



DEPARTMENT OF THE ARMY
WALLA WALLA DISTRICT, CORPS OF ENGINEERS
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Operations Division, Technical Support Branch

VOLUNTEER MANAGEMENT

1. PURPOSE. This U.S. Army Corps of Engineers (Corps/USACE), Northwestern Division, Walla Walla District (NWW/District), Office Memorandum (NWWOM), provides guidance and procedures for administering an effective volunteer program at operating projects and at the District headquarters (see Appendix, Walla Walla District Volunteer Management Plan).
2. APPLICABILITY. This NWWOM is applicable District wide.
3. RELATED REFERENCES.
 - a. 36 Code of Federal Regulations (CFR) § 327, *Rules and Regulations Governing Public Use of Water Resource Development Projects Administered by the Chief of Engineers*.
 - b. Army Regulation (AR) 672-20, *Incentive Awards*; Chapter 5, Performance Awards, and Chapter 9, Public Service Awards.
 - c. AR 25-2, *Information Assurance*.
 - d. Engineer Regulation (ER) 1130-2-500, *Partners and Support (Work Management Policies)*; Chapter 10, *Volunteer Program*.
 - e. ER 1130-2-550, *Recreation Operations and Maintenance Policies*; Chapter 9, *Recreation Use Fees*, Chapter 12, *Natural Resource Management System*.
 - f. Engineer Manual 385-1-1, *Safety and Health Requirements*.
 - g. Engineer Pamphlet (EP) 1130-2-433, *Volunteer for America's Environment: A Shared Responsibility*.
 - h. EP 1130-2-429, *Volunteer Coordinator's Handbook*.
 - i. EP 1130-2-500, *Partners and Support (Work Management Guidance and Procedures)*; Chapter 10, *The Corps of Engineers Volunteer Program*.

j. EP 1130-2-550, *Recreation Operations and Maintenance Guidance and Procedures*.

k. NWWOM 385-1-1, *Safety and Occupational Health Office Safety Manual*.

4. RESPONSIBILITIES. District personnel are responsible for adhering to the policies and procedures provided in the Walla Walla District Volunteer Management Plan (see Appendix).

5. AUTHORITY. The authority for this NWWOM is ER 1130-2-500.

6. EFFECTIVE DATE. This NWWOM is effective upon publication.

7. POINT OF CONTACT. The point of contact is Michael J. Swenson, District Volunteer Coordinator, Operations Division, Natural Resources Management Section, telephone 509-527-7139, or email Michael.J.Swenson@usace.army.mil.

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Appendix: Walla Walla District Volunteer Management Plan

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NWWOM 1130-1-6, Volunteer Management

APPENDIX

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN

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**US Army Corps
of Engineers
Walla Walla District**

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN



January 2014

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WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN

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SECTION 1 - VOLUNTEER MANAGEMENT

1.1 INTRODUCTION

The guidance and procedures provided in this U.S. Army Corps of Engineers (Corps), Walla Walla District (District), Volunteer Management Plan are applicable to all District headquarters offices and operating project personnel who, in the course of their normal duties, utilize voluntary services having some value to the Corps in a manner mutually beneficial to the volunteer and the public interest. The District Volunteer Management Plan will assist Volunteer Coordinators and other staff in administering an effective volunteer program across the District. This program is not “free” – it will require staff time, administrative support, and supplies for tasks undertaken. Each operating project and District office within headquarters will need to evaluate the costs associated with volunteer service against benefits and regulate the size of the program to match individual organizational capabilities. A designated District Volunteer Coordinator will work with each Operating Project Volunteer Coordinator to develop an effective District-wide Volunteer Program. Section 1.5 provides a comprehensive list of responsibilities for each member of the volunteer program team.

This document is designed to serve as a step-by-step guide for developing and managing a volunteer program at each operating project and District office. A “Best Practices” box at the end of each section emphasizes the main objectives to keep in mind as each site’s volunteer program is developed and managed.

Required forms and other helpful records are discussed at each step of the process in this document, and examples are given in appendixes A, B, and C. Most forms can also be found on the District’s Volunteer Program SharePoint site: SharePoint Team Sites Restricted to NWW > Operations Division > Natural Resources Management (at bottom of drop-down menu) > Volunteer Program (folder). The Volunteer Coordinator Checklist in appendix B is a good tool to help develop and manage the project’s volunteer program.

For policy guidance on whom the District may accept as a volunteer, refer to Engineer Regulation (ER) 1130-2-500, *Partners and Support (Work Management Policies)*, Chapter 10, *The Corps of Engineers Volunteer Program*; paragraph 10-2.e.

It is also important to keep in mind that volunteers fall into two distinct categories – short-term and long-term. Short-term volunteers, either individually or as part of a group, perform services from a few hours to several days. Long-term volunteers often serve for many months, sometimes returning for several years. Most of the volunteer management procedures outlined in this plan generally apply to long-term volunteers.

1.2 VOLUNTEER MANAGEMENT PROGRAM GOALS

- The District seeks to implement a volunteer program that will fully utilize the energy and enthusiasm of existing employees and programs currently supporting

the full range of civic works functions provided to our customers while developing relationships with new sources of volunteers.

- Develop a volunteer program at the District headquarters office that utilizes the services of volunteers within each office to help minimize workload and accomplish strategic goals and objectives set within each workplace.
- Develop a well-managed volunteer program at each operating project to assist in the accomplishment of Operational Management Plan (OMP) objectives through leveraging Operation and Maintenance funds.

1.3 VOLUNTEER MANAGEMENT PLAN OBJECTIVES

This Volunteer Management Plan is intended to meet the following objectives.

- Identify the responsibilities associated with the District Volunteer Program.
- Foster a strong volunteer program that uses best practices of the industry.
- Provide information for identifying needs and recruiting volunteers who can fulfill those needs.
- Provide clear guidelines and procedures for management of the volunteer program at District headquarters offices and at each operating project.
- Explain and provide examples of the various forms and records necessary to properly administer the volunteer program in accordance with existing regulations.

1.4 PROMOTING A VOLUNTEER-FRIENDLY CULTURE

Volunteers have become increasingly valuable assets to the District as tight budgets require cutting back on some programs. Here are some suggestions to enrich your volunteer program.

Start by including all staff in an employee orientation program that emphasizes the role of the paid staff in assessing needs and priorities, as well as their role in managing volunteers. A thorough orientation regarding the benefits of a volunteer program will go a long way in assuring the effectiveness of the program. An employee orientation program PowerPoint presentation entitled *Working with Volunteers* can be found at the District's Volunteer Program SharePoint site. It is important to stress the added value to the Corps of volunteers' efforts, and give specific examples of how volunteers can help paid staff accomplish specific goals.

Emphasize that volunteers are donating their time to do tasks that they feel are of value. Encourage friendly interactions between staff and volunteers. Staff members should know them by name, thank them for their time and service, and include them in appropriate activities.

1.5 RESPONSIBILITIES

The following sections identify the main responsibilities for each team member associated with the District Volunteer Program. Sections 2 through 9 of this report provide details on handling specific management tasks and related recordkeeping.

1.5.1 Chief, Natural Resources Management

The Chief, Natural Resources Management Section, shall be responsible for the coordination and evaluation of the District Volunteer Program. He or she shall designate a District Volunteer Coordinator and monitor the coordinator's performance to ensure the proper management of both the overall District Volunteer Program and the Volunteer Program at headquarters offices.

1.5.2 District Volunteer Coordinator

The District Volunteer Coordinator serves in two roles – (1) managing the overall District Volunteer Program, and (2) acting as the Volunteer Coordinator for all volunteers at the District headquarters office.

1.5.2.1 *Managing the District Volunteer Program*

The District Volunteer Coordinator shall be responsible for managing the overall District Volunteer Program at all operating projects according to policy to ensure that it meets the needs of the District and the volunteers.

Responsibilities of this role include the following:

- Initiates the development of the District Volunteer Management Plan and ensures that this plan and all volunteer forms are kept updated (see appendixes A, B, and C).
- Promote volunteering (internally and externally) through publicity strategies, campaigns, and workshops.
- Advise and assist operating project Volunteer Coordinators in effective volunteer needs assessment, recruitment, placement, identification, supervision, recognition, and tracking of volunteer hours.
- Handle inquiries regarding the District Volunteer Program, and keep District headquarters and operating projects updated on ideas and procedures for utilizing volunteers.
- Review volunteer invitational travel order requests and submit to District Commander for approval.
- Provide oversight of the District Volunteer Logical Access Credential (VOLAC) program for volunteers, which is required for use of Corps computers and networks.

- Prepare a District summary of number of volunteers, the number of volunteer hours donated, and reimbursed incidental expenses each year for the Natural Resources Management Chief.
- Update District Volunteer Web site and brochures as needed.

1.5.2.2 Managing the District Office Volunteer Program at Headquarters

The District Office Volunteer Coordinator shall be responsible for managing the overall organization and execution of the Volunteer Program at all offices in the District headquarters. This coordinator serves as a direct liaison with offices that are recruiting volunteers to understand how the offices work, assess their volunteering needs, and generate appropriate opportunities based on those needs. The responsibilities shown in section 1.5.5 also apply to this position.

1.5.3 Operations Project Manager

The Operations Project Manager (OPM) shall be responsible for accepting services of volunteers at each District operating project and promoting the safe and appropriate utilization of volunteers. The OPM may assign the Natural Resources Manager the responsibility of accepting services of volunteers and administering the operating project volunteer program in accordance with established guidelines, policies, and regulations. All volunteer invitational travel order requests must be submitted and approved through the OPM (see section 7).

1.5.4 Operating Project Natural Resources Manager

The Natural Resources Manager at each operating project is responsible for administering the volunteer program at the project level. This manager will designate an operating project Volunteer Coordinator and appoint additional team members as necessary to administer and supervise volunteers. The Natural Resources Manager will encourage a volunteer-friendly culture and promote a viable volunteer workforce to help accomplish the missions set forth in the OMP.

1.5.5 Operating Project Volunteer Coordinator

The operating project Volunteer Coordinator is responsible for managing the overall organization and execution of the Volunteer Program at the operating project level. This coordinator will work with offices within the operating project that are recruiting volunteers to assess needs that could be met by volunteers, and generate appropriate volunteer opportunities based on those needs.

Responsibilities include the following:

- Participate in updating this District Volunteer Management Plan as required. Ensure accuracy of job descriptions, including appropriate Activity Hazard Analysis (AHA) and Position Hazard Analysis (PHA) descriptions.

- Raise staff awareness of the role and function of volunteers. Engage personnel in the development of a viable volunteer program. Work with staff to set annual goals. Prepare paperwork and identify and procure material and equipment to reach those goals.
- With staff input, conduct a volunteer needs assessment and create a list of tasks that can be accomplished by volunteers. Write job descriptions for long-term volunteer positions.
- Lead in the recruitment, placement, and retention of volunteers. Serve as the primary contact for potential volunteers.
- Practice due diligence in screening volunteer candidates to assure the safety and security of Corps staff and the public.
- Match volunteer applicants with identified tasks or job descriptions, conduct interviews, check references, and select best qualified applicants.
- Ensure that the proper documentation, as outlined in this document, is completed by each volunteer and/or group prior to initiation of any services provided.
- Ensure that Volunteer Services Agreements (see section 3.5) are signed and, if applicable, parental consent is obtained.
- Assign each volunteer or group of volunteers to a Volunteer Supervisor whose work is commensurate with the volunteer's assigned duties.
- Ensure that Volunteer Supervisors thoroughly train volunteers to complete their assigned tasks and perform work safely. With supervisory input, develop individual training plans and ensure uniform procedures are followed in order to achieve continuity within the volunteer program.
- Complete and process paperwork to obtain VOLAC cards for volunteers so they can use Corps computers and networks.
- Develop and implement a tracking system for volunteer records and ensure confidentiality.
- Ensure that all volunteer reimbursements are agreed to in advance and identified on the Volunteer Services Agreement. Collect reimbursement information from the Volunteer Supervisor and process reimbursements in accordance with section 7 of this document.
- Ensure volunteers are properly identified. Order all volunteer identification apparel and maintain an inventory.
- Regularly obtain feedback on the volunteer program from personnel and volunteers.
- Ensure volunteers are given some form of recognitions in appreciation for their outstanding service. Coordinate award ceremonies when appropriate. Work with partners and friend groups to recognize outstanding volunteer efforts.

- Assess and record the actual benefits of volunteer work performed and enter data into the Operation & Maintenance Business Information Link (OMBIL). See appendix C for instructions on entering data into OMBIL.
- Maintain up-to-date files for all documentation pertaining to the volunteer program for 6 years and 3 months.

1.5.6 Volunteer Supervisor

Volunteers should be supervised by the team member who manages the Natural Resources Management (NRM) program or District civil works function that the volunteer's work falls under. Likewise, the Volunteer Coordinator will supervise those volunteers who work within the realm of their respective NRM programs. The volunteer's job description or assigned tasks determine which staff member should be the supervisor.

If a staff member placed as a Volunteer Supervisor has not had training in supervising and supervisory techniques, that individual will need training in order to perform this new task effectively. The Volunteer Coordinator should keep a supply of the *Techniques of Supervising Volunteers* booklet in stock for team members who are new to the role of supervising volunteers. An electronic copy of this booklet can be found on the Corps NRM Gateway, at the bottom of the page:

<http://corpslakes.usace.army.mil/employees/policy.cfm?Id=volunteer&Code=All>. This booklet, along with the volunteer supervision information found on the District's Volunteer Program SharePoint site, will help the Volunteer Coordinator when conducting in-house supervisory training. Considering the importance of volunteer/staff relations to the overall program, this training would be time well spent. It is recommended that anyone supervising volunteers be eligible for supervisory training.

Volunteer Supervisor responsibilities include the following:

- Ensure that all volunteers are supervised in accordance with established volunteer guidelines, policies, and regulations. Properly and thoroughly orient and train volunteers to complete their required tasks and ensure that they perform their work safely.
- Cover hazards of work to be performed and accident prevention. Provide necessary safety equipment and discuss what to do in case of an accident.
- Ensure that all injuries to volunteers are documented and reported immediately through proper command channels.
- Delegate appropriate tasks, engage volunteers in work, and supervise day-to-day activities.
- Provide positive and constructive feedback on a regular basis.
- Acknowledge volunteer accomplishments and nominate volunteers for awards.
- Ensure volunteer wears proper identification apparel and that clothing is clean and pressed.

- Supervisor take photos of volunteers in action to use for the District volunteer Web site, recognition, recruiting, and advertising. A parent/legal guardian must complete the Consent to Photograph a Minor Agreement form (see appendix B) for those under 18 years of age.
- Track volunteer work hours using Engineer (ENG) Form 4882-R, Volunteer Service Record (see appendix B).
- Collect local mileage claim forms and reimbursable expense receipts. Forward forms and receipts to the Volunteer Coordinator for processing.
- Ensure that volunteers utilize Government equipment and supplies for official Government business only.
- Oversee and evaluate volunteer work performance, with Volunteer Coordinator's support.

1.5.7 Volunteers

Volunteers can do almost any task a Corps employee can do, with the exception of policy making, supervision of Corps employees, and exceptions as noted in 36 Code of Federal Regulations (CFR), Chapter III, § 327, *Rules and Regulations Governing Public Use of Water Resource Development Projects Administered by the Chief of Engineers* (Title 36). Volunteers will not be used to displace any personnel of the Corps. They may, however, perform duties which once were, or are presently, performed by Corps personnel or contractors. Volunteer tasks can include operating machinery and accepting fees, as long as the volunteer is comfortable with the task and is properly trained, licensed, and/or certified.



Best Practices – Volunteer Program Development

- 1. Is there a process in place for developing a volunteer program? Are all members of the staff ready to promote a volunteer-friendly atmosphere?***
- 2. Do all employees who will be working with volunteers understand their roles?***

SECTION 2 - VOLUNTEER NEEDS ASSESSMENT, TASKS, PRIORITIES, AND JOB DESCRIPTIONS

The first step in volunteer program planning involves conducting a needs assessment. Stated simply, this is the process of examining those tasks that you need volunteers to perform in order to accomplish your mission. This section is designed to help the Volunteer Coordinator and staff with determining project needs, a process that starts with identifying and prioritizing tasks that short-term volunteers can perform and progresses to the creation of job descriptions for long-term volunteer positions.

2.1 IDENTIFY TASKS THAT VOLUNTEERS CAN PERFORM

The Volunteer Coordinator and staff members should work together to determine which tasks can be accomplished by volunteers and meet the needs of the operating project or office within District headquarters. The operating OMP should also be considered when appropriate. Use whatever methods are most effective at your project or headquarters office to solicit input from staff.

A Volunteer Needs Assessment Excel file template can be found on the District's Volunteer Program SharePoint site. This document could be sent to staff by email, distributed at meetings, or tacked to a bulletin board. Using this spreadsheet, staff members can identify tasks that are not currently being accomplished or that could be fulfilled by volunteers, freeing up staff for other duties. A list of what skills and supplies are needed should be included for each volunteer task listed. The Volunteer Needs Assessment in appendix B shows the information to be gathered.

The Volunteer Coordinator can use the list of tasks developed from the needs assessment and any other information gathered to prioritize needs and develop job descriptions that incorporate the identified tasks, as well as to track progress for evaluation of the site's volunteer program.

A priority of 1, 2, or 3 should be assigned to each volunteer task. The staff member who lists the task can suggest the priority, and the Volunteer Coordinator will take that into consideration. Priority 1 activities are necessary to keep an area functional (e.g., cleaning restrooms at a campground). Priority 2 activities are those important, but do not have an adverse effect if not completed (e.g., staffing the visitor center). Priority 3 activities are not considered critical (e.g., landscape maintenance). Volunteer Coordinators should also meet with staff members regularly to check the status of current tasks and reprioritize tasks as necessary.

