Implementing a Citizen's DWI Reporting Program Using the *Extra Eyes* Model

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16. Abstract

This manual is a guide for law enforcement agencies and community organizations in creating and implementing a citizen's DWI reporting program in their communities modeling the *Operation Extra Eyes* program. *Extra Eyes* is a program that engages volunteers in identifying impaired drivers on community roadways. This manual is a quick reference for organizing and managing this volunteer program. It provides easy-to-read information on topics such as recruiting volunteers, interviewing volunteers, risk management, networking, community involvement, and leadership.

A citizen's DWI reporting program like *Extra Eyes* is a valuable tool for bringing together citizens and law enforcement in a community. Working together toward a common goal—reducing impaired driving and the associated costs—can be an effective way to generate support among community members. Though not a quick or simple process, the program is a good investment in a community's future. The key to success is the interaction between volunteers and police officers. Involving citizens and students in the process garners community support and promotes a better understanding of law enforcement officers and the problems they face. Additionally, law enforcement officers strengthen their relationships with citizens and students in the community, which enables them to provide better service.

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ACRONYMS USED IN THIS MANUAL

ACRONYM	TERM
AAIM	Alliance Against Intoxicated Motorists
ALR	administrative license revocation
BAC	blood alcohol concentration
BJA	Bureau of Justice Assistance
DRE	drug recognition expert
DUI	driving under the influence
DWI	driving while intoxicated
HIPAA	Health Insurance Portability and Accessibility Act
HSO	Highway Safety Office
MADD	Mothers Against Drunk Driving
NHTSA	National Highway Traffic Safety Administration
MLDA	minimum legal drinking age
NTSB	National Transportation Safety Board
PI&E	public information and education
PSA	public service announcement
PTA	Parent-Teacher Association
REDDI	Report Every Drunk Driver Immediately
SADD	Students Against Destructive Decisions
SFST	Standardized Field Sobriety Testing
TARGET	Traffic Accident Reduction Goals and Enforcement Techniques

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GUIDE TO THIS MANUAL

"Extra Eyes is just so different than any other program. It seems so effective. And it would even be a lot more effective if it spread to other communities."

~ CNN

A. Who Is This Manual For?

This manual is a guide for law enforcement agencies and community organizations to use in creating and implementing an *Operation Extra Eyes* program in their communities. *Operation Extra Eyes* is a program that engages volunteers in identifying impaired drivers on community roadways. This manual is a quick reference for organizing and managing this volunteer program. It provides easy-to-read information on topics such as recruiting volunteers, interviewing volunteers, risk management, networking, community involvement, and leadership.

This manual is essentially a workbook organized into manageable steps. Each chapter begins with an introduction that outlines the content of the chapter and ends with a summary. The body of the chapter is broken into subsections with titles, similar to this chapter.

B. Terminology Used in This Manual

Consistency of language is critical in implementing a volunteer program. Each term used in this manual is succinctly defined (see Glossary, Appendix A). These terms are highlighted in bold and discussed in more detail throughout the manual.

Some term definitions may be slightly different from the way you have used them in the past. Your existing definition may be appropriate for your program. You must, however, be consistent in your use of terms.

C. Summary

Operation Extra Eyes is a valuable tool for bringing together citizens and law enforcement in a community. Working together towards a common goal—reducing impaired driving and the associated costs—can be an effective way to generate support among community members. Though not a quick or simple process, the program is a good investment in your community's future. The key to success is the interaction between volunteers and police officers. Involving citizens and students in the process garners community support and promotes a better understanding of law enforcement officers and the problems they face. Additionally, law enforcement officers strengthen their relationships with citizens and students in the community, which enables them to provide better service and feel more connected.

The information in this manual will help law enforcement, citizen volunteers, and student volunteers structure a working relationship based on common goals. Ultimately, this effort will make their communities safer places. The many rewards include:

- Increased mutual understanding between community residents and law enforcement;
- Increased participation/ownership in community outcomes; and

- Increased likelihood of impaired driving arrests and convictions.

Implementing a program such as *Operation Extra Eyes* can be broken down into a series of steps. The chapters included in this manual correspond to these steps.

- **Chapter 1** is an overview of impaired driving, including the cost of drinking and driving to society and to communities.

- **Chapter 2** discusses the history of *Operation Extra Eyes* and the program's potential.

- **Chapter 3** focuses on adult citizen volunteers.

- **Chapter 4** addresses selection and management of volunteers.

- **Chapter 5** focuses on student volunteers.

- **Chapter 6** describes the role of law enforcement officers in *Extra Eyes*.

- **Chapter 7** focuses on training volunteers.

- **Chapter 8** lays out general operations for your program, such as scheduling, briefings, deployment, and debriefings.

- **Chapter 9** discusses how to budget and how to find resources.

- **Chapter 10** suggests ways to document your program.

- **Chapter 11** offers insight into media, such as how to get publicity and how best to share information about your program with the media.

- **Chapter 12** provides a conclusion.

1. DRINKING AND DRIVING

"Their time, their eyes, determined to make a difference in their community."

~ CNN

Drinking and driving is the one of the greatest contributors to motor vehicle deaths (NHTSA, 2008). While the numbers have declined in the recent past, they are on the rise again (NHTSA, 2008). A substantial number of people report driving while impaired. Impaired driving is costly both to the individuals involved, and to society as a whole (Miller, Levy, Spicer, & Taylor, 2006).

A. Deaths and Injuries from Drinking and Driving

Every year, thousands of people are killed in alcohol-related crashes on our highways (Fell & Voas, 2006). The good news is that when effective anti-impaired driving efforts are put into place, the number of deaths and injuries decreases. In the early 1970s, for example, the minimum age at which a person could legally purchase or possess alcoholic beverages was lowered in many States. Subsequently, alcohol-related traffic deaths went up noticeably, especially among 16- to 20-year-olds (O'Malley & Wagenaar, 1991). But, when the **minimum legal drinking age (MLDA)** was changed to 21 in all States, the numbers declined (Miller et al., 2006).

Between 1980 and 1999, the number of deaths related to drinking and driving steadily went down, reaching a low in 1999 (see Figure 1). This drop was due to stronger laws, tougher enforcement, and good public education (Fell, 2001).

However, in 2000, deaths due to drinking and driving began to rise again (NHTSA, 2008). In 2005, 17,590 people died in alcohol-related crashes, and in 2006, the number rose again, to 17,602 individuals. Approximately 41 percent of all traffic fatalities that year were related to drinking and driving (NHTSA, 2008).
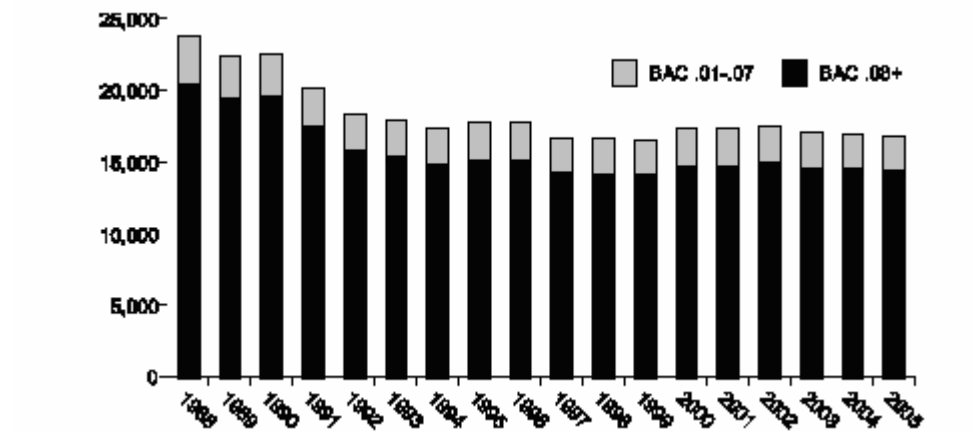
Figure 1. Alcohol-Related Fatalities (NHTSA, 2006a)

In addition to the thousands who are killed in drinking-and-driving crashes on our highways, hundreds of thousands are injured. The rate of injuries is more than 15 times higher than the rate of deaths. In 2005, an estimated 254,000 people—one person every two minutes—were injured in alcohol-involved crashes.

Based on survey estimates, the percentage of Americans who report drinking and driving has been falling since 2002. But, the numbers are still high: an estimated 30.5 million Americans reported that they drove under the influence of alcohol in 2006 (Office of Applied Studies, 2007). Thus, 1 in 10 *admits* drinking and driving.

Even though millions admitted to drinking and driving, only 1.4 million drivers were arrested for driving under the influence of alcohol or drugs in 2004 (FBI, 2004). This is an arrest rate of 1 in 139 licensed drivers in the United States, yet it may not be enough.

B. The Cost of Drinking & Driving

According to Miller and Hendrie (2008, in press), alcohol-related crashes cost society more than $45 billion per year (see Figure 2). These dollars were spent for emergency and acute health care, long-term care and rehabilitation, police and judicial services, property damage, insurance, disability and workers compensation, lost productivity, and social services for those who cannot return to work or support their families.

Each alcohol-related fatality costs society about $950,000, and the cost of one alcohol-related injury averages about $20,000 (Blincoe et al., 2002).

On top of the direct costs of alcohol-related crashes and injuries, the indirect costs—pain, suffering, and the loss of quality of life—are difficult to calculate but are immense.

Figure 2. The Cost of Alcohol Use

C. The Cost of Alcohol Use

1. When Is Alcohol Involved in Fatal Crashes?

More fatal crashes involve alcohol use at night rather than during the day. The rate of alcohol involvement in fatal crashes was more than three times higher at night than during the day in 2005 (Figure 3) (NHTSA, 2006b), while the alcohol involvement rate for *all* crashes—both fatal and nonfatal—was more than five times higher at night. Additionally, more fatal crashes on weekends involve alcohol than on weekdays (Figure 4) (NHTSA, 2006b).

In 2005, 52 percent of all fatal weekend crashes involved alcohol. For all crashes, the alcohol-involvement rate was 5 percent during the week and 12 percent during the weekend.

In spite of the overall reduction in alcohol-related traffic fatalities in the past two decades, that trend has reversed, and **driving under the influence (DUI)** and **driving while intoxicated (DWI)** remain a significant problem in the United States.

Figure 3. Alcohol Involvement in Crashes By Time of Day (NHTSA, 2006b)
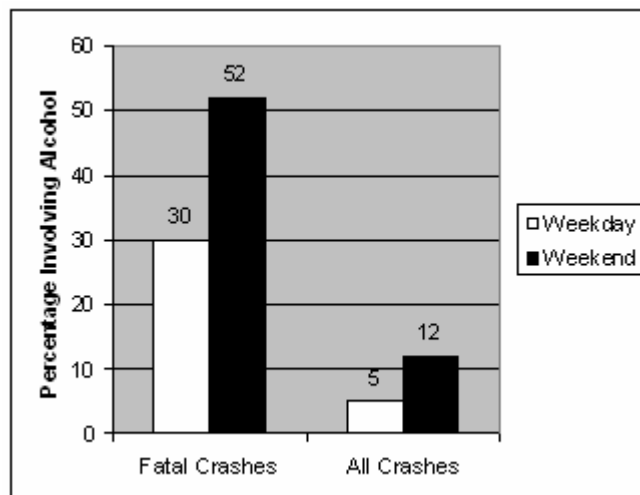
Figure 4. Alcohol Involvement in Crashes By Time of Week (NHTSA, 2006b)

The reduction in alcohol-related fatalities over time (from 60% in 1982 to 40% in 2004) can largely be credited to the passage of several significant legislative pieces:

- Lower *per se* **blood alcohol concentration** laws;
- **Administrative license revocation** laws;
- **Minimum legal drinking age** laws; and
- **Zero-tolerance** laws.

The reduction in alcohol-related fatalities and injuries is not only attributable to arrests resulting from enforcement of impaired driving laws. Much of the effectiveness of impaired driving enforcement activity can be attributed to **general deterrence** (Ross, 1984).

D. What Is General Deterrence?

General deterrence is a concept that is intended to discourage people from doing illegal things. In the case of impaired driving, the theory is that if we raise a potential drinking driver's fear of arrest and quick punishment, we can discourage that person from drinking and driving. So, the idea is to prevent impaired driving and possible crashes *before* they happen.

Extra Eyes is intended to make more potentially impaired drivers feel that they are more likely to be detected and caught, and thus they will choose not to drive after drinking. It also lets police officers know that the public supports their efforts to discourage impaired driving.

How does general deterrence work? If people think that they might be caught when they drink and drive, they may be less likely to do so—or rather, they may be more motivated to *not* drive when they have been drinking. Thus, public awareness that there will be quick, certain, and severe punishment contributes to fewer impaired driving crashes and fatalities.

The most significant factor here is the public's perception of the risk of being caught (Ross & Voas, 1989).

Perceptions are based on personal experience. Changing a person's perception means increasing the person's awareness of the risk of being caught or arrested. To do this, law enforcement agencies use highly visible enforcement methods. Activities such as **sobriety checkpoints** and **phantom checkpoints** are highly visible enforcement methods. Impaired driving campaigns and highly visible and publicized laws

and policies related to drinking and driving are intended to reduce the number of drivers who drink and then drive.

Figure 5 shows the general deterrence theory, which is:

1. Special police enforcement activities and publicity about them;

2. Publicity increases public awareness about the special enforcement;

3. Public awareness increases the perceived risk of detection and arrest; and

4. Perceived risk (if high enough) equals *not* drinking and driving.

This general deterrence effect can be created by sustained, high visibility special enforcement activities that are supported by a strong **public information and education (PI&E)** campaign.

Law enforcement activities such as sobriety checkpoints are visible enforcement methods that not only catch violators, but also deter potential offenders. If enough checkpoints are set up frequently enough over a long enough period, and are well publicized, they can create a perception in people's minds that impaired drivers will be detected, arrested, and sanctioned.

General deterrence ideas have been used since the 1930s to deter drinking and driving. In the early 1970s, NHTSA began the development and application of deterrence programs targeting drinking drivers.

In recent years, many communities have tried to increase the chances of detection and arrest by creating squads to fight drinking and driving. Citizen anti-drinking and driving groups, such as **Mothers Against Drunk Driving** and **Students Against Destructive Decisions**, and have helped with "court watch" programs, campaigns to write letters to judges, and public condemnation of light sentencing.

> **General deterrence works with high visibility enforcement to affect people who drink or use drugs and then drive. They might be deterred from driving if they…**
> - **see flashing lights and police cars on the roadways;**
> - **hear about the enforcement effort on the radio;**
> - **see it on television;**
> - **read about it in newspapers; or**
> - **this may lead an individual to think—**
>
> *"This could happen any time and any place."*
>
> **Thus, people might be less likely to drive after drinking because their sense of the risk of being caught and arrested has increased.**
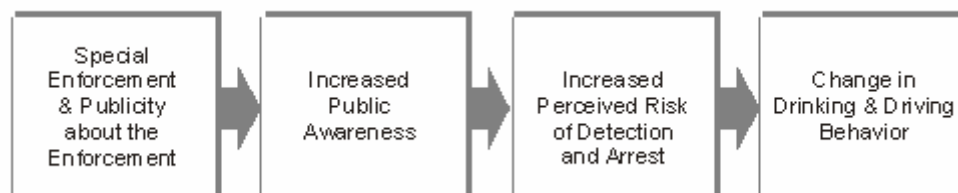
Figure 5. The General Deterrence Model

Summary

❒ The direct costs of drinking and driving are enormous. Just one alcohol-related fatality costs our society approximately $950,000.

❒ Personal costs of drinking and driving include pain and suffering and, for survivors, the loss of quality of life.

❒ MLDA and other laws have contributed to the decline in drinking and driving. Yet, the number of fatal alcohol-involved motor vehicle crashes is still rising.

❒ DUI and DWI are significant problems in the United States.

❒ Most fatal alcohol-involved crashes occur on Friday and Saturday nights.

❒ Many people will engage in criminal activities if they do not fear being caught and punished (Ross, 1992).

❒ High visibility enforcement efforts by law enforcement reinforce the idea that impaired drivers can be caught at any time, any place. Two examples are sobriety checkpoints and phantom checkpoints.

❒ A successful publicity campaign enhances high visibility enforcement efforts.

2. *OPERATION EXTRA EYES*

"It's always better to have 20 eyes than 10 eyes."
~ A police Officer

Operation Extra Eyes is a citizen reporting program that uses volunteers to assist law enforcement in recognizing impaired drivers. It is useful to police departments that cannot afford to have paid officers working on this issue as much as they would like, and it helps to engage the community and build relationships between law enforcement and citizens.

A. What Is *Operation Extra Eyes*?

Operation Extra Eyes is a **citizen reporting program** that was created in Montgomery County, Maryland, in 2002. In this program, private citizens volunteer to assist police officers in detecting impaired drivers on the county's roads, often during times of intensified enforcement, such as holidays. Police train the citizen volunteers in alcohol detection cues. The volunteers, equipped with radios, are then sent out in pairs to **alcohol-saturated** areas. They report suspected impaired drivers directly to the police, which allows officers to respond quickly to potential violations. Trained citizen volunteers are usually deployed in conjunction with **sobriety checkpoints** and **saturation patrols**. Additional support for these activities is provided by student volunteers, whose role is to assist officers in filling out paperwork, both in police vehicles and in arrest processing areas.

1. The History of Operation Extra Eyes

In the aftermath of the national tragedy on September 11, 2001, law enforcement priorities had to be refocused and demands for some services increased. Shortly thereafter, the 2002 sniper shootings at random roadside areas in Montgomery County and other metropolitan Washington, DC, suburbs began. Impaired driving enforcement suffered while police officers focused on apprehending the snipers. These combined tragedies swamped an already overstressed and overworked police force, so Montgomery County had to find innovative strategies to conduct anti-DUI activities.

> ***Operation Extra Eyes . . .***
>
> **…is a citizen reporting program that was created in Montgomery County, Maryland, in 2002.**
>
> **In this program, private citizens volunteer to assist police in detecting impaired drivers on the county's roads, often during times of intensified enforcement, such as holidays.**

As the 2002 holiday season approached, Montgomery County residents and law enforcement agencies faced additional challenges:

- Budget constraints;
- Staffing shortages;
- Increased alcohol-related collisions and other tragedies;
- Increased fatal collisions (including a 27% increase in pedestrian deaths);
- Impaired driving arrests on a continuous 4-year slide; and

- Lack of motivation for patrol officers to conduct alcohol enforcement.

Needless to say, as the holiday season approached, the concerns grew, as common problems increased during the holidays. Among the concerns were the misuse of alcohol by both adults and youths, drug- and alcohol-impaired driving affecting traffic safety, as well as pedestrian safety, occupant protection, and aggressive driving issues.

To address these challenges, Montgomery County needed new, innovative, and comprehensive solutions that would use resources not normally tapped by law enforcement agencies.

The Montgomery County Police Department created and implemented a multi-agency **Enhanced Impaired Driving Task Force** program as a new strategy to raise awareness, motivate officers, and educate the community. This comprehensive program was aimed at improving the safety of all motorists by coordinating the efforts of civilian personnel and multiple law enforcement agencies including the Montgomery County Police in cooperation with the Maryland State Police, the Maryland National Capital Park Police, Gaithersburg City Police, and the Montgomery County Sheriff's Office.

Additionally, the **Enhanced Impaired Driving Task Force** was responsible for training volunteer civilians to help identify **DUI** offenders, using **SADD** volunteers to assist officers with paperwork, and using volunteers to set up targeted enforcement at selected locations in Montgomery County.

Some types of enforcement strategies used by the task force include:

- Regular sobriety checkpoints and saturation patrols;
- The Cops-in-Shops program;
- The Repeat Offender program;
- The Operation Fake-Out program; and
- A new program called *"Operation Extra Eyes"*

During task force activities, officers certified as **drug recognition experts**, commercial vehicle inspectors, and child safety seat specialists were available to provide their services if necessary.

Two logos were designed for *Extra Eyes,* as shown in Figure 6.

2. *The Purpose of Operation Extra Eyes*

The goal of *Operation Extra Eyes* is to work in partnership with the community to make our roads safer and to decrease the number of alcohol-related tragedies that affect our families.

