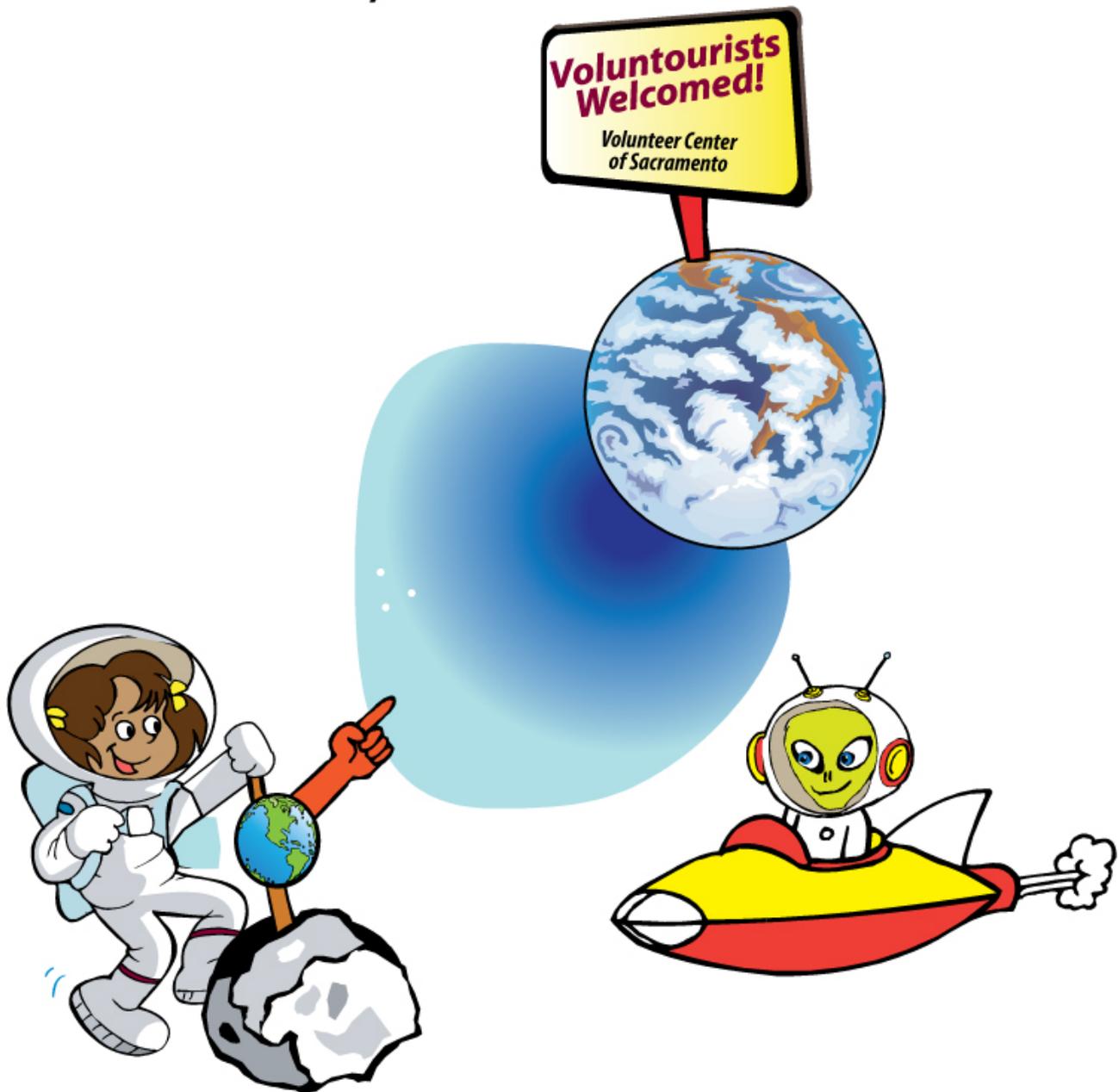


Get Involved!

**A How-to Volunteer Guide for
Parents, Teachers and Youth**



VolunteerCenter
OF SACRAMENTO

www.volunteersac.org

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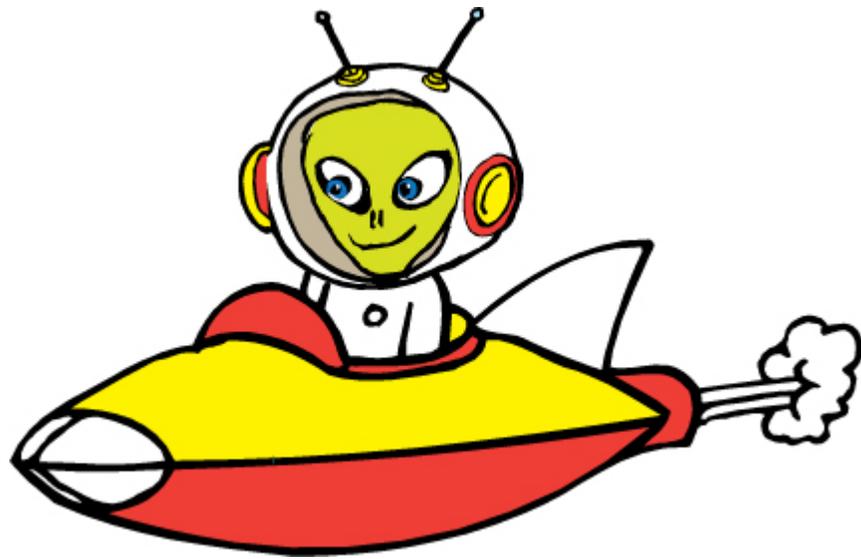
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Introduction

I am writing this book because as a manager of volunteer services, I have frequently felt that something needed to be done to help youth and teens gain positive volunteer experiences. Many students today are required to complete community service in order to graduate from high school. So many teens and their families are stumped when it comes to how to find volunteer opportunities and what to expect. I've also felt that many students miss out on the wonderful opportunity for superior work experience and resume building that volunteering can accomplish.

This Get Involved! A How-to Volunteer Guide for Parents, Teachers and Youth, and the companion Youth Volunteer Directory, are tools that address the issues that volunteer managers hear are barriers to volunteering for youth and teens. First we explain in the guide the reasons for volunteering, the benefits, the types of volunteering, how to approach volunteering and what to expect, and finally how to track the experience for use on college or job applications. In the Youth Volunteer Directory, many agencies are listed along with the types of positions they provide to youth and the age and skill requirements.

My colleagues at the Volunteer Center of Sacramento and I hope these tools will help youth and teens in the Sacramento region (and beyond) to access the fulfilling and exciting world of volunteering and in doing so to make a difference in our community.

Mary Lynn Perry
Volunteer Coordinator

Chapter One: Why Should Kids Volunteer?

“Service to others is the rent you pay for your room here on earth.” – Mohammed

Mandated Service: It's Required

Schools often require volunteer hours for graduation. In most cases they offer no methods for the students to achieve the hours. They might give the students a listing of organizations and suggest they call. Most kids are at a loss and don't know where to begin. Parents need to step in to help organize the process for their child.

One student I was working with recently needed to complete 150 hours of service by date of graduation in order to complete his International Baccalaureate program. He had been told about the service requirement when he entered the program earlier in high school. He had managed to complete only 7 hours of service by the middle of summer before his senior year. I explained to his parent and him that he needed to get that volunteer service completed as much as possible during the summer when he had time available during the day. One of the problems students face when they are in school, is that they are unavailable during the business day when most volunteer opportunities exist, at least those that can offer a significant number of hours. Once school was going to begin, he would have his days filled with challenging classes and equally challenging home work, 2 sports, his girl friend, SAT test prep and tests, socializing, college applications and scholarship applications. He was not going to have time to devote his weekends to getting his service requirement completed even if he could find an opportunity that would allow him considerable time each weekend. On top of that, he did not have his license and couldn't drive himself to an opportunity that he might find. One of his parents was going to have to schedule their time around his obligation. Realistically it wasn't going to happen unless he got serious about it during the summer when he had time.