2.2 CREATE JOB DESCRIPTIONS FOR LONG-TERM VOLUNTEERS

The next major step is to write a job description for long-term volunteers such as park and campground hosts, gate attendants, visitor center hosts, interpreters, administrative clerks, and other similar recurring positions or long-term projects. It is possible that a job description could be written specifically for a volunteer, if that volunteer has specialized or varied interests and abilities. A job description provides a ready source

of information from which the Volunteer Coordinator can draw during the initial contact, interview, and overall program management. There is no need to prepare detailed job descriptions for short-term volunteers. All that is needed for these volunteers is to assure that they are doing the kinds of tasks they volunteered to do and are able to do it safely.

As part of developing and maintaining the District Volunteer Program, all job descriptions developed by the Volunteer Coordinator will be collected into a folder on the District's Volunteer Program SharePoint site. Volunteer Coordinators can first check the folder to see if there is a job description that can be modified. Be sure to save the job description with a different file name so you do not alter the original job description. Appendix A contains several examples of job descriptions.

The first part of the job description should specify the job title, an overview of the job, responsibilities, required qualifications, and desired experience. The second part of the job description will identify whether a background check is required, safety hazards, personal protective equipment (PPE), time and schedule commitment, identification apparel, training, and authorized reimbursements. Determining reimbursable expenses should be handled on a case-by-case basis and are not generally based on the job description. All reimbursements must be pre-approved; see section 7.1.

Jobs with safety hazards must have a separate Activity Hazard Analysis (AHA) and/or Position Hazard Analysis (PHA). The District's Safety Office SharePoint site has an extensive list of PHAs that can be revised as necessary for volunteer job descriptions. Appendix B contains examples of a volunteer AHA and PHA. Refer to the Safety Manual, NWWOM 385-1-1, Appendix S, for more information on PHAs and AHAs.

The job description is the work plan for the volunteer. When the Volunteer Services Agreement is signed, the volunteer's signature indicates that he or she understands what is expected and agrees to perform the duties specified in the job description. Attach the job description to the signed Volunteer Service Agreement. A copy will be given to the volunteer.



Best Practices – Volunteer Duties

- 1. Have you prioritized a list of tasks that volunteers can do?***
- 2. Have job descriptions been written that identify all essential requirements, safety hazards, clothing provided, and authorized reimbursements?***

SECTION 3 - RECRUIT AND PLACE VOLUNTEERS

The recruitment process can begin after you have developed a list of prioritized tasks where short-term volunteers can be utilized and job descriptions for long-term volunteers. Developing a systematic way to recruit will help place the right volunteers in jobs they enjoy, are qualified to do, and that are mission essential. A Corps recruitment brochure, Engineer Pamphlet (EP) 1130-2-433, *Volunteer for America's Environment: A Shared Responsibility*, is shown in appendix B. This brochure was developed for distribution to potential volunteers and explains the general program.

3.1 RECRUITING – A TEAM EFFORT

Who recruits the volunteers? All of us!

- ✓ Volunteer Coordinators
- ✓ Volunteer Supervisors
- ✓ Volunteers
- ✓ Staff members

The Volunteer Coordinator is generally the primary point of contact for interested volunteers and is responsible for overseeing the final selection of volunteers and ensuring that their assignments are appropriately matched with their experience and reasons they have volunteered with the Corps. However, it is vital that staff members work with the coordinator because the needs at projects and headquarters offices continually change. The Volunteer Application for Natural Resource Agencies, OF 301 (see appendix B), is a form that is helpful for placement of volunteers; consider having a supply of these applications on hand.

All staff members must know that recruiting is a part of their job. Make sure all staff members know who the Volunteer Coordinator is at their project or headquarters office so they can refer potential volunteers to the right person. Often, it is the volunteers who are the most effective recruiters, so make sure they have the same information that is available to staff members.

Designating specific times of the year for recruiting and screening is essential. For example, January should be designated for conducting interviews and selecting summer park hosts or campground attendants. This would require planning job announcements before January in order to have a pool of the best applicants possible. If an unexpected project arises, having a network of volunteer sources (see next section) can be invaluable for recruiting appropriate volunteers on short notice.

3.2 ADVERTISING FOR VOLUNTEERS

Unless you have a large pool of people interested in volunteering at your site, recruitment is necessary. Here are some ideas to help you get started.

3.2.1 Potential Network of Volunteer Sources

The best recruitment tool is to specifically ask a volunteer group leader or an individual for their help. The number one reason people say they do not volunteer is because “no one asked.” This is why it is so important that the entire staff provide their support. They are the individuals within the community who can talk with Boy Scout leaders or a person with a specific skill set. Asking does not mean a newsletter ad that says “new volunteers needed.” It requires a personal approach, and it works best if you have a specific task in mind.

Developing a network of volunteer sources can also decrease recruitment time when a new project arises. Create a list of organizations, ranging from local groups such as a fishing club to nationally recognized organizations (such as American Red Cross) that are available in your area. Include a list of individuals in the area who may be interested in volunteering. Update the list periodically.

3.2.2 Recruiting Service

Recruitment can be done through a recruiting service such as the Volunteer Clearinghouse. Their Web site and toll free hotline provides a national listing of Corps volunteer opportunities. Potential volunteers can also post their applications on this Web site for recruiters to access. More information on the Volunteer Clearinghouse can be found by calling 800-865-8337 or visiting the following Web site:

<http://www.usace.army.mil/Missions/CivilWorks/Recreation/VolunteerClearinghouse.aspx>.

VolunteerMatch.org is another free online recruiting service that is the Nation’s largest online network for volunteer opportunities. VolunteerMatch receives over 7,000 new members each week. As the largest active network of volunteer recruiters, VolunteerMatch gets more than 125,000 visitors each week and is the number one search result for “volunteer” at both Yahoo and Google. VolunteerMatch is simply the best destination on the Web to find a great place to recruit passionate volunteers to support your mission: <http://www.volunteermatch.org/>.

It is very important to keep the posting of volunteer opportunities updated.

3.2.3 District Volunteer Web Site

The District’s Volunteer Web page is also a valuable online tool for recruiting volunteers and providing easy access to the Volunteer Clearinghouse, contact information for Volunteer Coordinators, and a volunteer application. Providing frequent updates and sharing photos and stories written by District volunteers can increase the effectiveness of this recruitment tool. <http://www.nww.usace.army.mil/Careers/VolunteerProgram.aspx>

3.2.4 Media

Media coverage of volunteer activities can help in many ways. Written and video coverage not only serve as vivid recruitment tools, but also as a form of recognition for current volunteers. The *Intercom* is an excellent resource for sharing District volunteer

information and stories. National publications, such as *Workamper*, are particularly valuable recruitment tools that should not be overlooked. Each year in the September/October issue, *Workamper* features Corps volunteer opportunities. In addition, there is an onsite application that can be sent to prospective volunteers. A list of media sources and contact information should be maintained. An example of a news release and public announcement are included below. Note that all media must be coordinated through the District Public Affairs Office. See <http://www.workamper.com/>.

3.2.5 Newspaper Article Example

MAKING A DIFFERENCE

(Lake) is looking for volunteers interested in making a difference on public lands. Volunteering on the campgrounds at (Lake) provides a wonderful opportunity to enjoy the great outdoors and spend some time with Mother Nature. We need your help to keep this valuable resource well maintained for everyone to enjoy. Please contact (volunteer coordinator/recruiter) at (contact phone number) for more details. Together, we can make a difference!

3.2.6 20-Second Radio Public Service Announcement Example

Over (X) number of people visit (Lake) every year. Be a part of the team that gives back by maintaining this valuable natural resource. Become a volunteer today! Contact (Lake) at (Phone Number) or visit us on the Web at (Web site address). Together, we can make a difference!

3.2.7 Flyers and Brochures

Flyers and brochures can be very time-consuming and expensive to create and maintain. However, printed material can be a successful promotion at an event or outdoor exposition. Development of brochures and flyers must be coordinated with both the Interpretive Services Task Force and the District Public Affairs Office.

3.2.8 Word-of-Mouth

Word-of-mouth is one of the most effective recruitment tools. Volunteers, especially park or campground hosts, are part of a network of people from across the country that talk about the places they enjoyed working. It is important to remember that negative comments and experiences travel just as quickly as positive ones.

3.3 VOLUNTEER APPLICATION

The Volunteer Application may be provided to potential volunteers and used to gather data on a potential volunteer's background and to begin development of your volunteer network. Individuals and groups who volunteer for short-term, weekend, or one-time events may not need to complete an application. This form allows the potential volunteer to select the types of activities of interest and indicate their experience and qualifications for those activities. This process assists the potential volunteer to think

beyond the excitement of the moment and realize there is a commitment to be made in actually performing the job. Sort through the applications for candidates interested in and qualified for the job to be accomplished. These will be the candidates you will interview. It is important to respond to all applications that are received. If you have already filled the position they have applied for, consider directing them towards another volunteer opportunity. Let the volunteer know that you appreciate their enthusiasm and will contact them if a position is offered again.

3.4 MATCHING THE VOLUNTEER TO THE JOB

Now that your recruitment efforts have been successful, it is time to take a close look at your potential volunteers. Some volunteers will be a good fit for short-term tasks, and a formal interview and background check may not be required (see section 3.4.2). A Volunteer Services Agreement is required for all volunteers (see section 3.5).

In general, the Volunteer Coordinator should narrow the pool of candidates to include only those short-term volunteers who are interested in and capable of performing tasks identified on the Volunteer Needs Assessment or long-term volunteers who meet the minimum qualifications of developed job descriptions. However, a potential volunteer may have specialized skills and interests that have not been identified, but might still be valuable. In those cases, it may be beneficial to develop a job description for their special skill set and make use of the volunteer.

While it is good to have a network of potential volunteers, not every candidate will be a good fit. If a person's skills do not fit the needs of the operating project or an office within headquarters, this should be politely communicated up front. Being open and honest about the needs of the operating project or office is important; most people will recognize for themselves whether they are going to be a good fit for a task or job description. Keep in mind that volunteers can sometimes carry out duties of more than one task or job description; for example, working at a visitor center in the morning and working on trail maintenance in the afternoon.

3.4.1 Interviewing Potential Volunteers

Every applicant who seems qualified on paper should receive an interview to be sure the best match is made for each potential volunteer. Interviews are a good way for the volunteer to learn about the Corps, the individual program area they will be working within, and the specific job duties. In return, the interview allows you to judge the volunteer's attitude, enthusiasm, and other qualities not reflected in the application. Interviews are also part of our screening process to protect our visitors, staff, volunteers, and organization from negative actions of volunteers who are not properly suited for the position they seek.

Individuals and groups who volunteer for one-time events, working for only a few hours, may not need to go through a formal interview process. However, the Volunteer Coordinator should meet with every volunteer to welcome them and verify that they can perform the required duties.

It is best if both the Volunteer Coordinator and the Volunteer Supervisor conduct interviews with potential long-term volunteers. A phone interview can be adequate in some circumstances. Conduct the interview in the same manner that you would for a paid position. A Volunteer Interview form can be found in appendix B. Develop a list of interview questions using the relevant job descriptions. Avoid short 'yes' or 'no' questions; much information is to be gained by creating an interactive interview dialogue. If a group is offering their services, interview the individual designated as the group lead.

Volunteers will be more successful, and be more likely to keep volunteering, if their work is enjoyable and their skills are tailored to the tasks to be performed. The satisfaction each individual volunteer seeks is different. It is important to know why an individual is volunteering in order to provide suitable work opportunities. Ask volunteers why they want to volunteer with the Corps, and what kinds of experiences they are seeking.

Keep the following points in mind during interviews. These topics will vary according to the volunteer's assignment (e.g., short-term, group, long-term).

- The volunteer is offering to donate his or her time, so take the time to create a respectful and enthusiastic interview process.
- Present the appropriate tasks or job description and describe how the volunteer's duties will fulfill the office's or operating project's needs. Consider explaining how shrinking budgets and rising costs have made volunteers even more important today than ever before. Share details that may be important to the applicant, such as flexibility of scheduling and what clothing will be required.
- Discuss all safety concerns related to the job.
- Inform the applicant when a decision will be made, or, if possible, offer the position at the end of the interview. Be sure that the person knows what comes next.
- Record all interview responses along with interviewer notes and place them in the applicant's file. Any new information obtained during the interview must be added to the application.

3.4.2 Background Screening

Volunteer Coordinators shall practice due diligence in screening volunteer candidates to assure the safety and security of all District staff and the general public. It is important to check references, especially past work history or volunteer experience, as part of a comprehensive screening for potential volunteers. You can still gain valuable information regarding how the applicant has interacted in similar situations in the past. A Volunteer Reference Check form can be found in appendix B.

Background screening should be completed as needed for certain volunteer positions with high public contact, such as campground hosts, gate attendants, visitor center hosts, interpreters, and other similar positions. Volunteer Coordinators shall work with

the District Security Specialist to obtain a background screen and ensure proper procedures are followed. The Volunteer Coordinator needs to initiate a background screen immediately after an offer is accepted. Do not wait until a volunteer arrives at their assigned duty station to initiate a background check. This may result in notifying the volunteer that they are prohibited from participating in the District Volunteer Program due to information found in their background check. A volunteer's appointment may also be delayed until all necessary paperwork is submitted, and a background screen has been initiated.

3.4.2.1 Who Needs Background Screening and What is Checked?

If a volunteer meets any of the following conditions, he or she shall be subject to background screening. If a volunteer refuses to accept and abide by a background screening, immediate termination of the Volunteer Services Agreement is necessary.

- Individuals who volunteer for more than 120 days in a year.
- Individuals who work less than 120 days in a year and return each season to work.
- Volunteer positions that require wearing the Corps volunteer clothing/name tag who work independently of Corps personnel.
- Volunteer positions that require access to Government files and records.
- Volunteer positions that require the collection and handling of fees.
- Perform duties that require access to Government computers and networks (see section 3.4.3).

The Volunteer Coordinator has the right to require additional background screenings at any time. All information received as a result of a background screening will be held in confidence and handled according to Privacy Act regulation. Components of a background screening include, at a minimum:

- Social security number verification to help eliminate the possibility of false names/information.
- Address trace to verify volunteer's current address and to determine jurisdiction in which to conduct the background screening.
- State or county criminal history checks to capture all misdemeanor and felony convictions within the jurisdictions identified in the address trace.
- Sex offender registry to search all 50 states for known sex offenders.

3.4.2.2 Background Screening Process

The following background screening process will be completed in sequence.

Step 1. The Volunteer Coordinator will need to contact the District Personnel Security Specialist in the Readiness Branch, Operations Division, and request that a background screen be processed for the volunteer in question.

Step 2. Send the the following information about the volunteer through an encrypted email to the District Personnel Security Specialist to check if a previous background screening has been completed:

- Full name.
- Date of birth.
- Social security number.

The District Personnel Security Specialist will use this information to see if the volunteer in question has received a Federally-approved background screening in the past. This may be the case if the volunteer was a former military or Federal employee. The District Personnel Security Specialist will notify the Volunteer Coordinator of their finding. If a volunteer has not received a Federally-approved background screening in the past, proceed to steps 3 and 4, which can occur in sequence, to initiate a background investigation.

Step 3. Provide the following information to the District Personnel Security Specialist to initiate a background investigation electronically through the Personal Security Investigation Center of Excellence (PSI-CoE):

- Volunteer's email address.
- Completed copy of OF 306, Declaration for Federal Employment (see appendix B).
- Volunteer's resume. (If volunteer does not have a resume, provide volunteer's full name, address, and phone number.)
- Proof of citizenship – either a birth certificate or a passport.

The District Personnel Security Specialist will submit the above information to PSI-CoE requesting a security investigation for the volunteer in question. PSI-CoE will send an email to the volunteer with detailed instructions on how to complete a security questionnaire within five calendar days. Once the volunteer has submitted the completed questionnaire to PSI-CoE for review, he/she will receive an email from PSI-CoE indicating that the questionnaire has been accepted or that the volunteer needs to make the identified corrections, re-answer a series of questions, and resubmit a new questionnaire.

Remind volunteers to take the time to ensure their PSI-CoE questionnaire is completed in accordance with provided instructions. The need to resubmit a questionnaire due to errors or incompleteness will significantly delay this step in the process.

Step 4. Have the volunteer contact the District Personnel Security Specialist to schedule fingerprinting. If the volunteer is unable to travel to the District headquarters for prints, he or she may go to the nearest Corps of Engineers District office or local law enforcement agency for fingerprinting and have them mailed to:

Department of the Army
Walla Walla District Corps of Engineers
201 North 3rd Avenue
Attn: District Personnel Security Specialist
Walla Walla, WA 99362-1876

It should be noted that having the volunteer get their fingerprints done electronically at a District headquarters office will significantly speed up this step in the process.

Step 5. Once the investigation is initiated, the volunteer is responsible for all future correspondence with the District Personnel Security Specialist. Failure to meet suspense dates provided can result in termination of investigation and a significant delay in access.

Step 6. After the volunteer has submitted all required information without errors, the District Personnel Security Specialist will forward the request to the Office of Personnel Management for processing.

Step 7. When the Office of Personnel Management opens the investigation and the District Personnel Security Specialist has cleared the volunteer, he or she will be allowed to work independently as a representative of the Corps or in a position of public trust.

Step 8. Notification that the individual is prohibited from participating in the District Volunteer Program shall be sent or delivered to the individual by the Volunteer Coordinator as soon as that determination has been made.

Anyone not accepted due to information in a background screening cannot reapply for another volunteer position. The complete profile may be provided directly to a disqualified individual upon request. All disqualified individuals have the right to dispute the findings of the background screening directly with the U.S. Office of Personnel Management.

The existence of a criminal conviction does not automatically disqualify an applicant from being a volunteer, unless the conviction is for a violent crime, a crime against a person, or a crime involving the use of a weapon. Volunteer Coordinators are expected to make good decisions regarding an applicant's background and potential duties and responsibilities to be assigned.

3.4.3 Computer Access – Temporary Computer Access and Volunteer Logical Access Credential (VOLAC) Card

Volunteers may be authorized to operate Government computers connected to Department of Defense (DOD) networks, subject to all applicable Federal regulations, local policies, Army Corps of Engineers-Information Technology (ACE-IT), and AR 25-2, Information Assurance, requirements. Volunteers requiring computer access must be issued a Volunteer Logical Access Credential (VOLAC) card. A CVS VOLAC Program Overview PowerPoint is on the District's Volunteer Program SharePoint site.

