and ethical. There seem to be few reliable anchors in the midst of this revolution. Our government is overwhelmed by debt, families seem to dissolve more often than they succeed, and our heroes, too often, lack any sense of character and personal integrity.

Over the past three decades America has experienced substantial social regression. Today, many would say the forces of social decomposition are challenging - and in some instances, overtaking - the forces of social composition. And when decomposition takes hold, it exacts an enormous human cost.

Since 1960 the nation's population has increased 41%; the Gross Domestic Product has nearly tripled; and total social spending at all levels of government has risen more than 500%. The United States has the strongest economy in the world, a healthy entrepreneurial spirit, a still-healthy work ethic, and a generous attitude - all good signs.

But during the same 30-year period there has been a 560% increase in violent crime; more than 400% increase in illegitimate births; a quadrupling in divorce rates; a tripling of the percentage of children living in single-parent homes, and a drop of almost 80 points in S.A.T. scores.

Recently, we have heard the term "At-Risk" used in relation to a segment of America's youth. Essentially, these are young people who are imperiled as a result of being in single parent families, abandoned by their parents, children in foster homes, families of low or no-income, or in unstable or dysfunctional homes. These children

are particularly prone to family violence, drugs, gangs, or teenage crime

In June of 1990 the National Commission on the Role of the School and Community in Improving Adolescent Health comprised of prominent political, medical, education, and business leaders, issued a report titled *Code Blue* on the health of America's teenagers. They wrote that "never before has one generation of American teenagers been less health, less cared for, or less prepared for like than their parents were at the same age." According to the commission, the explanation for teenagers; deteriorating condition lies with their behavior and not (as was the case in the past)with physical illnesses. According to pollster Daniel Yankelovich, our society now places less value than before on what we owe others as a matter of moral obligation; less value on sacrifice as a moral good; less value on social conformity, respectability, and observing the rules, and less value on correctness and restraint in matters of physical pleasure. Higher value is now placed on thing like self-expression, individualism, self-realization, and personal choice.

Many articles have been written on why this has occurred, on why we have allowed this to occur. The hard truth is that in a free society the ultimate responsibility rests with the people themselves. It is our beliefs, our behavior, and our philosophy that have in many instances changed for the worse. Our injury is self-inflicted. The good news is that what has been self-inflicted can be self corrected. Then placed in context all these issues present a challenging future for our community's leadership. We believe how intelligently and honestly we address them is the critical social question of our time.

T.H.A.N.K.S. is my attempt to help reverse the downward spiral I see the young people of our country caught within. The key lies within each of our hands. Through the basic concept of giving, we can teach young people that they have the power to make an impact on their communities, their peers, their environment and the world. Self-respect and positive self-image is the key to unlocking all of the hidden talent buried within the teenagers in our communities.

It is my dream and the goal of this project to give the young people in our communities the tools to find all of the kindness and giving spirit that I believe lies in the heart of every person. T.H.A.N.K.S. may be the vehicle that can drive home this point, but it will take the help of every educational institution, every non profit organization and every mentor to help today's young people reach into themselves and reach further than they ever would on their own. Mentoring is the key to saving today's young people from themselves.

ORGANIZATIONAL OVERVIEW

MISSION STATEMENT

T.H.A.N.K.S. is an innovative organization created to provide every high school student with the opportunity to volunteer within his or her community. We encourage each volunteer to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

VISION STATEMENT

Our vision is to channel the energy and enthusiasm found in high school students in order to make a positive impact on the young and the elderly in our community. It is the goal of T.H.A.N.K.S. that everyone who participates in this program discovers how much of a difference he or she can make by doing community service. T.H.A.N.K.S. strives to provide a "win-win" situation for all who are affected by this organization.

THE HISTORY OF T.H.A.N.K.S.

T.H.A.N.K.S. was originally a concept for a college term paper. After doing careful research, a small group of college students became aware of the need for volunteers within the community. They found that area high school students were a rich, untapped resource and immediately set out to utilize the special energy and imagination found within this group. T.H.A.N.K.S. was then formed so that high school students could be trained and placed into programs already existing in the community.