Mandated volunteering is a growing trend. Private faith-based schools have required community service for a long time. It is usually connected to the values that the faith wants to instill and is related to tenets of the religion. In public schools, the trend towards required volunteer hours is fueled by new research that connects volunteering with student success. There are even new programs using volunteering as a way to reform students who have been expelled from school for serious infractions and criminal behavior.

The organization, Youth Service America, has researched statistics about youth and volunteering. Among their findings, youth who volunteer just one hour a week are 50% less likely to abuse drugs, alcohol, or cigarettes, or engage in destructive behavior. They are also more likely to do well in school, graduate, vote and be philanthropic. It is this type of research that is fueling the mandated service programs at schools. It makes sense, volunteering generally costs nothing, and yet it clearly has benefits that are far reaching for young people who participate.

For more information about Youth Service America go to www.ysa.org

Another organization that has adopted volunteering as a key component of its program is America's Promise. Many people remember General Colin Powell was associated with the organization for some time before taking political office. America's Promise was founded at the Presidents' Summit for America's Future and was designed as an alliance of corporations, foundations, organizations, communities, public agencies and individuals. They came together to promote the "five fundamental resources" as defined by the President's Summit for America's Future. These "five fundamental resources" include:

Mentor: An ongoing relationship with a caring adult

Protect: Safe places and structured activities during non-school hours.

Nurture: A healthy start

Prepare: A marketable skill through effective education.

Serve: An opportunity to give back through community service.

As you can see, volunteering is considered a fundamental activity for youth by this prominent organization. It is considered as important as safety, health and education.

For more information about America's Promise go to www.americaspromise.org

Skill Development

Many teens have worked at jobs during summer. At early ages they babysat for their neighbors or helped with yard work. By age 16 most teens could look forward to a summer devoted to fast food options, pizza parlors and retail or other service work. As I am writing this, the jobless rate among America's teens is the highest it has been in 55 years. Teen joblessness has reached 59.1% according to a Children's Defense Fund analysis of data released by the U. S. Department of Labor. Joblessness among Black and Latino teens is even higher: 78.3% for Black teens and 68.4% for Latino teens. Predictions are for the same or slightly higher levels of teen unemployment to prevail again next year.

The overall downturn in the economy has forced older students and workers to take jobs that traditionally have been available to teens. Additionally, many summer jobs funded by federal grant programs for teens have been reduced or eliminated. Fewer and fewer teens are able to gain valuable early work experience that will help them in future employment.

In other words, skill development and training that has occurred in the past in entry-level jobs is more difficult to come by. The alternative is for teens to look at volunteering to gain some of those same skills.

Typical skills gained through volunteering include understanding expectations of an employer – for instance showing up on time, wearing appropriate attire, getting along with co-workers, following directions from superiors and receiving constructive criticism, doing what is asked, and learning the rules of the work site. All of these are important for teens to learn. Plus teens also can gain references and contacts for future employment.

When asked, teens will also give some other interesting insights into their volunteer experiences:

Business Etiquette: One teen learned to stop twirling in her swivel chair in the office. It was fun, but she realized she seemed like a little kid doing it and no one else was.

Business Skills: A teen said that learning to use a copier, and learning how to

answer the phone in an office setting was helpful to her in later work.

Diversity: One teen said, “I realized that not every adult was like my parents and that adults, just like kids, can have their own difficult problems.” Also working with multi-age teams can be different. “The volunteer position I was in allowed me to work with people of a variety of ages. This was the first team I had been on where I was not surrounded by kids my own age.”

Organizational structure: One teen stated that they understood the concept of a hierarchy in the workplace for the first time and realized why it took time to get something done. A worker couldn’t just get an idea and then do it; there were layers of people and approvals that the idea had to go through first.

Empowerment

The Search Institute in Minneapolis, Minnesota, has done extensive research on youth and has identified 40 developmental assets that help to ensure that youth grow up to be healthy, caring and responsible citizens. They surveyed over 350,000 6th through 12th graders between 1990 and 1995 in over 600 communities. One of the 40 assets is “Service to Others” and it’s defined as a young person serving in the community one hour or more per week. They list volunteering under their category for “empowerment”.

For details about the research and the 40 Developmental Assets go to www.search-institute.org/

Teens have for decades faced a period of alienation. Teen angst it’s called. It’s the time of life when teens are separating from their parents and preparing to develop their own identity and to ultimately move out into the world. This time of separating which now starts around age 11, can be a very lonely and stressful time for many teens. Problems that they would have come to their parents about in the past they may struggle with on their own, convinced that no one understands them. Teens have a tendency to focus on themselves and their peers to the exclusion of the rest of the world. Volunteering can help to bridge some of that distance and divide. It can open up a teen to the fact that there are other people in the world with greater problems than their own and that they, even as a teen, can make a difference in

other people's lives.

My younger daughter had worked for some months on a Girl Scout project and was finally finished. She had painted a bookcase for a child development program and solicited donated books to fill the bookcase. In response to her request for used children's books, she received 1,031 books! This was a tremendous response and way beyond the 300 she had hoped for. In the ensuing process of sorting and delivering the books, she got very focused on finishing the project and getting it done. The day we delivered the books, it was quite warm and we made many trips with heavy boxes. I'm sure it seemed like quite a chore to cart everything in. She was mainly happy just to be done. Later, she received a big packet in the mail. When she opened it up, she had a lovely thank-you letter from one of the teachers who had received many of the books for her classroom plus many hand drawn cards and notes from her students thanking Andrea for the books. Because there had been so many books donated, a decision had been made to let each child select a book to take home of their very own. The program served underprivileged children and most did not have books at home to read. The notes from the students really struck Andrea. She was pleased that she had made a difference in the children's lives and had made them happy. She recognized that even as a pre-teen, she could do something to make the world a better place for others. She felt empowered to do good.

Teens with disabilities face special challenges. If the disability is recent, the teen may have to alter their entire concept of who they are and what they can do. It is a terrible struggle. I worked for a large children's hospital and one of my tasks as a manager of volunteers was to participate in a team dedicated to transitioning the older teen patients to the adult world in terms of health care as well as higher education and work. Part of that transition process involved having the patients work with the vocational counselor to identify types of work they wanted to explore and to serve as a volunteer in the hospital as a bridge to work in the outside world. One patient had been a rodeo star, traveling the country to perform. He was severely injured while performing one day and required extensive surgery and a long recovery and therapy. He was unlikely to be able to go back to any kind of physical job, but instead needed to look at ways to use his intelligence and winning personality in a new line of work. We decided to have him serve as a patient escort, taking the patients and their families to their appointments in the hospital complex. He loved to chat with all the patients and families and was doing a needed service.

He really enjoyed the opportunity to share his knowledge and interact with everyone. His comment to me one day was, “I feel more like myself now that I’ve been volunteering than I have since my accident.” Through volunteering he had changed roles. He was no longer simply a patient, he was empowered by the hospital to help others and it felt good. He felt more whole again.