The *Operation Extra Eyes* program was designed to energize DUI enforcement, assist law enforcement personnel in detecting alcohol violations, offer an efficient method of fighting alcohol-related problems for departments suffering from officer burnout and shortages of officers, and encourage trained citizens to work hand-in-hand with law enforcement to build a citizen-officer bond and create a safer community.

Figure 6. *Extra Eyes* Logos

The objectives of the *Extra Eyes* program are as follows:

- Expanding law enforcement surveillance capabilities of alcohol establishments, especially those demonstrating patterns of service to intoxicated or underage customers;
- Promoting community awareness of the scope of problems associated with alcohol misuse;
- Strengthening the relationship between the police department and the community; and
- Providing testimony from community advocates about problem alcohol establishments to the board of license commissioners.

B. What Is Citizen Reporting?

The concept of citizen reporting of impaired driving has been in place for decades in the United States. In its simplest form, citizen reporting encourages people to report suspected impaired driving so police can be dispatched to look for, evaluate the driving of, and apprehend suspected impaired drivers. Other forms of citizen reporting are organized programs linking people with law enforcement agencies. The two work together to reduce impaired driving and, thus, the effect of impaired driving on a community.

> **The National Transportation Safety Board included the adoption of citizen reporting programs among recommendations to State governors in the early 1980s.**
>
> **Consequently, 12 additional States adopted REDDI programs, bringing the total to 18 by August 1983. These programs reported 49,719 citizen calls, resulting in 12,070 police contacts and 7,662 DWI arrests. The NTSB said that with such programs, "the detection capabilities of the police have been expanded and the deterrent effect of DUI enforcement programs has been increased" (NTSB, 1984).**

1. Other Citizen Reporting Programs

Report Every Drunk Driver Immediately (REDDI)

In the early 1980s, Boise, Idaho, enhanced and publicized Idaho's "Report Every Drunk Driver Immediately" program. This was done as part of a test to combine enforcement and public information to deter impaired driving. REDDI encouraged citizen reporting via hotline to the Idaho State Police dispatcher.

The Boise program used press releases, radio **public service announcements**, and billboards to publicize the program both to encourage citizen reporting and to raise the perceived risk of detection and apprehension of potential impaired drivers.

Additionally, the Boise Police Department implemented a procedure of sending letters to registered owners of vehicles that had been reported by citizens as being suspected of being operated by impaired drivers. These letters described the event and urged responsible behavior in the future (Lacey, Marchetti, Stewart, Murphy, & Jones, 1990).

REDDI programs still exist in several States, including Iowa, Nebraska, and Oregon (Blomberg, Peck, Moskowitz, Burns, & Fiorentino, 2007), and provide variants of the NHTSA DUI detection cues and public reporting procedures. Typically, press releases are issued during the holiday season to remind the public to look out for alcohol-impaired drivers.

Traffic Accident Reduction Goals and Enforcement Techniques (TARGET)

Clark County, Nevada — home to the famous Las Vegas Strip — is a high-risk area for traffic and impaired driving crashes. Drivers with serious substance abuse problems drive motor vehicles regularly and thus endanger the public. Nevada therefore began to encourage citizen reporting of erratic drivers.

By 1995, Nevada was receiving thousands of citizen-reporting calls each year, but officers could only locate 22 percent of the reported vehicles. Limited resources severely restricted Nevada's law

enforcement's ability to initiate innovative impaired driving countermeasures. The "Traffic Accident Reduction Goals and Enforcement Techniques" project encompassed Clark County.

Alliance Against Intoxicated Motorists

The Alliance Against Intoxicated Motorists program is an independent, nonprofit organization founded in Illinois in 1982 by families who lost loved ones to drunk drivers. The purpose of AAIM is to prevent deaths and injuries caused by intoxicated motorists and to help victims and their families.

AAIM's major goals include:

- Heighten public awareness of the devastation caused by intoxicated motorists;
- Press for effective legislation and strict enforcement;
- Involve the community in meeting its mission; and
- Support victims and their families emotionally, legally, and financially.

Drunkbusters

In 1990 AAIM initiated the "Drunkbusters" program, which encourages citizens to report potentially impaired drivers to police via cellular phones. Tips that lead to a DUI arrest and conviction earn the tipster a "Drunkbusters" award from AAIM, which includes a $100 honorarium. So far, AAIM has honored more than 2,700 tipsters. The program is funded entirely through court fines paid by DUI offenders. This life-saving program has received first-place awards from the National Safety Council, Ameritech, and the Chicagoland Chamber of Commerce. "Drunkbusters" runs year-round in Illinois' DuPage, McHenry, Lake, and Will counties; on holidays, the program runs statewide.

Drunkbusters Hotline

New Mexico implemented a "Drunkbusters Hotline" program in 2005 to report DWI and the sale or provision of alcohol to people under 21 (Blomberg et al., 2007). The toll-free number allows anyone in New Mexico to immediately report suspected impaired drivers to law enforcement.

DWI Hotline

Vermont's "DWI Hotline" was instituted around 2000 by the Wyndham County Sheriff's Department. Residents call 800-GETADWI to report suspected impaired drivers.

1-800-GRAB-DUI

Ohio's citizen reporting program, called 1-800-GRAB-DUI, was instituted in 1991. People can call an 800 number to report suspected impaired drivers. The program also uses highway signs and billboards, and patrol cars.

> *"Extra Eyes feeds the officers work! Now there are a lot of officers on (or wanting to be on) the Alcohol Special Forces list. We have a waiting list for new classes. People are showing up on their own vacation time. These officers are really motivated. How can they not be—they are handed a DUI by an Extra Eyes volunteer, a student does the paperwork, and they get paid overtime!"*
>
> *~ Senior Law Enforcement Officer*

Summary

❒ *Operation Extra Eyes* is a citizen reporting program that was originally developed in Montgomery County, Maryland, in 2002.

❒ Citizen reporting is when private citizens volunteer to assist local law enforcement in detecting impaired drivers.

❒ The objectives of the *Extra Eyes* program include: (1) expand law enforcement surveillance capabilities of alcohol establishments; (2) promote community awareness; (3) strengthen the relationship between the police and the community; and (4) provide testimony from community advocates about problem alcohol establishments to the board of license commissioners.

Remember!

Before you leave this chapter, make sure that you:

❒ Understand the objectives of the *Extra Eyes* program.

❒ Are aware of other successful citizen reporting programs.

3. RECRUITING ADULT VOLUNTEERS

"I have children. My husband is a fireman. The more he goes out, the more risk he faces. I want a safe community, and the police can use all the help they can get. I get a sense of satisfaction getting drunks off the road before someone is killed."

~ A Volunteer

A **volunteer** is someone who chooses to perform tasks and activities at no cost and for the benefit of the community.

Volunteers are the backbone of *Extra Eyes*; without volunteers, *Extra Eyes* would not exist.

Teaming community members with law enforcement to make streets safer has many positive benefits, including that people learn to understand what officers do and the challenges they face, and that people's perceptions of officers become humanized, rather than stereotyped. Additionally, involved individuals feel more invested in their own communities.

A. Why People Volunteer

1. Motivations and Rewards

Volunteers offer their time and services for different reasons. Although the motivations of each individual volunteer may differ, they usually include some combination of the following:

- *Altruism.* Volunteering for the benefit of others.
- *A sense of duty.* Community participation as a citizen's responsibility.
- *Career experience.* Experiences that can add to career prospects.
- *Giving back.* Volunteering to give back some of what one has been given.
- *Quality of life.* Doing service to make one's own life better. People often benefit from being with other people, staying active, and feeling valued in society.
- *Religious conviction.* Many faiths encourage service to the community as a spiritual duty.
- *Social reasons.* Volunteering can be a good way to meet people.

B. Types of Volunteers

There are two types of volunteers: **episodic volunteers** and **long-term volunteers**.

1. Episodic Volunteers

Episodic volunteers may show up once but never return—or come for three months and then leave—or only attend an annual event. Many episodic volunteers may have limited time, energy, or motivation, and do not want to put a lot of time and energy into training. The question is: "How can you motivate these volunteers who interact infrequently with your organization?" Here are some ideas to help you.

- *Offer flexible schedules.* Volunteers appreciate flexibility. Many volunteers' lives are already full, without spare time to adhere to a regular schedule. By offering a flexible schedule, the volunteer

may stay with the program longer. However, never badger episodic volunteers to sign on for more hours than they can offer.

- *Build a team.* Volunteers, especially episodic volunteers, may feel inadequate if they do not feel like they're "part of the team." Use experienced volunteers to encourage and motivate new and episodic volunteers. If individuals feel welcomed and appreciated, even volunteers who can only offer a few hours a month will gain a sense of connection with the program and want to return. Additionally, experienced volunteers themselves benefit from motivating the incoming or episodic volunteers by learning new skills. Teach the experienced volunteers how to get newer volunteers up to speed quickly and how to praise and guide a new volunteer.

- *Orientation is important.* Volunteers have a difficult time if they do not know what they're supposed to be doing. Have experienced volunteers go over a 15-minute orientation for new and episodic volunteers.

2. *Long-Term Volunteers*

- Long-term volunteers need less external motivation to continue volunteering their time and effort. Even so, the same motivational suggestions apply to long-term volunteers: offer flexible schedules, build a team, and provide a good orientation program and ongoing training.

FINDING VOLUNTEERS

Select target groups…

- **That have a common interest with your group;**
- **Whose members are regular volunteers in the community.**

RECRUITING VOLUNTEERS

- **Go through a member of the target group.**
- **Select a dynamic speaker.**
- **Be prepared—bring brochures, signup sheets, and business cards.**
- **Be prepared to handle a large number of volunteers.**

C. Where to Recruit Volunteers

Recruiting the right volunteers is an important component of any volunteer program. Volunteers come from varied backgrounds. Sometimes they have previous knowledge of alcohol misuse or impaired driving issues; sometimes not. Their experience with police-related work can range from novice to near-expert.

One of the best methods for recruitment is to set up presentations at local clubs and other organizations. These presentations can serve to inform the public about impaired driving issues in general and *Extra Eyes* in particular—and to recruit new volunteers.

You should target two types of groups.

First, target a group whose members are likely to have a common interest with your cause, such as:

- MADD staff/volunteers;
- SADD staff/volunteers;
- Anti-impaired driving groups; or
- Volunteers or staff of underage drinking prevention programs.

Second, target a group whose members regularly volunteer in the community. These might include:

- Rotary groups;
- Service clubs;
- Neighborhood watch groups;
- Citizen training groups;
- Parent Teacher Association members;

- Civic-minded local church groups; and
- Other community groups.

Additional places to recruit volunteers might include:

- Referrals from local police officers and police groups;
- Members or staff of county liquor control commissions;
- Staff of the local County Highway Safety Office (HSO); and
- People who work in local government offices.

State resources on volunteer recruiting and issues are available in most States (see Appendix B for a list of State service commissions).

Tips for Recruiting Volunteers through Organizations

Go through a group member. In seeking entry to a group, consider going through a member who can serve as your liaison to the group, smoothing your way to a more approachable audience. With a member's assistance and backing, it is more likely you'll be invited to make a presentation.

Pick presenters carefully. Select a dynamic speaker who can engage a group and speak forcefully about the value of *Extra Eyes*. If the presentation is boring, the group may assume that the volunteer job is also boring. Make sure the speaker can explain what *Extra Eyes* does and exactly what is needed. Develop a visual presentation that includes slides with images such as photos, clipart, or charts. At some point during your presentation, directly and unequivocally ask for volunteers. Few people will volunteer without being asked to do so.

Be prepared for people at the presentation to offer their services. Bring brochures, signup sheets, and contact information like business cards to hand out. If someone expresses interest, do not leave without getting his or her name and phone number. Commit yourself to following up with all volunteers—and do so as quickly as possible.

Be prepared for too much success. Have a backup plan to handle an entire group if they want to volunteer together, rather than individually. If several group members volunteer together, consider ways in which they might work together while volunteering.

1. Attracting Middle-Aged and Older Volunteers

With the U.S. population aging, many middle-aged or older individuals are retiring or lessening their workloads and have the time, the energy, and the inclination to volunteer. Approach organizations that cater to middle-aged and older people to look for potential volunteers.

2. Attracting 20- to 30-Something Volunteers

Whether you call them Generation Y (born since approximately 1976), or the "Millennials," or the "Net Generation," the 20- to 30-somethings grew up volunteering in their school years and now are entering or already have entered the workforce. They often view service as an important part of their lives, a place where they can give as well as receive. Some ways to attract this group include:

- Fun in the work/volunteer environment;
- Opportunity to grow and learn;
- Wide range of activities;
- Some benefits to volunteering;
- Opportunity to learn new skills while volunteering;
- Flexible schedules; and

- Chance to travel and/or experience new environments.

3. Paid Staff Members As Volunteers

You may have staff who would like to participate as a volunteer in *Extra Eyes*.

An employee may volunteer for civic or charitable purposes but must do so outside of his or her normal work hours. This work is not considered time worked under wage and hour laws, provided that the civic or charitable work is not performed at the employer's request. The volunteer work also cannot be the same type of service that the individual is employed to perform.

All time spent performing civic or charitable work that satisfies these requirements is volunteer time, not work time. The wage and hour laws requiring employers to pay nonexempt employees time-and-a-half their regular rate of pay for each hour worked in excess of 40 hours per work week therefore do not apply.

D. Volunteer Liability Concerns

Volunteer liability is an important issue. Potential volunteers are sometimes deterred by the fear that they will be sued for their attempt to help someone. While this is always a possibility, there are steps that have been taken to reduce this liability so that volunteers will not be afraid to come forward and offer their time and energy to the program.

The **Volunteer Protection Act,** signed in 1997, encourages people to volunteer while easing their fears of liability or being sued in a court of law.

All *Extra Eyes* volunteers must sign a liability waiver (see Chapters 4 and 5), which states that they will not hold your organization responsible for anything that happens to them. Such a waiver is not binding, however, so the volunteer can still sue you or your organization.

All volunteer waiver forms should go through a lawyer, preferably within your police department or in your local government so that the lawyer will still be available to you if you have any questions or concerns in the future.

Summary

❒ Volunteers are the backbone of a program such as *Extra Eyes*. Without volunteers, there would be no *Extra Eyes*.

❒ A volunteer is someone who chooses to perform tasks and activities at no cost and for the benefit of the community.

❒ Individuals volunteer for different reasons. The most common reasons are altruism, a sense of duty, career experience, giving back to the community, quality of life, religious conviction, and for social reasons.

❒ The two types of volunteers are episodic and long-term.

❒ Episodic volunteers may show up only once or sporadically. Long-term volunteers are more consistent and need less external motivation.

❒ Motivate volunteers by offering flexible schedules, building a team, providing adequate orientation, and pairing them with long-term volunteers for mentoring.

❒ Address liability issues up front to allay the volunteer's concerns about lawsuits.

Remember!

Before you leave this chapter, make sure that you:

❒ Can tell the difference between episodic and long-term volunteers and understand what motivates each type of volunteer.

❒ Are familiar with different groups where you can recruit possible volunteers.

❒ Become familiar with your State's standards for volunteer liability.

❒ Send draft liability waivers and all other forms to your county lawyer for review.

4. SELECTING AND MANAGING VOLUNTEERS

"We send out the volunteers in pairs to alcohol-enriched environments."

~ Senior Law Enforcement Officer

After you have recruited a pool of potential volunteers through the various methods described in Chapter 3, you will need to carefully screen each applicant to ensure a good match between the volunteer and *Extra Eyes.*

A. Screening and Interviewing Volunteer Applicants

Screening and interviewing volunteer applicants is an important process. Failure to adequately screen volunteers may result in disappointment on both sides down the line. If you invest the time it takes to fully screen and interview volunteers, then you will be rewarded with a well-matched volunteer who is committed to your organization.

1. The Screening Process

Screening is the process by which both the organization and the volunteer applicant evaluate one another to see if they are good matches for each other. During screening, explain the specific requirements and qualifications for the volunteer position, along with work conditions, responsibilities, expectations, and commitments. Have the volunteer applicants explain their motivation, experience, skills, and interests.

The selection process is a critical time in the development of the volunteer relationship. It is much easier to reject unqualified applicants before they become a part of the team. You should therefore screen potential volunteers very carefully.

See Appendix C

2. Volunteer Activity Descriptions

A successful volunteer project has a well-defined description of volunteer activities: *"What will the volunteer be doing?" "What do you expect?"* You must have a clear understanding of the volunteer's activities, which underlies a good screening process. Just as you would write job descriptions for paid staff, you should write activity descriptions for volunteer positions. (See Appendix C for a sample volunteer activity description.) The volunteer activities description should include the following:

- *A brief description of the project and the mission. "Why should anyone volunteer for this project?"* Volunteers hope to make a difference by volunteering their time, so give them a reason to do so.

- *Responsibilities of the volunteer.* **"**What can the volunteer expect to do?" List specific tasks and areas of responsibility.

- ***Time commitment.*** *"Is the position flexible? Short-term? Ongoing?"* Estimate the number of hours you expect the volunteer to work—per shift, per month, and so on.

- ***Work schedule and arrangements.*** *"What activities or events do you expect the volunteer to cover?"* Provide a list of activities and responsibilities.

- ***Training opportunities.*** *"What kind of training will the volunteer receive?" "What benefits or new skills can the volunteer expect to gain from the training?" "Is it one time only or ongoing?" "Will there be follow-up or booster training sessions?"* Be specific.

- ***Contact information.*** *"Who is the contact person?" "How can a potential volunteer get in touch with that person?" "What are the contact person's hours?" "Can the point person meet with the volunteer on nights or weekends?"*

3. Application Materials

Have the volunteer bring a resume or submit one in advance. Before the interview, have them fill out an application and provide two references. Use your organization's official employee application form (or the sample provided in Appendix D) as a starting point for developing a volunteer application form. This form is necessary to obtain the data you will need to judge and place the applicant.

4. The Interview

Your first responsibilities are to your organization, the public, and the volunteer program. The interviewer you select should be well informed about your organization's needs and have a clear idea of its philosophy about volunteers. The interviewer also should be able to put the potential volunteers at ease.

It can be helpful to have two people assess the applicant's qualifications. Have the interviewer introduce the applicant to a colleague or superior to obtain a second opinion. Then, have them come to a consensus about accepting or not accepting the volunteer.

Some organizations try to find a position for anyone who wants to volunteer; others believe that volunteers must give back more than it takes to train and supervise them. For *Extra Eyes*, you need to consider who will—or will not—make a good *Extra Eyes* volunteer. To do this, you need to look for certain qualities and inclinations.

See Appendix D

Who will make a good Extra Eyes *volunteer?*

You must carefully screen all volunteer applicants to ensure they will be good matches for this program. A good potential *Extra Eyes* volunteer will have some of these qualities:

- Cares about the community and impaired driving issues;

- Interested in working with and helping the police;
- Has some time to devote to volunteer work;
- Can follow directions; and
- Can stay awake into the night.

Who will not *make a good* Extra Eyes *volunteer?*

An individual who wants to be a police officer might *not* be a good match as a volunteer with *Extra Eyes.* Consider eliminating applicants who aspire to becoming police officers because these individuals may take unallowable risks, such as following or confronting a suspect or putting themselves in harm's way.

5. Interviewing Questions

Just as with interviewing applicants for paid staff positions, you should prepare a list of questions in advance. These questions will guide you through the interview and help ensure that you collect the information you need. Your questions should be only those that are activity-related and that contribute to assessing the applicant for the *Extra Eyes* program. (See Appendix E for a list of sample questions.)

In general, unless a question provides insight into a valid qualification for the volunteer position, do not ask it. For example, do not ask about an applicant's age, religion, marital status, medical condition, or disability. If, however, such "sensitive" information is needed to judge an applicant's ability to perform or qualify as a volunteer, you may inquire about it. Never ask questions that would screen out minorities or members of either sex. (For more information, see Discrimination and Sexual Harassment below.)

If it is important to know certain information—age, race, or marital status—about volunteers for other reasons, such as tracking volunteer demographics for *Extra Eyes*, obtain that information after the individual has become part of the team.

See Appendix E

See Appendix F

6. Reference Checks

Although most organizations check references for paid staff, few organizations require reference checks for volunteer positions. Reference checks can be important in selecting the best candidates for volunteer positions. Always check an applicant's references before bringing them onto your team.