MORE ABOUT T.H.A.N.K.S.

T.H.A.N.K.S. utilizes the support of Lindenwood College in order to provide training for the high school students who participate in this program. The college students are either doing internships or are doing Community Service for Certification through American Humanics, Inc. Student Association. Most of the students involved at the college level are majoring in Human Service Agency Management, Psychology, or Education. These students are participating in classes, or a major, which educates and trains them for a career in the non-profit sector. Programs to St. Charles County Y.M.C.A., St. Charles Boys' and Girls' Club.

T.H.A.N.K.S. requires high school students to give one or two hours of volunteer time a week for one semester. At this time, all operations are performed on a purely volunteer basis with all time and supplies donated. Transportation is the responsibility of the volunteer. As funds become available, services of the organization will be open to expansion. It is recommended that high schools that utilize our agency's programs compensate their students with some form of extra credit for their service to the community. All volunteer work is done during the after school hours, except in special pre-approved situations.

All students who participate in this program are required to obtain parental/guardian permission. Time cards are maintained for volunteer service and submitted to both the participating school and this agency. The student is assessed and placed according to abilities and needs of the organization. These students will be under the close supervision of his or her college trainer. All programs undergo a continuous feedback and evaluation process which ensures optimum sensitivity to needs and quality of service.

T.H.A.N.K.S. - EXECUTIVE SUMMARY

Due to the family structure breakdown, mothers working outside of the home, and increasing materialism, young peoples' possessions increase but opportunities for meaningful relationships diminish. Therefore, T.H.A.N.K.S. has been formed to provide an opportunity for high school students to utilize his or her unique talents and abilities in order to touch and enrich the life of another person.

Through such programs as Mentoring, Athletic Abilities, and Unique Opportunities T.H.A.N.K.S. customizes and tailors youth abilities to the varied needs of the community. Through education, training, and close supervision of youth volunteers, T.H.A.N.K.S. provides service which is currently unavailable to most non-profit agencies. The final desired results include creating and enhancing meaningful, creative, pro-active, self-defining, self-motivating, self-directing experiences for youth as they contribute to a re-vitalized caring community.

As these needs are not views as exclusively local needs, T.H.A.N.K.S. is envisioning a day when colleges throughout the country will capture this vision and establish local chapters. To that end, the current voluntary staff is seeking Board Members who are dedicated to the agency vision and potential as well as capable of transmitting this vision to potential funding sources.

Objective: To create and enhance meaningful, creative, pro-active (not passive spectators) self-defining, self-motivating, self-directing experiences for youth as well as integration into a "committed caring community."

Strengths: The major strength of T.H.A.N.K.S. is its ability to use the untapped resource of area high school and college students to fill a variety of needs within the community. In addition, through

positive role modeling, this agency encourages and enhances participating in the community. This role modeling is achieved through the mentoring of the college supervisor/trainer by professionals, community leaders, and other caring and concerned adults. The trainer in turn, mentors and guide the high school volunteers as they become a role model and mentor to young children being served through various programs. This commitment to one-with-one or mentoring is designed to promote the connection and integration of both young people and the elderly into interactive activities for the growth and self-affirmation of all ages. Finally these programs are designed to re-create a continuity of societal values.

Further, T.H.A.N.K.S. unique programs are designed to assist high schools and colleges promote community service. The advantage of utilizing T.H.A.N.K.S. is the ability to obtain quality, trained volunteers. This training and support is the ongoing backbone of volunteer service and positions T.H.A.N.K.S. to meet the challenge of changing volunteer service needs. In addition T.H.A.N.K.S. is able to plan for the development and utilization of special interests and abilities of youth volunteers.

T.H.A.N.K.S. is already filling a void in the St. Charles County community through the draw of high schools into a closer relationship with non-profit agencies. For this reason, and because T.H.A.N.K.S. is the only agency providing this type of service, it is vital to obtain funding.

