Appendix F. VCE Master Gardener Coordinator Manual Evaluation Free Response Data

I.2.2 Other resources you need as a local coordinator

1 too new to know just yet

2

3 Easier to use programs

4

5

6 Additional resources are focused on our local area and probably well outside VCE's realm of influence to provide.

7

8

9 Continued expansion of ed resources such as slide sets, videos. Table skirts for clinics would be lovely, but I realize a luxury. We use cheap plastic ones now.

10 on V-50 what articles from which publications are we not to reprint? Maybe statement could be more explicit.

11 0

12

13 n/c

14

15 n/c

16 n/c

17

18 Extension needs to fund local offices for staff to handle all of the MG administration

19 the slide sets are wonderful teaching tools - we could use more though I am not exactly sure which ones. I realize the PMG is being revised -the sooner, the better.

20

21 n/c

22

23 to be identified

24 Internet links from Tech to other extension sites such as Auburn, Purdue, Texas, Oklahoma, Kentucky NC and Maryland

25 Locally generated documents

26 n/c

27 n/c

28 input from other coordinators/units ("sharing")

29 one copy of all Tech publications

30 our local bylaws and operating manual

31 n/c

32 n/c???

33 An annually updated list of MG programs, contact numbers and service/programs offered would be nice for statewide distribution. A new brochure would be helpful.

34 Indexed list of subject in manual-table of contents doesn't do it when looking for something previously read.

35

36 n/c

37 n/c

38 updated videos for instruction - covering basics of MG course (for speaker cancellation)

39 Much more info on shrubs-disease and insect problems, etc. I get a lot of calls on shrub problems. I realize that this has nothing nothing to do with being an MG coordinator. I like to throw it in when I get the chance.

40 in service sessions on west side of state

41 "unlimited" access to specialists and agents within VCE for specialized information and assistance...problem solving. Regional, area-local support from direct directors, agents, allied services (sock wasting, dagrt, forestry, etc.)

42 For marketing, some of the more artistic sides of creating age-appealing brochures, flyers; grant writing info; an index.

43

44

45

46 Just starting-too early to evaluate

47 n/c

48 Marketing materials (banners that say MG and VCE, not just VCE), better quality videos for make up classes and public presentations

49

50 .
51 Not sure what is available.
52 n/c

I.3.6 Other (rating components of the manual)

1 n/c
2
3 n/c
4
5
6 n/c
7
8
9 Sometimes not clear that it is a sample from another unit. Specifically some of the job/descriptions from peninsula area
10 don't understand how to rate this. Everything is good or excellent
11 n/c
12 could an index be added to each chap. (at the beginning), In a Nutshell-helpful in some chapters but confusing in others
13 n/c
14
15 n/c
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 n/c
24 n/c
25 need table of contents overview, then toc with subsections
26 n/c
27 n/c
28 n/c
29 need quick reference section and address contacts, telephone, E-mail etc.
30 n/c
31 n/c
32
33 n/c
34 n/c
35
36 n/c
37 n/c
38 n/c
39 It's not hard to read and the font is just fine.
40 n/c
41 a few are small (forwards), discussions, units, procedures are 2-3, continuity of tiles (courses) "Advanced", "specialized",
"Advanced specialty", tree "spec"/tree stewart, etc.
42 n/c
43
44
45
46 n/c
47 n/c
48 n/c
49
50 n/c
51 n/c
52 n/c

II.2. For chapters rated 2 or lower, identify what is missing.

1 n/c

2

3 1-It's not so much missing information as the acknowledgment that "locally paid techs" are just that and their job descriptions may not allow them to fulfill the coordinator responsibilities to the extent described.

4

5

6 4/5-Focus way too much on institutional bureaucracy. Certainly some level of organization is necessary. Bureaucratic demands kill volunteerism. Appendix 8E, F, G, I, J are inappropriate.