At the very least, check references when you are uncertain about an applicant's qualifications, reliability, or credibility. When contacting the applicant's references, describe the requirements of the position and ask the reference about his or her relationship with the applicant. (See Appendix F for a sample reference checklist.)

If a reference hesitates to answer a question, it may be a sign of a poor experience with the applicant. It could also be the result of a company's policy governing telephone inquiries. In this case, provide a reference with a signed statement from the applicant (that can be obtained when the applicant volunteer form is completed), thus releasing the reference from any liability for answering inquiries.

> *"One of the first screening questions we ask volunteers is, 'Do you want to be an officer?' We don't want volunteers who want to be officers, because they take risks. They have strict guidelines on what a volunteer can and can't do. They are not to follow the suspect, confront the suspect."*
> *~ Senior Law Enforcement Officer*

7. Rejecting Applicants

A well-defined set of qualifications for a volunteer position makes it easier to reject an applicant who does not qualify. You are not legally obligated to accept every applicant or to state a reason for rejecting an applicant. If the reasons are delicate, it is better to be more indirect or general with rejections.

B. Forms for Volunteers

Following are several forms you will need to have your *Extra Eyes* volunteers complete before they begin training. You should not allow a volunteer to begin training or volunteer work without completing and turning in these forms. In addition, you should have all *Extra Eyes* volunteers fill out all the forms required by your county.

1. Volunteer Registration Form

This is the official program registration document. It includes contact information and driver license information. This information should be collected to assist with the background check. All volunteers should have background checks to protect the department (see Appendix G as an example).

2. Volunteer Driver Registration Form

Appendix H provides an example of a Volunteer Driver Registration Form. The form includes all information about the volunteer's car, insurance, and violations and/or crashes. This is important information for any volunteers who will be driving other volunteers in their vehicles for *Extra Eyes* activities.

See Appendix G

3. Volunteer Consent Form

Volunteers must complete Volunteer Consent Forms (Appendix I). Signing this form acknowledges that it is a volunteer position without expectation of payment. It also confirms that the volunteer is physically able to participate in this program.

4. Volunteer Liability Waiver

The Volunteer Liability Waiver (see Appendix J for a sample) acknowledges that there could be personal risks or dangers to the volunteers. By signing, volunteers agree that they are personally responsible for their own welfare, accept any risks, and will hold no one else liable.

It is suggested that a county attorney review and approve all consent and liability forms to protect the department/organization. (See Appendix J for a description.)

C. Managing Volunteers

1. Supervision of Extra Eyes Volunteers

A **volunteer coordinator** should be appointed. The volunteer coordinator should have the time and experience to oversee all of the volunteer operations, including interviewing volunteer applicants, scheduling volunteers for activities, and troubleshooting problems that arise.

The volunteer coordinator is the point of contact for *Extra Eyes* volunteers. This person should be outgoing and motivated, and if possible, able to make a long-term commitment to the program to ensure stability and continuity.

2. Volunteer Commitment

Ensuring the commitment and the retention of volunteers is often problematic in nonprofit organizations. Volunteer turnover is guaranteed and can even be beneficial in the growth of an organization. High rates of volunteer turnover, however, can hinder your ability to acquire and retain skilled, trained volunteers. You can strengthen your volunteers' commitment by applying the 3 R's— **Recruitment, Retention, and Recognition**.

3. Recruitment

Create the *Extra Eyes* program as if you were creating a business in which the volunteers are your employees. A good volunteer should have the same qualities as a good employee. Volunteer management begins with creating a clear job description and defining the position for the volunteer during the interview. Putting it up front allows volunteers to decide if this is something they want to do. This cuts down on high turnover rates before you invest your time in training.

See Appendix H

See Appendix I

Next, create a selection criterion. Knowing in advance what you are looking for in a volunteer can help to make the interview process more effective and efficient. (See Appendix E for sample interview questions.)

A volunteer pool of about 50 is ideal for the *Extra Eyes* program. This number provides a large pool of individuals from which to draw volunteers. With a large pool, officers can deploy more teams of volunteers on saturation patrol nights. This also gives you extra volunteers who can be called to replace last-minute cancellations.

4. Retention

Volunteers fall into two distinct classes: episodic and full-time. Episodic volunteers may only wish to volunteer once or twice, without commitment. *Extra Eyes* is a skill-oriented and training-intensive program and therefore it may not be worth putting time and energy into training and recognition of episodic volunteers.

Full-time volunteers are the core of the program—and they stay committed. To build commitment, have objectives set up for volunteers throughout the year so they feel they are making progress and reaching goals.

Extra Eyes is unusual in that there can be large time gaps between volunteer events. You therefore need to make your volunteers feel connected and part of the team during these time gaps. One way to do this is through events such as a volunteer dinner. Such events can help keep them committed. Another way to build volunteer commitment is to make your volunteers feel valued. This can be done through recognition.

5. Recognition

Recognition is a form of positive reinforcement that increases certain types of behavior. Volunteers who are recognized for their efforts at social or other gatherings feel special and appreciated. This type of activity can also show other volunteers the standards or goals towards which they can strive. Some ways to exhibit volunteer appreciation is with awards, pins, and certificates. Many State agencies are also willing to help in volunteer recognition. Some of these agencies are listed in Appendix B.

Positive reinforcement is important in any organization or program, but especially so in volunteer programs. Volunteers give up their weekend evenings with family and friends to join others in making their communities' roads safer. They do not get paid or earn other concrete benefits, so recognition is an important form of positive reinforcement.

One idea is to hold an annual award ceremony for the volunteers; another is to hand out awards at a police briefing. You can even send out press releases to invite local media.

Ideas for awards:

- Certificates of award with the volunteer's name on them.

  Certificates can be signed by the head of the Extra Eyes program, the Chief of Police, local politicians, or community leaders.
- Gift certificates donated by local businesses.

  Selling point to local business: free publicity.

- Specially designed pins.

> *Items can be donated by local trophy stores or party stores.*

A volunteer program such as *Extra Eyes* will evolve in subtle ways once it is underway. In the beginning, volunteer teams may compete to see who gets more pullovers, and it may be a good idea to give rewards like gift certificates from local restaurants. As the program matures, however, you may find that competitions and gift certificates are not as necessary to motivate the regular volunteers, who tend to be highly motivated individuals.

6. Giving References on Volunteers

You may be asked to provide an employment reference for a former or current volunteer. In response to the rising number of defamation claims based on negative references, many organizations will only confirm the volunteer's service and the dates of such service.

Many organizations designate one person who is familiar

See Appendix J

with the organization's policy to provide outgoing references. If you feel ethically bound to warn a person requesting a reference about a volunteer's record, avoid making negative statements that are not directly related to his or her service for your organization. Further, negative statements must be based on solid and clear facts. For example, rather than state that a volunteer "wasn't good with people," say that a former volunteer worked for a short time in a volunteer position, but that the organization and the volunteer both decided he or she was better suited for a different type of activity. Do not explain or say more than you wish to reveal.

7. Discrimination and Sexual Harassment

Volunteers are not paid and therefore are not considered "employees" under discrimination laws. They should, however, be treated as if they were protected under existing anti-discrimination laws. Following those principles helps to avoid discrimination charges, which could be damaging. More important, these statues embody principles of fairness, equality, and respect for diversity that define the modern workplace. Federal and State laws prohibit discrimination against applicants for employment based on race, gender, age, national origin, and physical or mental handicap that does not reasonably preclude performance on the job. Some State laws also prohibit discrimination based on marital status, sexual orientation, and genetic information.

These laws, as well as local laws, also bar sexual harassment. Sexual harassment includes sexual advances or other verbal or physical conduct, especially if made a condition of employment or service, or as the basis for an employment decision. It also includes unwelcome verbal or physical conduct of a sexual nature that unreasonably interferes with an employee's work or creates a hostile or abusive working environment.

Because of these laws, many organizations develop written personnel policies expressly prohibiting discrimination and sexual harassment. These policies should also cover volunteers. These types of policies generally contain procedures for resolving employee/volunteer complaints. Be sure to review these policies with your volunteers.

8. Confidentiality, Privacy, & Record Keeping

You should keep accurate records for each volunteer. An accurate system of record keeping is an important management tool for a volunteer program. Your files would typically contain the following items:

- Application forms;
- Dates of services;
- Duties performed;
- Correspondence;
- Recommendations and awards received; and
- Personnel decisions.

Note: Volunteer personnel records should be accorded the same confidentiality as staff personnel records.

9. Access to Files

Under some State laws, volunteers and paid staff are allowed to have access to their personnel files. Regardless of whether volunteers are allowed to review files, all personnel data should be handled in a carefully guarded and systematic manner. Consider using safeguards to protect yourself from potential liability. For example:

- Do not disclose information on volunteers except to those who have a legitimate need to know;
- Do not discuss charges against volunteers with more people than absolutely necessary; and
- Make one person responsible for all disclosures to ensure consistency of treatment.

10. Health Information and Privacy

With the enactment of the Health Insurance Portability and Accessibility Act (HIPAA) of 1996 and under certain State laws, individuals are protected from disclosure of their health or medical information to third parties without their consent. These laws do not cover every organization. Still, you must be careful with health information and health records concerning volunteers.

To avoid potential liability, request only essential health information, such as that required for emergencies. An example would be a volunteer who might have a seizure. If you do obtain health information, you must implement policies and procedures to protect your volunteers from disclosure of such information. To prevent liability issues, it is a good idea to:

- Designate one person to handle all disclosures to ensure the consistency of treatment;
- Restrict the information to only those individuals who must know; and
- Ensure that the records and information are secure from disclosure or discovery by any individuals other than those designated.

This may mean that one person holds the only key to the records, which are locked securely in a file cabinet or other safe area.

11. Dismissing Volunteers

Terminating a volunteer's relationship with your *Extra Eyes* program should be a last resort. Generally, that relationship may be terminated at any time, at the will of either party. Nevertheless, at a minimum, you should:

- Be careful to avoid creating any contractual obligations to volunteers;
- Avoid adopting policies that in any way limit your right to discharge a volunteer; and
- Include a prominent disclaimer in your policies that negates any express or implied contractual rights to volunteers.

Managers of volunteers often follow a series of progressive disciplinary procedures similar to those used by their organizations for paid staff. You should document infractions and the possible disciplinary actions taken.

Serious misconduct, such as chasing down a suspect or following a vehicle, should be treated as grounds for immediate dismissal. Less serious infractions or performance problems, such as joking on the police radio, are handled through verbal counseling and/or progressive discipline, which may include follow-up conferences, written warnings, and so on. When a volunteer is not performing up to established standards, however, it is often better to move that volunteer to less visible and more suitable activities, such as filling out paperwork at the station.

Sometimes, however, it becomes apparent that a volunteer does not belong with an organization in any capacity. If this happens, you will need to sever the relationship. Suggestions include:

- Be prepared to inform the individual that the match between them and *Extra Eyes* is unsatisfactory;
- Select a private setting for this activity;
- If necessary, have another supervisor present as a witness;
- Be kind, firm, and nonconfrontational;
- Try to remain positive and make suggestions for other places where the individual may wish to direct his or her interests;
- Be sure to reclaim any items such as radios, badges, or passes; and
- The specific reasons or events leading to a discharge decision for a volunteer should be disclosed to third parties *only* if absolutely necessary.

Summary

❑ Screen and interview all the volunteer applicants, while making sure to not ask discriminatory questions.

❑ Write an activity description for volunteers so that they will have a clear understanding of what they will be expected to do.

❑ Do ask for a resume and references, and do call the references.

❑ Treat volunteers as you would paid staff; be respectful, be discrete about confidential and sensitive information, and adhere to your organization's guidelines on discrimination or sexual harassment.

❑ Strengthen your volunteers' commitment by applying the 3 R's—Recruitment, Retention, and Recognition.

❑ Make it clear that you have no contractual obligation to volunteers in case you need to dismiss a volunteer.

Remember!

Before you leave this chapter, make sure that you:

❑ Familiarize yourself with your State's discrimination and sexual harassment laws.

❑ Develop a few general rejection phrases for applicants, and develop general ways to address persons looking for references on individuals terminated from the program.

❑ Develop a list of qualities to look for in a volunteer coordinator.

❑ Use the 3 R's method to create an outline to hire and keep long-term volunteers.

❑ Develop a system of keeping volunteer records secure in accordance with State and HIPAA privacy laws.

❑ Develop a disciplinary scale that includes activities that will result in immediate termination from the program.

❑ Know how to do a general background check, including reference checks from two referrals.

❑ Develop all forms.

5. STUDENT VOLUNTEERS

"Students can go out with an officer, like a ride-along. At a sobriety checkpoint, students can help by lighting flares, doing counts, barrels, cones, etc., or recording information from licenses and tickets. At underage drinking parties, they can help with photos and bio information on citations, so then officers only have to verify it, like an assembly line."

~ Senior Law Enforcement

Student volunteers are very useful for helping with tasks such as paperwork and identification of underage drinkers. It is also helpful for students to get an idea of how serious impaired driving can be, so that they can learn from this experience and tell their friends about it. Student volunteers can be recruited at SADD meetings in local schools or other youth groups.

A. Why Students Volunteer

Community service that engages youth is often called **youth service.** Students do not necessarily have to be part of your program. The Montgomery County *Extra Eyes* program included them, but students were also part of other department activities. The benefits of youth service are twofold:

- It strengthens young people's sense of civic engagement and nationalism; and
- It assists them in meeting educational, developmental, and social goals.

In many educational jurisdictions, a certain number of hours of community service are required for graduation from high school.

All student volunteers must be carefully screened to ensure that they will be good matches for the *Extra Eyes* program. The best student volunteers tend to be good, well-rounded citizens.

Although student volunteers are not necessary for *Extra Eyes* to work (as community volunteers are), having young people in the program is a good idea. Some benefits to student volunteers follow:

- Learning to understand what officers do and the challenges they face;
- Understanding that police officers are there to protect people and have the community's best interests at heart;
- Feeling more invested in their communities; and

Appendix K

- Learning about alcohol, impairment, and consequences of their actions.

1. What Do Student Volunteers Do?

Student volunteers are used mainly for paperwork, either in the station or in the police vehicles. (See Student Volunteer Job Description in Appendix K.) The main duties of student volunteers are to:

- Assemble DUI packets of forms to help the clerk;
- Pre-fill information on the DUI reports;
- Fill out paperwork at the station;
- Fill out tickets in the patrol vehicle; and
- Do other types of paperwork.

Students are not limited to working on *Extra Eyes* activities. They can perform a variety of useful tasks in the police station or in the field. For example, activities might include:

- Help with ID photos;
- Write biographical information on citations so that officers only have to verify the information;
- Deliver refreshments to officers on cold nights;
- Ride along with officers in patrol cars; and
- Help with compliance checks.

2. Which Students Make Good Volunteers?

The main criteria for students to participate in *Extra Eyes* are that they be good, well-rounded citizens. Eleventh and twelfth grade students work out better than younger students because they are more mature. There are no requirements such as grade point average (as with some extracurricular school programs), and there are no specific commitments of time. Students may work as much or as little time as they wish.

Qualities of a good student volunteer for *Extra Eyes* include:

- Caring about the community and impaired driving issues;
- Interest in working with and helping the police;
- Time on some evenings and weekends to devote to volunteer work;
- Ability to follow directions;
- Ability to stay awake into the night; and
- Good handwriting.

3. Which Students Do Not Make Good Volunteers?

A student volunteer might *not* be a good match with *Extra Eyes* if the student lacks the necessary maturity. Unlike adult volunteers, it is okay for students to have aspirations to work in law enforcement in the future. They must understand, however, that they cannot act as police officers while volunteering.

4. Screening Student Volunteers

You may want to consider screening for GPA and interest in doing community volunteer work. You should also do a general background check for any drinking-related violations.

Student volunteers who do filing or computer work at the station should have a general (not criminal) background check. Further, their driving records should be checked, and they must provide two referrals from their teachers.

B. Where to Recruit Student Volunteers

Ideal places to recruit student volunteers include:

- Local high schools;
- SADD meetings; and
- Eagle Scouts.

In many communities, police already give talks at these locations, so they are already familiar with the setup.

Officers and a volunteer coordinator could attend SADD luncheons at high schools every September, at the beginning of the school year, to explain details of the *Extra Eyes* program. Be sure to provide a signup sheet for interested students, and follow up with each student who signs the sheet.

1. How Many Student Volunteers Does Extra Eyes Need?

Although the answer to this question depends on the size of a police department, officers can often accommodate up to 10 student volunteers in an evening. However, having even one student volunteer to help with paperwork and filing can be very helpful. From 15 to 30 students provides a good pool of volunteers from which to draw.

C. Student Volunteer Forms

You should have students complete an application form and several consent and liability forms before allowing them to volunteer. This ensures that the department has the necessary information in case of an emergency and also that the students' parents are fully aware of their children's activities.

1. Student Volunteer Application

An example of a student volunteer application is provided in Appendix L. Ask the student to provide you with two references so that you can be assured that teachers or other pertinent adults agree that the student is a good match for your program (e.g., maturity, interest). Additionally, you should do a general (not criminal) background check on student volunteers who do filing or computer work at the station since they may have access to more sensitive documents.

See Appendix L

2. Parental Consent Form

Volunteers younger than 18 must have their parents sign consent forms. This form not only consents to the student's participation, but it also provides medical and insurance information. An example of this form is provided in Appendix M.

3. Student Volunteer Driver Form

This form provides the department with the driver's license number of the student volunteer. This information could be included in the application form rather than as a separate form. An example of a Student Volunteer Driver Form is shown in Appendix N.

Note: Some States and counties have young driver curfew hours. If this is the case in your jurisdiction, students driving themselves at night (after the activity) can be given passes to drive after a State or county curfew hour. This allows more flexibility for student participation.

Appendix M

See Appendix N

4. Student Volunteer Liability

When using minors as volunteers, it is important to note that there are different legal requirements.

Minor volunteers must have signed parental permission forms on file with your police department. A sample liability waiver and permission slip can most likely be obtained from your local high school. (A sample student liability waiver is also included in Appendix O.) Select a form as a sample and then work with your lawyer to tailor it to your organization's specific needs.

See Appendix O

Summary

❑ Community service that engages youth is often called youth service.

❑ Carefully screen all student volunteers to ensure that they will be good matches for the *Extra Eyes* program.

❑ Select good, well-rounded students as volunteers (preferably juniors or seniors for maturity's sake).

❑ Use student volunteers mainly for paperwork, either in the station or in a police vehicle.

❑ Also use students to help with ID photos, writing biographical information on citations, delivering refreshments to officers, riding along with officers in patrol cars, and helping with compliance checks.

❑ Invite students who sign up for volunteering to a training session at the local police station.

❑ Have student volunteers fill out appropriate forms.

❑ Have a parent sign a form for a minor student.

Remember!

Before you leave this chapter, make sure that you:

❑ Understand the role of the student volunteer in the *Extra Eyes* program.

❑ Develop a list of qualities to look for in potential student volunteers.

❑ Are familiar with different groups and places where you can recruit potential student volunteers.

❑ Become familiar with liability laws pertaining especially to minors.

❑ Send a draft liability waiver to a lawyer for review.

❑ Have after-hours passes available to students driving past State or county curfew hours.

❑ Know how to do a general background check and obtain at least two teacher referrals.

❑ Develop all forms for student volunteers.

6. PATROL OFFICERS

"On Extra Eyes nights, my team has the highest number of stops."
~ An Officer

Teaming law enforcement officers with citizen volunteers has many positive benefits and can be very effective.

Not only do citizens learn to understand what officers do and the challenges they face, but citizen's perceptions of officers become humanized, rather than stereotyped. With involvement, individuals feel more invested in their own community.

Officers benefit by getting to know some of the people they're protecting. Further, officers receive assistance and support from the community they're serving. With increased involvement of individuals from the community, officers may feel more invested in that community.

A. Sobriety Checkpoints: Myths and Facts

Most officers understand that DUI enforcement is important. However, officers often do not realize the importance of DUI enforcement activities in decreasing impaired driving and may believe that the public does not like sobriety checkpoints. Many police officers believe that checkpoints detain sober drivers, cost too much, require a large staff, and are ineffective. In fact, highly publicized, highly visible, and frequent sobriety checkpoint activities reduce impaired driving fatal crashes. Sobriety checkpoint programs, when conducted properly, save lives.