3.4.3.1 Temporary Computer Access

Until a VOLAC card is issued, a volunteer may be issued temporary computer access, not to exceed 60 days. Access will be limited to Microsoft Office, including Outlook, Internet, and the applicable local network drives. The volunteer will be assigned a temporary user ID and password to log onto an assigned Government computer.

Step 1. A volunteer background investigation must be initiated (see Background Screening Process steps 1-8 above) and cleared by the District Personnel Security Specialist prior to submitting a request for a temporary user ID and password.

Step 2. Once the background investigation has been initiated and cleared, the Volunteer Coordinator will submit a request for a temporary user ID and password by establishing a new U-PASS and Network Account through an ACE-IT ServiceTrak request, <https://servicetrak.usace.army.mil/RequestCenter/myservices/mysevice.do?resetBN=true&tabId=5257>, which is submitted under the User Account Services category. An Account Management-Quick Reference Guide on how to establish a new U-PASS and Network Account can be found on the Service Track Web site under the Customer's Corner-IT Training category (a copy of the Account Management-Quick Reference Guide is also located at the District's Volunteer Program SharePoint site).

Step 3. After a new U-PASS and Network Account has been approved, ACE-IT will send an email to the originator of the ServiceTrak request with the volunteer's temporary user ID and password that the volunteer will use to log onto the assigned Government computer.

Step 4. The volunteer will use the temporary user ID and password until the VOLAC card is issued.

3.4.3.2 Volunteer Logical Access Credential (VOLAC) Card Issuance Process

A Trusted Agent Security Manager (TASM), Trusted Agent (TA) and Volunteer Applicant User Guide are available on the District's Volunteer Program SharePoint site.

Step 1. Volunteers must meet the following requirements to obtain a VOLAC card.

- Require frequent access to a DOD network to perform his/her volunteer duties.

- Be a U.S. citizen.
- Be registered in the Defense Enrollment Eligibility Reporting System (DEERS) through the Contractor Verification System (CVS).
- Receive a favorable National Agency Check with Inquiries (NACI). A credential may be issued upon submission of the NACI and upon favorable completion of the FBI National Criminal History Check (fingerprint check). The Volunteer Coordinator will work with the District Personnel Security Specialist in completing the NACI.
- Be eligible for a DOD sponsored unclassified network account through Army Knowledge Online (AKO).
- Agree to be photographed and have fingerprints taken and stored in the volunteer's DEERS record.

Step 2. As the VOLAC TASM, the District Volunteer Coordinator will appoint the operating project Volunteer Coordinators as TAs at each project. TAs will need to complete a training course to become certified.

Step 3. Once TAs are certified, the following procedures must be followed to issue VOLAC cards to eligible volunteers:

- The eligible volunteer will submit a request for a VOLAC card to the operating project TA.
- The VOLAC TA will review the request, create a volunteer record in CVS, and then notify the TASM to complete the request in CVS.
- The TASM will complete the application and return it to the operating project TA for verification and approval in CVS.
- The volunteer will be notified to report to the servicing DEERS/RAPIDS ID Card issuance facility for VOLAC issuance.
- Volunteer Access Cards expire after 180 days, but may be renewed automatically.
- At the end of a volunteer's service, the VOLAC card must be returned to a RAPIDS ID Card issuance facility for disposition, and access revoked in the CVS system.

3.5 VOLUNTEER SERVICES AGREEMENT FOR NATURAL RESOURCES AGENCIES, OF 301A

After the volunteer is matched to a task or job description and has accepted an assignment, the Volunteer Coordinator will prepare a Volunteer Services Agreement for Natural Resources Agencies, OF 301a. This form will be used for all individual (short and long-term) and group voluntary services at District operating projects and offices, regardless of mission. This is the official document that legally enrolls an individual or group in the program and provides the volunteer with Federal protection in case of injury

or tort claim. It must be completed and signed prior to commencement of work for all volunteers, even for projects of only a few hours duration. Both the volunteer or organized group representative and the Volunteer Coordinator must sign the form.

Also, a complete, detailed description of the duties, conditions, and responsibilities should be attached to the Volunteer Services Agreement. Use the Volunteer Services Agreement Supplement (see appendix B) to record these details. This is important in case questions arise on whether the volunteer was acting within the scope of his/her assigned responsibilities. The document can be modified at any time by mutual consent, but it must accurately reflect the duties of the volunteer at all times. A copy of the agreement, along with any revisions or amendments, should be given to the volunteer for his/her records. The original should be retained by the Volunteer Coordinator for 6 years and 3 months. The inactive file is to protect against possible lawsuit or injury claim. All confidentiality practices that apply to Corps employees also apply to volunteers. See section 5.7 for more information. All reimbursable expenses must be approved and included in the Volunteer Services Agreement before the agreement is signed. See section 7 for more information.

The following paragraphs provide information on filling out specific sections of the Volunteer Services Agreement.

3.5.1 Contact Information

The top part of the form specifies the operating project or office site name, who the Volunteer Supervisor/project leader is, and records the volunteer's contact information.

3.5.2 Reimbursement

The reimbursement box on the top line is to record approved reimbursable expenses a volunteer incurs during the performance of their duties. Because there is very little room in this space to record reimbursements such as mileage, meals, and other incidental expenses, use the Volunteer Services Agreement Supplement that was developed to record approved reimbursements and other important information (see Description of Services to be Performed below).

3.5.3 Group

A list containing the name, address, and signature of each group member who will be participating must be attached. A Volunteer Services Agreement Group Registration is included in appendix B. The group leader is the person who completes the Volunteer Services Agreement, so circle 'Group Leader' in the 'Name of Volunteer' box. Upon signing the roster, each group member is enrolled into the volunteer program under the same stipulations found in the agreement. The roster must be completed before work begins. The group registration roster must be attached to the Volunteer Services Agreement. A copy is also provided to the group leader for their records.

3.5.4 Volunteers Under Age 18

Volunteers under the age of 18 must have a parent or guardian provide parental consent. For young volunteers who are group leaders or who volunteer individually (not as part of a group), the parent or guardian completes the information in the middle portion of the Volunteer Services Agreement. Volunteers included on a group roster must have a parent or guardian complete ENG FORM 4881-R, Parental Approval (see appendix B). However, if the group leader has already obtained a different signed parental release, the Volunteer Coordinator may accept the release in place of ENG FORM 4881-R. The ENG FORM 4881-R or the alternate parental release must be attached to the Volunteer Services Agreement. When taking action photos of volunteers who are minors, remember to have the parent/legal guardian complete the Consent to Photograph a Minor Agreement (see appendix B).

3.5.5 Emergency Contact

The volunteer, regardless of age, adds emergency contact information. For a group, the group leader provides emergency contact information.

3.5.6 Description of Service to be Performed

The section at the bottom of the page is to be completed by the Volunteer Coordinator. Because there is very little room in this space to record this important information, use the Volunteer Services Agreement Supplement to thoroughly document the services to be performed. Keep in mind that this section also specifies that a volunteer job description (if applicable) and job hazard analysis should be attached.

3.5.7 Vehicle

The bottom section specifies whether the volunteer will use a Government vehicle or personal vehicle. Volunteers must complete the Defensive Driving Course and carry a valid State driver's license to use a Government vehicle. See section 4.4 for more information about this course. The Volunteer Coordinator may authorize a volunteer to operate, for official use, Government-owned or leased vehicles, vessels, machinery, or other specialized equipment if deemed appropriate and beneficial. Volunteers must have the proper training, license, and/or experience in accordance with Corps operator permit policies and have an understanding of the safety requirements as deemed satisfactory by the supervisor and the Volunteer Coordinator before operating a Government-owned or leased vehicle, vessel, or equipment. Volunteers will have to obtain a Corps motorboat license prior to operating a boat. Government authorization policies apply to volunteers. A volunteer is liable for damages to Government property if the volunteer's negligence or willful misconduct is the proximate cause of the loss, damage, or destruction of the Government property.

3.5.8 Tort Claims, Injury Compensation, Background Investigation, Health/Mental Conditions

The volunteer must read the provisions on the second page, which explains that volunteers do not receive pay or leave and are only considered Federal employees for the purposes of tort claims and injury compensation. The volunteer is also authorizing the Corps to conduct a background check. The volunteer must indicate whether he or she has any limitations that could affect the provision of service. If the volunteer has limitations, relevant details must be explained to the Volunteer Coordinator. The Volunteer Coordinator may request that the volunteer complete a Standard Form (SF) 256, Self-Identification of Disability (see appendix B), or obtain a medical examination if there is a question regarding the volunteer's ability to perform assigned work. In special circumstances, the cost of medical examinations may be considered reimbursable incidental expenses. These circumstances should reflect the need for medical examination, the value of the voluntary services that the Corps would receive, and will require approval from the District Resource Management Office to ensure the expenditure is permissible. The volunteer and the Volunteer Coordinator validate the Volunteer Services Agreement by signing the form.

3.5.9 Acceptance/Termination of Agreement

The acceptance/termination line at the bottom of the form serves two purposes. It provides the Volunteer Coordinator with a means of officially terminating an agreement, if appropriate, and it provides a legal record of when an agreement was terminated in case of a lawsuit or injury claim. The Volunteer Services Agreement is valid throughout the volunteer's service with the Corps, and, unless the work description is drastically changed, is signed only once. The Volunteer Coordinator will keep a file of the completed agreement, with all attachments, and give a copy to the volunteer.

Best Practices – Volunteer Recruitment and Hiring



- 1. Do you have a plan for recruiting and advertising that engages all staff and volunteers?***
- 2. Is there a consistent method identified for interviewing potential volunteers?***
- 3. Is your process of matching a volunteer to a job personalized and fluid to ensure that the volunteer and the Corps benefit?***
- 4. Have you screened all applicants, checked references, and completed background checks as necessary?***
- 5. Does the Volunteer Services Agreement include all required details and attachments?***

SECTION 4 - ORIENTATION AND TRAINING

Once a volunteer has been signed up under the Volunteer Services Agreement, he or she needs orientation and training before starting work. Orientation consists of a planned introduction of volunteers to pertinent information about the Corps and the respective operating project or office where they will be working and how their job impacts the overall missions and goals. This gives the Volunteer Coordinator an opportunity to teach volunteers the importance of safety, how to maintain communications, and how to deal with emergencies.

Orientation is followed up with training by the Volunteer Supervisor commensurate with the type of job and length of proposed service. Long-term volunteers will need both orientation and training, while short-term volunteers are task orientated and will only need to be trained in specific work practices the day of the event. Keep in mind that volunteers will consider the orientation and most training experiences to be a personal benefit and, as such, part of compensation for the volunteer service.

4.1 LONG-TERM VOLUNTEER ORIENTATION

If long-term volunteers are viewed in the same capacity as staff members when they first report for duty, it will be easier to realize the need for orientation and training. When a new long-term volunteer reports for duty, the order of the day becomes orientation. The orientation is usually spread over a period of time and is an ongoing process, not just a 1-day event. Information should be given to the volunteer closest to the time it is needed.

A volunteer orientation packet should be developed and issued to the volunteer when they report for duty, or sent in advance if time permits. These packets may include the following:

- Welcome letter from the Volunteer Coordinator.
- Corps history and mission.
- Operating project or office organizational chart.
- Park Host/Campground Attendant/Visitor Center handbook, if applicable.
- Uniform standards.
- Volunteer code of ethics.
- Emergency contact lists.
- Project and park brochures, maps, and information sheets, if applicable.

An important tool to include in the packet is a booklet entitled *Volunteering for the U.S. Army Corps of Engineers*. This booklet gives the volunteer an introduction to the Corps organization, as well as some helpful information on administration of the volunteer program. This booklet and volunteer orientation PowerPoint presentations are located on the District's Volunteer Program SharePoint site.

The Volunteer Orientation Checklist found in appendix B is intended to help you plan for an orientation. Use it as a guide for what new volunteers need to know. You can customize this checklist to accommodate the unique characteristics of your project or office.

4.2 REVIEW PAPERWORK

Make sure each volunteer understands what paperwork they need to complete.

4.2.1 Tracking Volunteer Hours

The Volunteer Service Record, ENG 4882-R, shown in appendix B, is the only authorized method of reporting volunteer hours to the Volunteer Coordinator. Notes, voice and email messages, verbal agreements, etc. regarding volunteer hours will not be accepted. For volunteer groups, each member shall either complete an individual service record or each name should be listed under 'job title' and hours counted individually. For example, if a group of four volunteers works 3 hours, the group's total hours are 12.

At the end of the month or upon the completion of volunteer service, the records will be submitted by the Volunteer Supervisor to the Volunteer Coordinator, who will record the volunteer hours into OMBIL (see appendix C for detailed instructions) and give a copy to the volunteers for their records. Keep in mind that if you have an individual working through the Student Conservation Association, that person is considered a volunteer and their hours should be tracked and recorded.

4.2.2 Use of Government Property

Any Government property loaned to volunteers for use during their assigned work plan must be accounted for by using a Property Control Receipt, form NWW 735-1, signed by the volunteer and the supervisor. See appendix B for an example. Upon return of property, note any damage and indicate the date the property was returned on the receipt. Provide a copy of the loan receipt to the volunteer and give the original to the Volunteer Coordinator for the volunteer's personnel file.

4.2.3 Out-of-Pocket Expenses

Any reimbursable expenses must be identified on the Volunteer Services Agreement and pre-authorized by the Volunteer Coordinator. Common out-of-pocket expenses include meals or travel expenses. Explain that the volunteer must turn in receipts for out-of-pocket expenses and log local travel expenses on a Mileage Reimbursement Claim (see appendix B for form). See section 7 for detailed information about reimbursements.

4.3 EMPHASIZE SAFETY

The same safety and security training and briefings provided to Corps personnel in a given circumstance will also be provided to volunteers. This should include the review

of an Activity Hazard Analysis (AHA) and/or Position Hazard Analysis (PHA). In other words, treat volunteers just as you would staff members. This must be especially true in the area of safety. The project or District office safety officer should be consulted to assure that all volunteers meet the applicable safety requirements (EM 385-1-1, NWWOM 385-1-1, etc.). When possible, volunteers should be encouraged to join staff for the project's monthly safety meeting.

A Volunteer's Guide to Working Safely is an excellent safety booklet designed specifically for volunteers. The Volunteer Coordinator should have a supply of these on hand so that one can be issued to each volunteer. Volunteers should be encouraged to keep this booklet available for ready reference on the job. This will serve to reinforce the Corps' safety emphasis. A link to an electronic copy of this booklet can be found on the Corps NRM Gateway, at the bottom of the page: <http://corpsslakes.usace.army.mil/employees/policy.cfm?Id=volunteer&Code=All>, and is also available on the District Volunteer Program SharePoint site.

4.3.1 Position Hazard Analysis/Activity Hazard Analysis

Volunteers who have PHAs or AHAs should review them before training begins. Training must be thorough enough so that the volunteer realizes the hazards involved, knows how to protect him or herself from the hazards, and understands the proper procedures necessary for safe completion of the task. Be clear about who the volunteer should contact for safety related concerns and introduce the safety officer.

4.3.2 Accident Reporting Requirements

Sometimes, despite the most intensive safety efforts, a volunteer may be involved in an accident. In cases that result in personal injury or property damage, the same emergency actions and reporting procedures applicable to Corps personnel will be undertaken regarding volunteers. Make sure that your safety officer is alerted so that the appropriate forms can be submitted.

4.4 CERTIFICATION, LICENSING, SPECIALIZED TRAINING

Another important consideration of the safety program for volunteers is the assurance that volunteers are properly trained for any specialized task or for the operation of any specialized equipment, vehicles, or vessels. It is the responsibility of the Volunteer Coordinator to certify that volunteers are proficient in the operation of any equipment assigned and that they meet the same licensing requirements that are applicable to Corps staff. All training must be noted on the volunteer's job description. Some common examples follow.

4.4.1 Surety Bond

Volunteers are authorized to sell permits and collect fees from the public at campgrounds, day-use facilities, visitor centers, administration offices, and other locations where fee collection is normally performed as a Government function. The Volunteer Coordinator will ensure that volunteers sign a liability statement (see Handling

Government Funds & Collecting Fees from the Public in appendix B) that they accept the risk and liability of handing Government funds. The Volunteer Coordinator will also ensure that volunteers are properly trained in accordance with Engineer Pamphlet 1130-2-429. Volunteers must also obtain a surety bond from a federally approved bonding institution for any loss of Government funds.

A surety bond is not a grant of relief for the volunteer nor does the Corps relinquish its rights against the bond or volunteer in a non-negligent loss case. Volunteers are required to furnish the Volunteer Coordinator with proof of bond. Inability to obtain a bond will be grounds for disqualification. Volunteers can be reimbursed for their cost of a surety bond as an incidental expense.

4.4.2 Defensive Driving Course

This course is offered online. Email the District Safety Office with the volunteer's name and they will set up the online course: <https://drivethru.fas.gsa.gov/drivethru/fdt9001/>. This course must be completed by any volunteer who will drive a Government vehicle. A Volunteer Defensive Driving Certificate can be found in appendix B and on the District's Volunteer Program SharePoint site.

4.4.3 First Aid and CPR Certification

Operating project staff should receive this training through the operating project Safety Officer annually. Allow volunteers to join you or look into having a course just for volunteers. Contact your local Red Cross chapter for more information and course options.

4.4.4 All Terrain Vehicle Operators

This course must be completed by any volunteer utilizing all-terrain vehicles (ATV), Mules, Gators, or other off-road vehicles. Check with local trainers for courses.

4.4.5 Motorboat Operator Licensing Course

This course is available for any volunteer operating a vessel; however, it is not required for passengers in a vessel. Note that space in this course is reserved for employees first.

4.4.6 Training for Specialized Tasks

Videos can be obtained through the District Safety Office or the District Library that cover safe operation of hand, power, electric, pneumatic, and hydraulic tools. An experienced operator should observe volunteers safely operating and give needed instruction before allowing them to operate independently. Mowing considerations and hazards also need to be addressed.

