

SECTION D

RESOURCES

CONTENTS

Annotated Bibliography

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Annotated Bibliography

The following selected references provide background information, structured exercises, and other materials valuable in designing and delivering AmeriCorps pre-service training. Where materials are available through sources other than bookstores, contact information is provided.

Materials are organized into the same sections and chapters as the manual. However, many materials fit into more than one category. For example, many of the references on structured exercises cover activities related to various training topics, from multiculturalism to teambuilding. Look through the entire bibliography for useful sources!

TRAINING DESIGN

Learning Theory and Styles

American Society for Training and Development, "Training and Learning Styles," in *INFO-LINE, Practical Guidelines for Training and Development Professionals*, Issue 8804, April 1988.

One of the *INFO-LINE* series of booklets for training and development professionals; published monthly. Provides an introduction to training and learning styles, relating learner style and needs to trainer roles and behaviors which can meet these needs. Summarizes various research and models along with practical applications. Many references.

Bullard, Rebecca et al., *The Occasional Trainer's Handbook*. Englewood Cliffs, New Jersey: Educational Technology Publications, January 1994. (Contact: Educational Technology Publications, Englewood, NJ 07632 or call 201-871-4008)

Specifically targeted to individuals whose primary professional duty is not training. Includes five major sections: defining training needs, training design, materials development, training preparations and delivery, and post-training evaluation.

Hagberg and Leider, *The Inventurers: Excursion in Life and Career Renewal*. Reading, Massachusetts: Addison-Wesley, 1988.

Includes a learning styles inventory used by Nora Silver, Ph.D., in training for AmeriCorps members and supervisors provided by The Volunteerism Project, an AmeriCorps training and technical assistance contractor.

Imel, Susan, *Guidelines for Working with Adult Learners*. ERIC Digest Number 154. (Contact: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1900 Kenney Road, Columbus, OH 43210-1090 or call 1-800-848-4815)

Provides a summary of research on adult learning in terms of its practical implications for teaching or training adults.

Johnson, David W. and Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*, Fourth Edition. Needham Heights, Massachusetts: Allyn and Bacon, 1994. (Contact: Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194 or call 617-455-1250)

Provides an overview of the basic elements of cooperative learning and compares it to other techniques such as competitiveness and individual learning. Includes key components of lesson plans integrating cooperative learning, approaches to using cooperative learning processes in a curriculum, the development of social skills essential to working in cooperative groups, and strategies for using this process in multicultural settings. Designed for classrooms, but includes specific lessons relevant to pre-service training.

Kagan, Spencer, Ph.D., *Cooperative Learning*. San Juan Capistrano, California: Kagan Cooperative Learning, 1994. (Contact: Kagan Cooperative Learning, 27134 Paseo Espada, Suite 302, San Juan Capistrano, CA 92675 or call 800-933-2667)

Provides practical guidance and materials designed to enable a teacher or trainer to apply cooperative learning theories and methods. Covers teams and teambuilding, classroom management, sharing information, communication skills, thinking and social skills, developing cooperative projects, project design and lesson planning. Each chapter includes various activities, teacher tools, and student handouts.

Kolb, David A., *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall, 1984.

A well-known researcher and writer on experiential learning and on training and learning styles. Relates learning styles to Carl Jung and Myers-Briggs personality types, educational specialization, careers/jobs, and "adaptive competencies." Differentiates learners based on their orientation to one of four "learning modes." His learning modes inventory is used by Nora Silver, Ph.D., in training for AmeriCorps members and supervisors provided by The Volunteerism Project, an AmeriCorps training and technical assistance contractor.

Service-Learning Resource Kit. Washington, D.C.: AmeriCorps*National Civilian Community Corps, no date given.

Attractive, easy-to-use, and practical materials produced for the AmeriCorps*National Civilian Community Corps (NCCC). Includes a definition of, articles on, and examples of service-learning. Also includes information on the related experiential learning cycle. Another set of extremely useful materials, also produced for NCCC, is the *Team Leader Toolkit: Resources for Service-Learning*.

Thousand, Jacqueline S., et al., eds. *Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers*. Baltimore, Maryland: Paul H. Brookes Publishing Company, Inc., 1994. (Contact: Paul H. Brookes Publishing Company, Inc., P.O. Box 10624, Baltimore, MD 21285-0624 or call 410-337-9580)

Practical guidelines for using cooperative and collaborative learning in the classroom. Highlights partner learning, peer tutoring, and peer mediation. Research reviews, sample lesson plan formats, suggestions for peer coaching, and other forms and materials included. Although specifically designed for school teachers, some materials can be used or modified for training other adults.

Effective Training

Eitington, Julius, *The Winning Trainer*. Houston, Texas: Gulf Publishing Company, 1989.

A detailed trainer's guide covering both training design and delivery. More than 100 pages of handouts ready to copy. Includes practical information on many experiential learning techniques including role play, force field analysis, and other group processes.