7

8

9 N/C

10 page 435 1b, eager, not eater

11 n/c

12 4-My manual doesn't have this chapter, 5-Currently this chapter is on its way to me and I need to review it. 14-Record keeping is a big issue w/Gardeners - this should be cleared up with the new system.

13 n/c

14

15 n/c

16 n/c

17

18 n/c

19 n/c

20

21 n/c

22

23 2-There should be up front discussion not only of VCE-MG programs, but the two way street nature of VCE-MG Relationship, exchanges of ideas and objectives in-put to VCE County programs, volunteerism, relation of Coordinators with agents, unit directors. 3-may not be right chapter (chapter 6).

24 n/c

25 n/c

26 4- the whole thing, 5-the whole thing

27 9-Internship section could be expanded.

28 n/c

29 4-do not have, 8- to much in forms

30 13-your purpose is to support local ext. Agents and our programs should be evaluated in terms that are useful to the agent. Outcomes need to be defined and measured. This chapter should include help/advice on defining outcomes.

32

33 n/c

34 No MG in our county wants to spend time keeping personal files and other necessary record keeping according to the manual. If we are to continue, we will need a paid paper shuffler. Is there any simplified way to operate?

35

36 n/c

37 4 & 5 missing

38 8-selective recruiting, esp. Minority positions, 9-various jobs and exercises for training, 10-normal flux in additions/dropouts of MG interns, 13-effective evaluation told to get an impact statement, 14-computer hour keeping program info for st.wide

39 0

40 entire chapter 4 and 5 missing

41 1-needs sections on the very small/no agent unit function, 10-need to realize and remember that volunteers choose to be in involved in specific areas, micro-management and increased paper work cause them to leave the program, 12- "Resource maa management"- should human resources be part of this?

42 4-Materials added at a later in-service.

43

44

45

46 2-specific volunteer liability, VT support training, 3-"nutshell" is excellent, appendix 3F is not clear, 7-should be later in manual, I thought this was for initial training

47 Record keeping confusion to MGS. Most don't like doing it and we seem to want to make it more complicated.
48 1-Example of successful programs throughout Virginia and elsewhere. Guidelines for acceptable continuing advanced educational programs. 11-Need more materials for MG/VCE, most seem to be VCE only. 12-Examples of creative funding in other MG areas. 13 13-Example of good project evaluations. 14-Update to reflect new system.
49
50 As I am not a coordinator, I don't know what isn't here that I wish was. 4/5-Not in book, no expanded material.
51 4-Everything. 5-Not clear from the one page what is supposed to be there. 3/6-too vague, more detailed examples would be helpful. 13/14-Not far enough along in the program to adequately respond to.
52 4 & 5 missing

II.3.2 What changes might you suggest?
1 I can say that with no prior knowledge, this manual was wonderful - I may find things can be improved once I implement a course.
2
3 n/c
4
5
6 0
7
8
9 n/c
10 n/c
11 n/c
12 accurate indexes for each chapter for quick reference as needed.
13 0
14
15 none
16 0
17
18 n/c
19 n/c
20
21 n/c
22
23 0
24 0
25 0
26 n/c
27 n/c
28 n/c
29 need a quick reference section and better outline
30 n/c
31 n/c
32
33 it could be shorter...
34 index
35
36 n/c
37 should coincide with agents work program
38 n/c
39 0
40 n/c
41 n/c
42 do not change "In a Nutshell"
43
44
45
46 switch ch. 7 and 9
47 n/c

48 need a good index
49
50 n/c
51 0
52 local coordinator (name changed to) program coordinator to avoid conflicts with project coordinators, separate chapter on paid coordinators and volunteers

