

I CAN

A TOOL FOR ASSESSING SKILLS

ACQUIRED THROUGH VOLUNTEER SERVICE

developed by:



THE COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION

Task Force on Volunteer Accreditation

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+ + + + +
+   Founded in 1952, the Council of National Organizations   +
+   for Adult Education is composed of members, largely in  +
+   the voluntary sector, with a common commitment to life-  +
+   long learning, through continuing education.             +
+   +                                                         +
+   CNO provides opportunities for its members to come to-   +
+   gether                                                     +
+   +                                                         +
+   - to examine educational trends and concepts             +
+   +                                                         +
+   - to apply research and educational innovations           +
+   to the voluntary sector                                   +
+   +                                                         +
+   - to cooperate with major national adult education       +
+   organizations                                             +
+   +                                                         +
+   - to conduct conferences and workshops                   +
+   +                                                         +
+   - to develop and exchange resource materials             +
+   +                                                         +
+   - to pursue individual and small group study and         +
+   project development                                       +
+ + + + +
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I can -

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Council of National Organizations for Adult Education, Inc.
New York, New York

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SECTION ONE - INTRODUCTION

INTRODUCTION

Why a Guide

Academic credit for volunteer training and experience is a growing trend among colleges and universities. To gain credit, applicants must be able to present an acceptable account of their backgrounds in a form that indicates a grasp of specific content. Recognizing the trend and the need, the Council of National Organizations for Adult Education in 1974 organized a Task Force on Volunteer Accreditation. The assignment was to develop an instrument whereby volunteer training and experience could be identified and documented.

Although begun in response to the need in academia, it was immediately evident that such an instrument was equally useful in career advancement, whether paid or volunteered.

This guide, developed by the Task Force and approved by the Council of National Organizations, is for use by individual volunteers, the organizations and agencies in which they serve, and the academic institutions that recognize for credit the credentials presented by volunteers.

Developing the Record

The volunteer and the agency share the responsibility for developing and maintaining the career record. The agency provides the job description for each position held, the outline for each course taken, reports of periodic performance evaluations, and a record of certificates and awards earned. The volunteer owns the record and should add to it copies of reports or speeches made, examples of work, done, programs, magazine and newspaper clips. And most importantly, the volunteer's own assessment of experiences should be made regularly.

The "I Can's" were developed for this purpose.

The "I Can's"

The "I Can" series is a checklist designed to help the volunteer and the agency identify individual competencies in a range of functions associated with selected areas of expertise. Each "I Can" lists specific capabilities that correlate with academic studies. Each can be acquired through volunteer experience and training.

The "I Can's" may be used to: (1) identify areas of expertise; (2) determine functions of demonstrated competency; (3) develop a personal record of what has been mastered through each experience; (4) guide future career planning; (5) provide satisfaction with personal growth.

Organizations and individual volunteers may find it useful to develop additional "I Can's" that will more nearly document their situations.

Building the Record for Academic Credit

The organization and the individual volunteer should know which colleges and universities, and which departments of these recognize documented experience for academic credit. They will need to know also the precise form this documentation must take.

Volunteer-Organization: A Partnership

Volunteering is a choice made by each person who offers to give service to others. Accepting that contribution is a choice made by each organization that provides opportunities for volunteering. Each has needs. Each makes commitments to the other.

The effectiveness and the motivation of volunteers are enhanced when volunteers are provided opportunities for growth and self-actualization. This means meaningful work, personal identity, continued education and training, and career objectives. It means purposeful activity, conscious growth, ex-

pansion of skills, knowledge, and competence. The organization must provide the framework that makes this possible.

The organization will want to help each volunteer develop a realistic plan, based on individual interests, abilities, skills, priorities, time and opportunities available. And the organization should provide opportunities which use and develop the volunteers' skills and competencies, and the training so the job can be done confidently.

The Council of National Organizations for Adult Education believes in the partnership of volunteer and agency, for it means richer, more fulfilled lives for each of us.

Elizabeth Olson, CNO President
Winifred Brown, Task Force Chairman

SECTION TWO

THE CHECK LISTS

USING THE "I CAN" CHECK LISTS

The following check lists are designed to help you identify the skills which you have acquired through volunteer service.