Pfeiffer, J. William, and Arlette Ballew, *Using Structured Experiences in Human Resource Development*, UA Training Technologies 1-7. San Diego, California: University Associates, 1988. (See contact information at the end of this bibliography)

Comprehensive reference to the techniques of experiential learning. Contains information on how to select, use, and develop specific training strategies. Seven volumes cover Structured Experiences; Lecturettes, Theory and Models; Role Plays; Case Studies; Simulations and Games; Design Skills; and Presentation and Evaluation Skills.

Structured Exercises and Training Designs

Kramer, Patricia, *The Dynamics of Relationships: A Guide for Developing Self Esteem and Social Skills for Teens and Young Adults. A Teacher's Manual*. Silver Spring, Maryland: Equal Partners, 1991.

Teacher's manual and accompanying student's manual containing background materials and experiential exercises on self esteem, effective communication, coping skills, conflict resolution, gender roles, relationships, parenting, and alternative lifestyles. Certain chapters cover topics directly relevant to pre-service training for AmeriCorps members.

Mill, Cyril R., *Activities for Trainers: 50 Useful Designs*. San Diego, California: University Associates, Inc., 1980. (See Contacts at the end of this bibliography)

The book emphasizes the use of experiential learning approaches in training, and contains various exercises and supplemental materials which experienced trainers and facilitators can use to complement training lecturettes. The 50 exercises fall into eight categories including Group Dynamics and Laboratory Training, Training of Trainers, Cross-Cultural Training, Stress Training, Women's Issues, Supervisory Training, Training of Consultants, and Management and Organizational Development.

Tibbetts, John et al., *The Adult Learner: Training Packet for a Three-Session Workshop/A Study of ABE/ESL Instructor Training Approaches*. Washington, D.C.: Pelavin Associates, Inc., 1993. (Contact: Pelavin Associates, Inc., 1000 Thomas Jefferson Street, N.W., Washington, DC 20007 or call 202-342-5600)

Provides adult basic education (ABE)/English as a second language (ESL) instructors with an overview of how adults learn and steps to curriculum development and lesson planning. Contains preparatory materials such as checklists, session outlines, and activity exercises and covers such topics as views on adult development, theories on adult learning, cooperative learning, and instructional and lesson planning.

The Human Resource Development Annual Set, 1972-1995. San Diego, California: University Associates. Includes *Annual Handbooks for Group Facilitators* published each year. (See contact information at the end of this bibliography)

A 25-volume series of training resources including experiential activities, instruments, and professional articles for trainers and facilitators. One of the best known resources for trainers. Handbooks sold separately or as a set. Index volume available.

Icebreakers

Barca, Michele and Kate Cobb, *Beginnings and Endings: Creative Warmups and Closure Activities*. Amherst, Massachusetts: HRD Press, 1994. (Contact: HRD Press, 22 Amherst Road, Amherst, MA 01022-9709 or call 800-822-2801 for this book or a publications catalog)

Contains 70 exercises which trainers can use as icebreakers or to reinforce a specific concept. Includes an index matrix to help trainers identify the appropriate exercise to meet a particular training objective.

Forbess-Greene, Sue, *The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint, and Energize*. San Diego, California.: Pfeiffer and Company, 1995. (See contact information at the end of this bibliography)

Includes 150 icebreakers categorized by the purpose of the activity.

Jones, Ken, *Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint, and Energize*. San Diego, California: Pfeiffer and Company, 1995. (See contact information at the end of this bibliography)

Includes 50 icebreakers and how to use and adapt them.

Kirby, Andy, *A Compendium of Icebreakers, Energizers, and Introductions*. Amherst, Massachusetts: Human Resource Development Press, 1994. (Contact: call 800-822-2801)

Includes 75 activities.

Myers, Selma and Jonamay Lambert, *Diversity Icebreakers: A Trainer's Guide*. Fredonia, New York: HR Press, no date given. (Contact: call 716-672-4254)

Includes 50 icebreakers, categorized by the purpose of the activity.

TRAINING TOPICS & ACTIVITIES

AmeriCorps Guidelines and Manuals

1997-98 Program Director's Manual. Washington, D.C.: Corporation for National Service, September 1997.

Provides a brief overview of information and requirements for AmeriCorps program directors. Includes information on AmeriCorps affiliation; member recruitment and

selection; member orientation, training, and supervision; program checklists; and sample forms.

*AmeriCorps*USA National Direct Workshop: Building a Living Network.* Corporation for National Service, 1994.

Training materials used for training program directors July 31 - August 3, 1994. Covers Corporation policies and procedures, grants management information, and program development and implementation materials.

AmeriCorps Member Handbook. Washington, D.C.: Corporation for National Service, September 1997. (On the web at http://www.cns.gov/resources/ac_handbook.html)

Provides an overview of AmeriCorps, and information about member rights and responsibilities, the education award, and ways to make service a lifetime commitment. Includes summaries of AmeriCorps and other Corporation funded program, and a brief history of national service.