Other Benefits

The benefits of volunteering are many and varied. Each teen will get something different from the experience, but in most cases they will learn a lot about themselves and others. Youth community service students from the Constitutional Rights Foundation put together a list of reasons why they thought community service was important for high school students at their “Making It Happen Conference” in Los Angeles. Here is a sampling of their thoughts:

1. Participation is important in our country.
2. Develops interests and character
3. We improve our community and make it a better place to live
4. Fosters responsibility
5. Makes us aware of somebody besides ourselves
6. Develops leadership skills.
7. Develops communication skills
8. Increases community spirit
9. Unites friends
10. We set an example
11. Challenges us
12. Increases self-esteem
13. Develops community respect.
14. Gives youth direction and helps us achieve our goals.
15. We raise awareness about social issues.
16. Encourages interaction between races and ages.
17. People working together improve our world.
18. We care for people who are less fortunate.
19. It’s fun!
20. We inspire adults to join us volunteering.
21. Helping the community gives great satisfaction and self-worth
22. We learn teamwork

23. Promotes a positive attitude.
24. Good for college brag sheet.
25. For experiences working together, tasting the world, making the world better, keeping busy, creating accomplishments, making friends.
26. Changes stereotypes about society.
27. Introduces students to important people.
28. Gives teens an important role and sense of independence.
29. Sparks creativity.
30. It draws out our education: makes it real.

“Without community service, we would not have a strong quality of life. It’s important to the person who serves as well as the recipient. It’s the way in which we ourselves grow and develop....” – Dr. Dorothy I. Height, president and CEO of the National Council of Negro Women



Chapter Two: Types of Volunteering

Informal

This is the easiest type of volunteering. It is very casual; there are no rules, no uniform, no application or structure. Simply, it’s helping others when they need it. This occurs when you ask your neighbor if they want you to pick up something at the store when you are going or help them move a piece of heavy furniture that requires more than one person. It’s really old fashioned neighborliness. And in

Sacramento the Parks and Recreation Department has started the Caring Neighborhoods Program to encourage this type of volunteering. In the Arden Park neighborhood for instance, the community has organized with the intent to help their elderly neighbors and make a difference in their lives. They regularly give elders rides to church, help with grocery shopping, and visit ill seniors. Recent support has included mopping up after a washing machine overflowed, helping remove wallpaper, taking a lawn mower in for repair and many other helpful tasks. It's one of the best ways to introduce children and teens to the idea of service and volunteering. The process is simple and task-oriented. You can see the results very quickly. Some schools mandating community service will allow the student to count this type of volunteering. Others will not. Be sure to check what restrictions the school may be putting on the service required.

Episodic

This is the current term for short-term volunteer opportunities. They are usually special events such as festivals, fairs, ice cream socials, dinners or one-day activities such as a clean-up of a neighborhood, trash pick-up along a bike trail or tree planting. Generally there is simply a phone call needed to sign up or a short form, little or no training, and you get started with the activity. Most of the time you will get about 2-6 hours of volunteer time through one of these types of events. There can be age restrictions, but most teens will be old enough to help for many activities. These work well if a teen does not need many hours. Otherwise you will spend a great deal of time trying to locate enough of these events to accumulate considerable hours.

Family Volunteering

The Independent Sector's 2001 "Giving and Volunteering Study" found that 28% of Americans volunteer with their families. Families account for almost 50% of all volunteers and are more likely to volunteer regularly and for more hours than other volunteers.

Family volunteering is one of the current trends. It is growing due to many factors, but a key one is lack of time. Time has become very precious. Parents as well as

their teen children are often working. It is not unusual for a nuclear family to have both parents working full time, their older teens working a part-time job while going to school and their younger teens babysitting the neighborhood children. Hardly anyone is home. It makes family time a very precious commodity. Single parent households find the time together is even more fleeting. With little down time it's no wonder families try to multitask by combining quality family time with doing well for their communities.

Family volunteering involves at least 2 people who call themselves a family and who volunteer at the same time for the same organization. They may or may not be engaged in the same activity. For instance, a family could volunteer for an animal shelter. They might go to the shelter on the same day, but one might be helping to exercise the dogs, another helping to socialize the cats and another might be checking the lost pet and found pet listings for a match. At other times, a family might be engaged in working together as a part of a larger group – such as helping to pick up trash along a bike path.

We aren't just talking about nuclear families consisting of a mom and dad and several kids. Families come in quite a variety:

- Nuclear families consist of a mother and father and their children.
- Blended families include parents and their children together, plus children by previous relationships. Step children who spend part of their time in the blended family may be part of the mix as well as step children who live with the parents.
- Extended families may include grandparents, aunts, uncles and other relations.
- Single parent families may share custody of their child with their ex-spouse.
- Other types of families may include single sex parents, childless couples and others who are not united by blood or marriage, but consider themselves a family.

There are many benefits for a family who volunteers together. These include the opportunity to share an experience together, to bond and have fun. It's an opportunity for a parent to be seen as a role model and to share their values about community and service with their children. And the children can help to select the organization for which they will volunteer, perhaps selecting something related to a favorite cause such as animal welfare or the environment.

One thing to consider when beginning volunteering as a family is to start small. Begin with a short-term commitment, like a one day event or project. Helping at a fun run for the day in support of an organization or cause might suit a broad range of interests and abilities or helping with a community festival. Try to look for an activity that is physically suitable for the age ranges and health conditions of everyone who will participate and will fit the attention span of the individuals too. While the adult members of the family may be happy to devote a whole day to helping, younger members of the family may need to call it a day after as little as 2 hours.

One of the most successful family volunteer projects we offered at the hospital where I used to work was the opportunity to involve families and groups in decorating the hospital for Christmas. Each year, 14 trees needed to be decorated and we came up with a variety of themes for the trees: angels, clowns, pets, Disney characters and so forth. Children and families were invited to create ornaments and then come on a weekend to decorate the trees. Families loved to do this. It worked well even for the young children. We would have cookies and punch available to the families and would offer them a small gift for helping with the decorating. One year a Girl Scout troop made packets of “reindeer dust” that were made of oatmeal and glitter for Rudolph and his friends and these were given out to the families who helped. The children in the families especially enjoyed that little gift.

National Family Volunteer Day is usually held on the Saturday before Thanksgiving. It is an ideal time to begin your family’s tradition of giving to your community. For more information about National Family Volunteer Day, go to www.pointsoflight.org and search for the National Family Volunteer Day page. It contains a guidebook for families to help develop a project for National Family Volunteer Day that can be downloaded for free.

Parent/Buddy

In many cases students may be too young to volunteer on their own and the organization may require that a parent or guardian accompany the student. For instance, the local animal shelter in Sacramento has a graduated list of duties that students can do alone or with a parent or guardian. Their minimum age is 13 and in the range of 13-15 students working alone can help with office tasks such as

copying or filing, unfolding newspapers for the animal cages or other light duty. If a parent works with the students of that age, they can train to socialize the cats and kittens, prepare surgical kits for the spay and neuter clinic and or prepare food for the animals. One benefit of volunteering with your child is that you have a common experience outside your normal routines and have an opportunity to discuss it. During those teen years, it can be very comforting to see your child take responsibility for others in their volunteer work. Working as a team can help the child to see the parent in a new light too and to realize that both have their own strengths and talents. Sometimes an organization will require that the student and the adult take a training class before being allowed to start. Others may require just the adult to take the training and ask that they share appropriate information with their son or daughter.