Be sure to read through all of the lists even if the category heading leads you to believe that you do not have any skills in that area. There are often related areas of work which can help to supplement your skills profile.

You may find that your volunteer experience has been broad, so that you can check things which you can do in a number of different categories. This is to be expected.

Also, you will probably not be able to check all skills within any single category. But you should begin to see where your major strengths lie.

After you have completed checking off the skills you think you have acquired, turn to the section on documentation, as it will be necessary for you to provide evidence that you can do what you say you can.

ADMINISTRATOR/MANAGER

Administration/management is the practice of getting things done through the development of human resources and the effective use of material, money, time and authority, with a focus on accomplishments.

In carrying out my responsibility as an administrator/resource development manager, I can:

- ___ Establish long and short range objectives to accomplish the goals of the organization/enterprise.
- ___ Identify the information needed to evaluate how well objectives have been met.
- ___ Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- ___ Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- ___ Establish a plan of action and an alternate plan.
- ___ Recruit competent personnel; orient, train and evaluate on an ongoing basis.
- ___ Insure that each recruit is thoroughly oriented to the goals and objectives of the organization, understands his/her own responsibilities, is aware of policies and procedures that guide and affect his work, is acquainted with the established channels of communication within the organization.
- ___ Delegate responsibility and establish accountabilities.
- ___ Provide opportunities for self-development and advancement on an equitable basis.
- ___ Respond to ideas, proposals, criticisms and complaints.
- ___ Provide leadership in a crisis situation.
- ___ Prepare sound budgets based on a realistic assessment of project cost-conscious estimate of projected disbursements.
- ___ Monitor budgetary performance and require justification for variances.
- ___ Provide for the financial viability of the organization/enterprise by establishing at least minimal reserve (or contingency) funds.
- ___ Attract financial support.
- ___ Insure that proper accounting and audit procedures are followed.
- ___ Make decisions appropriate to my managerial responsibilities.
- ___ Resolve conflicts.
- ___ Establish effective communications throughout the organization and with the public.
- ___ Identify the need for and establish mechanisms for coordination.

Administrator/Manager - Page Two

- ___ Serve as an effective spokesperson for the organization.
- ___ Provide for a public relations program: media contact, community education, press releases, public speaking, etc.
- ___ Provide opportunities for self-development, with a focus on personnel growth.
- ___ Account for my administration by preparing full, accurate and regular reports of performance based on an evaluation of success (or failure) in meeting established objectives, on objective assessment of personnel accomplishment and satisfaction, and on financial status.

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue to insure improved conditions or services as needed. An advocate/change agent should be able to: reduce a cause to its raw, basic form; detail the policy issues that point one way or the other; understand the processes of community change; develop and carry through a support plan for the chosen position(s); analyze and document results. The successful advocate has a strong sense of intellectual and emotional commitment to the cause(s) coupled with capacity and willingness to work tirelessly for the cause(s).

In carrying out my responsibility as an advocate/change agent, I can:

- Develop mechanisms and strategies for identifying areas where change is needed, always being sensitive to timing and appropriateness.
- Know in concept and in detail the issues to be dealt with.
- Understand the constituency's(ies') position.
- Plan actions to be taken and methods to be followed in working to achieve goals, taking into account the laws and customs applying to lobbying.
- Build good working relationships with those who will be affected by change.
- Know the community leaders, including public officials and legislators, with whom to work on each issue.
- Understand and use the legislative process.
- Identify and find ways to support potential allies and to counteract opposition forces.
- Identify and use resources (time, money, skill, power, persuasion) in ways appropriate to the organization.
- Monitor and document activities of public institutions, agencies, and bodies.
- Plan and organize coalition building.
- Negotiate skillfully, knowing when and what compromises to make.
- Present the arguments to support the position taken.
- Continuously keep constituencies and allies, as well as the general public, informed about progress through all appropriate means, including media of mass communications.
- Help others develop advocate/change agent skills.
- Help the organization and/or community develop the capacity to maintain the change.
- Continuously evaluate to determine whether solutions are satisfying identified needs.
- Document the process for accountability and as a guide for others.