Hartzell, Nedra Klee, Ph.D., *Next Steps: Life After AmeriCorps.* Washington, D.C.: Corporation for National Service, June 1997. (Contact: ETR Associates/National Service Resource Center, P.O. Box 1830, Santa Cruz, CA 95061-1830 or call 800-860-2684)

A workbook designed to help members assess their skills and accomplishments, consider their “next steps,” and reflect on and make important decisions about future employment, training, education, and service. The workbook’s seven sections contain user-friendly, guided reflection activities focusing on managing the transition, continuing to serve, and pursuing options like finding a job or furthering education. The workbook also provides program staff with useful background materials, structures, and forms for use in training sessions preparing members for their next steps.

AmeriCorps Affiliation and Teambuilding

AmeriCorps: Persons with Disabilities, Getting Things Done. Washington, D.C.: United Cerebral Palsy, 1996.

Shows how people with disabilities can make profound differences in peoples’ lives through AmeriCorps service work. Footage includes several actual AmeriCorps members, who are people with disabilities performing a variety of AmeriCorps assignments.

Bi-County Development Center for Adults, *TNT: Teams Need Training.* Pleasant Gap, Pennsylvania: Centre County Vocational-Technical School, 1994.

A manual for adult learners which emphasizes teambuilding. Developed for use in workforce literacy programs. Includes chapters on: self-directed teams, conflict

resolution, problem solving, leadership, motivation, self-esteem, communication, decision making, and interpersonal relations, as well as hands-on skills-building activities to better understand how teamwork increases productivity.

Chang, Richard Y., *Success Through Teamwork*. Irvine, California: Richard Chang Associates, Inc., 1994. (Contact: Richard Chang Associates, Inc., 41 Corporate Park, Suite 230, Irvine, CA 92714 or call 800-756-8096)

A practical guide addressing issues such as understanding verbal and nonverbal communication cues, developing active listening skills, recognizing and responding to conflict, accepting diversity, group dynamics and how to build an effective team, and motivating team members. Directed towards the professional or corporate work environment, but includes many case studies and exercises applicable to nonprofit organizations and volunteers.

Getting Things Started: the AmeriCorps Orientation Video. Washington, D.C.: Corporation for National Service, 1995.

A video overview of AmeriCorps for those beginning their year of service. Describes the mission of AmeriCorps, the history of national service, and what it means to be an AmeriCorps member. Contact CNS if you have not received a copy.

Shapiro, Peter, ed., *A History of National Service in America*. College Park, Maryland: Center for Political Leadership and Participation, Fall 1994.

Presents a chronology of community service programs implemented through the U.S. federal government, including the National Conservation Corps and the National Health Service Corps. Book and video available.

Leadership and Self-Understanding

Becoming a Better Supervisor: A Resource Guide for Community Service Supervisors. National Crime Prevention Council: Washington, D.C.: 1996.

User-friendly guide to strengthening supervisory skills. Illustrates the various roles of a supervisor, including communicator, teambuilder, planner/manager, and AmeriCorps representative. Includes readings, assessment tools, and checklists.

Catt, Stephen E., and Donald S. Miller, *Supervision: Working with People*. Boston: Irwin, 1991.

Overview of leadership from the perspective of supervision. Summarizes various approaches to understanding leadership, including the trait approach, the style of leadership approach, and the situational approach. Includes a number of leadership

models, and provides charts and figures used to explain them and to categorize different leadership constructs and variables.

Covey, Stephen R., *Principle-Centered Leadership*. New York: Simon & Schuster, 1991.

Presents the model of principle-centered leadership, which is based on the premise that people center their lives and their leadership of organizations and people on "certain 'true north' principles," "self-evident, self-validating natural laws" that pertain to human relationships and human organizations and apply at all times and in all places. Describes characteristics of principle-centered leaders and a variety of personal and professional applications of this approach.

Dyer, Delwyn A., and Oscar M. Williams, "Developing Local Community Leaders."
Virginia Institute of Technology: Institute for Leadership and Volunteer Development.
Posted on Internet February 1994 (<http://www.ext.vt.edu/lvd/leaders>).

An analysis of leadership which emphasizes shared leadership within democratic organizations; has a strong community focus. Addresses leadership definitions and concepts and developing leadership. Includes activities for developing leadership within community groups.

Gardner, John W., *On Leadership*. New York: The Free Press, 1990.

Practical reflections and information about leadership from a man who served in leadership positions in the public, private, and nonprofit sectors -- as U.S. Secretary of Health, Education, and Welfare; Chairman of the National Urban Coalition; founding Chairman of Common Cause; and a director of such corporations as Shell Oil Company and American Airlines. Addresses such topics as the tasks of leadership, power, the moral dimension, community, leadership development, motivating, and the release of human possibilities. Information can readily be applied to "real world" situations.

Greenleaf, Robert T., *The Servant as Leader*. Indianapolis, Indiana: The Robert T. Greenleaf Center for Servant-Leadership, 1970.