4.5 TRAINING

Training is considered a necessity to ensure that the Corps receives maximum benefits from its volunteers. No volunteer should be thrown into a job “cold.” Everyone should at least be provided with essential training to perform the tasks they have been assigned to do as volunteers. For long-term volunteers, an individual training plan will be used to insure adequate training is afforded. Short-term voluntary services may not require an individual training plan. However, it should be noted that some minimal training is necessary. Training will be performed by the Volunteer Supervisor. Introduce volunteers to their supervisor and make clear who they should contact if they have questions or safety concerns.

4.5.1 Long-Term Volunteer Training

The best way to determine training requirements for long-term volunteers is to develop an individual training plan for each volunteer. Sit down with long-term volunteers and discuss the work they will be doing and their current skills. After determining the work skills and safety practices they need, develop a training plan. This plan will indicate the types of training needed for specific job duties as well as where, when, and how the training will be provided. A Long-Term Volunteer Individual Training Plan can be found in appendix B.

4.5.2 Short-Term Volunteer Training

Many volunteers donate their time for a short-term project, such as an Earth Day seedling planting or trash cleanup. These projects are task orientated and volunteers need to be trained in specific work practices. Volunteer Supervisors do not conduct training before these projects; instead, they wait until the individual or group is ready to do the work, then they discuss the following topics:

- Description of the project.
- Goals for the day.
- Skills instruction.
- Proper use of tools.
- Safety and the AHA.
- Personal protective equipment.
- Emergency evacuation plan (including radio protocol and contact information).

This training does not take long, and the entire group is trained at once. Because the training is minimal, the volunteers will not be able to work independently. The Volunteer Supervisor will have to work with them to ensure safe work practices and quality work.

VOLUNTEER TRAINING – BEST PRACTICES



- 1. Is everything in place before the volunteer begins (required training, paperwork, safety precautions, etc.)?***
- 2. Has the volunteer been provided with the proper orientation material/packet?***
- 3. Has the volunteer been introduced to people he or she will work with or might need to contact (safety officer, etc.)?***
- 4. Has the volunteer been informed about key subjects identified on the Volunteer Orientation Checklist?***
- 5. Has an Individual Training Plan been developed for each long-term volunteer, and have they completed required training?***
- 6. Is the volunteer thoroughly familiar with the area?***

SECTION 5 - SUPERVISE AND RECOGNIZE

5.1 SUPERVISE TO MOTIVATE

Now that a volunteer has been placed in a position that benefits both the Corps and the volunteer and has received the appropriate orientation and training, keep the positive momentum going. Supervising volunteers is one of the most critical aspects of the District Volunteer Program. The lack of effective supervision is one of the reasons many volunteer programs fail. Identify supervisory channels for the volunteer and clearly describe the work to be accomplished. Supervisors should assign tasks and follow up on assignment completion. A clear chain of command is essential for all volunteers, regardless of the amount of time the volunteer is to serve. The volunteer must know who will be giving direction and to whom problems or questions should be directed.

Traditionally, Corps supervisors have been trained to supervise and motivate paid staff members. However, many of the rules and techniques that apply to these individuals do not apply to volunteers. Volunteers seek many of the same rewards from the workplace as paid staff members. The basic difference is that employees must come to work and perform in order to keep the financial security that employment affords. Volunteers are under no financial pressure to show up or to perform. They do so for the pure satisfaction of the experience.

Volunteer Supervisors should supervise under the principle that volunteers will be provided a work environment which is, in all respects, equivalent to that provided Corps employees performing similar duties. This helps ensure that volunteers will feel like part of the team. Many times that feeling is more important than any other benefit that can be offered. See section 1.5.6 for more information and available resources on supervision.

Communication is vital to any supervisory relationship, including volunteers. Volunteers must have frequent feedback from supervisors regarding their work. Successes must be praised and mistakes must be tactfully corrected. It is extremely important that the volunteer get substantial feedback from the supervisor regarding strengths and weaknesses. See section 5.3 for more information about volunteer evaluations.

5.2 RECOGNITION AND AWARDS

There may be occasions in which a volunteer may receive recognition and awards. As stated in ER 1130-2-500, Chapter 10, paragraph 10-2.q:

Projects are encouraged to show appreciation for volunteer services received. Volunteers may be issued a certificate of appreciation to acknowledge their service. Other items such as celebration meals, appreciation gifts, or cash awards are not authorized for purchase with appropriated funds for volunteers, but may be donated to Friends groups, cooperating associations, or other partners to recognize outstanding

volunteer efforts. Volunteers may be eligible for Department of Defense Public Service Awards. Volunteer coordinators/supervisors may also nominate their volunteers for special awards of appreciation by sources outside the Corps. Special Act Awards are not authorized for volunteers.

Awards and other forms of recognition take on additional importance in a program where participants are not compensated monetarily. Appreciation of a volunteer's time and effort has been stated time and time again as the best way to keep volunteers coming back and to attract new volunteers. Articles in local media, Corps publications, bulletins, radio and television are just a few ways volunteers can be recognized. Going with your volunteer to lunch, arranging a movie day together or giving a special "thank you" to an individual at a staff-wide meeting can be very rewarding to a volunteer as well. Good records will indicate when volunteers have surpassed milestones set up for various volunteer awards.

The following are methods of recognition for a Volunteer Supervisor or Coordinator to consider, and are often a part of an effective volunteer recognition and awards program. Note that volunteer identification apparel cannot be used as a way to recognize or reward volunteers for their service. Get to know your volunteer and find the best way to recognize them.

5.2.1 Everyday Appreciation

Recognition and appreciation of volunteers must be inherent in the everyday interaction by USACE staff. Frequent, but deserved expressions of appreciation are the first step.

5.2.2 Thank You Cards

Upon completion of service, volunteers may receive Thank You Cards from their supervisors thanking them for their volunteer work. References to long-term impacts and benefits resulting from their work are encouraged. It is recommended that these cards be handwritten with a personalized message and sent in the mail. The card should be mailed within 3 days of the completion of hours. Thank you cards should be an ongoing practice; additional cards throughout the volunteer's length of service are encouraged. If possible, a photo of the volunteer performing volunteer service should be sent with the card.

5.2.3 Certificates and Letters of Appreciation

Volunteers may be issued a certificate of appreciation for their voluntary service. Locally designed certificates may be used. Be creative and use words and photos that relate specifically to the volunteers work and accomplishments. A letter of appreciation may also be issued with a certificate. Having both the certificate and letter signed by the District Commander is a great way to communicate to a volunteer that his/her service is highly commendable. Also, having the District Commander present the certificates and letters to volunteers lets them know how much appreciation the Commander has for one of the Corps' greatest assets, its volunteers. Examples of

certificates and letters of appreciation are available on the District's Volunteer Program SharePoint site.

5.2.4 Volunteer Annual Day Use Pass Program

After serving 100 hours of service, the volunteer will be eligible to earn a Volunteer Annual Day Use Pass from the project where they reached their 100th hour. The purpose of this program is to support and recognize volunteers who have served the Corps in an exemplary way and encourage their visitation and use of Corps parks. Volunteers will be verified and entered by the Volunteer Coordinator into a centralized database. Information about the program is on the Natural Resources Management Gateway at <http://corpslakes.usace.army.mil/employees/volunteer/volunteer.cfm>.

5.2.5 Publications

Volunteer work may also be recognized, individually or in general, in publications such as the District's *Intercom*, local newspapers, or the operating project's Web site. Articles/news releases in these venues serve not only to recognize achievements, but also to recruit other volunteers. All volunteers are eligible for this type of recognition. Articles/news releases will be generated by the project Volunteer Coordinator and, when advised, by Volunteer Supervisors. Close coordination with the District Public Affairs Office is required when publications are involved.

5.2.6 Volunteer Hall of Fame Board

Operating projects may establish a Volunteer Hall of Fame board for display in a visitor center or field office. For a certain number of hours worked, the volunteer's name and photo could be added to the display board for a 12-month period. As the volunteer's number of hours increase, the appropriate backing (example bronze, silver, gold, diamond) may be applied to the name and/or picture. The Volunteer Coordinator will be responsible for tracking each volunteer's classification and making the appropriate revisions to the volunteer board.

5.2.7 Workamper

During the fall season, *Workamper* will solicit volunteer nominations for their national recognition. This solicitation will be requested from only those organizations or projects who advertise in their magazine. It is a simple request for information (no form), and if selected, the volunteer will be recognized in a *Workamper* magazine article.

5.2.8 National Award

The highest level of recognition award available for volunteer work is the Take Pride in America President's Award. Volunteers with 4,000 or more hours of service are eligible and will receive a signed certificate and letter from the President. Individuals from groups may count their individual hours, but volunteer groups are not eligible for this award.

5.2.9 President's Volunteer Service Awards Web Site

There is a small cost for awards, but operating projects and headquarters offices could use donation monies to purchase these:

<http://www.presidentserviceawards.gov/index.cfm>

5.2.10 Energize, Inc.

This is another Web site with ideas for recognizing volunteers:

<http://www.energizeinc.com/ideas.html>

5.3 EVALUATION OF VOLUNTEERS

Experienced leaders and directors of volunteer programs have observed over and over again that lack of feedback and direction can drain the energy from a volunteer program. In addition to supervising in a positive and motivating manner, it is important to provide frequent feedback regarding each volunteer's work. Long-term volunteers should be evaluated at least one time during the recreation season and again at the end of the season. Short-term volunteers may be evaluated as the supervisor deems appropriate.

The evaluation session should be a two-way meeting between the volunteer and the Volunteer Supervisor. The evaluation process is the specific feedback of a volunteer's performance based on the expectations outlined in the job description. This is an opportunity for the supervisor to talk about the volunteer's performance, giving praise and possible suggestions for improvement. Feedback should be constructive, friendly, and directly related to the tasks the volunteer has done. It should also be an opportunity for the volunteer to talk about how his/her participation can be enhanced, which might even include discussion on moving to a new volunteer position/location.

See appendix B for a Volunteer Evaluation worksheet. Once an evaluation is completed, the Volunteer Supervisor will review it with the volunteer and provide a copy to the volunteer and the Volunteer Coordinator for the file and database.

5.4 VOLUNTEER END OF SERVICE

Upon completion of the volunteer's service, all forms and paperwork are to be submitted to the Volunteer Coordinator directly by the Volunteer Supervisor or postmarked by the volunteer shortly after the service has ended. The Volunteer Coordinator will also keep hardcopy files for 6 years and 3 months.

Accurate records of each volunteer's time shall be kept in his/her personnel file. They will assist you in keeping up with your recognition program and provide the required fiscal year end data you will need.

It is requested that volunteers who intend to resign provide advance notice of their departure and a reason for their decision. Exit interviews, when possible, should be conducted with volunteers who are leaving their positions. The interview should

ascertain why the volunteer is leaving the position, suggestions the volunteer may have to improve the position, and the possibility of involving the volunteer in some other capacity at the present time or in the future.

5.5 VOLUNTEER TERMINATION

Failure to comply with any of the guidelines, term and/or conditions agreed upon may be grounds for termination of the volunteer agreement. While the Volunteer Services Agreement allows for termination at any time without cause, it is important to counsel the individual to maintain the credibility of the program. No volunteer shall be terminated until the volunteer has had an opportunity to discuss the reasons for dismissal with the Volunteer Coordinator.

The following steps will be taken when a problem arises.

Step 1. At the time of observation, the volunteer will be made aware of the problem and asked for compliance.

Step 2. The problem will be documented in a Memo for Record (MFR) and a copy will be added to the volunteer's personnel file.

Step 3. If the issue is not corrected or is of a severe nature, the Volunteer Coordinator, Volunteer Supervisor, and volunteer will meet. The incident will be further discussed and efforts made to find a solution that can be agreed upon by all parties.

Step 4. If the situation does not get resolved, termination of the volunteer agreement will be made. In extreme situations where no solution can be reached, or after three incidents, volunteers may be terminated with a written letter from the Volunteer Coordinator. Termination will be immediate upon presentation of a termination letter that formally cancels the Volunteer Services Agreement. Make sure the termination letter thanks the volunteer for positive contributions to the program and be very explicit on the reasons for termination. The signature block below the "Termination of Agreement" section of the Volunteer Services Agreement form needs to be signed by the Volunteer Coordinator when the agreement is terminated. Volunteers at campsites must clean, restore, and vacate their sites within 24 hours.

A copy of the completed Volunteer Services Agreement should be given to the individual volunteer or group leader for his/her records. The original should be kept in an active file for the period of the volunteer service. After termination of the service, this form should be kept in an inactive file for 6 years and 3 months in case it is needed in a lawsuit or injury claim.

5.6 VOLUNTEER EXPERIENCE EVALUATION

Volunteers should also have the chance to give feedback on the volunteer program. See appendix B for a Volunteer Experience Evaluation that can be revised to fit your needs. The goal is to determine the success of the volunteer program. Upon

completion of the volunteer's service, the volunteer is given the evaluation by his/her supervisor.

5.7 CONFIDENTIALITY

All volunteer personnel records are confidential and must be kept in a locked cabinet or safe with restricted access. Any paperwork that includes sensitive information (Social Security number, driver license number, etc.) shall be kept under lock and key at all times. Only the Volunteer Coordinator and the volunteer to whom the file pertains should have access.



SUPERVISION AND AWARDS – BEST PRACTICES

- 1. Does the Volunteer Supervisor have the management tools to supervise the volunteer?***
- 2. Is there a process in place to recognize and award volunteers?***
- 3. Do you have a plan for providing ongoing feedback about the volunteer's work? For long-term volunteers, do you have an evaluation process?***

SECTION 6 - VOLUNTEER CLOTHING

Volunteers may be provided official Corps volunteer clothing items. As stated in ER 1130-2-500, Chapter 10, paragraph 10-2.p:

Clothing items may be provided only if essential to a volunteer's specified duties, such as in cases where clothing items are needed for safety reasons or when volunteers must be easily identifiable to Corps employees or the public. Clothing items may not be provided if intended solely to increase morale or aid in volunteer recruitment and retention. Proper volunteer identification substantially contributes to the volunteer's ability to safely and effectively perform official duties in support of the Corps Civil Works program.

Volunteers who have frequent contact with the public and provide ongoing services should be easily recognized as Corps volunteers. The Volunteer Coordinator must ensure that the Volunteer Services Agreement (for short-term volunteers) or job descriptions (for long-term volunteers) identify the clothing items to be provided to each volunteer. For instance, tour guides and visitor center attendants may be provided a complete volunteer uniform. Relatively long-term maintenance volunteers may be provided a ball cap and name tag. Short-term volunteers who do not come into contact with visitors may not need to be identified. While clothing items are assigned to a volunteer, the volunteer is responsible for the proper care of the apparel, including applicable cleaning. Volunteers will not be reimbursed for cleaning costs.

6.1 TYPE OF CLOTHING

Clothing items may be provided only if essential to a volunteer's specified duties, such as in cases where clothing items are needed for safety reasons or when volunteers must be easily identifiable to Corps employees or the public. Clothing items may not be provided if intended solely to increase morale or aid in volunteer recruitment and retention.

6.1.1 Polo Shirt

The polo shirt should be reserved for volunteers who provide ongoing service in a public position, including park hosts, maintenance, campground attendants, tour guides, and visitor center staff. The short-sleeved shirt comes in tan, red, and white, with the NRM Volunteer patch located on the front left breast. The long-sleeved polo shirt is appropriate for volunteers who work outside in inclement weather or during cooler evenings. The long-sleeved shirt comes in red and white, with the NRM Volunteer patch located on the front left breast.

6.1.2 Vest

A vest can be used by a volunteer whose activities often require them to engage with the public. Vests are suitable for short-term volunteers who have frequent contact with

the public, such as volunteers who work special events, shows, and projects. The vest comes in red and tan, with the NRM volunteer patch located on the front left breast.

6.1.3 Hooded Jacket

The hooded jacket is appropriate for volunteers working during cold months or during cooler evenings. Volunteers working during inclement weather include park hosts, campground attendants, tour guides, visitor center staff, and maintenance workers. The hooded jacket is red with a full front zipper and NRM Volunteer patch located on the front left breast.

6.1.4 Nameplate

A nameplate is required for any volunteer who interacts with the public. The nameplate should be red plastic with white text. The volunteer's first name should be centered with the volunteer's title below the name. The nameplate should be worn on the right side of the polo shirt, hooded jacket, or vest.

6.1.5 Ball Cap

The ball cap may be worn if warranted by conditions (i.e., hot or cold weather) or if the volunteer is assisting a park ranger during boat patrol. The ball cap comes in red or two-tone (beige with summer khaki or black with summer khaki) with the NRM patch located on the front center. Other clothing items and/or nametag may be worn with a ball cap.

6.2 BUYING AND STOCKING CLOTHING ITEMS

The Volunteer Coordinator is responsible for purchasing and managing volunteer clothing and ensuring that proper clothing components are provided for each type of volunteer.

6.2.1 Purchase

The Volunteer Coordinator will purchase all clothing items from the Corps uniform provider; see the Volunteer Identification Apparel form in appendix B for photos and prices. Funding to purchase volunteer identification apparel comes from each operating project budget. Use of the Government purchase card is acceptable.

Volunteers are not authorized to wear the Corps NRM uniform patch or any other item of the official NRM Class A-B-C Park Manager/Ranger uniform.

6.2.2 Quantity

A volunteer may be provided with several different clothing items suited for a variety of duties and weather conditions as warranted by his/her job responsibilities, as identified in their job descriptions. Multiple quantities of specific clothing items may be provided to allow the volunteer to maintain a neat and clean appearance each day.

6.2.3 Supply and Inventory

Each operating project should maintain an adequate stock of volunteer apparel consisting of a variety of items in different sizes, including vests, hooded jackets, short and long sleeve polo shirts, ball caps, patches, and blank nameplates. However, no office or operating project should attempt to carry a stock that exceeds the needs of their volunteer program.

6.2.4 Returned Items

Volunteer clothing items must be returned to the Volunteer Coordinator upon completion of the volunteer service period. If apparel becomes damaged, soiled, or wears out from use, it shall be properly destroyed by the Volunteer Coordinator.