COMMUNITY SURVEYOR

Surveying a community is the process of looking at an entire community or at a given situation within a community in order to identify areas of need. Community surveying or research precedes program development.

In carrying out my responsibility as a community surveyor, I can:

- ___ Develop a plan for studying the social systems of a community.
- ___ Identify existing programs and assess the impact of present resources on specific community needs or problems.
- ___ Plan and undertake approaches to various community groups, those who know its problems as well as those holding various kinds of power, influence, or resources.
- ___ Describe and know how to approach the health, welfare, and education resources of the community.
- ___ Conduct and record a study of the social institutions and resources, needs and problems, and demographic data and trends.
- ___ Identify and describe problems of health, welfare, and education in a community, based on data available or specifically gathered.
- ___ Understand how inter-group or inter-agency collaboration can be effective in meeting community needs.

DIRECT HUMAN SERVICE VOLUNTEER

A direct human service volunteer carries a specific assignment in the agency's delivery of services to people, frequently in a one-to-one relationship.*

As a direct human service volunteer, I can:

- Identify with and interpret the agency's programs and goals as they relate to the person served.
- Relate the person's need to the service which I have been trained to offer.
- Build a trusting relationship with another individual.
- Accept a commitment.
- Help an individual to cope with a particular situation.
- Help an individual develop a new skill and/or attitude.
- Translate individual needs to the agency.
- Be an advocate for the individual.
- Work with and receive supervision.
- Develop ways, suited to individual's needs and/or physical or mental capacity, to help a person reach stated goals.

*This can be adapted easily to the direct human service volunteer who works with a group.

FUNDRAISER

Fundraising is the development and implementation of a system of financial support for an organization.

In carrying out my responsibility as a fundraiser, I can:

- Plan a fundraising program to meet established needs:
 - conceptualize the appropriate methods
 - identify an objective and specific goals
 - research funding resources and available funds
 - plan use of resources: money, people, materials, time, authority
 - estimate the cost

- Interpret and work within an established code of ethics for fundraising.
- Interpret and work within laws and regulations.
- Prepare a budget.
- Understand and interpret a budget.
- Provide for management and audit of finance.
- Define tasks, functions and assignments appropriate to carrying out defined responsibility.
- Delegate authority to others and hold them accountable, yet maintain ultimate authority.
- Explain the program: its primary components, the time, effort and skills required to see it to fruition, the anticipated, earnings, etc.
- Locate and utilize foundation directories, the Directory of Government Assistance Programs, foundation libraries, etc.
- Organize and direct committees and workers.
- Train people to do an effective job.
- Relate to those needing funds and those who provide funds.
- Use contacts.
- Inspire people to contribute.
- Write and interpret funding proposal.
- Ask others for money.
- Contact potential funding sources.

Fundraiser - Page Two

- ___ Prepare and utilize promotional materials.
- ___ Conduct committee meetings - set objectives clearly.
- ___ Oversee execution of plans.
- ___ Assess progress to date.
- ___ Establish system of feedback.
- ___ Determine new goals if necessary.
- ___ Determine new strategy if necessary.
- ___ Report program evaluation and audit to funding source by specified date.

GROUP LEADER FOR A YOUTH SERVING ORGANIZATION

Leading groups of young people for a youth serving organization means helping young people grow and develop within an organizational structure.

In carrying out my responsibility as a group leader for a youth serving organization, I can:

- ___ Plan and coordinate activities.
- ___ Secure resources, human and physical.
- ___ Provide counseling services for young people, where applicable.
- ___ Organize committees to carry out tasks.
- ___ Keep records of individual and group process.
- ___ Prepare budgets and keep financial records.
- ___ Organize and conduct meetings.
- ___ Understand and deal with conflict.
- ___ Teach games, crafts, songs, dances, interpersonal skills, socialization, democratic process.
- ___ Use audio-visual equipment.
- ___ Abide by organization's standards for minors.
- ___ Use proper safety precautions.
- ___ Know and use techniques and equipment specific to the program.

ORGANIZER

Organizing is usually the function performed after planning. It is concerned with

- understanding the context within which the organizing is to be done
- determining the specific activities needed to accomplish planned goals
- grouping the activities into a logical pattern, framework, or structure
- assigning the activities to specific positions and people.