The original essay by Robert T. Greenleaf, the former AT&T official who developed the concept of servant-leadership. Describes servant-leadership and some of the characteristics and activities of servant-leaders, and the skills necessary to be a servant-leader. Servant-leadership makes serving others the number one priority for a leader. The first of a series of "Essays in the Servant Series" and books available from the Greenleaf Center (see contact information at the end of this bibliography).

Hamaker, Mary Lou Nava, *Leadership Skills for Migrant Parents*. Downey, California: Los Angeles County Office of Education, 1986.

Curriculum guide written for program staff and designed to develop leadership skills in migrant parents who have been elected to leadership positions in Parent Advisory Committees. Focuses on such skills as understanding and using parliamentary procedures, setting goals and objectives, solving problems, and developing stronger communication skills. Pre- and post-test activities, and an outline of Robert's Rules of Order included in both Spanish and English.

Keirsey, David, and Marilyn Bates, *Please Understand Me*. Del Mar, California: Prometheus Nemesis Book Company, 1984.

Contains excellent descriptions of the basic 16 temperament types and includes Keirsey's Temperament Sorter, a simple measure of personality preferences using the same concepts as the well-known Myers-Briggs Type Indicator.

Kroeger, Otto, and Janet Thuesen, *Type Talk*. New York: Delta Books, 1988.

Readable, practical discussion of personality types and their implications in the work environment, in social settings, and family life. Describes how people of different personality types learn, communicate, and interrelate.

Lofquist, William A., *The Technology of Prevention Workbook: A Leadership Development Program*. Tucson, Arizona: Associates for Youth Development, Inc., May 1993. (Contact: Associates for Youth Development, Inc., P.O. Box 36748, Tucson, AZ 85740 or call 602-292-9767 for this publication or publications list)

Workbook intended to help build new and improve existing leadership skills by stressing the importance of taking a pro-active approach to community change. Although some components appear very complex, various concepts and exercises can be used to identify leadership styles and improve skills in program planning.

Munson, Mary K. *Leadership Skills You Never Outgrow*. Champaign, Illinois: University of Illinois at Champaign-Urbana, 1986. (Contact: Illinois State 4-H Office, University of Illinois, 302 E. John Street, Suite 1901, Champaign, IL 61820 or call 217-333-9295)

A five-booklet set developed for the Illinois State 4-H Office to help youth ages 9-18 develop leadership skills. Each booklet is designed for specific age groups and covers issues such as building self-esteem, improving communication skills, making decisions, setting goals, developing plans, and working in groups.

Myers, Isabel Briggs and Mary McCaulley, *An Introduction to Type*. Palo Alto, California: Consulting Psychologists Press, 1987.

The official 32-page "user manual" for the Myers-Briggs Temperament Inventory. Intended for use by individuals completing the test.

Working Effectively in Groups

Bickmore, Kathy, et al., *Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults*. Meeting, Ohio: Alternatives to Violence Committee of the Cleveland Friends, 1984.

A manual which serves as a basis for an introductory course in creative conflict resolution for adults and adolescents in school and community settings. Structured into 20 45-minute sessions addressing various topics including the types and nature of violence and institutional violence, responses to conflict, engaging in nonviolent activities, and the development of conflict resolution skills to deal with interpersonal, community, and global problems. Also examines leadership development and how students can influence the U.S. political system.

Chang, Richard Y. and Kevin R. Kehoe, *Meetings that Work!* Irvine, California: Richard Chang Associates, Inc., 1994. (Contact: Richard Chang Associates, Inc., 41 Corporate Park, Suite 230, Irvine, CA 92714 or call 800-756-8096)

Easy-to-understand guidebook explaining the theories and concepts behind the process of bringing various people together to exchange ideas, information, and knowledge. Incorporates tips on building teams and helps with planning meeting logistics, defining the facilitator's role, outlining a meeting agenda, and evaluating the effectiveness of a meeting. Includes simple-to-follow exercises.

National Association for Community Mediation, *Face To Face: Resolving Conflict Without Giving In or Giving Up*, Curriculum for AmeriCorps and the Corporation for National Service. Washington, D.C.: Corporation for National Service, January 1996.

Curriculum and workbook designed to help programs train AmeriCorps members in ways of looking at and responding to conflict. Activities help increase awareness of conflict dynamics and build skills for implementing behaviors for managing conflict.

King, Karen N., "Mediate and Educate: Techniques," *Lifelong Learning*, Volume 11, Number 1. Washington, D.C.: American Association for Adult and Continuing Education, September 1987. (Contact: American Association for Adult and Continuing Education, 1200 19th Street, N.W., Washington, DC 20036 or call 202-429-5131)

Article highlighting mediation as a tool for teaching communication skills through fact finding, defining the problem, formulating options, developing solutions, and writing an agreement. Useful in helping participants learn effective written and verbal communication and conflict resolution skills in true-to-life situations.

Lafferty, J. Clayton, Ph.D., in consultation with Alonzo W. Pond, *Desert Survival Situation: A Group Problem Solving Simulation*. Plymouth, Michigan: Human Synergistics, 1987. (Contact: Human Synergistics, 39819 Plymouth Road, Plymouth, Michigan 48170 or call (313) 459-1030)

Activity which demonstrates the value of working in groups. The survival rate is better for groups that choose items as a team, taking advantage of the range of knowledge and experience within the group.