II.4.2. What subjects are missing?
1 n/c
2
3 n/c
4
5
6 0
7
8
9 n/c
10 0
11 0
12 n/c
13 n/c
14
15 n/c
16 n/c
17
18 n/c
19 n/c
20
21 There are obvious difference in the working of a MG program when the coordinator is a volunteer and there is no E. Hort agent in the unit. I believe that the resulting discrepancies have not been adequately considered and addressed.
22
23 n/c
24 n/c
25 0
26 0
27 n/c
28 n/c
29 n/c
30 Newsletter and communications with members
31 n/c
32
33 n/c
34 n/c
35
36 n/c
37 0
38 ELC involvement, 4-H materials available for Env. Hort.
39 n/c
40 0
41 The "lone" MG; the smallest units and the units lacking agent support.
42 0
43
44
45
46 n/c
47 n/c
48 n/c
49

50 seems very comprehensive
51 more detailed info would be helpful in the first time planning section.
52 n/c

III.1.2. Three most important ideas implemented....
1 not yet
2
3 MGNV is weeding out the membership list. It is planned to also more carefully select the candidates for the program.
4
5
6 Tech affiliation. Establish responsibilities of MGs.
7
8
9 job descriptions, recruiting, establishing responsibilities
10 can't answer: 1-6 because our units needs to regroup to follow proper guidelines. The manual will be very valuable. Manu Manual is well written and researched. It should prove a valuable guide for future MGS.
11 forms, procedures
12 n/c
13 0
14
15 used the recruiting and selecting MG trainee section, used the conducting MG training, used sample forms
16 job descriptions-recruiting MGs for specific programs.
17
18 n/c
19 I have used it for finding and ordering slides.
20
21 teaching directions for MG class teachers, 10- "Ensuring Continued Growth", strengthening the linkage between VCE unit and MG program
22
23 unit organization, recruiting-training, ensuring continued growth.
24 Chapter 6, 10, 13
25 no time yet
26 job descriptions chp. 6
27 Most of questions in Part III are N/A-opportunity to apply new ideas hasn't presented itself yet. However, I anticipate the   manual will be very helpful as new situations arise. We have a well-established program with most of the kinks already worked out, but there is ample room for improvement.
28 getting our unit better organized; stressing leadership to head up committees.
29 organization, structure
30 Chapter 1 was helpful as I reviewed our organizational structure. Chap. 6 was helpful in describing jobs and responsibilities (however-job descriptions provided are over long and detailed.)
31 n/c
32
33 0
34 1-Responsibility of coordinator, 2-Tech affiliation, 5-Publication 426-699
35
36 beginning a mentoring program for MG interns
37 job description...???????(can't read handwriting)
38 training new steering committee officers, ex. Of project re-eval. Forms for "annual" review, basics of job descriptions
39 n/c
40 n/c
41 from previous training - "jobs available to MGs"
42 existing forms (project approved, letter forms) and job descriptions
43
44
45
46 n/c
47 n/c
48 course objectives section, orientation syllabus, developing resources.

49
50 more for information purposes
51 It is the only source available for first time programs, therefore it must be used.
52 job descriptions for each project, program organization

II.2.2. Three ways the manual has changed the way you manage...
1 I see that my new program will focus on recruiting volunteers that met predetermined needs.
2
3 not yet, but we are heading in that direction
4
5
6 n/c
7
8
9 Allowed me to take ideas and put in a written format, to help MGs understand and to cover my butt!
10 0
11 0
12 n/c
13 n/c
14
15 I can delegate work and explain subject matter easier.
16 More systematic approach to recruiting new MGs. All MGs projects must have educational component working on doing a better job of recruiting MGs
17
18 n/c
19 n/c
20
21 provided better organizational base; provided good samples of letters, forms, etc.
22
23 Organizational function-encourage participation, spreading out work and responsibilities and rewards. Recruiting/ membership diversity, functions/responsibilities.
24 0
25 0
26 more paperwork, pruning people from the roster
27 n/c
28 We are currently working on this using the manual as a guide.
29 structure, mission
30 Provided insight into more effective organization.
31 n/c
32
33 n/c
34 n/c
35
36 maintaining clear organizational structure, delegate, needs assessment
37 better guidance on how to manage than just med up month and hearsay, specifically, good ????? of job descriptions and reasons why.
38 emphasizes VCE "state-wide_ backing of re-organization, not just the new agent's ideas.
39 n/c
40 .
41 more emphasis on preplacement slots for trainees/interns
42 Introduces Risk Management training to those working in 4-H water quality. Implemented selection (Screening), records management, renewal, risk management, ownership, identified other areas that need to be implemented. Those are planned, but not yet implemented.
43
44
45
46 used at the beginning of program
47 n/c