On-going

On-going volunteer placements usually require an orientation and training before the student can begin and there is an expectation that the student will continue for a period of time. The commitment is usually for 6 months to a year. In these placements the volunteer will have a set schedule and will be expected to be available consistently for 2-8 hours every week, every other week or every month depending on the placement. Examples of this type of opportunity would be volunteering for a hospital as a recreation aide in their play room. The volunteer would need to be oriented to the hospital's policies and procedures, healthcare industry standards such as the recent HIPPA rules on patient confidentiality, emergency codes, and other safety rules usually required of employees as well. Additionally the volunteer would receive classroom or on-the-job training for the specific tasks involved in their volunteer position and would be oriented to the work area. It is important to note that it might take a month or more for a volunteer who is selected for an on-going opportunity to begin their assignment due to the necessary health and background clearances as well as the required orientation and training for certain industries such as health care or police or fire reserves. If the student needs to begin serving as a volunteer right away, it's important to ask questions about when the student might realistically be able to start. Hospitals, for instance, are highly regulated and there are many rules to be followed even for volunteers. A better fit for a student, might be to serve at a nursing home, or helping with an after school program for disabled students if they have an interest in healthcare but have concerns about needing to begin their service quickly. On-

going placements are best for students who have a significant amount of hours to complete, such as 100 or more and have a schedule that will allow for training and education prior to start of their service. Most organizations will not want to invest the time and actual cost it takes to prepare an on-going volunteer unless they are assured that they will receive sufficient service to warrant their investment.

Students needing or seeking on-going placements must treat those commitments as they would a paying job, keeping track of their scheduled time slots and making sure that family members are dedicating time to provide transportation or to make other arrangements. The organizations are counting on the volunteers scheduled in on-going positions and rely on them to assist in providing service to their clients.

Home-based Projects

These are opportunities to create or collect items for organizations and do not require much time on-site at the institution. Examples of these would include:

- Making catnip toys for cats and kittens in the local animal shelter. These can be made from fabric scraps leftover from a previous project. Even young children can help to spoon the catnip into little square “pillows” for the cats to enjoy.
- Collecting books or magazines for the local nursing home. Saving magazines that the family reads and those of neighbors or friends can be donated to a local charity.
- Coats for Kids – many communities have formal coat donation programs in the winter. Have the children go through their closets and find the coats that no longer fit and take them to the collection site.
- Make holiday cards. Each year many children’s groups and families would make Thanksgiving and Christmas cards for the hospital I worked for. We would ask the clowns visiting the children in the clinic to hand them out as children came for their appointments.
- Collect newspapers for the animal shelter. Most shelters line their cages with newspapers and lots of clean ones are used each day. Make it a tradition to deliver your used newspapers to the shelter once a month.
- Paint faces on pumpkins and donate them to the local nursing home, hospital or other charity.
- Make lap robes or afghans for elderly clients of an Alzheimer’s day care program.

- Make dog biscuits and wrap them for a holiday. Donate to your local pet therapy program.

In all these cases, of course, you should call first to make sure the project or donation is wanted. Most organizations have a wish list posted on their web site or available by mail. These lists will often be a jumping off point for a student or their family to develop a project. Due to age restrictions, a home-based project may be the only type available for very young students.

Virtual

A virtual volunteer opportunity is one that is accomplished off-site and usually by computer or other electronic means. Examples of these would include:

- Web site design and maintenance
- Database development or data entry
- Word processing then emailing the document to the organization
- Sending emails to remind committee members of meetings
- Creation of a newsletter that is electronically transmitted to subscribers or back to the organization for printing and distribution
- Internet research

The great thing about virtual volunteering is that even if a volunteer moves away, they can still help your organization. Plus these opportunities are a good way for someone who is disabled to assist without the difficulty of coming to an organization's site.

Philanthropy

Philanthropy is such an adult-sounding word, but it really means to be charitable and comes from the Greek word meaning "loving people." Being a philanthropist brings to mind rich actors supporting high-profile causes with mega bucks, and billionaires like Bill and Melinda Gates. Although philanthropy usually implies a donation of money, it also can mean a donation of service or goods.

Philanthropists can be young people without major trust funds too, and research finds that adults, who volunteered when they were young, are more likely to do so as adults and to donate to organizations. A report released in 2002 by

INDEPENDENT SECTOR and Youth Service America showed the strong impact of youth service on the giving and volunteering patterns of adults. Engaging Youth in Lifelong Service reported that adults who volunteered as youth gave more money and volunteered more time than adults who began their philanthropy later in life. Engaging Youth In Lifelong Service showed, “that the community service ethic instilled in youth influences the giving and volunteering patterns of adults across every age group and income. This involvement creates a strong pattern of civic engagement that persists into adulthood.”

When my daughter’s Girl Scout troop was looking for community service opportunities, we invited a regionally recognized philanthropist to come and speak to us about her philosophy of giving to the community. She suggested that the girls think about what was important to them, what they cared about and then look for organizations in the area that supported those causes. One girl was concerned about those who faced hunger, another wanted to help homeless pets and another wanted to help children with disabilities. She suggested finding the names of organizations in the area that were committed to these causes and then investigating them through sites like www.guidestar.org to find out about their non-profit status and even to contact them for their annual reports or other written materials telling about their work. She also said that she liked to volunteer for the organizations to see what they were like and whether she thought they were doing a good job. She might also serve on a committee or take a board of directors’ position before donating funds to their cause. The girls looked into the groups of interest to them and were able to volunteer for several. Later they each chose a group to make a donation to from cookie money they had earned, in effect serving as philanthropists to their local community.

As a young teen I was also involved in fundraising for a cause. One summer, my friends and I decided to put on a carnival for muscular dystrophy. At the time this was a way that the national organization encouraged charitable giving. I remember us receiving the kit of materials in the mail and then planning our carnival and how to promote it. We set up all the usual simple carnival games in my friend Karen’s backyard. We had fun setting the whole thing up and promoting it by handing out flyers in the neighborhood. One of the parents sent a press release to the local newspaper which carried an announcement and later took a photo of us all barefoot and tired on the lawn. We raised several hundred dollars and learned the rudiments of special event fundraising for a non-profit.

For a discussion of philanthropy targeted at youth and lots of suggestions on ways to get started, go to <http://www.youthnoise.com> and click on “Tools” and “Toolkits”. You’ll find lots of ideas on ways to get started and a tool box containing helpful planning tools along with a section of sample letters, receipts and forms.

Political/Social Action

Students can influence politicians and other community leaders to take action on an issue. This type of volunteering involves writing letters to politicians and other leaders seeking their support or endorsement for a particular cause, leafleting or even protesting on a community issue. Other ways to volunteer might be to select a community problem and then raise funds or awareness in the community to seek a solution.

Voluntourism or the Volunteer Vacation

One of the hottest trends in volunteering is the rising popularity of “voluntourism”, that’s the combination of being a volunteer with being a tourist in any part of the world. While you might think of it as something you could do on an exotic getaway, it’s also a winning combination here in Sacramento. Volunteer coordinators around the region are having more and more requests from visiting groups who want to “give something back”. Recently I was approached by a group of students who will be visiting in Sacramento soon. They are school girls from China, aged 12-18, and will be here to study English, but as part of their time in the area, they also want to have a chance to volunteer. I frequently get requests for youth groups who are traveling from the Northwest to southern California to have an opportunity to volunteer and visit Sacramento during their travels. Most of the time we can find a project that suits them. Some are also interested in a more intense visit and these stay up to a week in residence and volunteer 4-8 hours every day.

For example, when you think of college students and spring break, your first thought is probably not community service. However, 10 University of Alabama students and staff traveled cross country to work in Sacramento for a week last spring. With a program called Alternative Spring Break (ASB), these participants performed work in a

series of projects with an urban environmental theme. Included on the students' agenda were the Discovery Museum, the William Land WPA Rock Garden, the city's forest services division, the community gardens, and the Historic Old Sacramento Foundation.