Manager's Guide to Communication. Alexandria, VA: United Way of America, 1996.

Provides information for managers on how to communicate changes in their AmeriCorps program to achieve desired potential. Presents an action plan for setting up communication links, and suggestions for evaluating the success of the plan.

Diversity and Multiculturalism

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Newton, Massachusetts: Educational Development Center, no date given.

A nine-piece training set looking at the history, culture, status, needs, and contributions of Native American, Asian, Pacific Islander, African American, and Hispanic women. Includes volumes for each nationality, an elementary school guide, a secondary school guide, a teacher guide, and film set. Teacher's manual provides a three-day workshop model to help teachers develop an appropriate curriculum on racism and sexism and useful teaching tips.

Davidman, Leonard and Patricia T. Davidman, *Teaching with a Multicultural Perspective: A Practical Guide*. White Plains, New York: Longman Publishing Group, 1994. (Contact: Longman Publishing Group, 10 Bank Street, White Plains, NY 10606-1951 or call 914-993-5000)

Guide developed to help elementary and middle school teachers teach students how to cope in and meet the challenges of a multicultural society. Presents a practical model for multicultural education, with case studies, multicultural questions to guide discussion, and other tools such as classroom demographic profiles, multicultural teaching methods, and instruction designs.

Diaz, Carlos and Robert McClure, eds., *Multicultural Education for the 21st Century*. Washington, D.C.: National Education Association, July 1992. (Contact: National Education Association, 1201 16th Street, N.W., Washington, DC 20036 or call 202-833-4000)

A collection of essays in which various authors tackle the meaning, impact, and future of multicultural education, examine the need to reduce societal prejudices, and highlight methods to prepare teachers to perform that task. Includes models for multicultural education and addresses differences in learning styles, the role of gender, language diversity, reducing prejudice, resistance to multicultural education, and the leadership challenge in multicultural education. Practical information with direct relevance to training design as well as content information for diversity training units.

Matiella, Ana Consuelo, ed., *The Multicultural Challenge in Health Education*. Santa Cruz, California: ETR Associates, 1994. (Contact: ETR Associates/National Service Resource Center, P.O. Box 1830, Santa Cruz, CA 95061-1830 or call 800-860-2684)

A collection of essays outlining strategies for making health education culturally relevant and successfully reaching diverse populations. Describes differences in learning styles, information useful for community activities addressing many different project areas.

Ploumis-Devick, Evelyn and Joseph Follman, *Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom*. Palatka, Florida: Southeastern Regional Vision for Education, no date given.

Review of the impact of diversity on schools and how students learn. Includes a quiz examining individual beliefs and attitudes towards different cultures, pointers on how teachers and students can better communicate and learn in culturally diverse classrooms, successful programs and activities, and training strategies, as well as a list of resources.

Practical Applications: Strategies for Supporting a Diverse Corps. Washington, D.C.: Macro International, Inc., 1998.

Results of a study of how diversity affects AmeriCorps programs and their participants. Offers effective strategies that programs have adopted to support diversity. Topics covered include training and skills development, recruitment and retention, group conflict, and host site relationships.

Wurzel, Jaime S., *Toward Multiculturalism: A Reader in Multicultural Education*. Yarmouth, Maine: Intercultural Press, Inc., 1988. (Contact: Intercultural Press, P.O. Box 700, Yarmouth, ME 04096 or call 207-846-5168 for this publication or a publications catalog)

Compendium of readings about diverse cultures and their beliefs, designed to stimulate multicultural thinking and self-awareness. Includes thought-provoking discussion questions after each chapter.

Community-Related Skills

Arnot, Marie et al., *The Volunteer Organization Handbook*. Blacksburg, Virginia: Virginia Polytechnic Institute and State University Center for Volunteer Development, 1985.

Handbook intended to help the volunteer leader become more effective. Covers organization development skills needed to successfully establish and maintain an organization or project -- such as conducting group and community needs assessments, setting priorities, developing action plans, and documenting progress -- and individual leadership skills such as delegating tasks, conducting meetings, planning long-term organizational or programmatic strategies, and developing a public relations effort.

Borden, Jill, *Volunteerism in Adult Education: A Guidebook for Increasing the Scope and Quality of Volunteer Programs in Adult Education*. Phoenix, Arizona: Phoenix Union High School District, 1984. (Contact: Jill Borden, 2333 North Dayton, Phoenix, AZ 85006)

Guidebook designed for adult education, but containing information applicable to the recruitment and use of volunteers in any field. Provides a step-by-step process for establishing and operating an effective volunteer program and covers various issues including motivation, recruitment and screening, orientation and training, and placement and retention.

Center for Community Change, *25 Years of Community Change*. Washington, D.C.: Center for Community Change, 1992.