To counteract incorrect assumptions, you may need to host a session with officers to lay out the myths and facts surrounding sobriety checkpoints. Some myths and facts relating to sobriety checkpoints are included in Appendix P.

Pairing DUI activities such as sobriety checkpoints with public information campaigns increases the effectiveness over merely conducting a sobriety checkpoint alone. Chapter 11, "Media," outlines information on how to set up a media campaign, how to write a press release, and how to get attention for your efforts. Media is vital to any DUI enforcement campaign because it increases visibility to the public. Visibility increases the public's perception that **if they drink and drive, they will be caught.** This perception creates a change in behavior, thereby reducing the incidence of impaired driving (see Chapter 1, Section D, on General Deterrence).

See Appendix P

B. Appeal of the *Extra Eyes* Program to Officers

Officers involved in *Extra Eyes* will find their workloads reduced during *Extra Eyes* activities. *Extra Eyes* volunteers help spot possible suspects and call the sighting and location in to officers who are already located in the community in police vehicles. This increases the number of "eyes" the officers have to spot potential trouble before trouble begins.

> *"Some volunteers are fantastic at sighting problems, as good as officers. Sometimes we get so many calls from the volunteers, we can't handle them all."*
> — *An Officer*

Volunteers also assist police officers with filling out paperwork. They can be positioned either in the police vehicles or in the police station.

Officers involved in the original *Operation Extra Eyes* in Montgomery County, Maryland, were surveyed for their opinions about that program. When asked which aspects of the *Extra Eyes* program they considered most valuable, most officers (91%) reported "public awareness about DUI enforcement."

The officers were also asked how skilled they felt the *Extra Eyes* volunteers were in identifying impaired driving. Most officers (68%) indicated that trained volunteers were skilled at identifying impaired drivers. More than half (59%) responded that the volunteers helped identify impaired drivers.

In the Montgomery County *Extra Eyes* program, virtually all comments received from the officers involved in the program were positive. The program was very helpful to the officers and also raised community awareness regarding DUI. Several officer comments included statements like the following:

> "*Extra Eyes* has been a way to involve average citizens in many DUI arrests. It is a great way to get the community involved and raise awareness."

> "I believe it has had a very positive impact. The times that we have used them we have had successful DUI lock-ups."

C. Motivating the Officers

1. Ongoing Motivation Ideas

A motivational reward system for officers should consider several factors. One factor might be the number of arrests during an individual *Extra Eyes* activity. Another might offer a reward for the most arrests over a given time span, such as a month or two, which might include several *Extra Eyes* activities. And yet another might be "most involved officer" or "most *Extra Eyes* activities." Use your imagination.

Some possible reward ideas for officers follow:

- Gift certificates to local pizza parlors;
- Gift certificates to local eating establishments;
- Gift certificates to local bookstores, toy stores, or sporting stores;
- Flashlights or other equipment donated by local businesses;
- A gift basket of fruits, candy, and cookies; or
- Gift certificates to local sporting events or concerts.

The gift is important, but so is the officer's recognition. Calling officers up in front of fellow officers and superiors to recognize their efforts instills a sense of pride. The value of pride taken in one's job extends not only to the law enforcement agency, but also to the community.

2. Annual Motivation Ideas

Schedule an annual awards ceremony for the officers involved in *Extra Eyes*. Invite law enforcement supervisors and senior staff. Invite county and State staff involved in traffic safety. Invite local MADD staff for a brief motivational talk. Recognize the officers individually and as a group. Send out press releases inviting the local media and getting photographs into the local newspaper.

3. Press Releases for Award Ceremonies

Send out a press release and include the names of officers involved with the *Extra Eyes* program. Items to include on the press release (see sample press release in Chapter 11, "Media") may be:

> *"Having Extra Eyes volunteers is like having an extra set of hands."*
>
> *~ An Officer*

- Local politicians or community leaders who will attend;
- Businesses that donated services or gift certificates;
- Names of *Extra Eyes* organizers/leaders;
- Names of officers or volunteers being honored;
- Law enforcement organizations that were/are involved;
- DUI statistics for your area; and
- The importance of the event.

> **Find ways to acknowledge the efforts of officers involved in *Extra Eyes*, both annually at a big celebration and routinely at briefings and meetings. Motivation can be a strong factor in an individual's willingness to participate with full enthusiasm.**

Summary

- ❐ Benefits and effectiveness of teaming law enforcement with citizens in the *Extra Eyes* program.

- ❐ Clarifying which methods of DUI enforcement are most effective.

- ❐ Reducing impaired driving fatal crashes with highly publicized, highly visible and frequent sobriety checkpoint activities.

- ❐ Clearing up some myths about sobriety checkpoints.

- ❐ *Extra Eyes* volunteers reduce officers' workloads.

- ❐ In the Montgomery County *Extra Eyes* program, virtually all comments received from the officers involved in the program were positive.

Remember!

Before you leave this chapter, make sure that you:

- ❐ Can separate checkpoint myths from facts and relay those differences to officers.

- ❐ Develop officer motivational techniques such as awards ceremonies.

- ❐ Find stores or restaurants that may be willing to donate gift certificates to use for officer motivation.

7. TRANSCRIPT

7. TRAINING

"Good training and the life experience of volunteers contribute to their skill."
~ An Officer

Training volunteers is vital to the citizen-reporting program. Volunteers must know exactly what is expected of them and how to handle different situations that may arise. Effective training will both increase the productivity of the program and reduce the risk of liability due to irresponsible volunteer actions.

A. Training of *Extra Eyes* Volunteers

Every organization needs written procedures for training and supervising volunteers. Having written activity descriptions and recruitment policies formalizes the duties and responsibilities of volunteers and spells out expectations for both supervisors and volunteers.

Training is vital. Training not only improves volunteer performance and satisfaction, it also establishes a record of your organization's effort to ensure compliance with its standards and goals. By implementing principles of communication, effective feedback, vigilant supervision, and ongoing evaluation, you will be better positioned to minimize legal exposure if the volunteer commits careless or unauthorized acts, such as chasing down or confronting a suspected impaired driver.

1. Adult Volunteer Training

All volunteers must attend *Extra Eyes* training classes. Without participating in the training, no one should be allowed to go out on an *Extra Eyes* activity. The *Extra Eyes* volunteer training process is divided into two sessions:

- Classroom training (approximately 4 hours); and
- Field or in-service training (approximately 2 hours).

Classroom Training

The 4-hour classroom training session consists of lectures, PowerPoint slides, videos, and role-playing. Topics covered may include:

- Pharmacology of alcohol;
- Overview of underage drinking;
- Detection of an impaired driver;
- Communication techniques;
- Courtroom testimony;
- Operational report-writing and note-taking;
- Coverage of your State's alcohol laws; and
- Police department program guidelines.

Volunteers can be given a **Resource Notebook** with relevant information on a variety of topics. For example:

- *Extra Eyes*—what it is and what it is not;
- Drinking-and-driving laws, and other relevant laws;
- How to recognize an impaired person and what to look for on patrol;
- Issues related to people younger than 21;
- Use of the police radio;
- Keeping an activity log; and
- The do's and don'ts of being *Extra Eyes* staff (see Appendix Q).

The training could also include a **role-playing workshop**. A role-playing workshop features appropriate-aged people who portray what it would be like to appear intoxicated; an experienced officer could supply information on drinking cues. The class would try to figure out if the person is younger or older than age 21, whether the person has been drinking, assess how impaired they are, and explain why they made that assessment.

The role-playing workshop allows *Extra Eyes* volunteers to practice several important judgment calls that they will use on the street. For example:

- How to assess age (i.e., if the person is younger or older than 21). The older a volunteer is, the harder it becomes to assess young people's ages. Clues to underage individuals might be letter jackets, high school sweatshirts or baseball caps, current dress fads, immature behavior, and so on.
- How to make an assessment on impairment. Clues to assessment include walking manner, slurred speech, loud talking, public urination, and other nontypical behaviors.
- Whether or not to call the situation in on the radio.

Field (In-Service) Training

The 2-hour field training session takes place outside in a parking lot with vehicles. Topics covered may include the following:

- Use of the police radio;
- Administering a **Standardized Field Sobriety Test**;
- Looking for impaired drivers (may include role-playing volunteers). What to look for: slurred speech, bloodshot eyes, staggering when walking, etc.

New volunteers are paired with veteran *Extra Eyes* volunteers. Vehicles may be used to drive around the parking lot and go through the moves of an *Extra Eyes* activity so that everyone can practice and hone their newly learned skills.

See Appendix Q

2. Using the Police Radio

Each *Extra Eyes* team should be issued a portable county police radio and given a call number (example: 9 Whiskey 95). The supervising officer will tell the volunteer team what channel they should use for the operation (Example: 11 direct). *Extra Eyes* volunteers cannot use any channel other than the one they are assigned.

Volunteers must return all issued radios to the supervisor at the end of their detail. Volunteers must not take radios home.

Instruct volunteers that when they are using the radio, they must:

- Push the button before they begin
  to talk;
- Keep the button down while talking; and
- Speak slowly into the radio.

Tell volunteers that the police radio is not a toy. Have them practice calling in before actually using the radio. Instruct them to be brief and to speak clearly and concisely. When calling in on the radio, tell volunteers to be sure to provide the following information:

- Suspicious activity observed;
- Location of vehicle and where it is headed;
- Description of vehicle: color, make, model, unusual descriptors;
- License plate number;
- Male or female driver and number of suspects in the vehicle; and
- Sometimes, description of an article of clothing is appropriate, but is not always necessary.

3. Keeping an Activity Log

To document the success of your program, your volunteers must assist you in collecting data. Here data can refer to the number of calls made to officers on an *Extra Eyes* activity night and the number of calls that resulted in a stop and/or an arrest. This can be collected using an **Activity Log**.

What form this log takes and the importance of this information is further discussed in Chapter 10. However, it is a component of training that you do not want to overlook. You should have data collection forms available to review with your volunteers during training. Your volunteers should be very clear on how to record information and why the information is so important.

Instruct each volunteer team that on an *Extra Eyes* activity night it is required that an activity log of the evening's events is kept. (See Appendix R for an example of an Activity Log.) An activity log consists of a clipboard with printed sheets containing columns to record items such as:

- Date;
- Time of observation;
- Location of observation (include streets and crossroads, names of bars/businesses);
- Activity observed;
- Number of persons observed; and
- Any additional notes.

See Appendix R

4. Follow-Up and Refresher Training

Follow-up training can take two formats: (1) as a formal training on a non-*Extra Eyes* activity night, or (2) as a brief, informal meeting just before a scheduled *Extra Eyes* night. Both formats have clear advantages.

5. Follow-Up Training

If a volunteer has not gone out on an *Extra Eyes* activity in some time, follow-up training can be offered as a refresher on the night of an activity. Alternatively, a volunteer who has not been out in a while can be paired with a more experienced volunteer.

As a more formal or scheduled follow-up training, allow enough time to review all the material and discuss previous *Extra Eyes* activities. Here, volunteers have the opportunity to not only be refreshed on their responsibilities, but can also share their experiences with other volunteers.

6. Refresher Training

As a brief pre-activity training, there probably will be only enough time to review the basics—identifying suspects and using radios.

It is recommended that both these training formats be used with volunteers. This can ensure that your volunteers will be prepared for assigned activities.

B. Student Volunteer Training

The student volunteers (preferably juniors or seniors for maturity's sake) who sign up to volunteer can be invited to a training session at the local police station. This is supplemented by a refresher briefing on the night of the operation.

1. Classroom Training Session

It is suggested that student volunteers receive 4 hours of training at the local police station. Topics that can be covered in the training sessions include the following:

- Dangers of drinking and drugged driving;
- Guidance on appropriate behavior; and
- How to fill out tickets, warrants, citations, and other paperwork.

2. Refresher Training

Typically, on the night of an *Extra Eyes* activity, student volunteers are given refresher training before the evening's activities begin. This includes a brief instruction on the same topics covered in the classroom training.

Summary

❒ All adult volunteers must attend a two-part training— classroom and field—on *Extra Eyes* activities.

❒ All student volunteers must attend a training session at the local police station.

❒ Train adult volunteers on all aspects of the *Extra Eyes* program, including operating a radio.

❒ Stress the importance of keeping an activity log of the evening's events.

❒ Emphasize during training the "do's and don'ts" for volunteers.

❒ Give follow-up training as a "refresher" to both adults and students before going out on a scheduled *Extra Eyes* activity, when necessary.

❒ Provide each adult volunteer with a Resource Notebook.

Remember!

Before you leave this chapter, make sure that you:

❒ Develop training outlines for both adult and student volunteers, including brief refresher courses and emphasizing use of the radio.

❒ Develop an outline for a role-playing workshop.

❒ Develop a resource notebook for volunteers.

8. GENERAL OPERATIONS

"We send the volunteers in pairs to alcohol-enriched environments. They find a spot where they can watch several bars at once—maybe close to a parking garage—and look for people coming out of bars, stumbling, acting impaired, singing, urinating, drinking from plastic cups, and also basic driving skills, like coming down the up ramp, almost hitting side barriers, not stopping at stop signs."

~ Senior Law Enforcement Officer

There are several important aspects to operating your *Extra Eyes* program. These include scheduling the actual activity with officers and volunteers, selecting your sites, selecting dates and times, and contingency planning. As part of the program operations, you need to be prepared to conduct briefings, deployments, and debriefings. This chapter provides key information on how to actually implement and operate the *Extra Eyes* program.

A. Scheduling an *Extra Eyes* Activity

1. Officer Scheduling

When scheduling your event, you will need to consider many factors. For example, the number of officers on duty should be proportional to the number of volunteers so that the officers can handle an influx of volunteer calls.

2. Volunteer Scheduling

A group of about 12 to 16 volunteers is ideal for an evening's *Extra Eyes* activity.

Schedule *Extra Eyes* volunteers primarily through telephone calls or e-mails. Scheduling can be handled by a volunteer coordinator. Give volunteers a choice of dates and allow them to sign up for the times that fit their personal schedules.

When called upon, volunteers will usually sign up for an evening's activity. Volunteers who participate infrequently, however, may need refresher training on the evening of the activity or may need to be paired with a more frequent volunteer. Follow-up training is discussed in Chapter 8.

Volunteers may choose whichever aspect of the evening's duties they prefer. This is possible because volunteers are paired up in teams and each team divides up the duties, such as driving to and from locations or calling in observations on the radio. Examples of some volunteer duties follow:

- Using the radio (some volunteers may not feel comfortable with this duty);
- Bringing food to the briefing and helping to motivate officers and volunteers on patrol nights, rather than going out in the car;
- Helping student volunteers do paperwork at the police station (e.g., filling in the proper forms to get the process moving);

- Handing out materials and role-playing during training sessions; and

- Collecting and entering data, researching articles, providing follow-up, or tracking the progress of the project.

- Because *Extra Eyes* by definition involves volunteer duties, the program depends on volunteer involvement. If no volunteers are available, the joint activity is cancelled. Officers, however, can still go out as a regular unit for the scheduled checkpoint or patrol as they do not depend on volunteers for their regular enforcement activities. In saturation patrol, officers are out anyway conducting DUI enforcement and laser patrols (for speeding). The *Extra Eyes* volunteers just provide another set of eyes to use in alcohol-enriched environments.

Volunteers are generally scheduled well in advance. Last minute arrangements only occur in special situations, such as if a media representative calls and requests permission to attend on a particular evening. If the media cannot attend on a regularly scheduled *Extra Eyes* evening, it is important to try to accommodate them by pulling together and setting up an activity in a short timeframe when the media can ride along.

3. Long-Term Scheduling

Drawing up a seasonal calendar of *Extra Eyes* activities helps volunteers plan their commitments according to their personal schedules. At times, however, some unforeseen circumstance (e.g., a major local crime, illness in the police force, weather) may prevent the occurrence of an activity. In such a case, it is important to inform volunteers so that no one shows up for a cancelled activity.

One way to notify a number of individuals quickly is with the use of a telephone tree (see Figure 7). The officer in charge calls the volunteer coordinator and the assistant volunteer coordinator (if there is one), both of whom have responsibility for calling all scheduled volunteers. In this organized manner, no one is forgotten.

4. Site Selection

The location of your *Extra Eyes* activity is a crucial factor in scheduling an event. Many places offer volunteers a good chance of observing people who might be intoxicated and preparing to drive a vehicle. Some suggestions of alcohol-enriched locales include:

- A parking garage or parking lot near several local bars where it is likely that patrons of the bars park;

- A heavy concentration of bars in one area because there are likely to be a high number of drinking patrons;

- College towns and cities near colleges, particularly parking lots servicing mass transportation
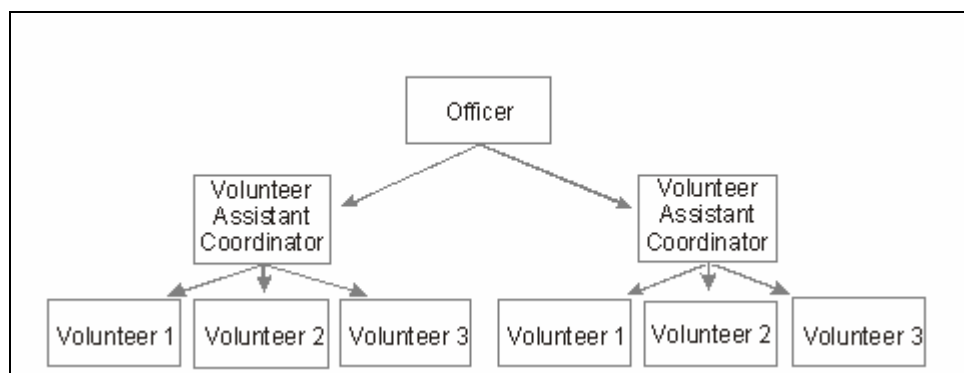
Figure 7. Sample Telephone Tree

stations, such as subways, because people return from drinking events (i.e., sports or "a night on the town") on Friday or Saturday nights and then get into their vehicles to drive home;

- Restaurants or bars near offices that advertise "Happy Hour" and provide low-cost drinks and specials immediately after work hours; and

- Bars running special events, such as those hosted by local radio stations that advertise drink specials or have a theme such as "Little Black Dress Night" or "Pajama Night," where patrons come dressed according to the theme.

5. Date and Time Selection

The date and time that you schedule an *Extra Eyes* activity will depend on the location of your event and on the calendar. For example:

- If you are targeting restaurants and bars near offices or an office complex, you might schedule your activity on a weekday to coincide with "Happy Hour."

- If you are targeting major sports events in local venues, keep track of game schedules so that you will know the dates and times of scheduled events.

- If you are targeting a college town, pay special attention to dates and times when students are more likely to be drinking. Some examples might include:
    - ✓ Beginning of the school year;
    - ✓ End of the semester;
    - ✓ Holidays (Halloween, St. Patrick's Day, Fourth of July, etc.);
    - ✓ Beginning of breaks (Thanksgiving, Christmas, Spring Break, etc.);
    - ✓ End of exams; and
    - ✓ College sporting events.

- If you are scheduling an *Extra Eyes* activity over holiday periods, pay special attention to tourist areas or places where people are most likely to celebrate. Examples might include:
    - ✓ Bars known for excessive partying or advertised specials; and
    - ✓ Areas near Fourth of July fireworks celebrations.

6. Contingency Planning

Remember the Boy Scout motto: *Be Prepared!*

Issues are bound to arise occasionally. Prepare alternative plans to deal with such issues *before* they occur, so that no one panics or is unprepared at the last moment. Examples of issues follow:

- Volunteer absenteeism;
- Inclement weather;
- Traffic congestion;
- Road construction; and
- Other traffic safety concerns.

Volunteer absenteeism: A successful *Extra Eyes* activity requires a minimum of two volunteers to perform the required duties. One volunteer is not permitted to go out alone; volunteers always work in teams of two. If one volunteer is absent, you will need to identify another volunteer quickly or cancel the activity completely. In this event, you might use the telephone tree shown in Figure 7.

Inclement weather: Another unexpected event might be sudden inclement weather. When possible, follow the local weather forecasts so that you are aware of pending changes or storms. If you decide to cancel an

Extra Eyes activity because of poor weather conditions, you might also use the telephone tree to notify volunteers of the cancellation.