Michael Hallman, the University's Alternative Spring Break co-coordinator, stated, "We wanted to extend the classroom experience into the real world. The students not only contributed to the community we were visiting, but they also learned life skills and broadened their view of the world. I also think they had a lot of fun!"

That's the winning combination: gaining some new experience while also learning about the world and having fun. This trend continues to grow in popularity.

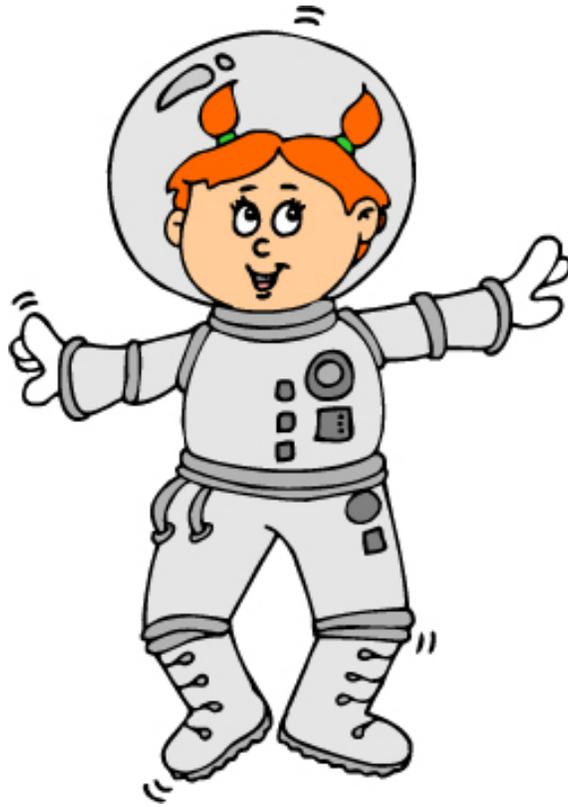
Travelocity, a national on-line travel agency, has found in its recent survey results that 38% of its users who plan to travel this year plan to include a volunteer component in their vacation.

If you'd like to try "voluntourism" on your next vacation, contact the Volunteer Center in the community where you will be visiting for a list of short-term opportunities taking place while you are in town. You could also call to discuss with the volunteer coordinator on staff what you, your family, or your group could do to help out while you are in the area.

There are also agencies that specialize in organizing volunteer vacations in the US and abroad:

Globe Aware - www.globeaware.org - is a nonprofit organization that offers volunteer vacations in Peru, Costa Rica, Thailand, Cuba, Nepal, Brazil, Cambodia, Laos, Vietnam, Jamaica, Romania, Ghana, Mexico and China. Most opportunities are for one week.

Landmark Volunteers - www.volunteers.com - has offered travel and service opportunities for high school students for 17 years. This non-profit organization provides programs in the United States.



Chapter Three: Things You Should Know

Terminology

Volunteerism: This term refers to people who provide service without pay. Usually this service is given to a non-profit organization or a governmental entity. Growing up, many people volunteer through Girl Scouts or Boy Scouts, Camp Fire Boys and Girls, church youth groups, Key Club, honor society and other organizations.

Community Service: This phrase is used to describe volunteer service that is performed in the community. Schools often use this term for volunteering as they want to emphasize service which is done off the school's campus in an effort to encourage students to be more involved in their own communities. This is also used in the court system when a defendant is allowed to volunteer rather than pay a fine or go to jail for an offence.

Service Learning: This term defines a type of learning that includes both service or volunteering and educational goals. Often it is part of a classroom experience and a reflective component is included. This is generally a carefully structured activity

and will involve mastering certain academic material related to the service component.

Learn and Serve America, a program of the federal government administered by the Corporation for National and Community Service provides this example of a service learning project:

Middle school students at South Tahoe Middle School work with the U. S. Forest Service to conduct a study of a nearby watershed as part of their science curriculum.

Students identify what constitutes a healthy watershed, and with the help of teacher and volunteer scientists and engineers, design a plan to restore the degraded portions of the watershed. In their language arts classes, the students develop articles and public service announcements to educate the community about the environment.

Determining Your Volunteer Personality

There are a number of ways to get a teen started thinking about what they might do as a volunteer. Sometimes making a list of interests and talents is a good beginning. A couple of methods include creating a brochure about themselves or a poster.

The teen could look at various magazines and cut out pictures for a poster that describes some of their talents, interests and work style. For instance, they might consider what skills and talents they have such as writing, cooking, a specific sport, organizing, singing, acting, playing an instrument, sewing and so forth. Then they might look at what groups of people do they want to help. For instance, they might prefer to work with younger children, or perhaps teens or the elderly or disabled. They might also think about the issues that concern them such as homelessness, hunger, unwanted pets, or the environment. And finally they may want to consider whether they want to work alone, in a group or with a partner. As a result of their clipping out pictures and pasting them on a poster, they will have a picture of what they want to do and can verbalize it in a sentence. “I am good at (talent), and I want to work with (population), on (issue of concern), and prefer to work (style).”

Putting it together, the sentence might be, “I am good at singing, and I want to work

with the elderly, on making a difference in their lives, and prefer to work alone.” A project with that as its focus could be developing a program of songs that the student performs at local senior centers. Another possibility might be volunteering at a nursing home to assist in the music therapy program.

Another technique would be to ask the teen to create a brochure about themselves. Simply fold a piece of 8 ½ X 11 paper into thirds. At the top of each section, the teen could label topics and then complete the lists for those topics. The topics could include:

School: List the parts of school that the teen likes best – favorite subjects, clubs, sports, performing arts, activities.

Outside Interests: List the things the teen does for fun or recreation: computers, games, crafts, sports, camping, travel, friends, service, faith, family activities.

Skills and Talents: martial arts, sports, dance, drama, cooking, music, computer skills, sewing.

Careers: What career direction does the teen have: math/science, arts, history, social sciences, recreation or sports?

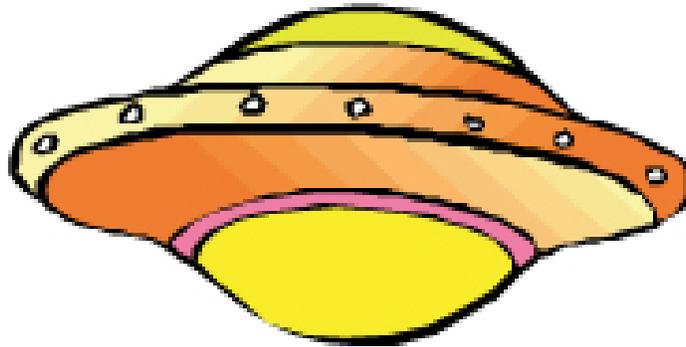
A great resource for looking further at careers is the federal Bureau of Labor Statistics, Occupational Outlook Handbook. This on-line or printed handbook provides tremendous detail about various careers, what education is required, what the work environment is like, and even salary ranges. You can find this booklet at: <http://www.bls.gov/search/ooH.asp?ct=OOH>

Service: If the teen has already completed some service projects or volunteered for organizations, list these and star the ones that they enjoyed the most.

Once the brochure has been completed, ask the teen to look for words that come up more than once. Consider these interests first when looking for volunteer opportunities.

If your teen likes to do quizzes and enjoys working on-line, then you might try “The If...Then Game” at Youth Noise. You can access the quiz at:

<http://www.youthnoise.com> and follow the link to “Tools”, “Toolkit”, “DIY Service: Lend a Hand” and to “The If...Then Game.”



Finding Opportunities

Once the teen has discovered what they want to focus on as a volunteer, the next task is to find those opportunities. A popular on-line service that is free is Volunteer Match. This service allows the user to type in their zip code and select opportunities by category.