Best Practices – Volunteer Clothing

- 1. Are all clothing or identification items specified in the job description and the Volunteer Services Agreement?***
- 2. Does your office or operating project have an adequate supply of clothing items on hand, based on the job descriptions?***

SECTION 7 - VOLUNTEER REIMBURSEMENTS

7.1 IDENTIFICATION OF REIMBURSABLE EXPENSES

Certain expenses, as stated in ER 1130-2-500, Chapter 10, paragraph 10-2.n., may be reimbursed:

Volunteers may be reimbursed for actual out-of-pocket expenses they incur in performing voluntary service when approved in advance and identified on the individual's Volunteer Agreement. Reimbursement is not required. Such expenses might include, but are not limited to, local transportation costs, meals during duty hours, and personal safety equipment.

The Volunteer Coordinator, with the input of the Volunteer Supervisor for a specific job description, determines those expenses that are reimbursable. When identifying reimbursable expenses, the Volunteer Coordinator should take into account that one of the main purposes of a volunteer program is to generate O&M savings. With that in mind, the Volunteer Coordinator and the volunteers should enter into agreements with the understanding that reimbursement is not mandatory and reimbursements should not be viewed as a form of salary. Many volunteers do not want or need reimbursement for their out-of-pocket expenses; others could not volunteer without some financial assistance. Therefore, determining those expenses that will be reimbursable should be handled on a case-by-case basis.

In order to protect volunteers and exercise proper stewardship of Government resources, the specific expenses that are reimbursable for each volunteer must be identified and approved in advance and documented on the Volunteer Services Agreement (see section 3.5). The Volunteer Coordinator must be very specific about each approved reimbursable expense, but because the "Reimbursement" field at the top of the Volunteer Services Agreement has very little space to record this important information, use the Volunteer Services Agreement Supplement (see appendix B) to thoroughly document approved reimbursements. If unforeseen expenses are to be reimbursed after the agreement is signed, revise the agreement and re-sign as needed.

7.1.1 Enter Volunteer into CEFMS

Every volunteer who will have reimbursable expenses must have their information entered into CEFMS as soon as the agreement is signed. The Volunteer Coordinator needs to send, via an encrypted email, a completed copy of the Request to Enter Volunteer into CEFMS form (see appendix B) and a signed copy of the Volunteer Services Agreement to the Resource Management CEFMS data manager requesting that the volunteer be entered into CEFMS. The address provided on this form will be where the volunteer's reimbursement check will be mailed. It is recommended that a volunteer's reimbursement check be mailed to his/her assigned operating project or office.

7.1.2 Long-Distance Travel

Reimbursement of a volunteer's long-distance travel requires the District Commander's authorization, as stated in ER 1130-2-500, Chapter 10, Paragraph 10-2.n.(2):

Long distance travel expenses may be reimbursed in cases where it can be shown that the services of the volunteer will be of exceptional value to the Corps, and then only with the approval of the District Commander or their delegated authorized official. Such long distance travel must be accomplished under the authorities of Invitational Travel Orders issued pursuant to the Joint Travel Regulation (JTR)/Joint Federal Travel Regulations (JFTR) Appendix E and may be approved at the District level. The rate that volunteers may be reimbursed for long distance travel will not exceed the amount identified under the JTR for Government employees under similar circumstances.

Long-distance travel reimbursement may be used if a volunteer is sent to training, a conference, or when his/her work requires overnight travel. A volunteer may also be reimbursed for long-distance travel from his/her residence to a duty station and for the return trip. Payment on the return trip is based on fulfillment as stated on the Volunteer Service Agreement, and cannot be more than the miles as stated it took on arrival.

Travel costs are reimbursed on a predetermined mileage rate. The rate will not exceed the amount identified under the JTR for Government employees under similar circumstances. The General Services Administration (GSA) mileage reimbursement rate can be found here: <http://www.gsa.gov/portal/category/100000>. As of January 1, 2014, the rate is \$0.56 per mile.

Step 1. Prior to the volunteer incurring any long-distance mileage, the operating project Volunteer Coordinator will submit the following documents (see appendix B) through their OPM to the District Volunteer Coordinator, who will review the request and, if complete, forward to the Executive Office for the District Commander's approval. For a headquarters' volunteer, the District Volunteer Coordinator will prepare and submit the documents directly to the Executive Office.

1. Request for Invitational Travel Orders Approval.
2. Long-Distance Travel Cost Benefit Memo.
3. Copy of signed Volunteer Services Agreement, OF 301a.

Confirmatory (after the fact) Invitational Travel Orders will not be processed.

Step 2. Once the District Commander approves the request, it will be forwarded to Resource Management, who will verify that the volunteer has been entered into CEFMS. Resource Management will then return the request to the District Volunteer Coordinator, who will email it back to the operating project Volunteer Coordinator so that the invitational travel order can be processed.

7.1.3 Local Travel

Local travel (mileage for a personal vehicle used for Corps purposes) may be reimbursed. Authorization for local travel must be identified on the Volunteer Services Agreement. This option should be used if volunteers are required to drive their personally owned vehicle to work at a local Corps event or near the operating project or office while performing the assigned duties identified in their Volunteer Services Agreement. Reimbursement for transportation expenses to and from the volunteer's place of residence may also be considered reasonable if, as a minimum, they are within the normal commuting distance from the work site. Volunteers needing reimbursement for local mileage will be added to CEFMS and Local Travel Vouchers processed, as with Corps employees. Volunteers receiving routine reimbursement for local travel may sign up for direct deposit in the same manner as employees.

Local mileage reimbursement will be paid at the current middle rate (i.e., Government Owned Vehicle available) as identified by GSA. The current middle rate can be found on the following Web site: <http://www.gsa.gov/portal/category/100000>. As of January 1, 2014, the current rate is \$0.235 per mile.

Step 1. The Volunteer Supervisor will issue a Volunteer Local Mileage Reimbursement Claim (see appendix B), to the volunteer prior to incurring authorized local mileage. Volunteers are to log only those miles driven while performing assigned duties identified on their Volunteer Services Agreement.

Step 2. At the end of the month or term of service, whichever is first, the volunteer will submit the completed claim form to the Volunteer Supervisor, who will make a copy for the volunteer and forward the form to the Volunteer Coordinator.

Step 3. The Volunteer Coordinator will submit the volunteer's completed form to the administrative officer and request that a Local Travel Voucher be processed in CEFMS.

7.1.4 Meals and Other Incidental Expenses

The only time a volunteer can be reimbursed for the cost of food and beverages is when such expenses are incidental to the rendering of their voluntary service. A volunteer has to work at least 4 hours a day before the cost of a meal can be considered for reimbursement. The reimbursement for daily meals will not exceed the allowed cost for lunch as determined by the local JTR rates. Meals and beverages provided for a recognition event are not incidental to the rendering of volunteer services and are therefore not permissible. Any food or beverages purchased must be reviewed and approved by Resource Management and documented appropriately (i.e., email, Memorandum for Record, or by telephone).

Step 1. The volunteer submits expense receipts to the Volunteer Supervisor within the first 10 days of each month. The receipts must contain only those items for which reimbursement is expected.

Step 2. The Volunteer Supervisor will forward the receipts to the Volunteer Coordinator, who will verify that the expenses are approved, as indicated by the Volunteer Service Agreement.

Step 3. The Volunteer Coordinator will document the incidental expenses on SF 1164, Claim Reimbursement for Expenditures on Official Business (see appendix B), and attach all expense receipts to the form.

Step 4. The Volunteer Coordinator will submit SF 1164 to Resource Management for review. If the documentation is determined to be acceptable, the payment will be certified and a check will be sent to the address on SF 1164.

7.1.5 Campsite/Living Quarters Provided to Volunteer

Volunteers may be provided campsites at operating projects where their voluntary service occurs and not be required to pay a user fee. Waived camping fees will be offered on a case-by-case basis according to number of volunteer hours completed, service value, quality of work, commuting distance, and available sites. The Volunteer Coordinator will be responsible for determining eligibility and will coordinate needs with park attendants. If volunteers are housed in Government quarters, they shall not normally be charged for such occupancy. Such accommodations should be noted on the Volunteer Services Agreement.

Best Practices – Volunteer Reimbursements



- 1. Are all expected reimbursable expenses approved in advance clearly identified on the Volunteer Services Agreement?**
- 2. Do you have a process for the timely submission of required information to enter the volunteer in CEFMS?**
- 3. Are Invitational Travel Orders being approved and used for the reimbursement of long-distance travel? Is there verification that the volunteer's services are of exceptional value to the Corps?**
- 4. Is local travel being recorded on the Volunteer Local Mileage Reimbursement Claim and reimbursements processed as a Local Travel Voucher?**
- 3. Are meals and other incidental expenses submitted on SF 1164, with receipts attached, on a regular schedule as determined by the operating project or office?**

SECTION 8 - VOLUNTEER PROGRAM EVALUATION

Evaluation of the volunteer program at the operating project and District office levels provides important information not only to the office or operating project, but also to the District Volunteer Program as a whole. Determining positive and negative outcomes will help continually improve processes and meet established goals. Over time, the periodic evaluations demonstrate the program's effectiveness, benefits, and challenges. Showing how the program has improved and how it has provided increasing benefits over time can be a powerful justification for continuing the program. Evaluations also provide a record of lessons learned for future Volunteer Coordinators.

There are several types of evaluations that may be used to form a complete picture of the volunteer program and identify whether the program goals are being met: Volunteer Experience Evaluation; Volunteer Program Evaluation Worksheet; a list of completed tasks from the Volunteer Needs Assessment; reports depicting monetary savings/losses and net benefits; and personal feedback. These types of evaluations are further described in the following sections. Each operating project and office can create the type of evaluation process that works best for their site.

8.1 VOLUNTEER PROGRAM EVALUATION WORKSHEET

The Volunteer Program Evaluation Worksheet (see appendix B) is a way to get input at the operating project and headquarters' office levels to evaluate the overall program. It helps determine whether all responsible team members are fulfilling their roles within the program. This worksheet should be completed on a yearly basis by each project and office, but may be completed more frequently.

8.2 VOLUNTEER NEEDS ASSESSMENT

Compiling and reviewing a simple list detailing the completion or lack of completion of the tasks identified on the Volunteer Needs Assessment is an easy way to determine if the volunteer program is meeting the operating project's or office's needs. It will also be helpful for determining monetary savings realized by volunteers from each site, as discussed below. The current year's needs assessment should reflect the previous year's program evaluation.

8.3 MONETARY BENEFITS

To determine the monetary benefits of a volunteer, the Value of Service Hourly Rate is subtracted by the cost of supplies and/or reimbursement costs. It is important to enter the Volunteer Value of Service Hourly Rate and Volunteer Hours in OMBIL. See appendix C for detailed instructions. The current year's volunteer value can be found on the NRM Gateway, Volunteer Program, Policies and Procedures Web site: <http://corpslakes.usace.army.mil/employees/policy.cfm?Id=volunteer&Code=All&View=Yes>.

A total hourly value shall be determined for each completed task. A comparison of this reported total hourly value, minus the cost of supplies for volunteers and/or reimbursement costs, will be used to determine the total value the Government gains from the use of volunteers to perform the task. For example, if two volunteers spend 4 hours each painting a bath house in one of the parks, and the paint and supplies cost \$44, the Project Value would be \$133.12, as calculated below (based on the fiscal year 2013 hourly rate of \$22.14).

Number of Volunteers		Number of Hours Worked		Hourly Rate	=	Total Hourly Value
2	X	4	X	\$22.14	=	\$177.12
Total Hourly Value		Supply/Reimbursement Costs			=	Project Value
\$177.12	-	\$44			=	\$133.12

8.4 PERSONAL FEEDBACK

Personal feedback from and about volunteers is as important to evaluating the volunteer program as the monetary benefits. Everyday stories – good reports from the public about a park host, a long-term project completed, a successful relationship with a staff member or other positive examples of volunteers as team members – can go a long way toward building future successes. Negative events and stories can also serve as lessons learned and provide evidence that a volunteer program has improved since those events. The following tips can be used to supplement the program evaluation in a personal way.

- Take the time during ranger meetings, volunteer meetings, safety meetings, and day-to-day activities to get feedback from all team members, and make sure staff and volunteers hear about how the team is becoming stronger.
- Keep copies of customer comment cards that mention volunteers, as well as newspaper articles, letters to the project office, and other personal testimonies of the positive – and negative – points of your volunteer program.
- Note trends in the feedback from volunteer evaluations (see section 5.6) and exit interviews and how they do or do not change in response to changes in the volunteer program.



Best Practices – Volunteer Program Evaluation

- 1. Have you identified the methods you will use to evaluate your volunteer program? Are you tracking these throughout the year?***
- 2. Do you ask for feedback from all volunteers?***
- 3. Do you understand how to enter information into OMBIL?***

SECTION 9 - RECORDKEEPING

Recordkeeping is of the utmost importance to the management of a successful volunteer program. Developing a recordkeeping policy helps provide consistency, accurate and updated records, as well as protection for the Corps from potential legal issues and liability. The more accurate and complete the personnel files, the better covered the Corps and the responsible staff members will be from liability for the negative actions of volunteers in the program. The Corps must be able to prove due diligence to safeguard all project resources and the public from danger.

The Volunteer Coordinator should become familiar with all of the forms and paperwork as shown in appendixes A, B, and C. Completing the Volunteer Coordinator Checklist may be helpful. These documents are also available for print at the District's Volunteer Program SharePoint site. See section 10 for additional resources.



Best Practices – Recordkeeping

- 1. Do you understand what records are required for each volunteer?***
- 2. Do you know where to find all applicable forms and related documents?***

SECTION 10 - REFERENCES AND RESOURCES

Title 36 Code of Federal Regulations (CFR), Chapter III, § 327, *Rules and Regulations Governing Public Use of Water Resource Development Projects Administered by the Chief of Engineers.*

U.S. Army, *Information Assurance*, Army Regulation (AR) 25-2.

_____. *Incentive Awards*, AR 672-20, Chapter 5, Performance Awards, and Chapter 9, Public Service Awards.

U.S. Army Corps of Engineers (USACE), *Partners and Support (Work Management Policies)*, Engineer Regulation (ER) 1130-2-500, Chapter 10, Volunteer Program.

_____. *Recreation Operations and Maintenance Policies*, ER 1130-2-550, Chapter 9, Recreation Use Fees.

_____. *Volunteer for America's Environment: A Shared Responsibility*, Engineer Pamphlet (EP) 1130-2-433.

_____. *Volunteer Coordinator's Handbook*, EP 1130-2-429.

_____. *Partners and Support (Work Management Guidance and Procedures)*, EP 130-2-500, Chapter 10, The Corps of Engineers Volunteer Program.

_____. *Recreation Operations and Maintenance Guidance and Procedures*, EP 1130-2-550.

_____. *Safety and Health Requirements*, Engineer Manual 385-1-1.

_____. *Natural Resources Management Gateway*:
<http://corpslakes.usace.army.mil/employees/volunteer/volunteer.cfm>.

_____. *"Techniques of Supervising"* booklet:
<http://corpslakes.usace.army.mil/employees/policy.cfm?id=volunteer&Code=All>.

_____. *Volunteer Clearinghouse*:
<http://www.usace.army.mil/Missions/CivilWorks/Recreation/VolunteerClearinghouse.aspx>.

_____. *Safety Manual*, Walla Walla District Office Memorandum (NWWOM) 385-1-1.

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

Workamper News: <http://www.workamper.com/>.

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN

APPENDIX A

Job Description Examples

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NWW Volunteer – Boat Patrol

Volunteers play a vital role for the U.S. Army Corps of Engineers (Corps). You are part of a team that includes volunteers, service contractors, park rangers, and other Corps staff. This team works together to conserve our national recreation resources and keep these valuable areas available to the public. In some cases, volunteers are the only contact the public has with the Corps. Boat patrol volunteers will be used as a second person for boat patrols made by park rangers, allowing us to increase our presence on the water to help ensure water safety.

Responsibilities

Arrive at the marina or boat ramp as scheduled, with properly fitted personal flotation device (PFD) and in the uniform provided. Ride in the boat, keeping eyes open for potential hazards and unsafe practices. Increase safety awareness through communication and lead by example anytime you are near the water or participating in water related activities. Provide valuable information on how to improve our programs by maintaining open communication with Rangers and Managers, passing on ideas for improvement gathered during daily contact with visitors.

Minimum Qualifications

- State Boater Education course certification or equivalent.
- First Aid and CPR Training (provided).
- Desire to promote boating and water safety.
- Desire to meet and interact with persons from varied backgrounds.
- Cognitive and verbal ability to answer visitor questions and communicate with other park personnel.
- Physical ability to operate boat equipment and handle safety equipment, lifting and carrying 30 pounds for 100 feet (position may require extended periods in the outdoors during adverse conditions such as heat, cold or rain).
- Visually able to spot safety hazards and take prompt appropriate action to correct in accordance with training provided.

Desired Experience

- Operation of various types of water craft.
- Use of water rescue equipment.
- Boat maintenance.
- Use and care of outboard engines.