Traffic congestion or road construction: By following local construction on roadways and also local congestion patterns, you will know beforehand where the "trouble spots" are. Avoid those areas. Schedule your *Extra Eyes* activity in another location.

Other traffic safety concerns: These might include incidents such as a vehicle crash or a pedestrian incident that slows or stops local traffic. Always be sure that the *Extra Eyes* volunteers and their vehicles do not get in the way of any emergency service vehicles. Sometimes, during an evening's *Extra Eyes* activity an unexpected event such as "officer down" might occur, and other officers rush to assist their fellow officer. In such a case, you may have to shut down the *Extra Eyes* activity for the evening and send your volunteers home early.

B. The Initial Briefing

The initial briefing usually takes place at the police station, and is a regular police initial briefing prior to going out on an activity. On an *Extra Eyes* activity night, all volunteers meet at the initial briefing location (usually the police station) and assemble in the briefing room with the officers.

After roll call, the sergeant informs officers and community volunteers of the evening's surveillance area, which has already been identified. The sergeant also makes location assignments of officers.

The *Extra Eyes* volunteer coordinator makes team assignments. *Extra Eyes* volunteers always work in pairs. If there is not an available partner, *Extra Eyes* volunteers do not go out.

Motivational speakers from MADD or an area drinking-and-driving program may be invited to speak at the initial briefing. The motivational speakers not only motivate the *Extra Eyes* volunteers, but also the officers, who may have already worked long hours during the week.

Brief your volunteers before the beginning of each event. This is the time to inform them of the activity sites and who their partners will be for the activity.

C. The Deployment

The appointed volunteer coordinator must ensure that:

- All *Extra Eyes* volunteers are properly paired into teams, with one team per volunteer vehicle;
- Each *Extra Eyes* team has the appropriate equipment and forms to carry out the event tasks, including:
  - ✓ Police radio and
  - ✓ Activity log; and
- All volunteers have a list of cell phone numbers of other volunteers participating that night, including the volunteer coordinator's cell phone number. This is essential information in case volunteers need to communicate with one another.

D. The Debriefing

When the volunteers return to the police station after an activity, you must collect all equipment such as police radios.

Then, you need to debrief the volunteers by obtaining from them all of the information they collected while performing their volunteer duties in the activity. (See Appendix T for a sample debriefing guide.) This includes both negative and positive experiences, problems encountered, and suggestions for future events. If activity logs are used, they should be returned at this time. Chapter 10 contains more details on collecting and analyzing data.

Finally, express your appreciation to all volunteers for their time and effort on the *Extra Eyes* activity. Tell them you are grateful for their assistance in this important task and that you hope to see them again soon at another *Extra Eyes* activity.

APPENDIX T

SAMPLE DEBRIEFING GUIDE

1. Did you feel adequately prepared for the task?

2. Did you ever feel that you did not know how to handle a situation that came up? If so, what was that situation?

3. How was this experience different from what you expected?

4. What would you do differently if you had this opportunity again?

5. What was the most challenging part of the task?

6. How could the coordinators of this program help you do your job more efficiently?

7. How useful was your activity log? What changes would you make to the format?

8. Do you feel that you made a positive difference in your community by helping with this program?

9. Pleas add any additional comments or suggestions.

See Appendix T

Summary

❐ Instruct volunteers to keep a log of the *Extra Eyes* activities.

❐ Give follow-up training as a "refresher," before going out on a scheduled *Extra Eyes* activity, when necessary.

❐ Appoint a volunteer coordinator to oversee all of the volunteer operations.

❐ Schedule *Extra Eyes* volunteers via telephone calls or e-mails.

❐ Use a telephone tree to notify volunteers quickly of a cancellation or problem.

❐ Select sites where volunteers can observe people who might be intoxicated and preparing to drive their vehicles.

❐ Select dates and times for the *Extra Eyes* activity based on a variety of factors (e.g., holidays and sporting and community events).

❐ Remember the Boy Scout motto: *Be Prepared!*

❐ Conduct an initial briefing, usually in the police station, before going out on an activity.

❐ Debrief all volunteers, and collect their equipment and their data after they return from an activity.

Remember!

Before you leave this chapter, make sure that you:

❐ Develop a preliminary long-term schedule for *Extra Eyes* activities.

❐ Find suitable locations for *Extra Eyes* activities.

❐ Create a contingency plan for emergencies or other situations beyond your control.

9. BUDGETING & RESOURCES

"Compared to roadblocks or checkpoints, we do more arrests on Extra Eyes nights. And Extra Eyes doesn't inconvenience anyone. We don't have to have a checkpoint - no set-up situations, no time to set up, no traffic situations for the public. We just do it."

~ Senior Law Enforcement Officer

Resources for *Extra Eyes* are fairly simple. They include office supplies, communication devices for volunteers, food and drinks for volunteers, and possibly insurance. Funding may be obtained through grants so that police departments and community organizers do not have to spend their own money.

A. Necessary Resources for *Extra Eyes*

To develop a program such as *Extra Eyes*, it is important to allocate the necessary resources.

Resources for *Extra Eyes* may seem obvious; however, this area should not be overlooked or underestimated. Police departments may vary on the necessary resources, but the basic needs remain the same.

Some examples of basic resources include:

- Office supplies, such as clipboards, paper, and pens;
- Radios;
- Vehicles; and
- Possibly insurance.

Keep in mind that each individual program may differ in what is needed to run the *Extra Eyes* program. Resources for the program can become expensive.

One way to ensure obtaining appropriate resources is through grants and other forms of funding. Before applying for a grant you must come up with a basic preliminary budget that will cover the costs of the *Extra Eyes* program.

Table 1. Sample Budget Format for an *Extra Eyes* Program

Operational Costs	Budget	Actual
Employee expenses		
Officer pay and allowances (beyond normal duties)		
Officer overtime pay (if applicable)		
Support staff and other expenses		
SUBTOTAL		
Transportation		
Vehicle and travel costs		
SUBTOTAL		
Supplies and services		
Equipment (breath testing equipment, radios, etc.)		
Office supplies (pens, pencils, clipboards, paper, copying fees)		
Catering or refreshment costs		
Insurance		
Miscellaneous and operational costs		
SUBTOTAL		
TOTAL		

B. Developing a Budget

Although funding is always an issue in running a volunteer program, there are many ways to ensure that sufficient funds are obtained. Funding can be found by searching multiple venues, such as government agencies and local traffic safety institutions. For example, the **Bureau of Justice Assistance (BJA)** may be a good place to start.

The BJA is a government agency whose goals include promoting the development and implementation of strategies to prevent crime and violence. BJA also encourages community organizations and citizens to participate in working to fight crime, drug abuse, and violence. To accomplish these goals, BJA offers many grant and funding opportunities on Federal, State, and local levels.

The *Extra Eyes* program may be the perfect candidate for a BJA grant because it is geared to address each of these listed goals.

The contact information for BJA is:

      Bureau of Justice Assistance
      Office of Justice Programs
      810 Seventh Street NW., Fourth Floor
      Washington, DC 20531
      Phone: 202-616-6500
      Fax: 202-305-1367
      E-mail: AskBJA@ojp.usdoj.gov
      Web: www.ojp.usdoj.gov/BJA

A guide to BJA grants can be found on the BJA Web site:
http://bja.ncjrs.org/g2g/.

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1. Preliminary Budget

Most grants require that a preliminary budget be submitted with an application. Table 1 shows a sample format that could be used to set up an initial budget for *Extra Eyes.* Before drafting a budget, you must do some research to properly budget for items needed for program implementation.

The operational costs of your program generally include employee expenses (e.g., officer pay, support staff), transportation costs (e.g., mileage reimbursement to volunteers), supplies, and other services.

It is possible to maximize resources if your department can share its equipment on *Extra Eyes* activities (radios and flashlights). Logistically, when funding resources are available, having standard equipment for your *Extra Eyes* volunteers and officers is an asset. Other supply costs may include refreshments for officers and volunteers on *Extra Eyes* activity nights, although community sources may wish to contribute refreshments, if approached and asked.

2. Actual Costs

Actual costs of running a program such as *Extra Eyes* should be documented and compared to **budgeted costs**. When the program has run for one year, it is a good idea to compare budgeted costs to actual costs to better predict future costs and create a more accurate budget for future programs.

Summary

❐ Obtain appropriate resources through grants and other forms of funding for the *Extra Eyes* program.

❐ Come up with a basic preliminary budget that will cover the costs of the *Extra Eyes* program before applying for a grant or another form of funding.

❐ After one year of operating the *Extra Eyes* program, compare the budgeted costs with the actual costs to get a better idea of fund allocation for future years and grant requests.

Remember!

Before you leave this chapter, make sure that you:

❐ Ensure you have the basic resources necessary to execute an *Extra Eyes* activity.

❐ Research BJA and other Web sites.

❐ Create a preliminary budget.

10. DOCUMENTING THE PROGRAM

"The officers are much more motivated with Extra Eyes. Look at the stats! They are making more arrests on Extra Eyes nights!"

~ Senior Law Enforcement Officer

A well-run program needs to be documented. Without keeping track of results of the activities, you have no idea if the program is effective or not.

A. Collecting Data

The first step in documenting your program is **collecting data.** One of the goals of running the *Extra Eyes* program is to determine if citizen reporting is effective in deterring impaired driving. Therefore, data should be collected uniformly, but also in a way that makes it possible to determine the program's effectiveness. (Appendix U is a sample data collection worksheet.)

When several, or even two, volunteers are collecting data and each is doing so in a slightly different way, the data will be inconsistent. It will therefore be impossible to gain useful information from that data. For example, if one person documents all incoming volunteer calls regardless of arrest and another decides to document only incoming volunteer calls resulting in arrest, these data will be flawed when combined because they will not be based on the same measurements.

There are several ways to collect data uniformly so it can be analyzed and used to show the success of your program.

B. Evening Activity Logs

One method of collecting or recording data for *Extra Eyes* activities would take place on the actual day/night of the event. Volunteers can be provided with a standard form and trained on how to complete it.

Notice that the names of the volunteers on call and the date are placed on the top of the form (see Appendix R). These will be the same through the evening. There are five columns of information for the volunteers to record. The first is the time (e.g., 9:07 pm) of the suspected activity, the location it was observed (e.g., corner of 12th and M, parking lot of Joe's Bar), and the actual activity observed (e.g., suspect staggered out of bar, fumbled with keys). The volunteers then record whether the activity was reported to an officer and any additional notes on the activity (e.g., additional observation information, why it may not have been reported).

This type of form should be completed by all pairs of volunteers on an *Extra Eyes* activity night. Provide a few copies if the evening is expected to be busy or pairs of volunteers will change through out the evening. This will allow for a clean record of the activities that were observed and reported through out the evening.

The form can be adapted to suit your department's or organization's needs. For example, it may be possible for some volunteers to find out the result of their call (vehicle was stopped, an arrest made, citation issued, etc.). In other instances, it may be the lead volunteer or *Extra Eyes* coordinator who has to follow up on the

status of the observations and calls. Regardless, at the end of the evening someone should be able to determine:

- The number of observations made;
- The number of calls/reports to officers;
- The number of stops made resulting from volunteer calls; and
- The number of arrests/citations made related to volunteer calls.

Note: Specifying the type of arrest or citation may also be important—DUI arrest, zero-tolerance violation, alcohol citation, etc. If you collect specific information (type of arrest) you can always combine your data and look at it generally (i.e., across all arrests). But, the reverse is not true. If you only record general arrest information (arrested or not arrested), it is impossible to go back later and determine what kind of arrests or citations were made. So—whenever possible, record detailed, specific information!

1. End-of-Evening Results

It is critical to delegate responsibility for collecting data. One individual, such as a volunteer supervisor or coordinator, should be responsible for data collection to document the *Extra Eyes* program. This person must be made aware that this is his/her responsibility and be trained on how to collect data.

At the end of the evening, the volunteers should return their completed logs to either the *Extra Eyes* coordinator or a volunteer supervisor so they can tally up the number of activities reported that evening and attempt to follow up on the status of the reported activity (vehicle was stopped, an arrest was made, etc.).

As important as it is to have a standard activity log for volunteers to complete, it is also important to have an after-event result sheet (see Appendix V).

This is a standard document that can be used to tally the number of activities observed and reported that evening, including follow-up activities, such as citations or arrests. Possible items to include in this form are (see Figure 8):

- Total number of observations;
- Total number of reports/calls to officers;
- Total number of vehicle stops;
- Total number and types of stops related to volunteer calls;
- Total number of arrests made by officers; and
- Total number of arrests made related to volunteer calls.

NOTE: As will be discussed in the remaining sections of this chapter, it is important to not only record the number of stops and arrests made that were directly related to volunteer calls, but also the total stops and arrests made that evening. This will allow you to determine what percentage of stops or arrests made that evening were because of your program.

	A	B	C	D	E	F	G	H	I
1	Extra Eyes Activity Nights								
2	Date	Number Paired Volunteers	Number Observations	Number Calls to Officers	Number Stops related to Volunteers	Number Arrests related to Volunteers		Total Evening Stops	Total Evening Arrests
3	5/14/2007	3	30	28	26	14		30	20
4	7/22/2007	2	20	20	20	10		25	12
5	9/30/2007	4	42	41	40	31		40	33
6	12/20/2007	4	40	40	32	29		42	36
7	TOTAL				118	84		137	101
8	EQUATION				=SUM(E6:E9)	=SUM(F6:F9)		=SUM(H6:H9	=SUM(I6:I9)
9									

Figure 8. A Sample Excel Spreadsheet

Also, whenever possible, collect stop and arrest information on comparable nights that *Extra Eyes* activities did not take place. **THIS IS IMPORANT!** It will allow you to compare the benefits of having volunteers present versus not having them present. For example, if on a typical saturation patrol night, four officers made 15 arrests, and on an *Extra Eyes* night, they made 23 arrests, then that is an increase of 53 percent! But, you'd only know that if you collected and recorded the number of arrests on the two different types of nights.

C. Organizing Data

The second step in documenting your program is organizing the data that you have collected. The data needs to be put in a form that will make it easy to analyze. A Microsoft Excel spreadsheet is a useful tool for storing the data. You can keep contact information for volunteers, location of activities, the number of arrests, and various other data on the spreadsheet. You can then use Excel's built-in formulas, such as "sum" and "average" to add up or average the numbers.

D. Analyzing Data

The third step in documenting your program is to actually put the data to use. Now that you have all of your data and you know how to calculate basic statistics, you can begin to understand what your data means.

One way to do this is to compare **means**.

If the mean of arrests on an *Extra Eyes* night is higher than the mean of arrests on a comparable non-*Extra Eyes* night (same day of week, same time frame, same type of location, similar number of drinkers, same number of officers and patrols, same use of checkpoints, etc.), then you can reasonably assume that the *Extra Eyes* program may have helped increase arrests. It is rare for two means to be exactly equal, so some difference in means should be expected, even if the volunteers had no real effect on arrests.

The way to determine whether the difference in means is important is to calculate the **statistical significance**.

The statistical significance measures the likelihood that something occurred by chance instead of by your intervention, which in this case is the presence of volunteers. If something is statistically significant, it means that it is unlikely that the event occurred by chance. Using the *Extra Eyes* example once again, in order to determine that the volunteers' presence and call-ins actually had an effect on the number of arrests, you calculate the statistical significance of the relationship and determine that the increase in arrests when volunteers were present was not simply due to chance.

Correlation is another test that can be used to determine the extent to which a relationship exists between two variables.

In this case, those variables could be the presence of *Extra Eyes* volunteers and the number of arrests. Or, they could be the presence of volunteers with the number of stops made. A strong correlation would mean

that the two variables are related in some way. A weak correlation would mean that the relationship is weak or even nonexistent. It is important to note that correlation does not imply causation; just because two variables have a strong correlation, it does not mean that one caused the other. There are other standards that need to be met before asserting causation.

Statistical analyses (calculating and using correlation) are beyond the scope of this manual, but it is important to understand what these terms mean should you decide to have a professional analyst evaluate your data. It may be helpful to consider this aspect of the program when recruiting volunteers. Try contacting an advanced placement math class or a statistics class at a local college to recruit help for data analysis.

Summary

❒ A well-run program needs to be documented. Keeping track of activity results is the only way to determine if the program is effective or not.

❒ Documenting your program is done in several steps:

1. Collect the data.

2. Organize the data that you have collected into a spreadsheet.

3. Analyze the data that has been organized into a spreadsheet.

❒ Put the analyzed data to use.

Remember!

Before you leave this chapter, make sure that you:

❒ Develop a way to collect, track, and organize data.

❒ Familiarize yourself with simple data analysis techniques.

❒ Know how to use an electronic spreadsheet (e.g., Microsoft Excel).

❒ Decide what you want to measure with your data.

11. MEDIA

"Extra Eyes is a fabulous program. I hope it gets to other markets. Those were the best police officers I ever worked with. The officer we did a ride-along with should get a raise. His crew is fabulous, really excited to work with our TV crew and with the citizens. I've never encountered excitement about [a] program like that. It was very positive."

~ CNN

A media campaign is an important component of the *Extra Eyes* program. It can help garner support from the community, obtain funding, and recruit volunteers. It is also an element of general deterrence in that hearing about the program can make people less likely to drive impaired.

A. Why Is Media Important?

Media such as radio, television, newspapers and magazines that can reach or influence people widely are important tools of communication. A media campaign is one of the most effective ways to reach your target audience, which makes media an essential part of your program.

Designate a media contact within your organization to respond to any questions the media may have. Put that individual's contact information on all outgoing media messages. This helps present a focused, accurate, and consistent image of your program to the media.

The two main goals of *Extra Eyes* are (in general) to deter impaired driving, and (in particular) to catch impaired drivers. A well-designed media campaign can give the public the impression that *Extra Eyes* volunteers and police officers are likely to catch *any* impaired driver, which will help with deterrence. (See Chapter 1, Section D, for a discussion on general deterrence.)

B. Creating a Media Campaign

To succeed with the media and get publicity for your program's activities, you must learn how to use meaningful words and develop messages that touch people. It is also crucial to show your program in a positive light.

Different aspects of *Extra Eyes* will be attractive to different types of media outlets. For example, a local newspaper might pick up on the "making our community safe" message, while the evening news might pick up on an "*Extra Eyes* weekend blitz" message. Tweak your message slightly according to your outlet and to your goal: what are you trying to do?

- Attract more volunteers?
- Gain funding?
- Let the community know about your impaired driving blitz over the coming weekend?
- Change local policy?

	Table 2. Characteristics and Deadlines of Different Media Outlets	
MEDIA	**CHARACTERISTICS**	**DEADLINE**
Television	Highly visible, shows the message of your event, eye-catching	Alert the news desk the day before, if you want them to cover it. 10 a.m. for the 6 p.m. news Public announcements: 3-8 weeks
Radio	Short sound bites	Studio-based news items: same day Public events needing outside coverage: several days
Newspaper	More in-depth coverage Uses quotes from people	Daily paper: 1 day Weekly paper: 3-5 days
Magazine	Targets specific segments of the public	Several weeks before the magazine is printed (2-8 weeks)

Source: http://www.unicef.org/righttoknow/index_mediacampaign.html

Each media outlet has a different deadline; newspapers may only need one day, but magazines may need several months. Table 2 summarizes the characteristics and deadlines involved with different types of media.

1. Press Releases

The most common form of contacting media is a **press release**. A press release is a statement sent to newspapers, radio stations, or other media outlets describing what the event is, why it should be reported upon, and contact information.

2. Writing a Press Release

A press release should be short and concise, and no more than one page in length (see Appendix W for a sample press release).

Press releases should contain the five "W's":

- **Who** is involved?
- **What** happened?
- **When** did it happen?
- **Where** did it happen?
- **Why** (or **How)** did it happen?

The first or "lead" paragraph should answer these questions in one or two sentences.

The second and third paragraphs should include a "colorful," interesting quote reporters can use in their articles.

The rest of the press release can provide more details on the information you have and what you hope to achieve.

You should also be sending out press releases about your regularly scheduled enforcement activities in the community. You can tie press releases for *Extra Eyes* activities into those enforcement activities.