In carrying out my responsibility as an organizer, I can:

- ___ Analyze and conceptualize the kind of responsibilities and tasks needed to accomplish specific goals.
- ___ Work within limitations of structure, time, money, people, facilities, materials, etc.
- ___ Delegate authority for specific tasks, functions and assignments and yet maintain ultimate responsibility.
- ___ Locate, assess, and draw upon resources to accomplish goals.
- ___ Set standards of performance and establish a climate in which they will be maintained.
- ___ Establish a system for helping people to grow and develop in their jobs.
- ___ Develop and implement a system of effective communication.
- ___ Assess the quality of job performance.
- ___ Evaluate progress toward goals and modify the organization as needed to facilitate their accomplishment.

PROGRAM DEVELOPER

Developing program is the function usually related to initiating, modifying, or terminating service to an entire community or to specified groups.

In carrying out my responsibility as a program developer, I can:

- Use available community-wide studies to assist in determining need.
- Identify gaps in knowledge and plan ways to gather needed data.
- Provide leadership in considering new or changed programs.
- Establish program goals appropriate to the agency/organization and the community.
- Write a realistic action plan.
- Assess the nature, extent, and probable availability of human, financial and technical resources needed to achieve particular program goals.
- Define tasks, functions, and assignments appropriate to carrying out defined responsibility.
- Define or modify roles and relationships among program personnel.
- Develop and maintain effective communications and relationships with people giving and receiving service.
- Develop or modify budget.
- Assess the effectiveness and efficiency of the service delivery system, based on criteria established with and agreed to by the agency, contributors, recipients of service, and broader community.
- Assess progress and results of program(s) in relation to goals.

PUBLIC RELATIONS

Public relations is a method of increasing knowledge and understanding of an organization and/or its program through the disseminating to, and receiving of, information from the public. It also makes use of the tools of publicity.

In carrying out my work in public relations, I can:

- Plan and develop a public relations program.
- Identify target audiences.
- Determine the most effective approach to each audience.
- Gather information and relevant data.
- Identify representatives of other organizations, government, business, educational community, etc. to receive information about organizational activities.
- Establish a working relationship with appropriate representatives from the community.
- Write:
 - news features
 - speeches
 - fact-sheets
 - reports
 - scripts for radio/television
 - pamphlets, fliers, etc. about the organization and its program.
- Develop and use audio-visual materials.
- Develop visual materials:
 - take photographs
 - do art work
 - design displays
- Coordinate development of materials for production:
 - edit publications
 - edit films and/or tapes
 - design layouts
 - work with printers, publishers, producers

Public Relations - Page Two

- ___ Work with mass media (press, radio, television).
- ___ Make public presentations.
- ___ Plan distribution of publications and other materials.

RESEARCHER

Research is a systematic means of investigating a topic or problem. It involves generating verifiable data which will support program planning and development and/or the implementation of change.

In carrying out my work as a researcher, I can:

- ___ Select problem area(s) relevant to organizational needs.
- ___ Define the specific area for research.
- ___ Collect background information related to past and current experience of my own organization and other community efforts.
- ___ Design research:
 - ___select research design
 - ___select sampling techniques
 - ___select survey techniques
 - ___develop practical plans for identifying
 - ___needs
 - ___time
 - ___costs
 - ___personnel
- ___ Develop a proposal where outside funding is sought.
- ___ Conduct data collection.
- ___ Process data.
- ___ Analyze and summarize data.
- ___ Write report(s).
- ___ Disseminate results to appropriate groups.

TRAINER

Training is an education function including the development and teaching of a given curriculum.

In carrying out my responsibility as a trainer, I can:

- Articulate the training philosophy of the organization and theories of learning.
- Identify training needs.
- Plan for meeting training needs by determining:
 - learning objectives
 - training design
 - teaching methods
 - schedules and facilities
 - budgeting
 - audio-visual requirements
 - evaluation techniques
- Administer a training program.
- Budget for training.
- Recruit training personnel.
- Develop software and hardware needed.
- Develop and maintain a training library.
- Teach content.
- Present material in front of a group.
- Interact with a group.
- Play different training roles and know when to use each one.
- Write training manuals.
- Provide counsel for adults to continue learning and in the development of their personal learning objectives.
- Evaluate learning activities and prepare reports.