The categories for volunteering include:

- Advocacy and Human Plight
- Animals
- Arts and Culture
- Board Development
- Children and Youth
- Community
- Computers and Technology
- Crisis Support
- Disabled
- Education and Literacy
- Emergency and Safety
- Employment
- Environment

Gay Lesbian Bi and Trans
Health and Medicine
Homeless and Housing
Hunger
Immigrants and Refugees
International
Justice and Legal
Media and Broadcasting
Politics
Race and Ethnicity
Religion
Seniors
Sports and Recreation
Women

Visit the Volunteer Match web site to search for opportunities:

<http://www.volunteermatch.org>.

Teens can also request the listings be sorted to show only those that are listed as “great for teens”. Parents may also want to check on those that are listed as “great for kids”. A sort can also be done by distance (based on your zip code) and duration.

Many communities also have a Volunteer Center that provides referrals of potential volunteers to local organizations. To find a Volunteer Center in your area, look in your phone book or go to <http://www.pointsoflight.org/> to search for the nearest center. The Volunteer Center of Sacramento offers a variety of opportunities: www.volunteersac.org. Sacramento also has Hands on Sacramento which offers volunteer opportunities as well: www.handsonsacto.org

In Sacramento, many agencies have web sites listing their volunteer positions. The City of Sacramento’s volunteer web pages are: <http://www.cityofsacramento.org/volunteers>. Listings are updated frequently and applications can be downloaded. Potential volunteers can subscribe to a listing service which will send you an email each time the volunteer pages are updated with new listings.

Process

Process you might ask? What process might there be to volunteering. Sometimes it can be very easy. For instance if you are simply helping around the neighborhood, such as raking an elderly neighbor's lawn or walking a sick neighbor's dog, that is volunteering at its simplest. You just ask what you can do to help someone nearby.

If you are going to create a project of your own, you will need to get an agreement from an organization that will accept the results of your project. For instance, when my younger daughter wanted to collect gently used children's books for her volunteer project, she had to contact several groups before she found one that was interested or needed the books. Then the group wanted to approve the flyer that was handed out advertising the collection of the books and the Girl Scout service unit wanted to be mentioned as well. Even with a simple idea, there had to be some negotiation.

If you are planning to volunteer for an organization, there will likely be a number of steps you will have to take. In many cases the organization will ask you to attend an orientation. This is often an overview of the organization, its goal and mission, perhaps a tour of the facilities and a discussion of the general volunteer jobs and their requirements. A minimum age for volunteering will likely have been set by the administration of the organization and there may be other rules to comply with as well. Almost all will want a written application, similar to an application for employment (visit the City of Sacramento's volunteer web pages for a standard example: <http://www.cityofsacramento.org/volunteers>) and may require a parent or guardian to volunteer alongside a youth or teen. A written consent form from the parent or guardian will be required for those under 18. An interview is possible and there may be health screenings such as a TB test or a record of immunizations if volunteering in the health or education fields. Some organizations require fingerprinting and background checks, although these may be waived for youth. References are often required and are contacted. The process for applying and getting appropriate clearances for volunteering will usually mimic the process for employment in a larger organization. All of this will take time, so be sure to ask about the application and clearance process. If the teen has a short time to complete their service requirement, it will be best to try to volunteer for an organization that has fewer requirements.

For short-term assignments, the application process is generally simpler. (Visit the City of Sacramento's volunteer web site for a standard example:

<http://www.cityofsacramento.org/volunteers> .) However, it is likely that the volunteer will need to complete some type of application and many organizations will require a parent's signature on a form giving consent for their child to participate in the activity. Emergency information will probably be requested as well. Ask before showing up to help with the activity or event.

A student needing to volunteer for a significant number of hours is best served by working in an on-going placement. That is, the student has a regular schedule and participates with an organization on a weekly, bi-weekly or monthly basis. To secure a volunteer placement, the student needs to pursue opportunities as if he/she were applying for a job.

Even for students as young as 12, the youth will need to complete an application, attend an orientation or an interview (sometimes both), and be selected. Just because a student completes an application, does not mean that the student is automatically accepted as a volunteer. In fact, many young people are not. Most organizations will limit the number of young volunteers for any given duty. It would be very difficult for many groups to have only 14 year-olds volunteering. Most will want to mix the ages up and have the youth or teen volunteer with others who are older, and more mature. The organization may indeed accept youth as young as 12, but youth may be a relatively small percentage of the overall volunteer team. The key reasons for this will be ones related to supervision and liability. In some cases, organizations will require a parent or guardian to volunteer along-side the youth or teen for insurance purposes. Don't argue with the volunteer coordinator about these rules. They have generally been handed down from the administration and have the backing of their legal counsel. There are good reasons why they have these rules in place and arguing with the volunteer coordinator will only succeed in frustration on both sides.

How do you contact the organization? There are 2 common ways, by email or phone. In either case you probably want to give the coordinator a little information about you and request some information. Here is a sample dialogue that can be used:

"Hi, my name is (your name) and I am a student at (name of your school). I am

interested in finding out about volunteer opportunities at your organization. I am (age) and wish to volunteer at least (number) of hours. My reason for volunteering is: (mandated for a class, graduation requirement, want to help, skill development, for a Girl Scout project, etc.) Please let me know what might be available. My email is: (address) or please call me at (number) after (time) during the weekday.”

From this contact you will get a listing of current openings, or a brochure describing the volunteer program and most likely an application.

Let’s talk about the paperwork. The application is very similar, but usually not as complex as an employment application. Typical questions will include basic contact information such as name, address, phone numbers and email address. Beyond that some will ask for personal information such as birth date, Social Security number, days and times that the volunteer is available, experience in specific areas such as working with children, gardening, teaching and other tasks specific to the organization. Other questions might include those related to other volunteer experience, hobbies, skills, interests, other languages spoken, whether you prefer to work with a group or alone, comfort factor in working with people the volunteer doesn’t know, emergency contact information and parental consent. References may be requested and probably will need to be at least 2 people who know the student well, but are not relatives.

Next will be an orientation or an interview. The orientation is usually a group meeting to discuss the volunteer program and often includes a tour and other specifics about the organization. It is the “meet and greet” portion of the process and is designed to give you enough information so that you can decide if you want to proceed. An interview will likely be a one-on-one interview, but group interviews are not uncommon, especially for youth. In an interview, potential volunteers might be asked about their education, work experience, other volunteer work, scheduling questions and other typical employment interview questions. In turn, the potential volunteer may need to ask questions about the organization at the interview. Some questions might be, “Who are your clients?”, “Will I work in a team?”, and “Do I need to commit to volunteering for a certain length of time?”

As you can see, all this will take some time. It is not unusual for a volunteer to wait 30 days or more for these functions to be completed even after the volunteer has turned in an application, been interviewed or oriented and accepted. Don’t let the

student wait until the last minute.

Responsibilities of the Student and the Parent:

Students need to take responsibility for the following:

- Clear your schedule for your appointed shift and give your volunteering priority.
- Perform tasks that are assigned to you as best you can. Ask questions if you don't understand.
- If you can't make it to your scheduled shift, call as far in advance as you can. In most organizations a volunteer is only given a few unscheduled absences before they are terminated.
- Suggest ways you could do your assignment better if you have an idea.
- Respect confidentiality. If you are informed that client information is privileged, don't share it with anyone. If you violate a confidentiality rule, you could be terminated and possibly prosecuted.
- Get along with your fellow volunteers and staff.
- Respect diversity.

Parent's Responsibilities

Parents are often required to attend an orientation meeting with their child. This is a good idea even if it is not required. The parent is able to see what the environment will be like that their child is working in and may have questions of their own that can be answered at this preliminary session.