See Appendix W

C. Volunteers and the Media

Extra Eyes volunteers should not speak to the media unless authorized to do so. In no event should a volunteer be photographed so that volunteer's face is shown. Similarly, volunteer vehicles should not be photographed. An *Extra Eyes* volunteer or a volunteer vehicle that is recognized on the street by impaired drivers or potentially impaired drivers is, at the least, ineffective, and at most, placing the volunteer at risk.

D. Tracking Your Media Campaign

Tracking your media contacts and your campaign is a good way to find out which of your outreach methods is most effective.

1. Track Media Contacts

Develop a list of all local newspapers and magazines, all local television studios, and all TV and radio programs. Call each one to find out the name of the news editor or specialized correspondents. Gather these names, along with their telephone and fax numbers, e-mail addresses, and postal addresses on a simple form (e.g., a table in Microsoft Word or an Excel spreadsheet). This will ensure that your press releases go to the right people.

2. Track Media Campaign

Keep track of all outgoing press releases, telephone calls, and stories. Also record all stories that are printed or aired. By so doing, you will know which methods work best and which to pursue further.

Keep copies of all newspaper and magazine articles about your program, and videos or tapes of all TV and radio spots or interviews. Keep a running list of all media about your program.

Media can be very beneficial in helping to obtain further funding or in inspiring others to become *Extra Eyes* volunteers.

> *"Imagine what might have happened if those extra eyes hadn't been watching."*
>
> ~ CNN

E. Tips for Boosting Your Success With Media

The key to a successful media event or activity is good planning and following a regular schedule.

Here are a few tips to help you succeed.

- Two weeks before an event:
  - ✓ Write a letter to your local newspaper to influence public opinion about issues relating to your event or activities;
  - ✓ Contact the reporters who cover community events or issues;
  - ✓ Call community calendar reporters at area newspapers and TV, and cable and radio stations, and tell them about your event; and
  - ✓ Hand-deliver or mail invitations to the media to attend the initial briefing and to observe an *Extra Eyes* activity, including a possible ride-along in a police or volunteer vehicle.
- The day before the event:
  - ✓ Call the media again and politely remind them about the event.
- On the day of the event:
  - ✓ Set up a media sign-in table at your initial briefing with **media kits** to distribute;

- ✓ When the reporters arrive, have members of your group ready to greet them, set up interviews with the right people, and escort media to the appropriate spokesperson;
- ✓ Issue name badges to all media; and
- ✓ Always have someone from your organization take photos, not only to document the activity, but also to accompany articles in newsletters and other publications. Be sure not to include the faces of volunteers or license tags of volunteer cars.

- After the event:
  - ✓ Send an immediate news release to any reporters that were unable to attend;
  - ✓ Send follow-up letters to local newspapers to thank the community for its support and inform it of your success; and
  - ✓ Write a follow-up article for inclusion in appropriate community publications; illustrate with photos from the event. Include information on how many people attended, results, and other pertinent details.

See Appendix X

Media kits are packets made up for media that include information about your organization and the *Extra Eyes* program. Items that you might consider including in a media kit include:

- Information on your organization;
- A business card with contact information for your designated media spokesperson;
- Brief biographies of key people in your organization;
- Photographs and/or camera-ready graphics (e.g., charts, logos, or photographs from an *Extra Eyes* training or event); you can include these in digital form on a disk or CD. Be sure they are at the highest resolution of 300 dots per inch (or dpi); and
- Statistics about National, State, and local impaired driving or crash fatalities.

In dealing with the media, it is important for you to remember certain items. These items are summarized on a Tip Sheet for dealing with the media, which appears in Appendix X.

Summary

❐ A well-designed media campaign is the most effective way to reach your audience, and can give the public the impression that *Extra Eyes* volunteers and police officers are likely to catch *any* impaired driver.

❐ Media kits are packets made up for media that include information about your organization and the *Extra Eyes* program.

❐ Different media outlets (i.e., television, radio, newspaper, or magazine) have different deadlines. Give the outlet plenty of advance notice so that they can meet their deadlines.

❐ The most common form of contacting media is a press release.

❐ Learn how to use meaningful words and develop messages that touch people in a press release. Always show your program in a positive light.

❐ Track your media coverage to learn which of your outreach methods are most effective.

Remember!

Before you leave this chapter, make sure that you:

- Create a media kit to publicize your program.
- Set up a media tracking system.
- Write a sample press release using the five W's (who, what, when, where, and why).
- Review the tip sheet for dealing with the media (Appendix X).
- Develop all the necessary forms.

12. CONCLUSION

"Extra Eyes is now being applied not just to identify drinking drivers, but also to watch for service to minors, minors in possession, and party patrols. I heard that someone even wants to do it for handicap parking enforcement patrol."

~ Senior Law Enforcement Officer

A. What Have We Learned?

Drinking and driving remains a large problem in our society. Community programs such as *Operation Extra Eyes* are efforts that bring together many different members of the community to fight a common problem that affects everyone. Being open to innovative programs such as *Extra Eyes* is one way to counter the destructive effects of driving under the influence of alcohol.

Volunteers are the fundamental component of citizen reporting programs. Volunteers should be screened and interviewed prior to being accepted, to ensure that all potential volunteers are professional and responsible individuals. Students can also be useful volunteers. Many students are looking for volunteer opportunities in the community, for which they receive service hours that are necessary for high school graduation.

Training volunteers and officers is a large task, and is not a one-time event. Training is an ongoing process. As the program develops and progresses, not only will new methods and skills need to be taught to officers and volunteers to ensure that the program is constantly improving, but everyone can use refresher training periodically.

Documenting everything that you do is important so that you can use the results to obtain future funding for similar programs and also to motivate volunteers by sharing data that demonstrates how essential volunteers are to keeping their own communities safe. Sharing the documentation with the media helps motivate volunteers and officers, and the publicity can deter people from drinking and driving because it gives them the impression that if they drink and drive, they are likely to get caught.

The suggestions in this manual may or may not work for your particular community. Use this as a model to develop a citizen reporting program that is unique to your needs and specifications. This original and effective model can help your community work together to achieve the shared goal of public safety through public service.

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14. APPENDICES

GLOSSARY

Key Word	Definition
Actual costs	The exact amount of money one spends.
Administrative License Revocation (ALR)	Provides for the immediate suspension of the driver's license if the driver is arrested for DUI/DWI.
Alcohol-saturated area	A place where there are a large concentration of alcohol outlets (e.g., bars, restaurants) and a large amount of alcohol is consumed.
Blood alcohol concentration (BAC)	The amount of alcohol in the blood expressed as grams per deciliter (g/dL) of blood.
Budgeted costs	The dollars allocated to the items (e.g., employee costs, supply costs, transportation costs, and services costs) budgeted for your *Extra Eyes* program. Your actual costs can be compared to your budgeted costs to see if you're on track and to better predict future budgeting.
Bureau of Justice Assistance (BJA)	A Government agency that promotes the development and implementation of strategies to prevent crime and violence. BJA offers many grant and funding opportunities on Federal, State, and local levels.
Citizen-reporting program	A program that encourages citizens to report suspected criminal activity so that police may be dispatched to look for, evaluate, and apprehend potential criminals.
Collecting data	The gathering of information relevant to a given project.
Correlation	A test that can be used to determine the extent to which a relationship exists between two variables.
Driving under the influence (DUI)/ Driving while intoxicated (DWI)	The crime of operating a motor vehicle while under the influence of alcohol or other drugs, including some prescription drugs. Most States use one of these two terms to refer to alcohol or drugged impaired driving offenses.
Drug recognition experts (DREs)	Law enforcement agents trained to recognize the side effects of various substances, especially prescription and illicit drugs.
Enhanced Impaired Driving Task Force	A group of law enforcement agencies and grassroots organizations whose mission is to expand the traffic safety focus, motivate enforcement personnel, increase supervision, and promote the media's coverage of events regarding impaired driving.
Episodic volunteers	Volunteers who may show up once but never return, or come for a short period (e.g., 3 months) and then leave; others come only for an annual event but nothing else.
General deterrence	A concept intended to discourage people from doing illegal things. Theoretically, raising a potential drinking driver's fear of arrest and quick punishment can discourage that person from drinking and driving. The idea is to prevent impaired driving trips and possible crashes before they happen.
High visibility enforcement	An impaired driving program that is conducted frequently by law enforcement in areas where alcohol-related crashes frequently occur or where arrests for DUI are high. These increased enforcement activities, when well publicized, equal high visibility enforcement.
Icons	A small symbol picture used to represent specific types of information in a document.
Long-term volunteers	Volunteers who give their time and effort over a long span of time and consistently show up to do volunteer work. This type of volunteer needs less external motivation to provide their services.

Key Word	Definition
Mean	A number calculated by adding all of the numbers for a given list of items, and then dividing the sum (total) by the number of items in the list.
Media	A way of mass communication via radio, television, newspapers, and magazines. The message reaches and influences a broad range of people.
Media kits	Packets made up for the media that include information about your organization and the *Extra Eyes* program.
Minimum legal drinking age (MLDA)	The minimum age (21 in the United States) at which a person can legally purchase or possess alcoholic beverages.
Mothers Against Drunk Driving (MADD)	MADD is a nonprofit grassroots organization with more than 600 chapters and 2 million members/supporters. It campaigns to eliminate drunk driving and to prevent underage drinking, and supports the victims of drunk driving.
Phantom checkpoints or inactive checkpoints	Outwardly, this checkpoint appears to be a regular checkpoint. Officers set up signs and prepare as if conducting a regular checkpoint, but they don't actually conduct the checkpoint. It gives the impression that sobriety checkpoints are everywhere and increases the public's perception of the likelihood of being caught if driving while impaired.
Press release	A description of an upcoming event explaining why it is newsworthy; that is sent to newspapers, radio stations, or other media outlets for possible publication.
Public service announcement (PSA)	A short, noncommercial film or video recording for broadcast on radio or television to modify public attitudes by raising awareness about specific issues or causes.
Public information and education (PI&E)	Newspaper ads, television commercials, and radio public service announcements that let the public know that law enforcement agencies are enforcing laws.
Resource notebook	A notebook that contains information relevant to being an *Extra Eyes* volunteer.
Resources	The definition of resources is broad and varied. For *Extra Eyes* specifically*,* resources are people (volunteers, officers, and support staff), basic office supplies, radios, and vehicles—and money to support the effort.
Role-playing workshop	Appropriate-aged people portraying characters who could be examples of individuals in a given situation. For example, role-playing workshops for *Extra Eyes* training could include an intoxicated individual or an underage drinker.
Screening	The process by which both the organization and the volunteer applicant evaluate one another to see if they are a good match.
Sobriety checkpoints	Roadblocks set up by law enforcement officials on public roadways. Police officers randomly stop vehicles to investigate the possibility that the driver might be too impaired to drive. They are often set up late at night or in the very early morning hours and on weekends, at which time the proportion of impaired drivers tends to be the highest.
Standard deviation	The standard deviation is the "mean of the mean," and often can help you find the story behind the data. It is a measure of variability, which tells you how widely spread the values in a data set are. If the data points are bunched close to the mean, then the standard deviation is small. If many data points are spread far apart from the mean, then the standard deviation is large.
Statistical significance	A measurement of data that means your result is unlikely to have occurred by chance. "A statistically significant difference" simply means there is statistical evidence that there is a difference; it does not mean the difference is necessarily large, important or significant in the usual sense of the word.

Key Word	Definition
Students Against Destructive Decisions (SADD)	A peer-to-peer youth education and substance abuse prevention organization with more than 10,000 chapters in middle schools, high schools, and colleges. SADD highlights prevention of all destructive behaviors and attitudes that are harmful to young people, including underage drinking, substance abuse, impaired driving, violence, and suicide.
Volunteer	A person who offers his or her service in some capacity without pay. In *Extra Eyes,* volunteers perform tasks and activities at no cost for the benefit of the community.
Volunteer coordinator	An individual who oversees all volunteer operations, including interviewing volunteer applicants, scheduling volunteers for activities, and troubleshooting problems that arise.
Volunteer liability	The possibility that a volunteer may be sued as a result of attempting to help someone.
Volunteer Protection Act	An act signed in 1997 to encourage people to volunteer while easing fears of liability or being sued in a court of law.
Youth service	Community service that engages youth.
Zero tolerance	State laws making it illegal for anyone younger than 21 to have a positive BAC when driving.

STATE SERVICE COMMISSIONS

State	Agency Information	Description
Alabama	**Alabama Governor's Office on National & Community Service** RSA Union Building, Ste. 134 100 North Union St. Montgomery, AL 36130 Phone: 334-242-7110 E-mail: info@ServeAlabama.gov http://www.goncs.state.al.us/	The *Alabama Governor's Office on National Community Service (GONCS)* is dedicated to helping individuals and organizations, including government entities, to promote the betterment of the communities of Alabama.
Alaska	**Alaska State Community Service Commission** 550 West 7th Ave., Ste. 1770 Anchorage, AK 99501-3510 Phone: 907-269-4659 http://www.dced.state.ak.us/ascsc/home.htm	Through collaborations with local, State and private organizations the *Alaska State Community Service Commission* promotes the ethics of volunteerism and strives to offer guidance and opportunities needed to volunteers and organizations.
Arizona	**Governor's Commission on Service & Volunteerism** 1700 W. Washington St., Ste. 101 Phoenix, AZ 85007 Phone: (602) 542-3489 E-mail: info@volunteerarizona.org http://www.volunteerarizona.org/	Volunteerism is not only encouraged but thought to be a civic responsibility by the *Governor's Commission on Service & Volunteerism (GCSV).* In order to accomplish this goal, the GCSV partners with many agencies, local and statewide, to improve the quality of life.
Arkansas	**Health and Human Services** **Division of Volunteerism** Donaghey Plaza South P.O. Box 1437, Slot S230 Little Rock, AR 72203-1437 Phone: 501-682-7540 E-mail: edet.frank@arkansas.gov http://www.arkansas.gov/dhhs/adov/New%20Version/index.htm	*Health and Human Services Division of Volunteerism* (DOV) is a great resource for volunteers and agencies seeking volunteers. DOV offers volunteer training as well as opportunities for programs to recruit potential volunteers.
California	**California Volunteers** **Office of the Governor** 1110 K St., Ste. 210 Sacramento, CA 95814 Phone: 916-323-7646 or 888-567-SERV E-mail: reception@csc.ca.gov http://californiavolunteers.org/details.asp	The *California Volunteers, Office of the Governor* offers a girth of resources including connections, events calendars, and recognition opportunities. Using this as a resource is an excellent way to recruit volunteers and the help needed to run a program.

State	Agency Information	Description
Colorado	**Governor's Commission on Community Service** 1600 Broadway, Ste. 1030 Denver, CO 80202 Phone: 303-866-2572 http://www.colorado.gov/gccs/	The *Governor's Commission on Community Service* offers a great avenue for new programs to grow and expand through program development assistance and other training programs.
Connecticut	**Connecticut Commission on Community Service** Department of Higher Education 61 Woodland St. Hartford, CT 06105 Phone: 860-947-1827 E-mail: cccs@ctdhe.org http://www.ctdhe.org/cccs/Default.htm	The *Connecticut Commission on Community Service* offers fund notifications, volunteer opportunities, and other information in an effort to promote service throughout Connecticut.
Delaware	**State Office of Volunteerism** 1901 N. DuPont Highway Charles Debnam Bldg. New Castle, DE 19720 Phone: 302-255-9675 or 800-815-5465 E-mail: dhssinfo@state.de.us http://www.dhss.delaware.gov/dhss/dssc/sov/	Conferences, training, and awards are only some of the ways that Delaware's *State Office of Volunteerism* helps to support volunteering on local and organizations.
D.C.	**Serve DC** **Government of the District of Columbia** One Judiciary Square 441 4th St., NW Ste. 1140 North Washington, DC 20001 Phone: 202-727-7925 E-mail: serve@dc.gov http://www.cncs.dc.gov/	*Serve DC* is an agency rooted in partnership making it ideal for organizations seeking to a font of resources and experience. *Serve DC* also offers training programs, awards and service events.
Florida	**The Governor's Commission on Volunteerism & Community Service** **Volunteer Florida** The Elliot Building 401 South Monroe St. Tallahassee, FL 32301 Phone: 850-921-5172 E-mail: info@volunteerflorida.org http://www.volunteerflorida.org/	*Volunteer Florida* offers access to grant information, volunteer networks, media kits, and other resources beneficial to a new program. *Volunteer Florida* is dedicated to the promotion of volunteerism and helping to raise awareness of different volunteer programs and opportunities.
Georgia	**Georgia Commission for Service and Volunteerism** **Department of Community Affairs** 60 Executive Park South, NE Atlanta, GA 30329-2296 Phone: 404-679-4940 E-mail: jmarshal@dca.state.ga.us http://www.dca.state.ga.us/communities/Volunteerism/index.asp	Georgia's *Department of Community Affairs* works with in communities for the betterment of families and businesses. A portion of this is displayed in volunteerism in which they offer many resources such as programs, partnerships, along with access to publications and other research.

State	Agency Information	Description
Hawaii	**Hawaii Commission for National and Community Service** University of Hawaii 2600 Campus Road, Room 405 Honolulu, HI 96822 Phone: 808-956-8145 http://www.hawaii.edu/americorpshawaii/index.htm	*Hawaii Commission for National and Community Service* works to identify and attend to needs within the community through collaborative projects and dedicated volunteers. The *Hawaii Commission for National and Community Service* offers many funding opportunities, commission calendars, and conferences.
Idaho	**Serve Idaho** Governor's Commission on Service and Volunteerism 1299 N Orchard Street, Suite 110 Boise, Idaho 83706 P.O. Box 83720 Boise, Idaho 83720-0018 Phone: 208-658-2063 or 800-588-3334 E-mail: info@serveidaho.com http://www.serveidaho.org/	*Serve Idaho* offers volunteer awards to, grants, and training information in an attempt to promote community service. *Serve Idaho* works in collaboration with other agencies in order to support service programs.
Illinois	**Illinois Commission on Volunteerism and Community Service** **Illinois Department of Human Services** 535 W. Jefferson, 3rd Floor Springfield, IL 62702 Phone: 217-782-5945 http://www.illinois.gov/volunteer/	The *Illinois Commission on Volunteerism and Community Service* assists all level of programs, from expert to novice, in finding resources, training, and volunteer motivation and recognition.
Indiana	**Office of Faith-Based and Community Initiatives** Indiana Government Center South, Room E012 302 West Washington St. Indianapolis, Indiana 46204 Phone: 317-233-4273 E-mail: info@ofbci.in.gov http://www.in.gov/ofbci	*Office of Faith-Based and Community Initiatives* supplies the resources, technical assistance, and education to organizations in order to promote volunteerism.
Iowa	**Iowa Commission on Volunteer Service** 200 East Grand Avenue Des Moines, Iowa 50309 Phone: 515-242-4799 or 800-308-5987 E-mail: icvs@iowalifechanging.com http://www.volunteeriowa.org/	The *Iowa Commission on Volunteer Service* provides funding information, promotion help, recognition, information about legal issues and contacts, training, and many more things that are required to run a successful volunteer program.
Kansas	**Kansas Volunteer Commission** 120 SE 10th Avenue Topeka, KS 66612-1182 Phone: 785-368-6207 http://www.kanserve.org/	The *Kansas Volunteer Commission* supplies organizations with the tools needed to build a successful program such as training, resources, and support.