VOLUNTEER PROGRAM COORDINATOR

The volunteer program coordinator is concerned with the management of program(s) involving primarily volunteer staff within an organization or institution.

In carrying out my responsibility as coordinator of a volunteer program, I can:

- ___ Develop well-defined goals and objectives for volunteer programming.
- ___ Identify needs and opportunities for volunteer service.
- ___ Enlist the support of the governing body and staff in the involvement of volunteers.
- ___ Interpret the organizations and systems for the delivery of service to people in need of them.
- ___ Utilize various methods to recruit volunteers.
- ___ Interview.
- ___ Develop written job descriptions.
- ___ Provide orientation and training for the volunteer.
- ___ Supervise volunteers.
- ___ Do written evaluations of job performance.
- ___ Develop a volunteer recognition program.
- ___ Maintain records and documentation of each volunteer's experience.
- ___ Use community resources effectively, both human and material.
- ___ Work creatively within the structure of relationships and the setting of the organization.
- ___ Promote **volunteering**.

SECTION THREE - DOCUMENTATION

DOCUMENTING YOUR SKILLS AND COMPETENCIES

It is not enough to check off certain things which you know you can do. You must offer evidence that you have put your skill to work with some degree of success.

This section provides you with two aids to documentation:

- I. A listing of types of documentation which may be useful as evidence of your experience and skills;
- II. Several examples of documented experience, taken from different "I Can" categories.

After reading through this section, study your checked skills and see what illustrations and documentation you can provide to support your skill judgment.

Discuss this with supervisors in the voluntary groups where you have worked. They may be able to suggest illustrative material and provide you with supporting documentation.

I. TYPES OF DOCUMENTATION

resumes
job descriptions
performance appraisals
work reviews
work plans
letters of commendation
references
citations and awards
contracts and/or letters of agreement

* * * *

newspaper clippings
brochures
announcements
flyers
TV/radio spots
public service announcements
displays and exhibits
posters
press releases
promotional pieces

* * * *

training outlines
certificates
resource listings
instructors

* * * *

budgets
financial reports
grant proposals
supporting letters
campaign outlines
fundraising letters
cost analyses

* * * *

program outlines
project descriptions
finished products
manuals
reports
demonstrations
schedules
progress reports
program evaluations

* * * *

agendas
minutes
procedures
policies and practices
studies
legislation

structural charts
records
statistics
survey reports
research
charts
graphs
maps
data analysis

* * * *

photographs and slides
of finished products;
of direct participation in activities
showing progress or skills development

* * * *

audiotapes or videotapes of
meetings
speeches
training sessions
conferences
interviews
counseling
showing progress or skills development

* * * *

narratives written in one's own words
indicating accomplishments in relation
to stated goals; giving organization's
philosophy; emphasizing qualitative and
quantitative results; detailing chrono-
logy of project; suggesting changes or
problem solutions

* * * *

demonstration projects
"come and see me do this"
conduct training session
work with a group
chair a meeting
give a speech
"set up a situation where I can prove my
skill"
roleplay situation
testing application of skills/knowledge
group interview

II. SAMPLES OF ESSENTIAL DOCUMENTATION

Sample of Essential Documentation: Administrator/Manager

As an administrator/manager, I can maintain the organization's fiscal integrity.

Example: following a short course on management principles, including a section on financial management, I:

- revamped my organization's budget so that a second organization from which we receive support (space, personnel time, computer time) can more accurately estimate and account for the costs of that support;
- arranged a decreasing pay schedule on a six-year agreement to fund a \$150,000 project and to make payments on a semi-annual basis to give my organization greater financial flexibility to meet new needs;
- extended the policy of limited board tenure to include the organization's volunteer treasurer to establish a situation that seems more appropriate to an all-volunteer organization;
- gave evidence to the professional manager and controller of a related organization of my organization's ability to manage and control its finances in a professionally acceptable manner.

Attachments: Examples of new and previous budgets; sample pay schedule; by-laws change for volunteer treasurer; letter re: financial control.