Emergency contact information for the parent as well as medical information will be needed by the organization that the youth or teen is volunteering for. A parent or guardian will need to provide that information. Consent of a parent or guardian will be required for any child under 18 to participate as a volunteer. Even if the students are 16 or older and drive their own car, the parent will still need to sign any document that gives permission for the student to volunteer. Make sure that is done prior to the student showing up for their first scheduled shift. Otherwise, they may be sent home until the parental consent form is signed and returned.

Transportation will be needed especially for children who are under 16 or don't have a license. This has to be factored into the family's schedule. Organizations

expect the volunteer to be there for their shift. If they do not come and are not excused from their shift, they face termination. Even if the parent is not driving the youth, making sure that a bus pass is available and the youth knows how to get to and from the volunteer site safely is a must.

Chapter Four: Start Early and Continue

“No act of kindness, no matter how small, is ever wasted...” - Aesop

Early Years: K-3

Early elementary school is an ideal time to start instructing children in the need to be of service to their community. At this age, it's best to think of projects the children can do from home or class rather than try to find a location where the students can directly volunteer. Most agencies will have rules precluding very young children from directly volunteering for the organization.

I have often been asked to talk to students as young as 4 about the importance of helping others and it was clear that they were able to understand the concept. At a hospital where I worked we had a group of kindergarteners every year who made fall decorations and brought them to the hospital to decorate the various public areas of the building. This was a project they did in class and then came to the hospital to deliver it. We offered them juice and cookies and had a short presentation by one of the clowns and a pet therapy volunteer who told a little about the work they did as volunteers for the hospital.

Some other ideas for home-based or school-based projects that work well for children K-3:

- Make greeting cards that are seasonal and deliver them to a hospital or nursing home.
- Hold a canned food drive for the local food bank.

- Make laminated placemats for a local organization serving meals to the hungry.
- Collect coats, clothing and toys for a nearby homeless shelter or transitional housing program.
- Collect pennies and donate the funds to a local charity selected by the children.
- Volunteer to tend the flowers or gardens at a school in your area during the summer break.
- Collect children's books for a local educational program for underprivileged children.
- Decorate paper lunch bags with markers, sequins, glitter and other items. Fill them with items children might like for a snack at the local homeless shelter. Include a juice box, a wrapped food item such as a granola bar or packaged dried fruit or crackers. Include a small toy the children donate from home.
- Make Christmas tree ornaments and help to decorate a tree at a local hospital, nursing home or other local community organization.
- Ask for the "Wish List" of a favorite charity and collect items on the list from neighbors, friends, and groups the individual or family belongs to.

Late Elementary: 4th through 6th Grades

At this age, students may begin to find that they can volunteer with their parent or guardian for some programs. The opportunities will likely be limited so it is a good idea to continue to look at home-based or school-based projects too. Organizations such as Girl Scouts, Boy Scouts, Camp Fire Girls and Boys and faith-based youth groups also organize and promote community service. Some ideas for this age group:

- Wrap holiday gifts for a hospital or children's home.
- Help maintain a nature trail.
- Present a puppet show at a pre-school
- Cook dog biscuits and donate to the local animal shelter
- Create a dress-up box for a day care center.
- Collect Halloween costumes for a children's hospital.
- Do clerical work such as collating papers, putting together packets or stuffing envelopes for a local community organization.

- Collect recyclables and donate funds to a charity.
- Participate in a neighborhood or creek-week clean-up.
- Create catnip toys for cats and kittens at the local animal shelter.

Junior High/Middle School: 7th and 8th Grades

At this age (12-14), some local agencies will allow the student to volunteer either alone or with their parent or guardian on a short-term or on-going basis. Listed below are some of the typical tasks that middle school students can help with:

- Help with office duties at a local charity.
- Take training to learn to socialize cats at the local shelter.
- Work with a trained family member (adult) and help to walk dogs and train them at the local animal shelter.
- Lead an arts and crafts activity for younger children at a museum
- Help serve refreshments at a special event.
- Tutor younger students.
- Baby sit younger children while parents attend a meeting or event at school or church.
- Plant and tend a community garden.
- Get trained as a mediator, helping with conflict resolution on campus.
- Volunteer for an after-school program to help with recreational activities.

Teens: Grades 9-12

Once students enter high school, their options broaden. In addition to creating their own projects or working with their family or group, they can volunteer more easily on their own. Many non-profit and governmental agencies will be happy to include high school aged- teens in their programs. Examples of these opportunities include:

- Man a booth or table for an organization at a community event.
- Be an animal care assistant for a natural history museum or nature center.
- Sew Christmas stockings and fill with toys for a children's charity.
- Serve as an usher at community concerts.
- Recruit other teens to help with a neighborhood clean-up.
- Serve on a youth commission or committee for an organization.

- Help with painting during a Christmas in April event to rehabilitate a home or public building.
- Knit baby blankets for the local crisis nursery.
- Serve lunch or dinner to the hungry and homeless through a charity.
- Take digital photographs for a local charity and upload them to the group's web site.

National Youth Service Day is a great opportunity for teens to help create a special project in their area. Go to www.ysa.org/nysd/ to find on-line resources and project ideas. You can even order t-shirts with the national logo on them for a reasonable price.



Chapter Five: Keeping Track

It's great that youth and teens volunteer, but it's important for the students to keep track of their hours and what they have been doing. These experiences can be used on future job, college and scholarship applications. Many competitive programs, such as Girls State and Boys State look favorably on students who have completed significant community service. To keep track of information about community service that a student has completed, designate a binder or accordion folder to keep information in. It's amazing how quickly the paperwork starts to add up. Expect that the student will begin to have timesheets, certificates of appreciation, letters of thanks and other forms of recognition that need to be kept for future reference.

A word about time sheets, many groups will require that students sign in and out on a personal or group time sheet. Often this is kept in the volunteer services office and the hours are compiled each year for recognition events. It is a good idea for the student to keep his or her own time sheet or other written documentation of service. Sometimes the student is volunteering in a variety of short-term opportunities and there is no central documentation of the hours or the student is completing a special project that he or she will need to track on their own.

An on-line record of service can be created and maintained through the President's Volunteer Service Awards program. Visit this site to create your own password protected record:

<https://www.presidentialserviceawards.gov/tgact/ros/dspROSlogin.cfm>

Service Resume

A service resume is a good way to track the student's volunteer and community service activities in a format that can be sent to employers, scholarship programs and others who may value the student's interest in their community. A service

resume can be organized by type of activity or chronologically. As the hours mount, it can be a very impressive document. Below is a sample service resume set up in a chronological format:

Name of Student
Community Service Information

Activity	Short Description	Hours
Girl Scouts	Helped lead craft activities during A Brownie camping weekend. Oct. 2008	20
Children's Hospital	Assisted with recreational activities in the playroom. Jan. – May 2008	50
Hospice Thrift Store	Assisted with cleaning the store, sorted clothing. Feb. 2008	8
Audubon	Participated in national bird count. Feb. 2007	2
State Prison	Taught wheat weaving craft to children of inmates at Welcome House. May 2006	4
Girl Scouts	Program Aide for summer camp. June 2006	25
Sewing Guild	Made mini-quilts to send to victims of a natural disaster. July 2006	3
Food Bank	Served lunch to homeless. August 2005	4
Puppy Rescue	Cared for 2 homeless puppies during the summer. July – August 2005	80
Total:		196

Volunteer experience can also be included in a traditional resume. It can be listed

in the section on skills and experience. This can be very helpful for students just getting ready for their first job applications and can be listed chronologically as you would work experience. List the most recent experience first. Another way to market the experience, especially for students who have little paid work experience, is to go beyond the simple listing of the volunteer experience at an agency and share the scope of the work.