NWW Volunteer – Boat Patrol, page 2

~~~~~  
**Background check required?** \_\_\_ Yes \_\_\_ No **Date completed**  
\_\_\_\_\_

**Activity Hazard Analysis (AHA)?** \_\_\_ Yes \_\_\_ No **(attach)**

**Position Hazard Analysis (PHA)?** \_\_\_ Yes \_\_\_ No **(attach)**

**Personal Protective Equipment (PPE)?** \_\_\_ Yes \_\_\_ No

**Type:** \_\_\_\_\_ **Provided by:** \_\_\_ Corps \_\_\_  
Volunteer

**Length of service, days of the week, and time of day work is to be done:**  
\_\_\_\_\_

**Campsite provided?** \_\_\_ Yes \_\_\_ No

**Other provided facilities, amenities, and equipment:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Clothing/Identification provided:**  
\_\_\_\_\_

**Out-of-pocket expenses and approved reimbursements:**  
\_\_\_\_\_

| <b>Training, Certification, Licensing</b> | <b>Required?</b> | <b>Date Completed</b> |
|-------------------------------------------|------------------|-----------------------|
| _____                                     | _____            | _____                 |
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| _____                                     | _____            | _____                 |
| _____                                     | _____            | _____                 |
| _____                                     | _____            | _____                 |

## **NWW Volunteer – Park Host, Ambassador**

Volunteer Park Host Ambassador, or greeters, play a vital role for the U.S. Army Corps of Engineers (Corps). As a Park Host, you are a part of a team that includes volunteers, service contractors, park rangers, management, and administration. This team works together to conserve our national recreation resources and keep these valuable areas available to the public. In many cases, Park Hosts are the first contact the public has with the Corps. Park Hosts are long-term volunteers who commit to an extended stay, usually 3+ months, at park campgrounds. A choice campsite is reserved at no charge for these volunteers during their commitment to a project.

### **Responsibilities**

Provide hospitality and customer service to park guests, assist in the upkeep of park facilities, and promote safe, responsible use of park amenities. Create a temporary community by fostering communication between park visitors and personnel. Help keep our parks friendly places for outdoor recreation and socialization. Provide valuable information on how to improve our parks by maintaining open communication with rangers and managers, passing on ideas for improvement gathered during daily contact with visitors.

### **Minimum Qualifications**

- Desire to work (minimum of 20 hours/week) and live in natural outdoor setting, with your own RV.
- Desire to meet and interact with people from varied backgrounds.
- Appearance should be neat and reflect positively on the Corps.
- Ability to remain calm in busy situation.
- Cognitive and verbal ability to answer visitor questions and communicate park rules.
- Physical ability to navigate camp loop and visit campsites (may require extended periods in the outdoors during adverse conditions such as heat, cold, or rain).
- Visually able to spot safety hazards and take prompt appropriate action to correct in accordance with training provided.
- Physical ability to lift 15 lbs and carry 25 feet.

### **Desired Experience**

- Customer service or work with the general public, especially children and elderly.
- Previous park or outdoor recreation experience as an employee or volunteer.
- Knowledge of campfire activities, teaching experience, ability to host or lead interpretive programming.
- Skills to troubleshoot and fix basic electrical or plumbing problems.
- Previous RV experience.

*NWW Volunteer – Park Host, Ambassador*

~~~~~  
Background check required? ___ Yes ___ No Date completed _____

Activity Hazard Analysis (AHA)? ___ Yes ___ No (attach)

Position Hazard Analysis (PHA)? ___ Yes ___ No (attach)

Personal Protective Equipment (PPE)? ___ Yes ___ No

Type: _____ Provided by: ___ Corps ___ Volunteer

Length of service, days of the week, and time of day work is to be done:

Campsite provided? ___ Yes ___ No

Other provided facilities, amenities, and equipment:

Clothing/Identification provided:

Out-of-pocket expenses and approved reimbursements:

Training, Certification, Licensing	Required?	Date Completed
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_____	_____	_____
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NWW Volunteer – Park Host, Maintenance

Volunteer Park Hosts (maintenance) play a vital role for the U.S. Army Corps of Engineers (Corps). As a Park Host, you are a part of a team that includes volunteers, service contractors, park rangers, management, and administration. This team works together to conserve our national recreation resources and keep these valuable areas available to the public. In some cases, volunteers are the only contact the public has with the Corps. Park Hosts are long-term volunteers who commit to an extended stay, usually 3+ months, at park campgrounds. A choice campsite is reserved at no charge for these volunteers during their commitment to a project.

Responsibilities

Upkeep of park facilities such as bath houses, playgrounds, campsites, trails, and natural areas. This requires cleaning and inspection of facilities for repair needs, repairing facilities, mowing, weed eating, and other environmental conservation techniques. Help create a temporary community by fostering communication between park visitors and personnel. Help keep our parks friendly places for outdoor recreation and socialization. Provide valuable information on how to improve our parks by maintaining open communication with rangers and managers, passing on ideas for improvement gathered during daily contact with visitors.

Minimum Qualifications

- Desire to work a minimum of 20 hours per week and live in a natural outdoor setting, with your own RV.
- Desire to meet and interact with people from varied backgrounds.
- Cognitive and verbal ability to answer visitor questions and communicate with other park personnel.
- Physical ability to operate mowing and maintenance machinery, lift and carry 30 pounds for 100 feet (position may require extended periods in the outdoors during adverse conditions such as heat, cold, or rain).
- Visually able to spot safety hazards and take prompt appropriate action to correct in accordance with training provided.

Desired Experience

- Landscaping, planting and care of flowers or other small plants.
- Natural resource conservation or trail work.
- Custodial work (cleaning, painting, light repairs).
- Mechanical skills to maintain equipment.
- Plumbing and electrical experience.

NWW Volunteer – Park Host, Maintenance, page 2

~~~~~

**Background check required?**  Yes  No Date completed \_\_\_\_\_

**Activity Hazard Analysis (AHA)?**  Yes  No (attach)

**Position Hazard Analysis (PHA)?**  Yes  No (attach)

**Personal Protective Equipment (PPE)?**  Yes  No

Type: \_\_\_\_\_ Provided by:  Corps  Volunteer

**Length of service, days of the week, and time of day work is to be done:**

\_\_\_\_\_

**Campsite provided?**  Yes  No

**Other provided facilities, amenities, and equipment:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Clothing/Identification provided:**

\_\_\_\_\_

**Out-of-pocket expenses and approved reimbursements:**

\_\_\_\_\_

| <b>Training, Certification, Licensing</b> | <b>Required?</b> | <b>Date Completed</b> |
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### **NWW Volunteer – Park Host, Office**

Volunteer Park Hosts (office) play a vital role for the U.S. Army Corps of Engineers (Corps). As a Park Host, you are a part of a team that includes volunteers, service contractors, park rangers, management, and administration. This team works together to conserve our national recreation resources and keep these valuable areas available to the public. In many cases, Park Hosts are the first contact the public has with the Corps.

#### **Responsibilities**

Provide hospitality and customer service to visitors, answer telephones, file, and perform other office tasks as needed. Assist in the upkeep of park facilities and promote safe, responsible use of park amenities. Help keep our parks friendly places for outdoor recreation and socialization. Provide valuable information on how to improve our parks by maintaining open communication with rangers and managers, passing on ideas for improvement gathered during daily contact with visitors.

#### **Minimum Qualifications**

- Desire to work a minimum of 20 hours per week and live in a natural outdoor setting, with your own RV.
- Desire to meet and interact with people from varied backgrounds.
- Appearance should be neat and reflect positively on the Corps.
- Cognitive, verbal, and auditory ability to check in guests, answer questions, and communicate park rules.
- Physical ability to lift 15 pounds and carry 25 feet.
- Visually able to spot safety hazards and take prompt appropriate action to correct in accordance with training provided.

#### **Desired Experience**

- Customer service, office experience, or work with the general public.
- Previous outdoor recreation experience as an employee or volunteer.
- Computer literacy.
- Knowledge of campfire activities, teaching experience, ability to host or lead interpretive programming.
- Previous RV experience.

NWW Volunteer – Park Host, Office, page 2

~~~~~

Background check required? Yes No Date completed _____

Activity Hazard Analysis (AHA)? Yes No (attach)

Position Hazard Analysis (PHA)? Yes No (attach)

Personal Protective Equipment (PPE)? Yes No

Type: _____ Provided by: Corps Volunteer

Length of service, days of the week, and time of day work is to be done:

Campsite provided? Yes No

Other provided facilities, amenities, and equipment:

Clothing/Identification provided:

Out-of-pocket expenses and approved reimbursements:

Training, Certification, Licensing	Required?	Date Completed
---	------------------	-----------------------

_____	_____	_____
_____	_____	_____
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_____	_____	_____

NWW Volunteer – Park Host, Trail Steward

Volunteer Park Hosts (trail stewards) play a vital role for the U.S. Army Corps of Engineers (Corps). As a Park Host, you are a part of a team that includes volunteers, service contractors, park rangers, management, and administration. This team works together to conserve our national recreation resources and keep these valuable areas available to the public. In some cases, volunteers are the only contact the public has with the Corps. Park Hosts are long-term volunteers who commit to an extended stay, usually 3+ months, at park campgrounds. A choice campsite is reserved at no charge for these volunteers during their commitment to a project.

Responsibilities

Provide hospitality and customer service to park guests, assist in the upkeep of park facilities and trails, and promote safe, responsible use of Corps amenities. Help create a temporary community by fostering communication between park visitors and personnel. Help keep our parks friendly places for outdoor recreation and socialization. Provide valuable information on how to improve our parks by maintaining open communication with rangers and managers, passing on ideas for improvement gathered during daily contact with visitors.

Minimum Qualifications

- Desire to work a minimum of 20 hours per week and live in a natural outdoor setting, with your own RV.
- Desire to meet and interact with people from varied backgrounds.
- Appearance should be neat and reflect positively on the Corps.
- Ability to remain calm in busy situations.
- Cognitive and verbal ability to answer visitor questions and communicate park rules.
- Physical ability to navigate camp loop and visit campsites and remote areas of the trails. This position may require extended periods outdoors during adverse conditions such as heat, cold, or rain.
- Visually able to spot safety hazards and take prompt appropriate action to correct in accordance with training provided.
- Physical ability to lift 15 pounds and carry 25 feet.

Desired Experience

- Customer service or work with the general public, especially children and elderly.
- Previous park or outdoor recreation experience as an employee or volunteer.
- Knowledge of equestrian, cyclist, and hiker needs and an ability to foster a shared vision for the upkeep of our trail system.