A summary of the successful work of community-based organizations organized by low-income people to improve their communities and their own lives. Describes the historical basis for community organizing efforts which focus on the intelligence and strength of the residents of low-income communities and the importance of helping them establish their own organizations. Provides case studies of community-based groups which have been successful in overcoming poverty. All have been assisted by the Center for Community Change, a national technical assistance organization.

Kretzman, John, and John McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago, Illinois: ACTA Publications, 1993. (Contact: Neighborhood Innovations Network, Center for Urban Affairs and Policy Research, Northwestern University, 2040 Sheridan Road, Evanston, IL 60208, telephone 708-491-3518, fax 708-491-9916.)

A comprehensive guide to community problem solving and rebuilding, using the "assets model." This model emphasizes community strengths and capacities rather than negatives such as deficiencies and problems. Guide focuses on the critical role of community associations. Includes step-by-step strategies and case studies, with local contact information.

McKay, Emily Gantz and Frank Beadle de Palomo, *Developing Effective Health Coalitions: The Role of Hispanic Community-Based Organizations*. Washington, D.C.: National Council of La Raza, November 1991. (Contact: National Council of La Raza, 1111 19th Street, N.W., 10th Floor, Washington, DC 20036 or call 202-785-1670)

A step-by-step guide designed to assist Hispanic community-based organizations to establish long-term health coalitions. Focuses on Hispanic health status and needs and the value of ongoing coalitions as vehicles for information sharing, cooperation, and advocacy. Provides general principles for building effective community coalitions.

Nelson, Lynda A. et al., *Volunteerism: A Manual for Implementation*. Greenville, North Carolina: East Carolina University, 1986.

Guide developed from the experiences of a Volunteers in Partnership with Parents Project (VIPPP). Outlines factors related to implementing a volunteer program such as planning specific tasks for volunteers and providing adequate training. Offers guidelines to assist with recruiting, monitoring, and recognizing volunteers; creating job descriptions; developing a flow chart of the volunteer program; and handling misconduct.

Powell, Chuck, Ph.D. and James A. Thorson, Ed.D., *Rural Elderly and Their Needs: Understanding, Developing and Using a Needs Assessment*. Kansas City, Missouri: National Resource Center for Rural Elderly, January 1990. (Contact: National Resource Center for Rural Elderly, University of Missouri-Kansas City, 5100 Rockhill Road, #9 Scofield Hall, Kansas City, MO 64110-2499 or call 816-235-1024)

A guide outlining various methods which social service agencies with limited resources can use to conduct needs assessment studies in rural areas. Focuses on elderly, but applicable in other contexts; includes sample forms and detailed descriptions of how to conduct survey research, focus groups, public or town hall meetings, and use the Delphi Technique.

Scannell, Tess, M.S.W., and Angela Roberts, M.S.W., *Young and Old Serving Together: Meeting Community Needs Through Intergenerational Partnerships*. Washington, D.C.: Child Welfare League of America, 1994. (Contact: Child Welfare League, 440 First Street, N.W., Suite 310, Washington, DC 20001-2085 or call 202-638-2952)

An overview on the benefits of establishing an intergenerational community service program. Provides anecdotal information on successful intergenerational programs and outlines the steps program managers must follow to develop, implement, and evaluate this type of community service program.

Planning and Evaluation

Debus, Mary, *Methodological Review: A Handbook for Excellence in Focus Group Research*. Washington, D.C.: Academy for Educational Development Healthcom, 1994. (Contact: Academy for Educational Development, 1255 23rd Street, N.W., Washington, DC 20005 or call 202-884-8000)

Handbook providing a comprehensive overview on how to plan and conduct focus groups. Validates the value of focus groups as qualitative research, alerts readers to common pitfalls, and addresses key elements to focus group preparations, such as facilitation techniques and participant behaviors.

Goodwin, B. Terence, *Write on the Wall: A How-To Guide for Effective Planning in Groups*. Alexandria, Virginia: American Society for Training and Development, 1994. (Contact: American Society for Training and Development, 1640 King Street, Alexandria, VA 22313-2043 or call 703-683-8100)

Explains how to lead a team through a group planning process. Although directed towards for-profit businesses, it contains many concepts and exercises applicable to the non-profit sector. Also includes four major sections including facilitation and pre-planning, using groups to develop action plans, creating a vision and trainer tips, and examples of plan formats.

Higginbotham, James B. and Keith K. Cox, *Focus Group Interviews: A Reader*. Chicago, Illinois: American Management Association, 1979. (Contact: American Management Association, 440 First Street, N.W., Washington, DC 20001 or call 202-347-3092 for this publication or a publications catalog)

A compilation of articles by various authors addressing such issues as what are focus groups, preparation and planning, marketing applications, and advantages and limitations.

Lehmann, Sue, Elio Highet, and Ashley Andrus Willshire, eds., *Handbook for Continuous Improvement*. Corporation for National Service, Office of Evaluation, 1995.