Sample of Essential Documentation: Advocate/Change Agent

As an advocate/change agent I can identify the need for a community service and initiate action to meet this need.

From firsthand knowledge of the problems of a close relative searching desperately for a school for her retarded child, I became aware of the inadequacy of our city services for the mentally retarded. I approached our municipal Association for Retarded Children with a proposed program, and through them was instrumental in seeing that special education for the moderately retarded was made available in district elementary schools with an enrollment of 15,000 children.

Working with the Association and our State Senator, in whose campaign I had been active as a canvasser the previous year, and drawing on my experience as Chairman of the Ombudsman program at the city's Voluntary Action Center, I helped to develop a bill requiring all state school districts to provide similar special education. As a member of a large church congregation, I persuaded many of my fellow parishioners to write their Assemblymen requesting support of this bill, which subsequently passed into law. I now serve as chairman of a committee to guarantee that the requirements of the law are met.

Public interest in the needs - and potential abilities - of the retarded is growing, and in my county we are currently planning community-based residential services and working to induce the county commissioners to levy a tax for construction of community homes for mentally retarded citizens. Now that we have successfully managed at least some of the requirements of the moderately retarded, we intend to concentrate next on the severely and profoundly handicapped.

Attachments: Program outline; letter of appreciation of services from State Senator; copy of bill and newspaper clipping acknowledging my role in its development; committee agendas; minutes of meeting setting future planning goals.

Sample of Essential Documentation: Direct Human Service

As a provider of direct human service in an educational setting, I have demonstrated that I can establish a trusting relationship with children and help the child with learning disabilities to attain and perhaps even surpass learning goals established by professional counselors.

Example: after taking a four-session orientation and training course as a tutor to children with learning disabilities in an inner-city school, I was assigned to tutor an eleven-year-old child of a Spanish-speaking family. The goal set by the school was to help the child attain a fourth-grade reading ability in English within one year.

In order to establish the essential trusting relationship with the child, I encouraged her to talk about her family and her experiences in school. I quickly discovered that, contrary to the expected cultural pattern, the mother was the dominant influence in the family. I also discovered that a natural shyness, as well as an acquired sense of inferiority, masked the child's average intelligence and her ambition to achieve academically and that neither the intelligence nor the ambition had been recognized by her teachers.

I was able to establish rapport with the child by: establishing a friendly relationship with her mother; by selecting reading materials that complimented her intelligence; and by encouraging her to accept that a high school diploma and junior college (the height of her ambition) were indeed within her ability to achieve.

As for the tutoring itself, I realized after one session that the child's reading disability stemmed from a basic ignorance of phonetics. I therefore secured a workbook that offered both easily understood instruction and exercises. After using the workbook for several months, along with simple reading materials, I found that the child could, with some difficulty but great enthusiasm, read and enjoy a book of the literary caliber of E. B. White's Charlotte's Web.

The tutoring program was cut short by external circumstances. The goal set for the child may not, therefore, have been met through my direct service. However, an important goal in terms of the child's self-assurance as well as a decided improvement in her ability to read and understand English were realized.

Attachments: Course outline; professional counselor's evaluation; job description.

Sample of Essential Documentation: Fund Raiser

As a fund raiser, I can seek a foundation grant to finance a special project.

I was requested by the Board of Directors to develop a proposal for the establishment of a Clearinghouse in our local Voluntary Action Center.

After conferring with individuals and groups within the organization and community and researching the foundations which might finance such a project, I developed a proposal which was approved by the Board.

I then selected a list of foundations to be approached, drafted a covering letter for the President's signature, did follow-up on each letter, and set up appointments for the President and myself when a foundation expressed interest.

As a result our Voluntary Action Center received a \$15,000 grant, and the Clearinghouse is now in operation.

Attachments: Copy of proposal, covering letter to foundations, and announcement of Clearinghouse opening with the newspaper clipping indicating my role in the project.

Sample of Essential Documentation: Group Leader for Youth Serving Organization

As a group leader for a youth serving organization, I can:

Meet groups of young people, through direct and indirect counseling, providing mature advice and direction as the young people grow and develop within an organizational structure.