State	Agency Information	Description
Kentucky	**Kentucky Commission on Community Volunteerism and Service** 275 East Main Street Mail Stop 3 W-C Frankfort, KY 40621-0001 Phone: 502-564-7420 or 800-239-7404 E-mail: kccvs@ky.gov http://volunteerky.ky.gov/	The *Kentucky Commission on Community Volunteerism and Service* offers a volunteer recognition program, governor's awards, and grant information to foster and spur an ethic of volunteerism in Kentucky residents.
Louisiana	**Louisiana Serve Commission** 263 Third Street Suite 610 B Baton Rouge, LA 70801 Phone: 225-342-2038 E-mail: LouisianaServe@crt.state.la.us http://www.crt.state.la.us/laserve/	Since 1993 the *Louisiana Serve Commission* has worked to promote volunteerism through providing numerous grants, volunteer recognition, and classes.
Maine	**Maine Commission for Community Service** 184 State Street 38 State House Station Augusta, ME 04333 Phone: 207-287-5313 E-mail: service.commission@maine.gov http://www.maineservicecommission.gov/	*Maine Commission for Community Service* introduces legal information, reports, insurance basics, plans, and other information that may be useful in starting and maintaining a program.
Maryland	**Governor's Office on Service and Volunteerism** 301 West Preston Street, Suite 1502L Baltimore, MD 21201 Phone: 410-767-1216 or 800-321-VOLS http://www.gosv.state.md.us/	In an effort to promote volunteerism throughout Maryland the *Governor's Office on Service and Volunteerism* offers many tools to advance a program, such as volunteer training and technical assistance, funding, awards, and volunteer recognition opportunities.
Massachusetts	**Massachusetts Service Alliance** 100 North Washington Street, 3rd Floor Boston, MA 02114 Phone: 617-542-2544 http://www.mass-service.org/	Acting as a resource to volunteers and organizations, the *Massachusetts Service Alliance* provides a variety of information including public relations aid, grant information, and trainings resources to help service programs.
Michigan	**Michigan Community Service Commission** 1048 Pierpont, Suite 4 Lansing, Michigan 48913 Phone: 517-335-4295 http://www.michigan.gov/mcsc	The *Michigan Community Service Commission* supports volunteerism through securing state and national service grants, providing training and recognition for service organizations.
Minnesota	**Serve Minnesota** 431 South 7th St Suite 2540 Minneapolis, MN 55415 Phone: 612-333-7740 E-mail: serve@serveminnesota.org http://www.serveminnesota.org/	*Serve Minnesota* works to support volunteer programs by providing grant information, volunteer access, and a dedication to service to the community.

State	Agency Information	Description
Mississippi	**Mississippi Commission for Volunteer Service** 3825 Ridgewood Road Suite 601 Jackson, MS 39211-6463 Phone: 601-432-6779 or 888-353-1793 http://www.mcvs.org/	Through obtaining funding, maximizing resources, and volunteer training programs the *Mississippi Commission for Volunteer Service* helps to promote service and aid organizations.
Missouri	**Missouri Community Service Commission** 301 W. High St., Room 770 P.O. Box 118 Jefferson City, MO 65102 Phone: 573-751-7488 or 877-210-7611 www.movolunteers.org	The *Missouri Community Service Commission* (MCSC) works with both organizations and volunteers to fulfill needs of the community. In an effort to obtain these goals the MCSC provides support and funding for local organizations.
Montana	**Montana Office of Community Service** P.O. Box 200801 Helena, MT 59620-0801 Phone: 406-444-5547 E-mail: dliocs@mt.gov http://www.state.mt.us/mcsn/	The *Montana Office of Community Service* provides resources regarding volunteer opportunities, training events, and technical assistance.
Nebraska	**Nebraska Volunteer Service Commission** State Capitol, 6th Floor West P.O. Box 98927 Lincoln, NE 68509-8927 Phone: 800-291-8911 E-mail: nvsc@hhss.ne.gov http://www.nvsc.ne.gov/	The *Nebraska Volunteer Service Commission* offers program resources such as training, helpful tool kits, handbooks, and a start-up guide, to name a few.
Nevada	**Nevada Commission for National and Community Service** 137 Keddie Street Fallon, NV 89406 Phone: 775-423-1461 | E-mail: info@americorpsnevada.org http://www.americorpsnevada.org/	The *Nevada Commission for National and Community Service* is a great resource for new programs providing programs, funding and networking opportunities.
New Hampshire	**Volunteer NH!** 117 Pleasant St. Dolloff Building Concord, NH 03301 http://www.volunteernh.org/	*Volunteer NH!* offers help in volunteer management, awards, and grant opportunities for programs and volunteers alike.
New Jersey	**Governor's Office of Volunteerism** 225 West State Street, P.O. Box 456 Trenton, NJ 08625-0456 Phone: 609-633-9627 or 800-286-6528 http://www.state.nj.us/state/volunteer/	The New Jersey *Governor's Office of Volunteerism* helps unite organizations with needed volunteers while promoting commitment, education, and civic responsibility.

State	Agency Information	Description
New Mexico	**New Mexico Commission for Community Volunteerism** 3401 Pan American Freeway, NE Albuquerque, NM 87107 Phone: 505-841-4811 or 888-549-6913 http://www.newmexserve.org/	The *New Mexico Commission for Community Volunteerism* offers award opportunities, grants, and access to other forms of funding.
New York	**New York State Commission on National & Community Service** 52 Washington Street Rensselaer, New York 12144-2796 E-mail: volunteernewyork@dfa.state.ny.us http://www.ocfs.state.ny.us/main/youth/nyscncs/	The goal of the *New York State Commission on National & Community Service* is to meet the needs of the community. In an effort to pursue these goals they provide educational opportunities, grants, and other services to improve quality of life.
North Carolina	**North Carolina Commission on Volunteerism and Community Service** 20312 Mail Service Center 116 West Jones Street Raleigh, NC 27699-0312 Phone: 800-820-4483 or 919-715-3470 E-mail: volcommission@ncmail.net http://www.volunteernc.org/	In supporting volunteerism the commission offers many resources which can be obtained directly thought the *North Carolina Commission on Volunteerism and Community Service* Web site or may be requested from the commission itself.
North Dakota	**North Dakota Division of Community Services** Century Center 1600 East Century Avenue, Suite 2 PO Box 2057 Bismarck, ND 58503 Phone: 701-328-5300 E-mail: dcs@nd.gov http://www.nd.gov/dcs/	The *North Dakota Division of Community Services* joins people from every portion of the state, organizations, and local government agencies by supplying access to many resources directly on the Web site. All this is done in an effort to provide effective and efficient ways to commit to service.
Ohio	**Ohio Community Service Council** 51 North High Street Suite 800 Columbus, OH 43215 Phone: 614-728-2916 or 888-767-OHIO http://www.serveohio.org/	The *Ohio Community Service Council* offers important information on local liability protection, grant funding, and conferences to strengthen the community through service.
Oklahoma	**Oklahoma Community Service Commission** 1401 N. Lincoln Oklahoma City, OK 73104 Phone: 405-235-7278 http://www.okamericorps.com/	The commission's goal is to help in the growth of volunteerism on a local level. In pursuing this goal the commission offers numerous online resources.
Oregon	**Oregon Volunteers!** PSU/CSC PO Box 751 633 SW Montgomery, Suite 210 Portland, OR 97207 Phone: 888-353-4483 or 503-725-5903 E-mail: info@oregonvolunteers.org http://www.oregonvolunteers.org/	*Oregon Volunteers!* offers a great avenue for new programs to grow and expand through volunteer management, retention, and recruitment.

State	Agency Information	Description
Pennsylvania	**PennSERVE** 1306 Labor & Industry Building Seventh & Forster Streets Harrisburg, PA 17120 Phone: 717-787-1971 or 866-6-SERVE-U E-mail: pennserve@state.pa.us http://www.dli.state.pa.us/landi/cwp/view.asp?a=143&q=207630	*PennSERVE* aims to strengthen and better communities through service and volunteerism. In order to accomplish this *PennSERVE* offers opportunities and resources for service and volunteerism.
Puerto Rico	**Department of Education Office of Federal Affairs** Box 190759 San Juan, PR 00919-0759 http://www.hud.gov/local/pr-vi/community/volunteeropps.cfm	There is currently no commission for Puerto Rico. Please contact the local Citizen Corps.
Rhode Island	**Rhode Island Service Alliance** P.O. Box 72822 Providence, RI 02907 Phone: 401-331-2298 E-mail: info@riservicealliance. http://www.riservicealliance.org/	The *Rhode Island Service Alliance* provides information on funding, training, and other service related events.
South Carolina	**South Carolina Commission on National and Community Services** 3710 Landmark Drive, Suite 200 Columbia, SC 29204 Phone: 803-734-4796 or 877-349-2258 E-mail: contact@psc.sc.gov http://www.servicesc.org/Volunteer.htm	The *South Carolina Commission on National and Community Services* provides resources such as training and funding to programs seeking to better the local communities through service and volunteerism.
South Dakota	**State of South Dakota Citizen Corps Council** 118 W. Capitol Ave. Pierre, SD 57501 Phone: 605-773-3231 http://www.citizencorps.gov/citizenCorps/councilDisplay.do?id=919&parentNavId=null	There is currently no commission for South Dakota. Please contact the local Citizen Corps.
Tennessee	**Tennessee Commission on National & Community Service** 312 8th Avenue N. Suite 1200 Nashville, TN 37243 http://www.state.tn.us/finance/rds/tcncs.htm	The *Tennessee Commission on National & Community Service* helps people find volunteer opportunities through nonprofits, schools, neighborhood watch programs, and other service opportunities.
Texas	**Texas Serve** 1700 N. Congress P.O. Box 13385 Austin, TX 78711-3385 http://www.txserve.org/	The *Texas Serve* has numerous resources for many aspects of volunteerism, including recruitment and retention.
Utah	**Utah Commission on Volunteers** 324 S. State St., Suite 500 Salt Lake City, Utah 84111 Phone: 888-755-UTAH or 801-538-8700 http://www.volunteers.utah.gov/	The *Utah Commission on Volunteers* aims to enhance communities by providing opportunities and resources for service and volunteerism.

State	Agency Information	Description
Vermont	**Vermont Commission on National and Community Service** 109 State Street Montpelier, VT 05609-4801 Phone: 802-828-4982 http://www.state.vt.us/cncs/	The *Vermont Commission on National and Community Service* aims to improve people's lives through service, both by providing rewarding service opportunities and helping communities with service of others.
Virginia	**Office on Volunteerism & Community Service** Fifth Floor 7 North Eighth Street Richmond, VA 23219 Phone: 800-638-3839 or 804-726-7952 http://www.vaservice.org/	The Virginia *Office on Volunteerism and Community Service* provides resources to groups that work to better the community.
Washington	**Washington Commission for National and Community Service** PO Box 43113 Olympia, WA 98504-3113 Phone: 360-902-0656 http://www.ofm.wa.gov/servewa/	The *Washington Commission for National and Community Service* aims to create compassionate neighborhoods and communities by encouraging service and volunteerism. Grant opportunities are also available.
West Virginia	**West Virginia Commission for National and Community Service** 601 Delaware Avenue P.O. Box 11778 Charleston, WV 25302 Phone: 304-558-0111 or 800-WV-HELPS http://www.volunteerwv.org/	The purpose of the *West Virginia Commission for National and Community Service* is to make communities stronger by encouraging citizens to engage in volunteerism.
Wisconsin	**Serve Wisconsin!** PO Box 8916 Madison, WI 53708-8916 Phone: 800-620-8307 http://www.servewisconsin.org/	*Serve Wisconsin!* aims to promote service, train volunteers, and allocate resources to programs that help improve people's lives.
Wyoming	**Serve Wyoming** 229 E. 2nd Street, Suite 203 Casper, WY 82601 Phone: 866-737-8304 or 307-234-3438 E-mail: servewyinfo@servewyoming.org http://www.servewyoming.org/	*Serve Wyoming* aims to enhance the community and empower citizens by creating and implementing opportunities for service, and promoting collaboration among different groups.

SAMPLE VOLUNTEER JOB DESCRIPTION

Role and purpose:	The program offers an efficient method for energizing DUI enforcement in police departments and encourages trained citizens to work hand-in-hand with law enforcement to build a citizen-officer bond and create a safer community.
Time required:	*Extra Eyes* patrols usually last from 4 to 6 hours, running from 10 p.m. to 4 a.m.
Responsibilities:	Community volunteers are told where to work (city area) and are given suggested lookout spots (e.g., garage/parking lots) in alcohol-enriched environments. Once the community volunteer team locates a parking spot to simultaneously observe entrances to several bars or a liquor store, they sit in the car and look for people exiting the bars who stumble or who appear otherwise impaired. When an impaired individual is identified, the community volunteers radio directly to officers on patrol and describe the suspect. They also provide information on the violation observed, the location, the direction headed, a description of vehicle, and the number of suspects in the vehicle.
Target dates:	July 7 – September 1
Resources available:	The officer-in-charge pairs community volunteers into teams, and each team receives a portable police radio, binoculars, a clipboard, and an observation check-off sheet. Police radios are issued with a designated operations channel (e.g., 11 direct) and a call number (e.g., 9 whiskey 95).
Training opportunities:	All community volunteers attend a 6-hour class covering law enforcement topics on [State] alcohol laws, detection of an impaired driver, pharmacology of alcohol, overview of underage drinking, communication techniques, courtroom testimony, operational report writing and note taking, and Police Department program guidelines.
Report to:	Sgt. Doe
For Questions, contact:	Sgt. Doe (111) 111-1111

SAMPLE VOLUNTEER APPLICATION

[Organization Name]

Name: _____ Social Security No.: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone Number: _____ E-Mail: _____

☐ Full Time ☐ Part Time Desired Position: _____

Work Experience

Current or Last Employer: _____

Dates of Employment: From: _____ To: _____ Supervisor: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone No.: _____ May we contact them for information? ☐Yes ☐No

Reason(s) for Leaving: _____

Duties and Responsibilities: _____

Use the back of this application form to list last five previous employment positions.

Educational Background

Highest Level of Education Completed: _____

Please list all schools and special training you have completed, including the dates of attendance and the degrees/certifications you have obtained:

School	Dates Attended	Degree

Please list all of your skills and talents that are applicable to the position you have applied for:

_____

_____

References

Name: _____ Title: _____

Relationship: _____ Phone No.: _____

Name: _____ Title: _____

Relationship: _____ Phone No.: _____

Name: _____ Title: _____

Relationship: _____ Phone No.: _____

Certification

I certify that the information given in this application is true and correct to the best of my knowledge. I understand that false information given on this application could be grounds for dismissal. Additionally, I understand that this organization may make inquiries into my educational and occupational history. Finally, I understand that during the recruitment process, this organization may contact the references I have listed.

Signature of Applicant	Date

SAMPLE VOLUNTEER INTERVIEW QUESTIONS

1. Why are you interested in volunteering for *Extra Eyes*?

2. How did you hear about this volunteer position/*Extra Eyes*?

3. Do you want to be a police officer?

4. What qualifications do you bring to this position?

5. Tell me about your previous work experiences/volunteer experiences.

6. How many hours per month can you volunteer?

7. This job requires _____. Do you anticipate any problems with this requirement? Will you be able to _____?

8. Can you be flexible with time constraints or last minute changes?

9. What are your expectations for this volunteer position?

10. Is there anything else that you would like us to know about you?

REFERENCE CHECK FOR PROSPECTIVE VOLUNTEERS

Volunteer's Name: _____

Reference Name: _____

Reference Phone: _____

Company Name: _____

Relationship to individual: _____

Punctual: _____

Dependable: _____

Organized: _____

Follows through with assignments: _____

Good supervisory skills: _____

Assertive: _____

Good with people: _____

Skills (list): _____

_____

_____

Would you recommend this individual as a volunteer? ☐ Yes   ☐ No   If no, why?

_____

Remarks: _____

_____

_____

_____

Reference check conducted by: _____   Date: /   /

VOLUNTEER REGISTRATION FORM

[Police Department]

Name: _____ D.O.B: _____

Street Address: _____ Apt.#: _____

City: _____ State: _____ Zip Code: _____

Phone Numbers: Home: _____ Work: _____

Cell: _____ Pager: _____

Driver's License No.: _____

State: _____ Expiration Date: _____

VOLUNTEER DRIVER REGISTRATION FORM

Completion of this form is required by all volunteers who drive for County business. In case of an automobile crash involving bodily injury to others or property damage to others, the primary insurance coverage limits on the volunteer's vehicle will come first toward payment of all claims. The County's liability insurance coverage on non-owned or volunteers' vehicles is secondary/excess coverage and will take effect only after the volunteer's primary coverage limits are exceeded. The County provides medical benefits for volunteers injured while performing duties on behalf of the County as directed by the supervisor, equal to medical benefits as required to be provided under the Workers' Compensation Law of the State of **[State]**. The County also provides General Liability Coverage to volunteers.

Please complete this form as accurately as possible. Be assured that this information is confidential and for use only by the **[Police Department]**.

Name: _____ D.O.B.: _____

Street Address: _____ Apt. #: _____

City: _____ State: _____ Zip Code: _____

Make & Year of Your Vehicle: _____

General Condition of Vehicle: _____

License Tag Number: _____ State: _____

Driver's License Number: _____ Expiration Date: _____

Motor Vehicle Insurance Company: _____

Insurance Agents' Name, Address and Telephone Number: _____

_____

Insurance Policy No.: _____

Have you had any driving violations or accidents in the past three years?   Yes ☐ No ☐

If yes, furnish date, description of points charged, fines, suspensions or revocation of permit:

_____

I hereby state that the above information is correct as of this date.

Volunteer's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Department/Division: _____ Phone Number: _____

Return to: **[Police Department Name**
               Department Address
               City, State Zip]

Refer questions to: [Police Department Contact, Title, Phone Number]

VOLUNTEER CONSENT FORM

I acknowledge that I am volunteering my services with _____. I acknowledge that my participation is completely voluntary and is being undertaken without promise or expectation of compensation. I am aware that, in participating with _____, I may be exposed to personal injury or damage to my property as a result of my activities, the activities of other persons, or the conditions under which my volunteer services are performed. With full knowledge and understanding, I accept any and all risks of damage, injury, illness, or death, and I release and discharge _____, its officers, directors, and employees from any claims for damages or injury and all liability arising out of my participation as a volunteer.

I have carefully read this acknowledgement and release and fully understand its contents. I am aware that this is a release of liability and I freely and voluntarily accept the terms. I certify that I am at least eighteen (18) years of age or that I have had this document signed by my parent or guardian. I further state that I am in proper condition for participating in these activities with _____.

Name (printed): _____

Signature: _____ Date: _____

For students only:

Parent Name (printed): _____

Signature: _____ Date: _____

VOLUNTEER LIABILITY WAIVER

By signing this Release of Liability Waver, I acknowledge that I have voluntarily applied to participate in _____. I am voluntarily participating in _____ with the knowledge that there could be personal risks and dangers including, but not limited to (1) forces of nature; (2) civil unrest; (3) terrorism; (4) accident or illness without access to means of rapid evacuation or the availability of medical supplies; (5) the adequacy of medical attention once provided; (6) physical exertion for which I am not prepared; (7) negligence (but not willful and fraudulent conduct) of _____, or others; or (8) the wild animals I may be exposed to.

I hereby agree to be responsible for my own welfare, and accept any and all risks of unanticipated events, illness, injury, emotional trauma, or death. I release and discharge _____ and its agents and employees from and against any and all liability arising from my participation in _____. I agree this release shall be legally binding upon myself, my heirs, successors, assigns, and legal representatives, it being my intention to fully assume all risks involved in _____ and to release _____ from any and all liabilities to the maximum extent permitted by law.

I have carefully read and fully understand the contents and legal ramifications of this agreement regarding limitation of liability and responsibility. I understand this is a legally binding and enforceable contract and I sign it of my own free will.

Name (printed):

Signature: Date:

For students only:

Parent Name (printed):

Signature: Date:

SAMPLE STUDENT VOLUNTEER JOB DESCRIPTION

Role and purpose:	The program offers an efficient method for energizing DUI enforcement in police departments and encourages trained citizens to work hand-in-hand with law enforcement to build a citizen-officer bond and create a safer community. Student volunteers work mainly in the police station or police vehicle as support.
Time required:	*Extra Eyes* patrols usually last from 4 to 6 hours, running from 10 p.m. to 4 a.m.
Responsibilities:	Assemble DUI packets, fill out paperwork, fill out tickets in the patrol vehicle, help with identifying photos, write biographical information on citations, deliver refreshments to officers, ride along with officers in patrol cars, and help with compliance checks.
Target dates:	July 7 – September 1
Resources available:	The officer in charge pairs community volunteers into teams, and each team receives a portable police radio, binoculars, a clipboard, and an observation check-off sheet. Police radios are issued with a designated operations channel (e.g., 11 direct) and a car number (e.g., 9 whiskey 95).
Training opportunities:	All community volunteers attend a 6-hour class covering law enforcement topics on **[State]** alcohol laws, detection of an impaired driver, pharmacology of alcohol, overview of underage drinking, communication techniques, courtroom testimony, operational report writing and note taking, and Police Department program guidelines. Students also receive a brief refresher training course the night of the activity.
Report to:	Sgt. Doe
Questions - contact:	Sgt. Doe (111) 111-1111

EXTRA EYES STUDENT APPLICATION

[Organization Name]

Name: _____ Social Security No.: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone Number: _____ E-Mail: _____

Volunteer Experience

Current or Last Employer: _____
Dates of Employment   From: _____   To: _____   Supervisor: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone No.: _____ May we contact them for information? ☐Yes ☐No

Reason(s) for Leaving: _____

Duties and Responsibilities: _____

Use the back of this application form to list last five volunteer positions.