Goals and Objectives: Four major goals for the next 3-5 years

1. To obtain 1,000 volunteers, 7 community non-profit organizations, various churches and other service organizations. Area senior high schools (public and private) participating together in the T.H.A.N.K.S. programs.

2. To be active in three colleges in the mid-west with each college chapter operating productive programs involving 200 volunteers in each program.
3. Raise \$50,000 a year per chapter.
4. Obtain three major corporate sponsors who provide financial, material and physical support to this agency.

Marketing Strategy:

In the next year, T.H.A.N.K.S. will target the St. Charles, St. Peters, O'Fallon, and Wentzville area high schools, churches, civil and community groups and non-profit organizations for support, volunteers, and participating with T.H.A.N.K.S.

Targeted for youth volunteer service will be high school students ages 14 to 18 -- the majority of which will have reliable transportation. In addition, T.H.A.N.K.S. will seek out and train volunteers for one-with-one, group, and unique abilities. The agency shall target individuals (as tutors, aides, leaders), groups (for storytelling and musical groups) special interests (such as theater groups for plays and puppet shows) and athletic groups (to coach, referee, and teach sports). The potential areas of service are varied and vast in scope. In addition, T.H.A.N.K.S. will target needy groups (children, elderly) who have special needs. Finally, those who need special assistance such as tutoring, reading, writing (due to poor eyesight or arthritis) will be given priority in receiving volunteers.

PROGRAMS

MENTORS

- Goals:**
1. To provide high school aged youth, who prefer to work on a one-with-one basis, the opportunity to implement their talents and skills by providing services in an individually based program.
 2. To instill the important value of helping and caring for others. MENTORS will promote a positive self-esteem for the student by encouraging him or her to be involved in positively affecting another person's life.

- Objectives:**
1. To match the unique talents of the youth to the needs of another person in the community.
 2. To provide a college aged supervisor who will train and encourage the youth for the full duration of this program. The college aged trainer will guide the youth to various agencies which will use his or her special skills, talents, and interests.

Mentors program is implemented through the use of assessment forms which are filled out by the high school aged youth, participating agencies, and services. T.H.A.N.K.S. then matches the assessment of the youth to a corresponding agency or service that will provide the youth with a positive volunteer experience. Services that are available may include:

- 1) Tutoring
- 2) Music and Art lessons
- 3) Companionship
- 4) Clerical/Office help
- 5) Elderly Support

ATHLETIC ABILITIES

- Goals:**
1. To encourage youth who have athletic talents and abilities, and organized athletic teams to become involved in community service.
 2. To provide athletic teams, groups and individuals the opportunity to demonstrate their skills and share their knowledge to groups in the community.
 3. To instill the important value of helping others and giving back to the community.

- Objectives:**
1. To match the interest and abilities of the group or individual to the needs of the community.
 2. To utilize these groups or individuals as positive role models for others.
 3. To bring athletic opportunities to those in the community who may otherwise not have the opportunity to learn or participate in athletic type activities.

Athletic Abilities group program is implemented through the use of assessment forms to determine the interests, skills, and potential of the athlete, athletic group, or athletic organization. This information is used in the matching, training, and placement into a specific community service. These athletic categories may include:

- 1) Team sports (Baseball, Soccer, Basketball, etc.)
- 2) Cheerleaders, Pom Poms, etc.
- 3) Special Sports (Roller Blading, Swimming, Gymnastics)
- 4) Referees
- 5) Coaches

UNIQUE OPPORTUNITIES

- Goals:**
1. To encourage special interest groups to become involved and make a positive impact on the community.
 2. To show how team work and co-operation can help in problem solving.
 3. To instill the life-long value and commitment to helping others as well as becoming a more vital part of his or her community.