Here's an example:

Member – California State University Career Expo Committee, 2007 to present.

Or this:

Project Management/California State University Career Expo Committee Member

Assisted with the planning and implementation of the annual career expo. This required development of a marketing plan, coordination of registration, securing of guest speakers and budgeting with a committee of 10. The committee was composed of faculty, staff, students and community representatives. Over 1,500 people attended the 2-day event.



Chapter Six: Resources

In this chapter, we'll look at an annotated listing of web sites and organizations listed previously in the text.

Youth Service America – <http://www.ysa.org> – this organization sponsors the National Youth Service Day and provides a lot of suggestions for youth in developing their own community service projects.

America's Promise – <http://americaspromise.org> – this organization has been affiliated with General Colin Powell and developed from the Presidents' Summit for America's Future. They support the “five fundamental resources” and encourage community service for youth.

Search Institute – <http://www.search-institute.org/> - located in Minneapolis, Minnesota, this group does extensive research on youth and has identified 40 developmental assets that help ensure youth grow up to be healthy and responsible citizens.

Points of Light Foundation – <http://www.pointsoflight.org> – a national organization

with close ties to volunteer centers and federally funded programs such as Americorps. A good source of general information on volunteering. Provides a free guidebook for families to develop projects for National Family Volunteer Day.

Guide Star – <http://www.guidestar.org> – this web site provides a searchable database where you can learn more about non-profit organizations in your area.

Youth Noise – <http://youthnoise.com> – a web site targeted to youth. Provides lots of information on ways to become involved in the community through developing projects, political activism, fund raising, and volunteering for groups.

Globe Aware - www.globeaware.org - is a nonprofit organization that offers volunteer vacations in Peru, Costa Rica, Thailand, Cuba, Nepal, Brazil, Cambodia, Laos, Vietnam, Jamaica, Romania, Ghana, Mexico and China. Most opportunities are for one week.

Landmark Volunteers - www.volunteers.com - has offered travel and service opportunities for high school students for 17 years. This non-profit organization provides programs in the United States.

Federal Bureau of Labor Statistics, Occupational Outlook Handbook – <http://www.bls.gov/search/ooah.asp?ct=OOH> – this federal agency provides an on-line handbook that provides details about a huge number of careers. A good place for students to research job fields of interest.

Volunteer Match - <http://www.volunteermatch.org> – this web site offers a large searchable database of volunteer opportunities. Can be searched by zip code or area of interest.

President's Volunteer Service Awards - this site offers the opportunity to maintain a record of service.:

<https://www.presidentialserviceawards.gov/tgact/ros/dspROSlogin.cfm>

Municipal governments often have terrific volunteer opportunities for individuals, groups, families and children. Visit the City of Sacramento's volunteer web pages and sign up for free email subscription to receive notices of updated listings:

<http://www.cityofsacramento.org/volunteers>

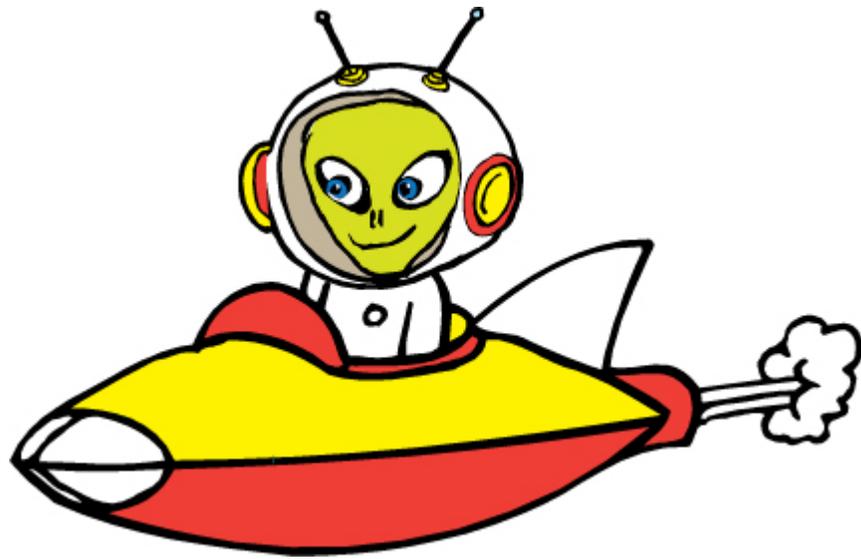
Volunteer Centers are also a good resource for information about volunteering and opportunities. The Points of Light Foundation site helps to locate a volunteer center in your area. In Sacramento visit: <http://www.volunteersac.org/> for the Volunteer Center of Sacramento and www.handsonsacto.org for Hands on Sacramento.

In California, the Governor's Office on Volunteerism offers information about local volunteer centers and other groups providing opportunities <http://www.californiavolunteers.org/> the governor's office also sponsors an annual conference on volunteerism and is the portal for information about the state's Americorps programs.

Scholarships and Awards:

A variety of scholarships to college as well as other awards are provided by organizations and groups for outstanding community service. Many are local and can be accessed through the branch library in your neighborhood or through the guidance counselors at school. Some national listings are found at this web site:

Youth Noise – http://www.youthnoise.com/page.php?page_id=102 - provides a good list of awards and scholarships related to community service.



About the Author:

Mary Lynn Perry has extensive experience working with volunteers. She has coordinated volunteers for the National Museum of African Art, managed an institution-wide internship program for the Smithsonian Institution, served as executive director of Business Volunteers for the Arts managing pro-bono volunteer projects, manager of volunteer services for Shriners Hospitals for Children Northern California and is currently Volunteer Coordinator for the City of Sacramento. Additionally she has volunteered for a wide variety of non-profit organizations, serving on boards of directors as well as providing direct service. She holds a B.A. from the University of Maryland and an M.A. from the George Washington University, Washington, D.C.

You can reach the author at: mlperry10@gmail.com

Notes:



"As if parenting isn't tough enough, we now have another mandate known as mandatory volunteering. Mandatory volunteering-you've got to be kidding. What an oxymoron. The classic definition of volunteerism is "to choose to act in recognition of a need." How can "to choose" and "mandatory" co-exist? Mary Lynn's **Get Involved! A How-to Volunteer Guide for Parents, Teachers and Youth**, tackles this quandary. Her guidebook is a tool for both parents and teens as she tackles this dilemma for the overburdened parent who has to monitor both aspects of "mandatory" and "volunteering." Perry not only writes as a manager of volunteer services, but also as a parent. She demonstrates that volunteer service doesn't just have to be a requirement to graduate from high school. Volunteering can be a wonderful occasion for work experience and resume building."

Thomas W. McKee Founder - Volunteerpower.com

Volunteer management speaker, trainer and consultant



"Mary Lynn Perry's **Get Involved! A How-to Volunteer Guide for Parents, Teachers and Youth** will prevent sleepless nights for parents of teens who are trying to meet a community service requirement deadline! Her clear suggestions and abundant resources will help the potential volunteer (and his or her parent) think in advance about their needs and interests -- as well as the needs and interests of the organizations they wish to serve -- in order to ensure a solid and positive experience for everyone involved. It's so important for kids to have a fun and rewarding first volunteer experience in order to pave the way for a lifetime of wonderful opportunities through service."

Carla Lehn, C.V.A., Library Programs Consultant

California State Library

Volunteer Center of Sacramento

1111 Howe Avenue, Suite 600, Sacramento, CA 95825

Phone: 916.567.3100

www.volunteersac.org