Educational Background

Highest Level of Education Completed: _____
Name of School: _____

Parent Information

Parent Name: _____
Phone Numbers: Home: _____ Cell: _____

References

Name: _____ Title: _____
Relationship: _____ Phone No.: _____
Name: _____ Title: _____
Relationship: _____ Phone No.: _____
Name: _____ Title: _____
Relationship: _____ Phone No.: _____

Certification

I certify that the information given in this application is true and correct to the best of my knowledge. I understand that false information given on this application is sufficient grounds for my dismissal. Additionally, I understand that this organization may make inquiries into my educational and occupational history. Finally, I understand that during the recruitment process, this organization may contact the references I listed.

| Signature of Applicant | Date |

| Signature of Parent | Date |

SAMPLE PARENTAL CONSENT FORM

Name of Volunteer: _____ Birth Date: _____

Participant's Medical Insurance Coverage: _____

Name of Policy Holder: _____

Name of Insurance Company: _____ Policy No.: _____

Allergies: _____ Special Needs: _____

Is participant on any medication? Please Specify: _____

Name of Legal Guardian: _____ Phone No.: _____

Emergency Contact: _____ Phone No.: _____

I will allow my child to participate in *Extra Eyes* volunteer activities.

Signature of Guardian: _____ Date: _____

STUDENT VOLUNTEER DRIVER FORM

Student Name: _____

Date of Birth: _____ Gender: ☐ Male ☐ Female

Address: _____

City: _____ State: _____ ZIP: _____

Driver's License No.: _____ Telephone No.: _____

Signature: _____ Date: _____

STUDENT VOLUNTEER LIABILITY WAIVER

By signing this Release of Liability Waver, I acknowledge that I have voluntarily applied to participate in _____. I am voluntarily participating in _____ with the knowledge that there could be personal risks and dangers including, but not limited to: (1) forces of nature; (2) civil unrest; (3) terrorism; (4) accident or illness without access to means of rapid evacuation or the availability of medical supplies; (5) the adequacy of medical attention once provided; (6) physical exertion for which I am not prepared; (7) negligence (but not willful and fraudulent conduct) of _____, or others; or (8) the wild animals I may be exposed to.

I hereby agree to be responsible for my own welfare, and accept any and all risks of unanticipated events, illness, injury, emotional trauma, or death. I release and discharge _____ and its agents and employees from and against any and all liability arising from my participation in _____. I agree this release shall be legally binding upon myself, my heirs, successors, assigns, and legal representatives; it being my intention to fully assume all risks involved in _____ and to release _____ from any and all liabilities to the maximum extent permitted by law.

I have carefully read and fully understand the contents and legal ramifications of this agreement regarding limitation of liability and responsibility. I understand this is a legally binding and enforceable contract and sign it of my own free will.

Name (printed): _____

Signature: _____ Date: _____

For students only:

Parent Name (printed): _____

Signature: _____ Date: _____

SOBRIETY CHECKPOINTS: MYTHS AND FACTS

Source: MADD online @ http://www.madd.org/madd_programs/1229

MYTH:
People don't like the use of sobriety checkpoints to detect and deter impaired drivers. They consider them a form of police harassment and an invasion of their privacy.

FACT:
Public opinion polls indicate just the opposite. Both recent surveys and polls throughout the 1980s and 1990s show that 70 to 80 percent of those polled are in favor of more sobriety checkpoint use to combat drunk driving. In fact, public support tends to increase as communities experience checkpoint use. Opponents of sobriety checkpoints tend to be those who drink and drive frequently and are concerned about being caught. In those same polls, 81 percent of adults also favor mandatory seat belt use laws.

MYTH:
Sobriety checkpoints constitute illegal search and seizure and are, therefore, unconstitutional.

FACT:
In general, sobriety checkpoints can be thought of as being very similar to other accepted operations such as security checkpoints set up at airports to detect air passengers attempting to carry on weapons or bombs. Specifically, the U.S. Supreme Court on June 14, 1990, upheld the use of sobriety checkpoints to detect and deter impaired drivers. Previous appeals to the Supreme Court to review the constitutionality of such checkpoints had been declined, which allowed high state court rulings to stand. The June 14, 1990, ruling clearly upheld the constitutionality of such enforcement measures.

MYTH:
Sobriety checkpoints may be successful in Australia, but they have never been shown to be effective in the U.S.

FACT:
Numerous studies in the U.S. demonstrate their effectiveness: for example, in Charlottesville, Virginia, reduction in impaired driving; and, in New Jersey, reductions in alcohol-related fatal crashes. A new study comparing community programs found that checkpoints along with public information efforts achieved significant deterrence. They have also been an important way of increasing safety belt usage when encouraged as part of the checkpoint procedures.

MYTH:
Sobriety checkpoints really aren't necessary for an adequate DWI enforcement program.

FACT:
Recent research substantiates the fact that checkpoints and aggressive public information efforts are essential to achieve deterrence of impaired driving. Checkpoints also provide a means of increasing public awareness for safety belt use. Agencies are able to use checkpoints to favorably recognize sober drivers and passengers using seatbelts and to encourage non-users to buckle up before proceeding.

MYTH:
Sobriety checkpoints are only successful as specific deterrents and do not affect the general public's attitude about drinking and driving...only those who get caught in them.

FACT:
Because of the heightened visibility that checkpoints give to DWI law enforcement, they are especially valuable and effective as a general deterrent. Public information about the program and publication of arrests resulting from them further increases the general deterrent effect. If the public is aware the police will be conducting checkpoints, they tend to be much more careful about drinking and driving. They drink less, or find alternative transportation.

MYTH:
Sobriety checkpoints are easy for drinking drivers to avoid. They can merely turn around and detour around them or switch drivers before being stopped.

FACT:
Most well-run checkpoints have a police officer down the road to observe such behavior. If drivers make a U-turn to avoid them, the police can follow the vehicle for a short distance to observe its operation. If the driver is observed switching places, they can pull the vehicle over. And even if drinking drivers do avoid the checkpoint, they may drive more cautiously because they are aware of active enforcement efforts.

MYTH:
Many drinking drivers do not exhibit impairment obvious enough to be detected at checkpoints, and police often do not detect these drivers.

FACT:
While even thoroughly trained officers will not detect 100 percent of the drinking drivers, the police can use passive alcohol sensors to help them detect those who are impaired. These passive sensors detect alcohol in the breath of the drivers while they are speaking to the officers. They can be calibrated so that a person who has truly had only one drink would probably not be detected, but will serve as a valuable "extension" of the officer's nose to help him determine who should be examined more closely for impairment.

MYTH:
Sobriety checkpoints are not needed more than once or twice a year in any community.

FACT:
Sobriety checkpoints must be run frequently to realize the desired effect in a community. They must be visible on a frequent basis in a community to maximize effectiveness. Once media coverage declines, frequency is even more important to maintain effectiveness.

MYTH:
Sobriety checkpoints are very expensive to operate and yield very little in terms of arrests.

FACT:
Sobriety checkpoints have been successfully run in California and Ohio with only 3 to 4 police officers. Most checkpoints yield more arrests for DWI/DUI per officer duty hour than normal patrols.

MYTH:
Sobriety checkpoints hold people up for long periods of time and cause huge traffic jams.

FACT:
Well-conducted sobriety checkpoints generally delay drivers for no more than 30 seconds, and cause no traffic problems. If traffic does back up, police are instructed to relieve congestion and then resume stopping cars in a predetermined pattern.

DO'S AND DON'TS FOR *EXTRA EYES* VOLUNTEERS

DO:

- Show up at the police briefing on time.

- Stay in touch with your volunteer coordinator during the night.

- Keep your car doors locked.

- Take notes on what you see.

- Call in possible or potential violations and then let the police take it from there.

- Give adequate warning if you cannot attend a scheduled *Extra Eyes* activity.

DON'T:

- Follow suspects in your car.

- Chase suspects by foot.

- Talk to suspects.

- Don't play with the police radio; use it professionally, not as a toy.

EXTRA EYES VOLUNTEER ACTIVITY LOG

Name: _____

Date: _____

Time	No. of Persons	Location of Observation	Activity Observed	Additional Notes

SO WHAT IF I GOT DRUNK LAST NIGHT – I'M OK NOW!

If an employee goes to bed at 2 a.m. with a blood alcohol concentration (BAC) of .25, and alcohol leaves the blood at .015 g/dL per hour, let's see what happens to an employee the next day.

TIME	ACTION	BAC
2 a.m.	Goes to bed	.250
3 a.m.	Sleeping	.235
4 a.m.	Sleeping	.220
5 a.m.	Sleeping	.205
6 a.m.	Gets up for work	.190
7 a.m.	Wonders why keys don't fit car door	.175
8 a.m.	At work	.160
9 a.m.	Spills coffee	.145
10 a.m.	Speech slurred	.130
11 a.m.	Trips and stumbles	.115
12 noon	Still legally under the influence	.100
1 p.m.	Still legally under the influence	.085
2 p.m.	Still legally impaired	.070

Source: The Montgomery County Police Department, Montgomery County, Maryland

SAMPLE DEBRIEFING GUIDE

1. Did you feel adequately prepared for the task?

2. Did you ever feel that you did not know how to handle a situation that came up? If so, what
    was that situation?

3. How was this experience different from what you expected?

4. What would you do differently if you had this opportunity again?

5. What was the most challenging part of the task?

6. How could the coordinators of this program help you do your job more efficiently?

7. How useful was your activity log? What changes would you make to the format?

8. Do you feel that you made a positive difference in your community by helping with this
    program?

9. Pleas add any additional comments or suggestions.

DATA COLLECTION WORKSHEET

OPERATION EXTRA EYES

Activity Log

Date: _____

Location (Intersection): _____

Volunteer Name: _____

Supervisor Name: _____

Start Time: _____

End Time: _____

Call #	Time	Location	Description
1			
2			
3			
4			
5			
6			

EXTRA EYES RESULTS

Volunteer Supervisor Name:

Extra Eyes Team Members:

Date: Time Worked: To:

Location:

RESULTS

Impaired Driving Arrests: Traffic Citations:

Warnings: ERO's:

ALCOHOL CITATIONS

ADULTS

Criminal: Adult Civil:

Furnishing: Fake ID:

JUVENILES

MIP: Fake ID:

Furnishing:

OTHER ARRESTS (Explain)

SAMPLE PRESS RELEASE

CONTACT:

Officer Jane Doe

County Police Department

Phone: 301-654-XXXX

E-mail: janedoe@email.com

FOR IMMEDIATE RELEASE

Date: March 29, 2007

Extra Eyes **Out in Force This Weekend**

MONTGOMERY COUNTY, Maryland — This weekend police and residents of Montgomery County, Maryland, will team up in an effort to crack down on drunk driving. Many pairs of "extra eyes" will be out in force, watching people leave bars and return to their cars to determine if they are intoxicated, in a program called *Operation Extra Eyes.* Roll call for the activity will be held at the Bethesda Police Station at XXX Montgomery Avenue, Bethesda at 10 p.m. The exact targeted locations will be announced at the 10 p.m. roll call.

Operation Extra Eyes is a preventative program that pairs area volunteers with police to identify alcohol violations. Volunteers attend a 6-hour class covering topics such as state alcohol laws, pharmacology of alcohol, communications techniques, courtroom testimony and the detection of impaired drivers. After successfully completing the class, volunteers participate in a ride-along program to obtain practical experience and to be evaluated on their knowledge, skills and abilities. Upon successful completion of the practical phase, they are organized into teams and assigned to conduct surveillance of alcohol-saturated areas in the community. Upon visually identifying an alcohol violation, they relay the information to an officer who is assigned to patrol the area with the team.

Officers swear that they make more arrests on *Extra Eyes* nights. "*Operation Extra Eyes* has had a really positive impact in our county," said Sergeant James Fitzdoodle. "It doubles the officer's chances of making arrests."

"The volunteers are watching one establishment and the police are watching some place totally different. And we can actually double our efforts," said Officer Jane Doe.

"It's always better to have 20 eyes than 10 eyes," said Congressman John Doe.

County high school students will be assisting the police at the police station to fill out forms.

Officers and citizens involved in *Operation Extra Eyes* are determined to make a difference in their community.

All interested media outlets are encouraged to attend this event. For further information, contact Officer Jane Doe of the County Police Department at 301-654-XXXX.

# # #

Formatting a Press Release

- Use 8 ½" x 11" paper.

- Use one-inch margins.

- Use only one side of the page.

- Double-space the text.

- Use an attention-getting headline.

- Use capitals in the first letter of all words in the headline except "a," "an, "the," and prepositions shorter than four letters.

- Keep your press release between 300 and 500 words (about one page).

- Use three number symbols (###) immediately following the last paragraph to signify the end of the document.

TIPS FOR DEALING WITH THE MEDIA

If this is the first time dealing with media, reading this document through could be helpful.

It is important to develop a healthy attitude towards interviews, as they can be mutually beneficial. The reporter needs to write a story and meet a deadline, and you have information to share with the public that the public should know about. An interview is a straightforward exchange of information between the interviewer and the interviewee, but it is also an exercise in control. You need to define beforehand what information will/can be offered. Being interviewed is not a passive experience. You must set an agenda for the interview and communicate it to the reporter effectively, without deviating from your agenda and message.

Preparation is the secret to a successful interview. When defining your agenda, formulate three or four simple statements and use them throughout the interview. Adjust the statements only slightly to avoid sounding repetitive, but don't be afraid to repeat your message – that's one way to ensure that it will end up in the article.

Even if the reporter is an expert in impaired driving or alcohol statistics, don't forget to formulate your answers with the general public in mind. A good, if condescending, rule of thumb is to imagine you are explaining *Extra Eyes* to a sixth grader or to your grandmother. It's also a good idea to provide the reporter with background information and to have facts and figures on hand. If you are unsure of a fact, statistic, or number, tell the reporter that you will have to get back to the reporter with the information. Be sure and follow up.

Know who is asking for the interview, and try to determine beforehand what the reporter's position is, who they are writing the article for, and if they have printed hostile pieces in the past. Remember, just because someone asks for an interview or for information, doesn't mean you have to oblige. You are in control and should do what is in the best interest of *Extra Eyes*.

Never underestimate a reporter and never say something that you do not want to see in print. This cannot be stressed enough: "Off the record" means absolutely nothing.

A. The Interview Process

Set an agenda. This should consist of three or four key points that can be stated in one or two sentences each. Use the agenda throughout the interview.

Check that the interviewer has the correct spelling of your name, your proper title, as well as the correct spelling of any officer or law enforcement department.

Control the interview. Answer questions posed by the reporter and continue on to the items on your agenda. Don't wait for the interviewer to bring up your topic, because it might not happen. Ask the interviewer a question that introduces your topic.

Tailor your answers to the interview by knowing what will be expected of you and how the interview will be used. Will you be the focus, or are you to be included in a larger story?

Organize the points you want to make, and feel free to use index cards if you don't trust your memory.

Relax. Be yourself. Be conversational. An interview is not a presentation.

Be truthful. A minor misrepresentation can become a major problem and destroy your credibility. If you're not sure of a fact or figure, tell the reporter that you'll have to get back to him/her with the information. Then do it.

If you don't have the answer to a question, offer to check on it and get back to the reporter as soon as possible. Write down the question and follow up as quickly as you can. Reporters are usually on tight deadlines.

Use simple sentences. Sum up a complicated answer in a couple of short sentences.

Do not use jargon or technical language the public is unlikely to understand. Assume that your audience has no information and be ready to supply background.

Do not be afraid to pause and think about a question before answering. If you feel awkward about pausing, repeat or rephrase the question out loud before answering.

When addressing a loaded question, first defuse it by rephrasing or clarifying the question.

When answering a negative question, first neutralize the negative, then present one or two pertinent points that will present a more positive view. Sometimes, however, it's necessary to acknowledge a negative.

Watch the interviewer for verbal or visual cues. Head nodding and smiling usually means to go on and elaborate. Finger drumming or frequent shifting of weight could indicate distraction or boredom.

B. Tips for Newspaper and Magazine Interviews

Think your answers through. Feel free to rephrase or clarify your initial statement. Don't hesitate to correct inaccurate statements made by the reporter.

Don't say anything to a reporter that you wouldn't want to see in print, on the Internet, or aired on radio or television. NOTHING IS OFF THE RECORD, even if you say it is and the reporter agrees. Say only what you want quoted, and keep confidential information to yourself. As you develop a rapport with a reporter, you may want to relay information for "background" only. Typically, this means that the reporter will not attribute the information to you, but may use it as part of the story or get information from another source.

Don't hesitate to double-check facts and quotes with the reporter during or immediately after the interview.

Offer to provide background information that will be beneficial to the interviewer and to readers.

Support your assertions with evidence.

Restate your major points during the interview – rephrase them slightly to avoid sounding repetitive.

Try to make your delivery anecdotal and conversational. Use stories or analogies to emphasize your point.

Remember, there is always a chance that you will be misquoted. If this happens, you have recourse with the reporter and his editor.

C. Tips for Telephone Interviews

If a reporter contacts you directly rather than going through the police department:

Note the reporter's name and publication or affiliation.

Find out what the reporter is interested in, what the scope of the story is going to be, and when the reporter's deadline is.

Ask the reporter if your responses will be taped directly off the phone (common with radio interviews).

Explain to the reporter that you need a few minutes to obtain permission for the interview, assure him/her that you will call back within a few minutes or make an appointment for him to call you back. Contact your volunteer supervisor and tell them.

D. Tips for TV and Radio Interviews

1. The Pre-Interview

Usually, the host or a producer will "pre-interview" you for a few minutes before you go on the air. This is important, because it establishes what is expected of you once you go on-air and the direction the interviewer plans to take. It is also your chance to tell the interviewer what you would like to discuss.

2. Interview Duration

Ask the interviewer to tell you just before the interview is to begin. Shows have begun without the guest being aware of it and off-the-cuff remarks have reached listeners.

3. Pre-Recorded Interviews

If you're unhappy with what you said, ask if you can stop and restate your answer.

Always sum up your answers. The reporter is looking for a short statement, usually 6 to 8 seconds long.

At the end of the interview, the reporter may turn the camera on himself and repeat a few questions or shoot reaction shots. Try not to laugh.

Be sure that the reporter has the correct spelling of your name, title, and the full name of the police department.

Ask to be notified when the interview is scheduled to air.

4. TV/Radio Phone-Ins

Some shows accept calls from listeners. The interviewer will talk to you for a while, giving you the opportunity to introduce your topic, and then they will answer the phones. Hosts and producers sort the calls, but if someone gets through with a question out of your subject area, the host should step in. If not, then you can point out to the caller that his or her question is out of your topic range.

5. Time

Everything on radio and TV is timed. Keep your answers short and concise, or the interviewer will interrupt you before you have made your point. Most answers should be no longer than three or four sentences. Watch the reporter for cues to finish up. FYI: the typical bit on NPR is six seconds.

6. *Appearance and Demeanor for Television*

Wear conservative colors and clothing. A white shirt, navy blue two-piece suit, and red tie are perennial favorites for men. Women should wear strong solid colors and avoid excessive make-up.

Act as if you are on camera every moment. Sit still, leaning slightly forward in a natural and relaxed manner. Be particularly sensitive to excessive fidgeting such as touching the face, fixing hair, straightening glasses, etc.

Be yourself – give your personality a chance to come across. Speak in a normal conversational tone, but be sure to speak clearly and concisely.

Remain seated at the end of the interview until the interviewer or producer tells you that you're off the air.

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U.S. Department of Transportation
National Highway Traffic Safety
Administration

NHTSA
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