- Objectives:**
1. To provide special interest groups with the opportunity to share their particular interests with another person.
 2. To use these groups in a positive manner in order to demonstrate how groups can work together to create, teach or solve problems.
 3. To use these groups to spark interest and activity in the community in special interest activities.

Unique Opportunities program is implemented through it's special opportunity of groups to work together and at the same time to provide community service. Assessment forms are given to both the special interest groups and organizations for the purpose of matching abilities to needs. These groups may include:

- 1) Band
- 2) Computer
- 3) Dance
- 4) Leadership Organizations (Key Club, National Honor Society, etc.)
- 5) Music/Choir
- 6) Multi-Cultural Clubs

- 7) Photography
- 8) Theater/Dramatics

OPERATIONAL BUDGET

Salaries			
Work Study		\$	9,875.00
Program Coordinator			4,000.00
Intern			<u>4,500.00</u>
	Total	\$	18,375.00
Occupancy			
Rent		\$	2,400.00
Electric			1,080.00
Water			120.00
Janitorial			<u>600.00</u>
	Total	\$	4,200.00
Telephone	Total	\$	1,260.00
Printing			
Letterhead		\$	652.80
Envelopes			652.80
Brochure			243.60
Fundraising			<u>826.00</u>
	Total	\$	2,376.00
Postage			
Permit		\$	37.50
Business Letters			1,044.00
Bulk Mail			777.00
List			7.48
Copying			280.00
Folding			<u>77.00</u>
	Total	\$	2,222.98
Travel	Total	\$	<u>412.50</u>
Total Operational Budget		\$	24,646.48

T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

FACILITY / CLIENT INFORMATION

In order to efficiently meet the volunteer needs of your organization, please respond to the following:

Is there opportunity for

- 1) one-with-one service?
- 2) small group activity?
- 3) large group activity?

(Please specify)

Please describe the area in which volunteer service would be used?

Are any additional materials or inside information needed for service?

What type of special training is necessary to perform this service?

What is a beneficial or favorable outcome of this activity from the standpoint of your agency?

Name and Address:

Contact person and number:

VOLUNTEER ASSESSMENT

Name:

Date:

In order to match your own unique abilities to volunteer opportunities, please select the following: (remember there is a niche for everyone)

Do you enjoy or have ability in: (please check appropriate categories)

- Conversing with new people
- Writing
- Art or Photography
- Crafts
- Exercise/Gymnastics/Martial Arts
- Dance/Theater
- Music/Singing/Listening
- Playing an Instrument
- Taking Care of People
- Young Children
- Elderly
- Dramatic Reading/Reading Out Loud
- Mysteries/Research Work
- Current Events/History/Personal Histories

Please list any areas of interest or ability not listed above.

Are you First Aid certified or CPR certified?

Are you interested in volunteer service at this time?

Do you have any previous experience in volunteer service?

Please describe your previous experience.

Please describe your ideal volunteer opportunity.

VOLUNTEER EVALUATION FORM

Volunteer Name: _____

Supervisor: _____ Title: _____

Agency/Organization: _____

Address: _____

Phone: _____

1. Please give a brief description of the volunteer's duties and or responsibilities.

2. Please describe the volunteer's strengths or weaknesses in serving your organization.

3. What, if any, additional volunteer skills would be of benefit to your organization before volunteer placement in your facility?

4. What, if any, additional feedback do you have concerning the volunteer and or this program in general?

T.H.A.N.K.S.

T.H.A.N.K.S. INITIAL COLLEGE SURVEY

The purpose of this survey is to gather information concerning the need for this type of program among colleges and universities. This information is for research purposes only and individual college name or departmental head names will not be used in the findings of this research. Thank you for your help and cooperation.

1. What is your colleges estimated full time on campus student population? (circle one)

0-2,499 2,500-7,499 7,500-9,999 10,000 or higher

2. What is the average enrollment within your department? _____

3. What percentage is this of the student population? _____

4. Is your college or department currently encouraging, participating in or mandating community service among the student population?