48
49
50 It changed the way I see the program.
51 n/c
52 provided guide to organizing: 1.teams with your responsibilities, 2.job descriptions, 3.record keeping

III.3.1.4 Other (effect on understanding goals and mechanisms)

1 n/c
2
3 n/c
4
5
6 n/c
7
8
9
10 n/c
11 n/c
12 n/c
13 n/c
14
15 n/c
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 n/c
24 n/c
25 n/c
26 changed from education of the people to collecting paperwork
27 n/c
28 n/c
29 n/c
30 n/c
31 n/c
32
33 n/c
34 n/c
35
36 n/c
37 n/c
38 n/c
39 n/c
40 n/c
41 n/c
42 n/c
43
44
45
46 n/c
47 n/c
48 0
49
50 n/c
51 n/c

52 n/c

III.3.2. Example of understanding goals and mechanisms...
1 n/c
2
3 n/c
4
5
6 n/c
7
8
9 n/c
10 n/c
11 increased responsibility placed on coordinator.
12 n/c
13 n/c
14
15 n/c
16 0
17
18 n/c
19 n/c
20
21 0
22
23 while this chapter should be given a "1", there remain several gaps.
24 0
25 0
26 n/c
27 n/c
28 0
29 n/c
30 0
31 n/c
32
33 n/c
34 0
35
36 n/c
37 0
38 n/c
39 n/c
40 0
41 n/c
42 0
43
44
45
46 n/c
47 n/c
48 n/c
49
50 n/c
51 n/c
52 0

III.4.2 If increased, what do you do additionally?
1 .

2
3 n/c
4
5
6 the desired detail and coordination with extension agents who are otherwise too busy with agriculture industry adds additional time to each event/project.
7
8
9 Development of forms but should take less time now.
10 n/c
11 more reports, more evaluations, organization
12 I carefully check program criteria and use promotional ideas.
13 n/c
14
15 first time is the hardest - will be easier next time, stud, be sure I'm following VCE guidelines
16 spend more time and effort publicizing program to understand audiences.
17
18 n/c
19 n/c
20
21 0
22
23 Our unit is only one year old (MG status). My projection is 5 yrs. $\pm$ to establish organizational and functional policies and procedures and build a membership resource therefore: emphasis delegation of responsibilities, level of work, building team approach.
24 n/c
25 n/c
26 more paperwork
27 n/c
28 planning committee formed to address path forward.
29 rely on manual more - to conform with overall goals of VMG
30 defining job opportunities for new and old members.
31 n/c
32
33 n/c
34 much time has been spent discussing By-laws and provisions of being formally organized.
35
36 n/c
37 n/c
38 volunteer "admin" paperwork was increased, lots more paperwork for getting all job descriptions
39 n/c
40 .
41 n/c
42 n/c
43
44
45
46 n/c
47 n/c
48 n/c
49
50 .
51 0
52 once organized - distribute responsibilities with others (teams)

III.4.3 If decreased, what have you eliminated or done differently?
1 .
2
3 n/c

4
5
6 n/c
7
8
9 n/c
10 n/c
11 n/c
12 n/c
13 n/c
14
15 n/c
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 n/c
24 n/c
25 realized its not my job
26 n/c
27 27 n/c
28 n/c
29 n/c
30 n/c
31 n/c
32
33 it has helped to plan a few steps more efficiently
34 n/c
35
36 n/c
37 makes it easier to do what I need to do, information more readily available
38 n/c
39 n/c
40 .
41 n/c
42 used your ideas and suggestions - don't reinvest wheel as much as before manual.
43
44
45
46 n/c
47 n/c
48 n/c
49
50 .
51 n/c
52 n/c