Example: following a training program on the organization of high school-age young people interested in career exploration, I organized a career club in the local high school from the establishment of a steering committee with a faculty counselor as an advisor to the establishment of a formal club organization and the training of the officers.

I can follow through with the development of programming covering a 12-month period including out-of-school work opportunities and visits to career-based sites.

Work with the group in planning budget and establishing a system of collecting dues and fund raising activities in support of the career exploration plan, including the involvement of other groups in the school system when plant and industrial tours were made available. Learned the operation of the audio-visual equipment needed for our career study seminars, as well as helped to write and illustrate reports of site visits, at the same time, encouraged young people to develop their own techniques for taking pictures and making recordings that might be used in reference in their study of careers.

Coordinated the teaching of leadership skills and the evaluation processes of activities after they had been carried out, testing their effectiveness as program elements.

Made regular reports on our activities through the appropriate committee on the faculty and to the sponsoring adult committee.

Organized a group of 20 parents and other adults interested in the program to provide continuity through the next year.

Attachments: Samples of materials developed; site visit reports; evaluation forms and summaries; reports; invitation letter and meeting agendas; samples of pictures and recordings available upon request.

Sample of Essential Documentation: Program Developer

As a program developer, I can assess needs; provide leadership in considering new programs; establish program goals appropriate to the agency/organization and the community; define tasks, functions, and assignments appropriate to carrying out responsibilities; assess progress and results of the program in relation to goals; and assess the overall effectiveness and efficiency of the program in meeting a determined need.

Example: the volunteer organization to which I belong, which is associated with a health care institution, determined that there was need for programs to educate the community about basic health care. Further, it was determined that the schools in our city offered a minimum of health education to students in the junior and senior high schools and that health education in the elementary schools has suffered from budget cuts. With the backing of my organization, I:

- initiated discussions with representatives of the local Girls' Club and of the local Red Cross chapter on the possibility of establishing a jointly sponsored course for young girls consisting of the regular Red Cross nursing course, modified to include basic health care.
- established, with representatives of other organizations, a pilot course designed to give - in six two-hour learning sessions - a group of 5th and 6th grade girls basic knowledge about maintaining health; recognizing illness; handling a small baby, emergency and safety measures; chronic diseases; keys to better health; use of simple instruments, and defining emergencies.
- defined, in collaboration with the cosponsors' representatives, tasks, functions and assignments as follows: selection of course content and teaching to the Red Cross instructors; selection of students and provision of meeting and teaching facilities to the Girls' Club; coordination of the program and transportation arrangements to my organization.
- assess the progress and results of the program in relation to goals on the basis of a comparison between a test given to participants at the start of the course and a second test given at the conclusion of the course. Pretests disclosed surprising ignorance and proved conclusively the need for health care information. Post-tests showed that participants had learned a great deal about themselves and had carried their new knowledge back to their families. Further, evaluations also indicated that more one-hour sessions were to be preferred to fewer two-hour sessions.
- recognized that 25 requests from other organizations (Boys' Club, YWCA, adult education classes among them) for similar programs supported my organization's original assessment of need and affirmed that the joint pilot program was an effective method for meeting that need.
- on the basis of evaluation and community interest, arranged to expand the program.

Attachments: Letter of invitation; minutes of meetings; course outline; schedule; samples of tests; sample of request letters; new program outline.

Sample of Essential Documentation: Trainer

As a trainer, I can develop and conduct training programs.

I have planned and conducted six workshops a year over a period of five years in areas determined by the training committee of my organization.

I have attended and received certification for a 12-hour course on training design and methodology conducted by the local university.

Attachments: Workshop outlines; resource listings; evaluation forms; evaluation analyses; college course outline, indicating instructor and resources as well as xerox of certificate.

Sample of Essential Documentation: Volunteer Program Coordinator

As a coordinator of a volunteer program in a Senior Citizen Center, I can identify needs and opportunities for volunteer service, prepare written job descriptions, and utilize varied methods available to recruit volunteers.