Yes

No

5. If you answered yes to the above question, would you explain if community service is encouraged or mandated by the college or department? _____

6. Is your college currently looking for a way to increase enrollment in any of the following departments (please check all the apply):

Human Services Education Criminal Justice
 Psychology Other

7. Please rank the following items in order of importance to your college or department.

Recruitment Retention Funding
 Community Relations Other

8. Does your college or department currently receive any federal grants for student involvement in community service?

Yes No

9. If you are not currently receiving federal funds for this type of involvement, do you have any interest in competing for those funds?

Yes No

10. What is your current departmental budget? _____

11. What do you currently spend on:

Recruitment? _____

Retention? _____

Public Relations ? _____

12. Would you be interested in learning more about a non-profit, campus run organization that could help you qualify for grants, attract new students into your department, recruit better qualified professors into your department and earn you a reputation of being THE college for your specialization?

Yes No

13. Do you feel that you were provided with enough information about T.H.A.N.K.S. to understand the organization and what it can accomplish for your college and your community?

Yes

No

14. Was the information presented in a clear and concise manner?

Yes

No

15. Please list your colleges name, name of your department, your name and title and the name of the person we would need to contact concerning further communication regarding this program and its potential at your college. Please include your current mailing address.

AMERICAN HUMANICS

CAMPUS AFFILIATES

August 9, 1995

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T.H.A.N.K.S.

Teens Helping Anyone Needing Knowledge Service

CONCLUSION

CONCLUSION

The concept behind this thesis is three fold. Can a non-profit successfully reach out and link high school students with other agencies who need volunteers? Can a college student successfully run a non-profit agency and fill the void for volunteers within non-profit agencies? Would corporations and universities be willing to support such a program? During the test run for this project these three concepts were tested. That the author found was that this project could connect high school students, college students and non-profit agencies in order to provide high quality volunteers to those programs. Students from the Francis Howell school district participated in this test trail along with college mentors from Lindenwood College. The author found that college students could successfully run a non-profit. Seven college students ran this project from Lindenwood College for one year. The "student run" concept can now be found at Lindenwood in the new Big Brother Big Sister extension program. Students run this extension, in conjunction with the American Humanics Program and Big Brother Big Sister. The author also found that other universities, non-profits and corporations surveyed for this project were willing to support the T.H.A.N.K.S. project. Jr. Achievement partners with corporations and in return gains financial and volunteer support from these corporations. This project also investigated the partnering with corporations and found the response to be encouraging. The most support for this program came from the school districts, the non-profit agencies and from Lindenwood College and the students (both college students and the high school students).

Based on the information gathered during the marketing research, the test-piolet project, and the advice and reaction of the professionals within the field, the author concludes that this project has the potential to be very successful in the non-profit community. This program would be totally dependent on the support of the identified colleges and universities targeted. The marketing section

of this thesis shows the level of support and need for this type of program.

This project has been reviewed by a number of professional within the non-profit field. The author was amazed and elated by the many offers of assistance and support by the following individuals.

James E. Thomas III - Vice President of Human Resources -
American Red Cross, National Headquarters

David Battery - President and Founder - Youth Volunteer
Corps of America - National Office, Kansas City

Henry G. Presseller - Vice President of Marketing and
Resource Development - United Way of Greater Toledo

Jerry Muchler - Executive Director - Junior Achievement of
Southeast Texas, Inc.

Brian Archinbaurd - Director of Development - Boy Scouts -
Sam Houston Area Council

Robert F. Long, Ph.D. - Program Director of Philanthropy and
Volunteerism - W.K. Kellogg Foundation

All of these individuals offered assistance in furthering the future of this project if the author ever felt secure enough to actually formalize this business venture. Dr. Long with the Kellogg Foundation showed an extreme interest in funding this project and asked that a concept paper be forwarded to him. The author is currently in the process of providing this information to him. The overall reception to this project has been overwhelmingly positive. Any changes suggested by these individuals has already been incorporated into the body of this thesis.

T.H.A.N.K.S.

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