III.5 Other (effect on leadership and responsibility among MG)
1 n/c
2
3 increased awareness regarding reporting of hours.
4
5
6 not at that level just yet.
7

8
9 They have something in B/W to back my word. They know I'm not flying off the cuff
10 n/c
11 people don't want to be responsible for so much administration
12 unknown
13 n/c
14
15 we're working on it!
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 See four above. Goal is to use the information provided to build volunteer participation, enhance basis of responsibility acceptance.
24 n/c
25 n/c
26 n/c
27 n/c
28 too early to tell (a tough item)
29 n/c
30 This will change as future leaders begin to implement ideas provided by the manual.
31 n/c
32
33 n/c
34 caused friction with those who want informal organization.
35
36 n/c
37 n/c
38 hard to say since that was agent goal to increase leadership of volunteers, but manual reinforces goals & adds structure.
39 .
40 .
41 unknown as yet.
42 n/c
43
44
45
46 just starting
47 n/c
48 n/c
49
50 .
51 n/c
52 n/c

III.6 Other (effect of development of educational programs)
1 n/c
2
3 n/c
4
5
6 time will tell
7
8
9 making them think more pro-active
10 n/c
11 n/c

12 unknown
13 n/c
14
15 we need to work on this
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 After only one year existence, we are learning the methodology and sources of community in-put. The counties served are in transition between agricultural and horticultural needs and educational orientation.
24 n/c
25 n/c
26 n/c
27 n/c
28 impact of manual not stated yet.
29 093 unit tends to be less active in community
30 We have an extreme set of programs - our problem is coordinating them.
31 n/c
32
33 n/c
34 n/c
35
36 n/c
37 n/c
38 n/c
39 n/c
40 n/c
41 little or no effect
42 n/c
43
44
45
46 just starting
47 n/c
48 n/c
49
50 .
51 n/c
52 n/c

III.7.12 Other (clarifying program to...)
1 n/c
2
3 n/c
4
5
6 n/c
7
8
9 because they're not interested enough to ask.
10 n/c
11 n/c
12 n/c
13 n/c
14

15 n/c
16 n/c
17
18 n/c
19 n/c
20
21 n/c
22
23 n/c
24 n/c
25 n/c
26 n/c
27 n/c
28 n/c
29 n/c
30 n/c
31 n/c
32
33 n/c
34 n/c
35
36 n/c
37 n/c
38
39 n/c
40 n/c
41 manual has not been in use during summer, 7.3-no agent, 7.5-N/A
42 n/c
43
44
45
46 n/c
47 n/c
48 n/c
49
50 n/c
51 n/c
52 n/c

IV.3.1   Adeq. Add.? Y/N
1 recruiting y
2
3 recruitment of volunteers y
4
5
6 0 0
7
8
9 understanding of duties by MGs y
10 what are proper procedures for education in conjunction with VCE. Y
11 0 0
12 MG role definition and responsibilities y
13 0 0
14
15 getting started-wish we'd had this help at the beginning 0
16 meaningful projects with educational goals-covered pretty well y
17
18 0 0

19 developing and motivating volunteers (delegation of management) 0

20

21 Moving MG interns into projects/work jobs which affords multiple levels of commitment and experience. Pieces to performs volunteer hours need to be readily available while they allow for a variety of approaches and offer a real degree of achievement on the part of the MG 0

22

23 MG, volunteer coordinator relationships to local unit director, unit planning, establishment of goals and objectives. N