Handbook designed to provide AmeriCorps programs an array of tools for use in getting regular feedback. Designed to help meet the challenge of "continuous improvement," which requires checking "how you are doing" regularly and systematically throughout the life of a program or project, not just at the end of the reporting period.

Leyva, Maria A. and Emily Gantz McKay, *Understanding Evaluation Techniques: The Building Blocks of Evaluation*. Washington, D.C.: National Council of La Raza, June 1993. (Contact: National Council of La Raza, 1111 19th Street, N.W., 10th Floor, Washington, DC 20036 or call 202-785-1670)

Focuses on low-cost program evaluation methods which can be used by non-experts to determine the effectiveness of HIV/STD prevention and risk-reduction programs targeting Hispanic communities. Provides an overview and practical hints for using formative and process evaluation techniques including experts, focus groups, community interviews, demonstration sessions, observers, post-session assessments, informal surveys, and game activities. Although emphasis is disease- and population-specific, approaches are applicable to other kinds of programs.

McKay, Emily Gantz and Dennis A. Lopez, *Evaluating HIV/STD Education and Prevention Programs: An Introduction*. Washington, D.C.: National Council of La Raza, June 1991. (Contact: National Council of La Raza, 1111 19th Street, N.W., 10th Floor, Washington, DC 20036 or call 202-785-1670)

Step-by-step guide designed to assist program personnel with limited evaluation experience with the planning and implementing documentation and evaluation of Hispanic-focused HIV/STD education and prevention programs. Basics on evaluation are applicable to any program area.

A Program Coordinator's Guide to Conducting Focus Groups. Unpublished guide for Para Vivir Bien: A Hispanic Youth Tobacco Policy and Leadership Initiative, National Coalition of Health and Human Services Organizations (COSSMHO), June 1995. (Contact: COSSMHO Tobacco Project, 1501 16th Street, N.W., Washington, DC 20036 or call 202-387-5000)

Provides information on focus group planning, participant recruitment and selection, the role of the facilitator and observer, and tips on analyzing discussion data. Forms included to make logistical preparations less complicated. Although specifically designed for tobacco control and prevention programs, adaptable by organizations preparing to conduct focus groups.

Contacts

FOR MATERIALS:

ERIC Clearinghouse on Adult, Career, and Vocational Education, 1900 Kenney Road, Columbus, OH 43210-1090, telephone 800-848-4815. An extensive and broad-based clearinghouse on education, including adult education. You can also access ERIC's databases through their world wide web page at <http://ericir.syr.edu>.

Pfeiffer & Company, 350 Sansome St., 5th Floor, San Francisco, CA 94104, telephone 800-274-4434. A major source of trainer guides, structured exercises, and other materials needed by trainers and facilitators. Call to receive their publications catalog or visit their world wide web page at <http://www.pfeiffer.com>.

The Robert K. Greenleaf Center for Servant-Leadership, 921 East 86th Street, Suite 200, Indianapolis, IN 46240, telephone 317-259-1241, fax 317-259-0560. Catalog available. Includes essays on servant-leadership by founder Robert T. Greenleaf and others, as well as books, audiotapes, and other materials. Members of the Greenleaf Center receive 10% discounts on materials and a quarterly newsletter, *The Servant Leader*. Visit their world wide web page at <http://www.greenleaf.org>.

FOR ASSISTANCE OR MATERIALS FROM NATIONAL SERVICE SOURCES:

AmeriCorps Leaders Program, Corporation for National Service; 1201 New York Avenue, NW, Washington, DC 20525. Contact Julie Catlett at 202-606-5000, extension 164. AmeriCorps leaders are trained to assist AmeriCorps programs, and may be able to serve as presenters or offer member input to your pre-service training design.

AmeriCorps Alums, Inc., Telephone 202-337-2562, fax 202-337-3231, e-mail corpalums@aol.com, or visit their website at <http://www.americorpsalums.org>. A source for finding past members who could serve as speakers or trainers.

Corporation for National Service, 1201 New York Avenue, N.W., Washington, DC 20525, telephone 202-606-5000. Their world wide web site can be found at <http://www.cns.gov>, from which you can access information on AmeriCorps, Learn and Serve, and National Seniors Service Corps. Grantees can request handbooks and other materials directly from the Corporation.

National Association of Civilian Conservation Corps Alumni, P.O. Box 17148, Tucson, AZ 85731-7148. Contact Roy Huffman, President, telephone 520-298-2467, fax 520-298-4518, e-mail CWilie@aol.com. A source for speakers about another national service program.

National Service Resource Center, P.O. Box 1830, Santa Cruz, CA 95061-1830, telephone 800-860-2684 or 831-438-4060; TTY 831-461-0205; fax 831-430-9471, e-mail nsrc@etr.org, or visit their website at <http://www.etr.org/NSRC>. The clearinghouse for AmeriCorps and other programs in the National Service Network, with a growing variety of materials available to grantees. MOSAICA has provided the Resource Center with trainer-training materials, graphs of U.S. population diversity, and other supporting materials which you can request directly from NSRC.