NWW Volunteer – Park Host, Trail Steward, page 2

~~~~~

**Background check required?**  Yes  No Date completed \_\_\_\_\_

**Activity Hazard Analysis (AHA)?**  Yes  No (attach)

**Position Hazard Analysis (PHA)?**  Yes  No (attach)

**Personal Protective Equipment (PPE)?**  Yes  No

Type: \_\_\_\_\_ Provided by:  Corps  Volunteer

**Length of service, days of the week, and time of day work is to be done:**

\_\_\_\_\_

**Campsite provided?**  Yes  No

**Other provided facilities, amenities, and equipment:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Clothing/Identification provided:**

\_\_\_\_\_

**Out-of-pocket expenses and approved reimbursements:**

\_\_\_\_\_

| <b>Training, Certification, Licensing</b> | <b>Required?</b> | <b>Date Completed</b> |
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## WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN

### APPENDIX B

#### Forms and Related Documents

NOTE: Documents in this appendix are for reference only. They are listed in the order that they might be used to develop an Operating Project Volunteer Program; hire and supervise volunteers; and evaluate the program. The type of form or document is indicated under the title. To print or fill out a document, go to the NWW SharePoint site > Operations Division > Shared Documents > Natural Resources Management > Volunteer Program, unless otherwise noted.

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| <b><u>TITLE</u></b>                                                                                                                         | <b><u>PAGE</u></b> |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. Operating Project Volunteer Coordinator Checklist .....<br>~ HELPFUL INFORMATION FOR MANAGING PROJECT VOLUNTEER PROGRAM                  | B-1                |
| 2. Volunteer Needs Assessment .....<br>~ DO NOT REVISE MASTER EXCEL FILE; SAVE A NEW PROJECT VERSION                                        | B-2                |
| 3. Volunteer for America’s Environment, A Shared Responsibility (brochure).....<br>~ HELPFUL INFORMATION FOR VOLUNTEERS                     | B-3                |
| 4. Volunteer Application for Natural Resource Agencies, OF 301 .....<br>~ OPTIONAL; MUST USE OFFICIAL FILLABLE FORM IF USED                 | B-7                |
| 5. Declaration for Federal Employment, OF 306 .....<br>~ MUST USE OFFICIAL FILLABLE FORM                                                    | B-9                |
| 6. Volunteer Interview .....<br>~ EXAMPLE; CAN REVISE TO FIT NEEDS                                                                          | B-12               |
| 7. Volunteer Reference Check .....<br>~ EXAMPLE; CAN REVISE TO FIT NEEDS                                                                    | B-14               |
| 8. Volunteer Services Agreement for Natural Resources Agencies, OF 301a .....<br>~ MUST USE OFFICIAL FILLABLE FORM                          | B-21               |
| 9. Volunteer Services Agreement Supplement.....<br>~ PRINT AND FILL OUT; DO NOT REVISE                                                      | B-23               |
| 10. Self-Identification of Disability, SF 256 .....<br>~ MUST USE OFFICIAL FILLABLE FORM                                                    | B-25               |
| 11. Long Distance Travel Cost Benefit Memo .....<br>~ TEMPLATE; FILL IN INFORMATION IN BRACKETS                                             | B-27               |
| 12. Request for Invitational Travel Orders Approval .....<br>~ MUST USE OFFICIAL NWW FILLABLE FORM                                          | B-28               |
| 13. Volunteer Services Agreement Group Registration .....<br>~ PRINT AND FILL OUT; DO NOT REVISE                                            | B-29               |
| 14. Parental Approval, ENG FORM 4881-R .....<br>~ MUST USE OFFICIAL FILLABLE FORM                                                           | B-31               |
| 15. Consent to Photograph a Minor Agreement .....<br>~ PRINT AND FILL OUT; DO NOT REVISE                                                    | B-32               |
| 16. Position Hazard Analysis Volunteer Park Hosts (example) .....<br>~ REVISE AS NEEDED; MORE EXAMPLES ON NWW SAFETY OFFICE SHAREPOINT SITE | B-33               |

|                                                                               |      |
|-------------------------------------------------------------------------------|------|
| 17. Activity Hazard Analysis Brush Trimming (example) .....                   | B-36 |
| <i>~ REVISE AS NEEDED; MORE EXAMPLES ON NWW SAFETY OFFICE SHAREPOINT SITE</i> |      |
| 18. Volunteer Orientation Checklist .....                                     | B-41 |
| <i>~ HELPFUL INFORMATION FOR MANAGING PROJECT VOLUNTEER PROGRAM</i>           |      |
| 19. Long-Term Volunteer Individual Training Plan Park Host (example) .....    | B-44 |
| <i>~ EXAMPLE; CAN REVISE TO FIT NEEDS</i>                                     |      |
| 20. Volunteer Defensive Driving Course Completion Certificate .....           | B-45 |
| <i>~ PRINT AND FILL OUT; DO NOT REVISE</i>                                    |      |
| 21. Request for Volunteer CEFMS Data Entry .....                              | B-46 |
| <i>~ MUST USE OFFICIAL FILLABLE FORM</i>                                      |      |
| 22. Volunteer Local Mileage Reimbursement Claim .....                         | B-47 |
| <i>~ PRINT AND FILL OUT; DO NOT REVISE</i>                                    |      |
| 23. Claim Reimbursement for Expenditures on Official Business, SF 1164 .....  | B-48 |
| <i>~ MUST USE OFFICIAL FILLABLE FORM</i>                                      |      |
| 24. Property Control Receipt, NWW 735-1.....                                  | B-50 |
| <i>~ MUST USE OFFICIAL FILLABLE FORM</i>                                      |      |
| 25. Volunteer Identification Apparel .....                                    | B-51 |
| <i>~ HELPFUL INFORMATION FOR ORDERING</i>                                     |      |
| 26. Handling Government Funds & Collecting Fees from the Public .....         | B-52 |
| <i>~ PRINT AND FILL OUT; DO NOT REVISE</i>                                    |      |
| 27. Volunteer Service Record, ENG 4882-R .....                                | B-53 |
| <i>~ PRINT AND FILL OUT; DO NOT REVISE</i>                                    |      |
| 28. Volunteer Evaluation .....                                                | B-54 |
| <i>~ EXAMPLE; CAN REVISE TO FIT NEEDS</i>                                     |      |
| 29. Volunteer Experience Evaluation .....                                     | B-56 |
| <i>~ EXAMPLE; CAN REVISE TO FIT NEEDS</i>                                     |      |
| 30. Operating Project Volunteer Program Evaluation Worksheet .....            | B-57 |
| <i>~ PRINT AND FILL OUT; DO NOT REVISE</i>                                    |      |

## **WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Operating Project Volunteer Coordinator Checklist**

### **DEVELOPMENT OF PROJECT-SPECIFIC PROGRAM**

- ✓ All members of the staff are ready to promote a volunteer-friendly atmosphere.
- ✓ All employees who will be working with volunteers understand their roles.
- ✓ All specific tasks that volunteers can perform have been identified and prioritized.
- ✓ Job descriptions that incorporate these tasks have been written.
  - Identify reimbursements, clothing, safety hazards, equipment, etc.
- ✓ A process for recruiting and interviewing is in place.
- ✓ A process for evaluating the benefits of the volunteer program is in place.

### **BEFORE A VOLUNTEER BEGINS**

- ✓ OF 301 Application (or other) reviewed for appropriate skills, interests, and abilities.
- ✓ Background check completed (if necessary).
- ✓ Applicant matched to job description developed from needs assessment.
- ✓ Job description explained to volunteer, supervisor and volunteer agree on details.
- ✓ OF 301a, Volunteer Services Agreement signed by volunteer and supervisor.
  - Attach Parental Approval (ENG 4881-R) for 17 years old and under.
  - Attach group roster with all names (team lead has signed OF 301a).
  - Property Control Receipt (NWW 735-1) for all Government items issued.
  - Volunteer understands safety issues (AHA, PHA, PPE) for duties.
  - Reimbursable expenses, campsite, clothing identified and agreed upon.
- ✓ Volunteer personal identification to Resource Management for entry into CEFMS.

### **DURING A VOLUNTEER'S SERVICE**

- ✓ Orientation given when volunteer begins, including introductions.
- ✓ All applicable training requirements have been met or are scheduled.
- ✓ Volunteer is following safety precautions.
- ✓ Service Record (ENG 4882-R) is completed daily and given to supervisor monthly.
- ✓ Mileage reimbursement form and incidental expense receipts submitted monthly.
- ✓ Volunteer is performing duties as defined in job description.

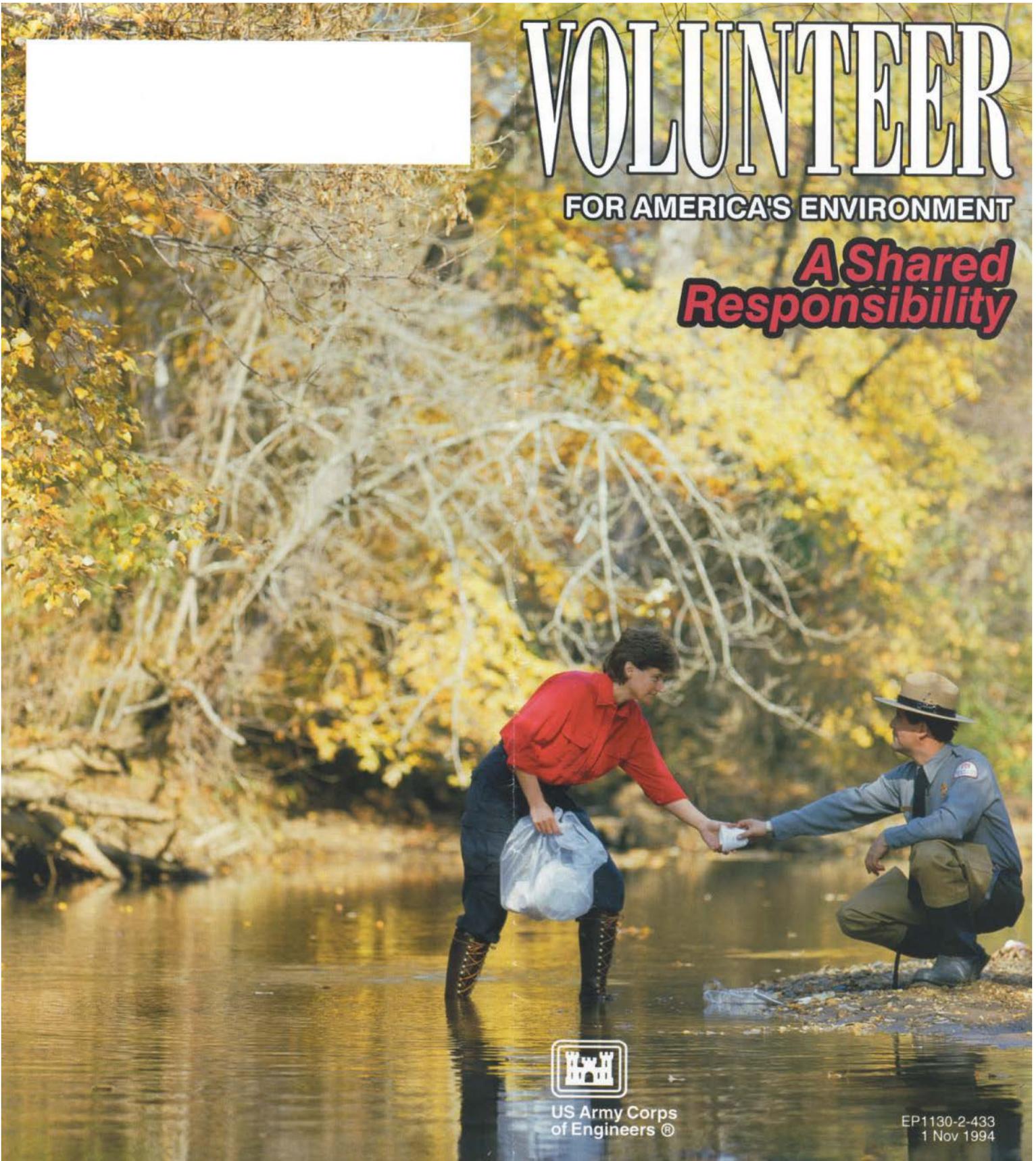
### **AT END OF VOLUNTEER'S SERVICE**

- ✓ Exit Interview and/or Volunteer Work Evaluation has been completed.
- ✓ Personalized thank you letter has been sent to volunteer.
- ✓ All paperwork submitted to the Volunteer Coordinator for personnel files.

***Most forms can be found at the NWW SharePoint site > Operations Division > Shared Documents > Natural Resources Management > Volunteer Program.***

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The U.S. Army  
Corps of Engineers

# VOLUNTEER PROGRAM

The Corps is a diverse federal agency offering many volunteer opportunities in recreation and natural resource management. We are the stewards of almost 12 million acres of land and water held in the public trust. The wise use of these precious resources today and their conservation for tomorrow are important and critical responsibilities.

We need your help. As a volunteer, you gain valuable skills, work outdoors, meet new people, see new areas of the country and achieve a proud sense of contributing to the future of the Nation. Corps projects are located throughout the United States. Our Volunteer Clearinghouse can help you find a project near you.

Volunteer your time and talent, and everyone becomes a winner - the environment, the Nation and You!



## Volunteers Can . . .

### *Outdoor Recreation*

- Design, build and maintain trails
- Develop and build interpretive displays
- Serve as campground hosts
- Improve accessibility of recreation areas
- Conduct interpretive programs
- Maintain facilities
- Interpret a program for the deaf

### *Land Management*

- Remove trash and debris
- Control soil erosion
- Stabilize shoreline and streams



### ***Fish and Wildlife Management***

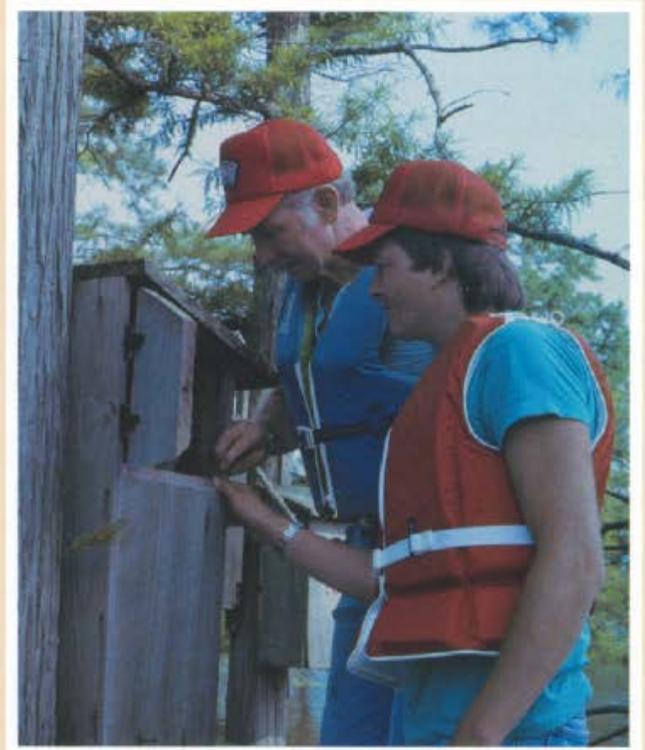
- Build and install artificial fish habitat
- Conduct creel surveys
- Restore wildlife habitat
- Install and survey nesting structures

### ***Cultural Resources***

- Recover archaeological artifacts
- Protect cultural resource sites from theft and vandalism
- Curate museum collections
- Restore and preserve historic structures

### ***Administration and Public Relations***

- Develop computer programs
- Design artwork for bulletin boards
- Write or edit material for publications
- Staff visitor centers



# How to Become a Volunteer

## Who May Volunteer

Anyone can become a volunteer. Persons of all ages and abilities have something valuable to contribute. Applicants under 18 must have parental or legal guardian consent. Students may wish to volunteer for work in many different parts of the country to earn college credits, based on agreements between their school and the Corps.

## What to Expect

All volunteers serve without pay. However, reimbursement of out-of-pocket expenses may be available.

Volunteers are limited only by their willingness to serve. You may work full time or just a few hours each week. You will receive a general orientation as well as training specific to your needs.



**Call  
1-800-VOL-TEER**

## How to Begin

Call the Volunteer Clearinghouse at 1-(800) VOL-TEER. Be ready to answer questions regarding your interests, talents, and locations you would like to volunteer.

or

Complete the interest form below and mail it to the address stamped on the back cover of this brochure. If you are interested in volunteering at a different Corps location, complete and mail the form to:



**U.S. Army Corps of Engineers  
Volunteer Clearinghouse  
P.O. Box 1070  
Nashville, TN 37202-1070**

Name (Individual/Group) \_\_\_\_\_

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Phone (Day) \_\_\_\_\_ (Evening) \_\_\_\_\_

Volunteer Skills or Interests

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Geographic Area of Interest  
(or specific site)

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| <b>Volunteer Application<br/>for Natural Resources Agencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                     | Instructions: Mark <input checked="" type="checkbox"/> in the appropriate boxes, for other items either print or type responses. If extra space is needed use item 19. |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
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| 1. Name (Last, First, Middle)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2. Age                                              | 3. Telephone Number                                                                                                                                                    | 4. Email Address |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| 5. Street Address (include apartment no., if any)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     | 6. City, State, and Zip Code                                                                                                                                           |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>7. Which general volunteer work categories are you most interested in?</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Archeology</td> <td><input type="checkbox"/> Historical/Preservation</td> <td><input type="checkbox"/> Soil/Watershed</td> </tr> <tr> <td><input type="checkbox"/> Botany</td> <td><input type="checkbox"/> Pest/Disease Control</td> <td><input type="checkbox"/> Timber/Fire Prevention</td> </tr> <tr> <td><input type="checkbox"/> Campground Host</td> <td><input type="checkbox"/> Minerals/Geology</td> <td><input type="checkbox"/> Trail/Campground Maintenance</td> </tr> <tr> <td><input type="checkbox"/> Construction Maintenance</td> <td><input type="checkbox"/> Natural Resources Planning</td> <td><input type="checkbox"/> Tour Guide/Interpretation</td> </tr> <tr> <td><input type="checkbox"/> Computers</td> <td><input type="checkbox"/> Office/Clerical</td> <td><input type="checkbox"/> Visitor Information</td> </tr> <tr> <td><input type="checkbox"/> Conservation Education</td> <td><input type="checkbox"/> Range/Livestock</td> <td><input type="checkbox"/> Other (Please specify)</td> </tr> <tr> <td><input type="checkbox"/> Fish/Wildlife</td> <td><input type="checkbox"/> Research/Librarian</td> <td></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |                                                                                                                                                                        |                  | <input type="checkbox"/> Archeology          | <input type="checkbox"/> Historical/Preservation   | <input type="checkbox"/> Soil/Watershed | <input type="checkbox"/> Botany  | <input type="checkbox"/> Pest/Disease Control | <input type="checkbox"/> Timber/Fire Prevention | <input type="checkbox"/> Campground Host | <input type="checkbox"/> Minerals/Geology          | <input type="checkbox"/> Trail/Campground Maintenance        | <input type="checkbox"/> Construction Maintenance | <input type="checkbox"/> Natural Resources Planning | <input type="checkbox"/> Tour Guide/Interpretation | <input type="checkbox"/> Computers                | <input type="checkbox"/> Office/Clerical    | <input type="checkbox"/> Visitor Information | <input type="checkbox"/> Conservation Education | <input type="checkbox"/> Range/Livestock | <input type="checkbox"/> Other (Please specify) | <input type="checkbox"/> Fish/Wildlife     | <input type="checkbox"/> Research/Librarian |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Archeology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> Historical/Preservation    | <input type="checkbox"/> Soil/Watershed                                                                                                                                |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Botany                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> Pest/Disease Control       | <input type="checkbox"/> Timber/Fire Prevention                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Campground Host                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/> Minerals/Geology           | <input type="checkbox"/> Trail/Campground Maintenance                                                                                                                  |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Construction Maintenance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> Natural Resources Planning | <input type="checkbox"/> Tour Guide/Interpretation                                                                                                                     |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Computers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> Office/Clerical            | <input type="checkbox"/> Visitor Information                                                                                                                           |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Conservation Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> Range/Livestock            | <input type="checkbox"/> Other (Please specify)                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Fish/Wildlife                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> Research/Librarian         |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>8. What qualifications/skills/experience/education do you have that you would like to use in your volunteer work?</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Backpacking/Camping</td> <td><input type="checkbox"/> Heavy Equipment Operation</td> <td><input type="checkbox"/> Sign Language</td> </tr> <tr> <td><input type="checkbox"/> Biology</td> <td><input type="checkbox"/> Horses - Care/Riding</td> <td><input type="checkbox"/> Supervision</td> </tr> <tr> <td><input type="checkbox"/> Boat Operation</td> <td><input type="checkbox"/> Landscaping/Reforestation</td> <td><input type="checkbox"/> Other Trade skills (Please specify)</td> </tr> <tr> <td><input type="checkbox"/> Carpentry</td> <td><input type="checkbox"/> Land Surveying</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Clerical/Office Machines</td> <td><input type="checkbox"/> Livestock/Ranching</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Computer Programming</td> <td><input type="checkbox"/> Map Reading</td> <td><input type="checkbox"/> Teaching</td> </tr> <tr> <td><input type="checkbox"/> Drafting/Graphics</td> <td><input type="checkbox"/> Mountaineering</td> <td><input type="checkbox"/> Working with People</td> </tr> <tr> <td><input type="checkbox"/> Driver's License</td> <td><input type="checkbox"/> Photography</td> <td><input type="checkbox"/> Writing/Editing</td> </tr> <tr> <td><input type="checkbox"/> First Aid Certificate</td> <td><input type="checkbox"/> Public Speaking</td> <td><input type="checkbox"/> Other (Please specify)</td> </tr> <tr> <td><input type="checkbox"/> Hand/Power Tools</td> <td><input type="checkbox"/> Research/Librarian</td> <td></td> </tr> </table> |                                                     |                                                                                                                                                                        |                  | <input type="checkbox"/> Backpacking/Camping | <input type="checkbox"/> Heavy Equipment Operation | <input type="checkbox"/> Sign Language  | <input type="checkbox"/> Biology | <input type="checkbox"/> Horses - Care/Riding | <input type="checkbox"/> Supervision            | <input type="checkbox"/> Boat Operation  | <input type="checkbox"/> Landscaping/Reforestation | <input type="checkbox"/> Other Trade skills (Please specify) | <input type="checkbox"/> Carpentry                | <input type="checkbox"/> Land Surveying             |                                                    | <input type="checkbox"/> Clerical/Office Machines | <input type="checkbox"/> Livestock/Ranching |                                              | <input type="checkbox"/> Computer Programming   | <input type="checkbox"/> Map Reading     | <input type="checkbox"/> Teaching               | <input type="checkbox"/> Drafting/Graphics | <input type="checkbox"/> Mountaineering     | <input type="checkbox"/> Working with People | <input type="checkbox"/> Driver's License | <input type="checkbox"/> Photography | <input type="checkbox"/> Writing/Editing | <input type="checkbox"/> First Aid Certificate | <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Other (Please specify) | <input type="checkbox"/> Hand/Power Tools | <input type="checkbox"/> Research/Librarian |  |
| <input type="checkbox"/> Backpacking/Camping                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> Heavy Equipment Operation  | <input type="checkbox"/> Sign Language                                                                                                                                 |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> Horses - Care/Riding       | <input type="checkbox"/> Supervision                                                                                                                                   |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Boat Operation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> Landscaping/Reforestation  | <input type="checkbox"/> Other Trade skills (Please specify)                                                                                                           |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Carpentry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> Land Surveying             |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Clerical/Office Machines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> Livestock/Ranching         |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Computer Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> Map Reading                | <input type="checkbox"/> Teaching                                                                                                                                      |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Drafting/Graphics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> Mountaineering             | <input type="checkbox"/> Working with People                                                                                                                           |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Driver's License                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Photography                | <input type="checkbox"/> Writing/Editing                                                                                                                               |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> First Aid Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> Public Speaking            | <input type="checkbox"/> Other (Please specify)                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <input type="checkbox"/> Hand/Power Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Research/Librarian         |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>9. Based on boxes checked in items 7 and 8, what particular type of volunteer work would you like to do? (Please describe any specific qualifications, skills, experience, or education that apply)</p><br><br><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>10. Are you a United States Citizen?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    (If no, additional information may be required)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>11. a. Have you volunteered before?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>      b. If Yes, please briefly describe your volunteer experience.</p><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>12. Would you like to supervise other volunteers?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>13. What are some of your objectives for working as a volunteer? (Optional)</p><br><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |
| <p>14. Please specify any physical limitations that may influence your volunteer work activities:</p><br><br><br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |                                                                                                                                                                        |                  |                                              |                                                    |                                         |                                  |                                               |                                                 |                                          |                                                    |                                                              |                                                   |                                                     |                                                    |                                                   |                                             |                                              |                                                 |                                          |                                                 |                                            |                                             |                                              |                                           |                                      |                                          |                                                |                                          |                                                 |                                           |                                             |  |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p>15a. Which months would you be available for volunteer work?</p> <p> <input type="checkbox"/> January    <input type="checkbox"/> February    <input type="checkbox"/> March    <input type="checkbox"/> April    <input type="checkbox"/> May    <input type="checkbox"/> June<br/> <input type="checkbox"/> July    <input type="checkbox"/> August    <input type="checkbox"/> September    <input type="checkbox"/> October    <input type="checkbox"/> November    <input type="checkbox"/> December         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |
| <p>15b. How many hours per week would you be available for volunteer work?    Hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |
| <p>15c. Which days per week would you be available for volunteer work?</p> <p> <input type="checkbox"/> Monday    <input type="checkbox"/> Tuesday    <input type="checkbox"/> Wednesday    <input type="checkbox"/> Thursday    <input type="checkbox"/> Friday    <input type="checkbox"/> Saturday    <input type="checkbox"/> Sunday         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
| <p>16. Specify at least three states or specific locations within a state where you would like to do volunteer work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                 |
| <p>17. Specify your lodging needs:</p> <p> <input type="checkbox"/> I will furnish my own lodging (such as tent; camper; own, relative's, or friend's place)<br/> <input type="checkbox"/> I will require assistance in finding lodging         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |
| <p>18. If a volunteer assignment is not available at the location specified in Item 16, do you want your application forwarded to another location or Federal agency seeking volunteers with your backgrounds/interests?</p> <p> <input type="checkbox"/> Yes    <input type="checkbox"/> No (Please specify)         </p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |
| <p>19. This is provided for more detailed responses. Please indicate the item numbers to which these responses apply:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |
| <p><b>Burden Statement</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |
| <p>According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0596-0080. The time required to complete this information collection is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.</p> <p>The U.S. Department of Agriculture (USDA) and U.S. Department of the Interior prohibit discrimination in all programs and activities on the basis of race, color national origin, gender, religion, age disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at 202-720-2600 (voice and TDD).</p> <p>To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 (voice) or (202)720-6382 (TDD). USDA and USDI are equal opportunity providers and employers.</p> |                 |
| <p><b>Notice to Volunteer</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                 |
| <p>Volunteers are not considered Federal employees for any purposes other than tort claims and injury compensation. Volunteer service is not creditable for leave accrual or any other benefit. However, volunteer service is creditable work experience. By signing this application the volunteer(s) understand(s) s/he may be subject to a reference check, background check, and/or criminal history inquiry.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |
| <p><b>Privacy Act Statement</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |
| <p>Collection and use is covered by Privacy Act System of Records OPM/GOVT-1 and USDA/OP-1, and is consistent with the provisions of 5 USC 552a (Privacy Act of 1974), which authorizes acceptance of the information requested on this form. The data will be used to maintain official records of volunteers of the USDA and USDI for the purposes of tort claims and injury compensation. Furnishing this data is voluntary, however if this for is incomplete, enrollment in the program cannot proceed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |
| <p>20. Signature (Sign in ink)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>21. Date</p> |

# Declaration for Federal Employment\*

Form Approved:  
OMB No. 3206-0182

(\*This form may also be used to assess fitness for federal contract employment)

## Instructions

The information collected on this form is used to determine your acceptability for Federal and Federal contract employment and your enrollment status in the Government's Life Insurance program. You may be asked to complete this form at any time during the hiring process. Follow instructions that the agency provides. If you are selected, before you are appointed you will be asked to update your responses on this form and on other materials submitted during the application process and then to recertify that your answers are true.

All your answers must be truthful and complete. **A false statement on any part of this declaration or attached forms or sheets may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by a fine or imprisonment (U.S. Code, title 18, section 1001).**

Either type your responses on this form or print clearly in dark ink. If you need additional space, attach letter-size sheets (8.5" X 11"). Include your name, Social Security Number, and item number on each sheet. We recommend that you keep a photocopy of your completed form for your records.

## Privacy Act Statement

The Office of Personnel Management is authorized to request this information under sections 1302, 3301, 3304, 3328, and 8716 of title 5, U. S. Code. Section 1104 of title 5 allows the Office of Personnel Management to delegate personnel management functions to other Federal agencies. If necessary, and usually in conjunction with another form or forms, this form may be used in conducting an investigation to determine your suitability or your ability to hold a security clearance, and it may be disclosed to authorized officials making similar, subsequent determinations.

Your Social Security Number (SSN) is needed to keep our records accurate, because other people may have the same name and birth date. Public Law 104-134 (April 26, 1996) asks Federal agencies to use this number to help identify individuals in agency records. Giving us your SSN or any other information is voluntary. However, if you do not give us your SSN or any other information requested, we cannot process your application. Incomplete addresses and ZIP Codes may also slow processing.

**ROUTINE USES:** Any disclosure of this record or information in this record is in accordance with routine uses found in System Notice OPM/GOVT-1, General Personnel Records. This system allows disclosure of information to: training facilities; organizations deciding claims for retirement, insurance, unemployment, or health benefits; officials in litigation or administrative proceedings where the Government is a party; law enforcement agencies concerning a violation of law or regulation; Federal agencies for statistical reports and studies; officials of labor organizations recognized by law in connection with representation of employees; Federal agencies or other sources requesting information for Federal agencies in connection with hiring or retaining, security clearance, security or suitability investigations, classifying jobs, contracting, or issuing licenses, grants, or other benefits; public and private organizations, including news media, which grant or publicize employee recognitions and awards; the Merit Systems Protection Board, the Office of Special Counsel, the Equal Employment Opportunity Commission, the Federal Labor Relations Authority, the National Archives and Records Administration, and Congressional offices in connection with their official functions; prospective non-Federal employers concerning tenure of employment, civil service status, length of service, and the date and nature of action for separation as shown on the SF 50 (or authorized exception) of a specifically identified individual; requesting organizations or individuals concerning the home address and other relevant information on those who might have contracted an illness or been exposed to a health hazard; authorized Federal and non-Federal agencies for use in computer matching; spouses or dependent children asking whether the employee has changed from a self-and-family to a self-only health benefits enrollment; individuals working on a contract, service, grant, cooperative agreement, or job for the Federal government; non-agency members of an agency's performance or other panel; and agency-appointed representatives of employees concerning information issued to the employees about fitness-for-duty or agency-filed disability retirement procedures.

## Public Burden Statement

Public burden reporting for this collection of information is estimated to vary from 5 to 30 minutes with an average of 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of the collection of information, including suggestions for reducing this burden, to the U.S. Office of Personnel Management, Reports and Forms Manager (3206-0182), Washington, DC 20415-7900. The OMB number, 3206-0182, is valid. OPM may not collect this information, and you are not required to respond, unless this number is displayed.

# Declaration for Federal Employment\*

Form Approved:  
OMB No. 3206-0182

(\*This form may also be used to assess fitness for federal contract employment)

## GENERAL INFORMATION

1. **FULL NAME** (Provide your full name. If you have only initials in your name, provide them and indicate "Initial only". If you do not have a middle name, indicate "No Middle Name". If you are a "Jr.," "Sr.," etc. enter this under Suffix. First, Middle, Last, Suffix)



2. **SOCIAL SECURITY NUMBER**



3a. **PLACE OF BIRTH** (Include city and state or country)



3b. **ARE YOU A U.S. CITIZEN?**

YES  NO (If "NO", provide country of citizenship) ◆

4. **DATE OF BIRTH** (MM / DD / YYYY)



5. **OTHER NAMES EVER USED** (For example, maiden name, nickname, etc)



6. **PHONE NUMBERS** (Include area codes)

Day ◆

Night ◆

## Selective Service Registration

If you are a male born after December 31, 1959, and are at least 18 years of age, civil service employment law (5 U.S.C. 3328) requires that you must register with the Selective Service System, unless you meet certain exemptions.

- 7a. Are you a male born after December 31, 1959?  YES  NO (If "NO", proceed to 8.)
- 7b. Have you registered with the Selective Service System?  YES (If "YES", proceed to 8.)  NO (If "NO", proceed to 7c.)
- 7c. If "NO," describe your reason(s) in item 16.

## Military Service

8. Have you ever served in the United States military?  YES (If "YES", provide information below)  NO

If you answered "YES," list the branch, dates, and type of discharge for all active duty.  
If your only active duty was training in the Reserves or National Guard, answer "NO."

| Branch | From (MM/DD/YYYY) | To (MM/DD/YYYY) | Type of Discharge |
|--------|-------------------|-----------------|-------------------|
|        |                   |                 |                   |
|        |                   |                 |                   |
|        |                   |                 |                   |

## Background Information

For all questions, provide all additional requested information under item 16 or on attached sheets. The circumstances of each event you list will be considered. However, in most cases you can still be considered for Federal jobs.

For questions 9, 10, and 11, your answers should include convictions resulting from a plea of *nolo contendere* (no contest), but omit (1) traffic fines of \$300 or less, (2) any violation of law committed before your 16th birthday, (3) any violation of law committed before your 18th birthday if finally decided in juvenile court or under a Youth Offender law, (4) any conviction set aside under the Federal Youth Corrections Act or similar state law, and (5) any conviction for which the record was expunged under Federal or state law.

9. During the last 7 years, have you been convicted, been imprisoned, been on probation, or been on parole? (Includes felonies, firearms or explosives violations, misdemeanors, and all other offenses.) If "YES," use item 16 to provide the date, explanation of the violation, place of occurrence, and the name and address of the police department or court involved.  YES  NO
10. Have you been convicted by a military court-martial in the past 7 years? (If no military service, answer "NO.") If "YES," use item 16 to provide the date, explanation of the violation, place of occurrence, and the name and address of the military authority or court involved.  YES  NO
11. Are you currently under charges for any violation of law? If "YES," use item 16 to provide the date, explanation of the violation, place of occurrence, and the name and address of the police department or court involved.  YES  NO
12. During the last 5 years, have you been fired from any job for any reason, did you quit after being told that you would be fired, did you leave any job by mutual agreement because of specific problems, or were you debarred from Federal employment by the Office of Personnel Management or any other Federal agency? If "YES," use item 16 to provide the date, an explanation of the problem, reason for leaving, and the employer's name and address.  YES  NO
13. Are you delinquent on any Federal debt? (Includes delinquencies arising from Federal taxes, loans, overpayment of benefits, and other debts to the U.S. Government, plus defaults of Federally guaranteed or insured loans such as student and home mortgage loans.) If "YES," use item 16 to provide the type, length, and amount of the delinquency or default, and steps that you are taking to correct the error or repay the debt.  YES  NO

# Declaration for Federal Employment\*

Form Approved:  
OMB No. 3206-0182

(\*This form may also be used to assess fitness for federal contract employment)

## Additional Questions

14. Do any of your relatives work for the agency or government organization to which you are submitting this form? (Include: father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, and half sister.) *If "YES," use item 16 to provide the relative's name, relationship, and the department, agency, or branch of the Armed Forces for which your relative works.*  YES  NO
15. Do you receive, or have you ever applied for, retirement pay, pension, or other retired pay based on military, Federal civilian, or District of Columbia Government service?  YES  NO

## Continuation Space / Agency Optional Questions

16. Provide details requested in items 7 through 15 and 18c in the space below or on attached sheets. Be sure to identify attached sheets with your name, Social Security Number, and item number, and to include ZIP Codes in all addresses. If any questions are printed below, please answer as instructed (*these questions are specific to your position and your agency is authorized to ask them*).

## Certifications / Additional Questions

**APPLICANT:** If you are applying for a position and have not yet been selected, carefully review your answers on this form and any attached sheets. When this form and all attached materials are accurate, read item 17, and complete 17a.

**APPOINTEE:** If you are being appointed, carefully review your answers on this form and any attached sheets, including any other application materials that your agency has attached to this form. If any information requires correction to be accurate as of the date you are signing, make changes on this form or the attachments and/or provide updated information on additional sheets, initialing and dating all changes and additions. When this form and all attached materials are accurate, read item 17, complete 17b, read 18, and answer 18a, 18b, and 18c as appropriate.

17. I certify that, to the best of my knowledge and belief, all of the information on and attached to this Declaration for Federal Employment, including any attached application materials, is true, correct, complete, and made in good faith. I understand that a false or fraudulent answer to any question or item on any part of this declaration or its attachments may be grounds for not hiring me, or for firing me after I begin work, and may be punishable by fine or imprisonment. I understand that any information I give may be investigated for purposes of determining eligibility for Federal employment as allowed by law or Presidential order. I consent to the release of information about my ability and fitness for Federal employment by employers, schools, law enforcement agencies, and other individuals and organizations to investigators, personnel specialists, and other authorized employees or representatives of the Federal Government. I understand that for financial or lending institutions, medical institutions, hospitals, health care professionals, and some other sources of information, a separate specific release may be needed, and I may be contacted for such a release at a later date.

- 17a. Applicant's Signature: \_\_\_\_\_ Date \_\_\_\_\_  
(Sign in ink)
- 17b. Appointee's Signature: \_\_\_\_\_ Date \_\_\_\_\_  
(Sign in ink)

|                                         |
|-----------------------------------------|
| <b>Appointing Officer:</b>              |
| Enter Date of Appointment or Conversion |
| MM / DD / YYYY                          |

18. **Appointee (Only respond if you have been employed by the Federal Government before):** Your elections of life insurance during previous Federal employment may affect your eligibility for life insurance during your new appointment. These questions are asked to help your personnel office make a correct determination.

- 18a. When did you leave your last Federal job? \_\_\_\_\_ DATE: \_\_\_\_\_  
MM / DD / YYYY
- 18b. When you worked for the Federal Government the last time, did you waive Basic Life Insurance or any type of optional life insurance?  YES  NO  DO NOT KNOW
- 18c. If you answered "YES" to item 18b, did you later cancel the waiver(s)? If your answer to item 18c is "NO," use item 16 to identify the type(s) of insurance for which waivers were not canceled.  YES  NO  DO NOT KNOW

## **VOLUNTEER INTERVIEW**

Date: \_\_\_\_\_

Operating Project: \_\_\_\_\_

Volunteer Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Volunteer Position and Duty Station: \_\_\_\_\_

Interviewer (Volunteer Coordinator and/or Supervisor): \_\_\_\_\_

### **I. Review of Enrollment Form**

Review and clarify information on Volunteer Application Form or other application materials (resume, etc.). Correct any misinformation on form and place other comments below.

### **II. Non-Directive Interview Questions**

1. What attracted you to our agency? Is there any aspect of our work that most motivates you to seek to volunteer here?

---

---

2. What would you like to get out of volunteering here? What would make you feel like you've been successful?

---

---

3. What have you enjoyed most about your previous volunteer work? About previous paid employment?

---

---

4. Describe your ideal supervisor. What sort of supervisory style do you prefer to work under?

---

---

5. Would you rather work on your own, with a group, or with a partner? Why?

---

---

6. What skills do you feel you have to contribute?

---

---

7. What can I tell you about our agency?

---

---

**Volunteer Interview, Continued**

**III. Match with Volunteer Positions**

Discuss potential volunteer positions and check match of interests, qualifications, and availability.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