24 ensuring continued growth y

25 only on job 80 days 0

26 0 0

27 recruiting suitable volunteers y

28 good planning. We are using manual to re-evaluate and improve our unit. Y

29 MG goals 0

30 organizing an effective local program y

31 0 0

32

33 perceived flexibility of the program to meet local needs and issues. At times it feels that the MG program chooses to mold the program to its image (state)vs accepting the diversity present in the localities. I believe this to be more a function of a centralized state agency than of a program wishing to manage from the top down. I do not have a great deal of faith in the application of the wonderful county reports in the "state" report. All of the diversity and human side of our programed into bland and impersonal numbers and general statements. This is very difficult process to articulate to individual MG groups when trying to inspire them. Having said this, the manual itself is a useful tool for coordinators. It will probably be used more for occasional reference then day-to-day management. 0

34 role of MG in community y

35

36 established responsibilities among MGs y

37 establishing responsibilities 0

38 focus on educational outreach 0

39 As there are only two of us in Patrick Co. - co-coordinators - some of those questions don't apply

40 0 0

41 0 0

42 Relationship between the MG coordinator and agents - hammering out issues. Roles are clear and how coordinator fits into organization, but Manual doesn't offer much in the way of planning for negotiation of issues. Should things get really bad, I believe I've heard that the state coordinator can help...didn't find that either. 0

43

44

45

46 getting started y

47 developing leaders y

48 training classes - this section has been very helpful. 0

49

50 . .

51 getting started for the first time. A more detailed calendar of events could be included. This info is currently too vague. 0

52 VCE POW program plan n

IV.3.2   Adeq. Add.? Y/N

1 designing educational programs y

2

3 VT affiliation y

4

5

6 0 0

7

8

9 retention of volunteers y

10 what counts as public education y

11 0 0

12 MG record keeping and reporting - awaiting the new system.
13 0 0
14
15 MG responsibilities y
16 continuity - keeping the veterans active while integrating the new folks in the programs-covered pretty good, but hard to implement in real life. Y
17
18 0 0
19 developing constructive, useful community education service projects 0
20
21 Presently local MGS are not "removed" from status if they complete only part of the continuing education hours.   As long as efforts are made to keep abreast in this area of work, no penalty is issued to the individual.
22
23 The criteria for authorizing MG programs that qualifying standards or guidelines could resolve. Autocratic unit decisions. In part not answerable in coordination manual n
24 designing/implementing educational program. Y
25 gut reaction-big-thick manuals are off putting and too heavy to handle comfortably, perhaps pamphlet form 0
26 0 0
27 providing training y
28 Volunteer motivation-always difficult to keep people involved. y
29 program establishment 0
30 relationship between local MG programs and support of local extension agent. N
31 0 0
32
33 0 0
34 relationship with tech y
35
36 promoting MG program y
37 developing skills 0
38 promotion of VCE educational materials or exclusively- almost extension materials 0
39 0 0
40 0 0
41 0 0
42 community needs-based programs with goals, results, evaluation y
43
44
45
46 project identification, planning and assessment. I would like more examples for small rural areas. 0
47 conflict resolution n
48 resource development. Would like to see expanded info on funding - especially that which helps develop local private funding sources and example of continued funding from business & industry 0
49
50 . .
51 designing and implemented educational programs. Once again specifics would be helpful 0
52 team concept n

IV.3.3   Adeq. Add.? Y/N
1 developing skills y
2
3 designing and implementing education programs. Y
4
5
6 0 0
7
8
9 conflicts y
10 MG appreciation y
11 0 0

12 MG training y

13 0 0

14

15 I appreciate having recertification explained 0

16 Reward keeping - getting MGs to report their hours. 0

17

18 0 0

19 evaluation/recording/reporting 0

20

21 0 0

22

23 As a volunteer coordinator both 2 commitment has been made, time spent at training session at both a time and financial cost. I recognize an absolute responsibility to educate or at least inform unit coordinators or directors of the purpose, philosophy, volunteer status and of VCE related policy and procedures for MG. Not a subject for coordinator manual n