I demonstrated these skills when I was making provision for personnel to run a health information/referral service at the city's new senior citizen center and I did the following:

- I worked with two other staff members to determine exactly what tasks were involved in maintaining an information/referral system.
- I used this information to compile written job descriptions which clearly define what is expected of the volunteer and which contain appropriate information concerning desirable qualifications.
- I recruited volunteers through the local volunteer bureau, the United Ministries Council and the local Voluntary Action Center. The VAC publicized our opportunities using the job descriptions I developed in two local newspapers.
- I screened the prospects by means of a short questionnaire designed to elicit expertise, or "I Can's" in the following areas:
 - *prior training and/or experience in coping with the special needs of the elderly, particularly the elderly poor, for medical advice and assistance occasioned by chronic ill health or disability;
 - *familiarity with municipal health services and procedures or the ability to quickly obtain information about these;
 - *knowledge of federal and state legislation regarding Medicare and Medicaid benefits.

Attachments: Task listing; job descriptions; newspaper clippings; questionnaire.

APPENDICES

ORGANIZATIONS PARTICIPATING
IN TASK FORCE ON VOLUNTEER ACCREDITATION

Adelphi University - ABLE
Association for Administration of
Volunteer Services
American Nurses Association
American Hospital Association
American National Red Cross
Association of Junior Leagues
Boy Scouts of America
Camp Fire Girls
Distilled Spirits Council of the U. S.
Education Testing Service
Girls Clubs of America
Girl Scouts of the U. S. A.
Hadassah
Mayor's Voluntary Action Center
New School for Social Research
National Board, YWCA
National Council of Jewish Women
National League for Nursing
NYC Regional Center for Lifelong Learning
New York State Department of Mental Hygiene
The Salvation Army

A REQUEST

Now that you have read and used this guide, you can help both the CNO and other users by giving us your evaluation. Your comments will be drawn on in preparing future editions.

I used the Guide to help me _____

I used the following "I Can's": _____

I found the Guide helpful:

_____ YES _____ NO _____ MODERATELY

I believe the Guide could be more useful if _____

My Name _____

My Address _____

My Position _____

Mail to:

Council of National Organizations for Adult Education, Inc.
Charlotte R. Leyden, Executive Director
308 West 30 Street
New York, NY 10001



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"I CAN"

1 book	\$4.95 plus 50¢ postage and handling
2 to 9 books	\$4.95 each plus \$1.00 postage and handling
10 to 24 books	\$4.75 each plus \$1.50 postage and handling
25 to 99 books	\$4.50 each plus \$2.50 postage and handling
100 and over books	\$4.00 each plus \$5.00 postage and handling

ALL ORDERS ARE TO BE PREPAID

PLEASE SEND _____ COPIES OF THE CNO "I CAN" GUIDE TO:

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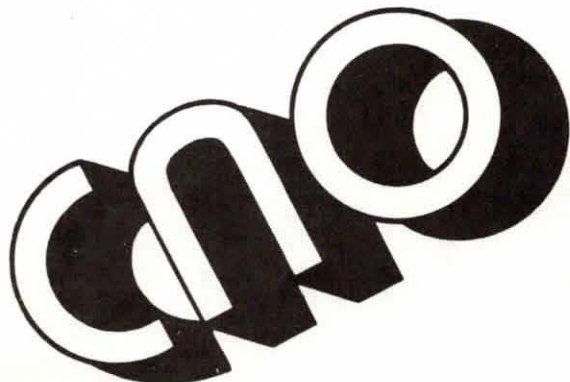
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Adelphi University	Hill & Knowlton, Inc.
American Field Service	Human Relations Work-Study Center of the New School for Social Research
American Hospital Association	Institute of Life Insurance
American National Red Cross	National Center for Voluntary Action
Association for Administration of Volunteer Services	National Council of Jewish Women
Association of Junior Leagues	National 4-H Council
Boy Scouts of America	New York State Department of Mental Hygiene
Camp Fire Girls	United States Catholic Conference
Distilled Spirits Council of the United States	United Way of America
Girls Clubs of America	Young Men's Christian Association
Girl Scouts of the USA	Young Women's Christian Association
Hadassah	

I can -

A TOOL FOR ASSESSING SKILLS

ACQUIRED THROUGH VOLUNTEER SERVICE

Third Printing, August 1979