AmeriCorps Training and Technical Assistance Providers (See attached chart)

Corporation for National Service Training and Technical Assistance Providers

Agency		T/TA Focus	Contacts	Phone and Fax Numbers	E-Mail Address
ACKCO / American Indian Professional Services		Tribal programs	Patrick Curry Susan White	800-525-2859 fax: 602-253-9135	patrickcurry@msn.com
Aguirre International Project STAR (Support and Training for Assessing Results)		Evaluation Assistance	Ken Terao Nicole Vicinanza	800-548-3656 fax: 650-348-0261	star@aiweb.com kterao@aiweb.com nvincinanza@aiweb.com
Aguirre International Project TASC		Technical Assistance to State Commissions	Jo Ann Intili Justine Murray	888-333-8272 (toll free) fax 650-348-0260	jintili@aiweb.com Jmurray@aiweb.com
Campaign Consultation		Sustainability	Susan Hailman,x16 Adine Gittens-Smith,x15	410-243-7979 fax: 410-243-1024	sustainability@campaignconsultation.com
Catholic Network of Volunteer Service (CNVS)		AmeriCorps Education Awards and Member Development and Management	Nathalie Richardson	800-543-5046 202-529-1100 fax: 202-526-1094	nrichardson@cnvs.org tta@cnvs.org
CHP International		Human Relations and Diversity Training	Jim Hickman Ginlin Woo Jim Kelly	703-506-9226 206-860-9253 800-635-6675 fax: 708-848-3191	chpdiverse@aol.com chphickman@aol.com chpwoo@aol.com chpkelly@aol.com
ETR Associates		National Service Resource Center	Susan Hillyard,x105 Zac Mutrux,x130 Jennifer Ryan,x260	800-860-2684 831-438-4060 fax: 831- 430-9471	susanh@etr.org zacm@etr.org jenniferr@etr.org
Learn and Serve America National Service-Learning Clearinghouse		Information Collection and Dissemination on Service-Learning Programs & Resources	Rob Shumer	800-808-SERV (7378) 612-625-6276 fax: 612-625-6277	serve@tc.umn.edu
Linking Education and America Reads through National Service (LEARNS):		Educational Success and Support for America Reads Programs			
	LEARNS Lead Agency: Northwest Regional Educational Lab (NWREL)	Educational Success and Support for America Reads Programs Region: West and Midwest	Amy Blake Leslie Haynes Debra Howell Nancy Henry	800-361-7890 503-275-9611 fax: 503-275-0133	learns@nwrel.org
	Bank St. College	Educational Success and Support for America Reads Programs Region: Northeast	Judith Gold	800-930-5664 fax: 212-875-4547	learns@bnkst.edu

Corporation for National Service Training and Technical Assistance Providers

Agency	T/TA Focus	Contacts	Phone and Fax Numbers	E-Mail Address
MOSAICA	Training and Member Development	Elisa Luna, x14	888-409-2600 (toll free) 202-887-0620 fax: 202-887-0812	elisa@mosaica.org
National Association for Community Mediation (NAFCM)	Conflict Resolution	Joanne Hartman	800-587-1877 202-667-9700, 219 fax: 202-667-8629	nafcmm@nafcmm.org jhartman@nafcmm.org
National Association of Service and Conservation Corps (NASCC)	Crew-Based Programming	Harry Bruell Mike Duplechain Terry Bruner	800-666-2722 202-737-6272 fax: 202-737-6277	hbruell@nascc.org mduplechain@nascc.org tbruner@nascc.org
National Crime Prevention Council	Supervisory Skills Training	Nick Zefran, x182 Leroy Cleveland,x160 Sarita Coletrane, x162	800-355-1200 202-466-6272 fax: 202-785-0698	zefran@ncpc.org cleveland@ncpc.org coletrane@ncpc.org
National Institute on Out-of-School Time (NIOST), Center for Research on Women, Wellesley College	Out-of-School Time Programs	Saren Eyre Loosli	877-260-4788 (toll free) 781-283-3428 fax: 781-283-3657	sloosli@wellesley.edu
National Service Leadership Institute	Leadership Training	Michael Mercil,x121	415-561-5950 fax: 415-561-5955	mmercil@cns.gov
National Youth Leadership Council	Learn and Serve America Training & Technical Assistance Exchange	Pamela Carle, x227	877-LSA-EXCHange 651-631-3672 fax: 651-631-2955	lsaexchange@nylc.org
Nonprofit Risk Management Center (NRMC)	Risk Management	Melanie Herman John Patterson Leslie White	202-785-3891 fax: 202-296-0349	info@nonprofitrisk.org
NorthWest Regional Educational Laboratory (NWREL)	AmeriCorps Network Northwest	Virginia Birkby, x665	800-547-6339 fax: 503-275-0133	birkbyv@nwrel.org
United Cerebral Palsy Associations/ Access AmeriCorps	Disability Issues	Kevin Elliott, x7151	800-872-5827 202-776-0406 fax: 202-776-0414	accessamericorps@ucpa.org kelliott@ucpa.org