24 developing skills and knowledge, must use existing skills and develop the weaknesses. Y

25 the prose makes legalese look attractive 0

26 0 0

27 structuring the internship so it is successful for all trainees - manual covers training well and then moves to continued growth. Internship is step in between. N

28 developing beneficial volunteer programs that MG volunteers are interested in & want to participate in. Y

29 training (initial) 0

30 job descriptions for MG volunteers. Descriptions too long. Y

31 0 0

32

33 0 0

34 organization of local volunteers y

35

36 evaluate programs y

37 managing resources 0

38 volunteer management-retention and recognition 0

39 0 0

40 0 0

41 0 0

42 process of recruiting, screening, training of volunteers. Y

43

44

45

46 training program y

47 0 0

48 designing educational programs would like to see numerous examples of interesting programs throughout the state 0

49

50 . .

51 educational programs seems to be confusing. Specific details to distinguish between trainee education and intern educational programs that can be taught and performed. 0

52 job descriptions y

IV.3.4   Adeq. Add.? Y/N

1 0 0

2

3 conducting training sessions y

4

5

6 0 0

7

8

9 what duties fall under associate business vs. what I do. Jury's still out. 0

10 setting up and continuing the 5 MG teams. Y

11 0 0

12 managing resources-questions still arise regarding MG finances incoroporation etc...manual is ok but new questions pop up frequently concerning making and spending money
13 0 0
14
15 ensuring continued growth-b/c we're fledgling, we still lose many that we train. This was a helpful section 0
16 MG associations - structure to take the lead in organizing and leading MG activities 0
17
18 0 0
19 maintaining "quality control" 0
20
21 0 0
22
23 0
24 conducting MG training y
25 0 0
26 0 0
27 keeping good volunteers actively involved. Y
28 getting help in MG administration duties. Most MGS don't want to do these necessary activities. N
29 retention 0
30 organizing training-well done especially for new organization y
31 0 0
32
33 0 0
34 planning educational institutional programs y
35
36 record keeping y
37 recruiting and selecting VMG 0
38 alliance with state VMGA organization and support from state offices (VCE) 0
39 0 0
40 0 0
41 0 0
42 professional way to approach volunteers' contributions - structure, job descriptions, personal files, expectations, performance evaluations, recognitions y
43
44
45
46 reporting y
47 0 0
48 evaluation - Need samples of well done actual program evaluations 0
49
50 . .
51 0 0
52 delegation of responsibilities y

IV.3.5   Adeq. Add.? Y/N
1 0 0
2
3 managing resources y
4
5
6 0 0
7
8
9 managing resources. We've not gotten that far yet, as far as tax exempt, etc. 0
10 rules governing local associations y
11 0 0
12 education programs and evaluation of programs -I don't have that section of manual
13 0 0

14

15 record keeping-I've worked at this! However, this section was detailed and helpful.

16

17

18 0 0

19 communication within the program and each other 0

20

21 0 0

22

23 0

24 Record keeping-same as above but stats are more important locally to local MG org. Involved 0

25 0 0

26 0 0

27 managing poor volunteers n

28 volunteers to be a coordinator (leader) of specific projects and/or programs y

29 organization 0

30 length of manual-too big. Consider splitting out sections for use of specific leaders & leave overview in manual.

31 0 0

32

33 0 0

34 record keeping n

35

36 risk management y

37 record keeping 0

38 regionalism within districts or areas and locally tailored programs 0

39 0 0

40 0 0

41 0 0

42 MG program support - from agents to VCE stationary, VMGA to pals in the media y

43

44

45

46 working with volunteers y

47 0 0

48 Local associations - role of local associations and officers therein needs to be clearly defined while info may be available from VMGA it would be of tremendous help to have guidelines in our handbook 0

49

50 . .

51 0 0

52 0 0