~~~~~ *To be completed after interview* ~~~~~

IV. Interviewer Assessment

Appearance:

- Poised, neat
- Acceptable
- Unkempt

Reactions to Questions:

- Helpful, interested, volunteered information
- Answers questions
- Evasive
- Confused

Disposition:

- Outgoing, pleasant, confident
- Reserved
- Withdrawn, moody
- Suspicious, antagonistic

Interpersonal Skills:

- Adept at dealing with others
- Relatively at ease with others
- Uncomfortable

Physical Restrictions: _____

V. Recommended Action

Consider for following positions:

- 1. _____
- 2. _____

Schedule for second interview with: _____

Hold in reserve for position of:

- 1. _____
- 2. _____

Investigate further: _____

Refer to: _____

Not suitable for agency at this time

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Reference Check

I. Volunteer Applicant

Date: _____ Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station: _____

Volunteer Coordinator: _____

Volunteer Supervisor: _____

II. Introductory Comments

Briefly cover the following in requesting that the reference consent to the discussion of the applicant:

- Your name.
- Name of agency.
- Applicant requested that we call you to verify some information.
- Applicant has given permission for them to provide full and honest information.
- Conversation will take about 10 minutes and can be done at their convenience.
- Information given will be kept confidential.

III. Reference Check Questions

- Questions for three references follow. Revise as necessary.

Reference #1

Name of Reference: _____

Checked by: _____ Date: _____

1. What is your relationship to the applicant? (Use applicant's name.)

2. How long have you known the applicant?

3. Have you ever worked with the applicant in a volunteer capacity? ___ Yes ___ No
If yes, describe:

4. Is this applicant dependable?

5. In your observations, describe how this applicant interacts with children.

6. In your observations, describe how the applicant interacts with adults.

7. Is this applicant a positive role model?

8. How does this applicant work with people who are different from him/her (such as persons with disabilities or from different ethnic or socio-economic backgrounds)?

9. How would you describe the applicant's skill to handle records and/or money?

10. Describe any other strengths or personal skills this applicant would bring to this volunteer role.

Volunteer #1, Continued

11. Describe any weaknesses this applicant would bring to this volunteer position.

12. Should this individual be considered as a volunteer for the Corps? ___ Yes ___ No

Comments:

THANK YOU for your time and comments. Your help is appreciated in helping us select the best qualified volunteers to work with our visitors.

Reference #2

Name of Reference: _____

Checked by: _____ Date: _____

1. What is your relationship to the applicant? (Use applicant's name.)

2. How long have you known the applicant?

3. Have you ever worked with the applicant in a volunteer capacity? ___ Yes ___ No
If yes, describe:

4. Is this applicant dependable?

5. In your observations, describe how this applicant interacts with children.

6. In your observations, describe how the applicant interacts with adults.

7. Is this applicant a positive role model?

8. How does this applicant work with people who are different from him/her (such as persons with disabilities or from different ethnic or socio-economic backgrounds)?

9. How would you describe the applicant's skill to handle records and/or money?

10. Describe any other strengths or personal skills this applicant would bring to this volunteer role.

Reference #2, Continued

11. Describe any weaknesses this applicant would bring to this volunteer position.

12. Should this individual be considered as a volunteer for the Corps? ___ Yes ___ No

Comments:

THANK YOU for your time and comments. Your help is appreciated in helping us select the best qualified volunteers to work with our visitors.

Reference #3

Name of Reference: _____

Checked by: _____ Date: _____

1. What is your relationship to the applicant? (Use applicant's name.)

2. How long have you known the applicant?

3. Have you ever worked with the applicant in a volunteer capacity? ___ Yes ___ No
If yes, describe:

4. Is this applicant dependable?

5. In your observations, describe how this applicant interacts with children.

6. In your observations, describe how the applicant interacts with adults.

7. Is this applicant a positive role model?

8. How does this applicant work with people who are different from him/her (such as persons with disabilities or from different ethnic or socio-economic backgrounds)?

9. How would you describe the applicant's skill to handle records and/or money?

10. Describe any other strengths or personal skills this applicant would bring to this volunteer role.

Volunteer #3, Continued

11. Describe any weaknesses this applicant would bring to this volunteer position.

12. Should this individual be considered as a volunteer for the Corps? ___ Yes ___ No

Comments:

THANK YOU for your time and comments. Your help is appreciated in helping us select the best qualified volunteers to work with our visitors.

I understand that I will not receive any compensation for the above service and that volunteers are NOT considered Federal employees for any purpose other than tort claims and injury compensation. I understand that volunteer service is not creditable for leave accrual or any other employee benefits. I also understand that either the government or I may cancel this agreement at any time by notifying the other party.

I understand that my volunteer position may require a reference check, background investigation, and/or a criminal history inquiry in order for me to perform my duties.

I understand that all publications, films, slides, videos, artistic or similar endeavors, resulting from my volunteer services as specifically stated in the attached job description, will become the property of the United States, and as such, will be in the public domain and not subject to copyright laws.

I understand the health and physical condition requirements for doing the work as described in the job description and at the project location, and certify that the statement I have checked below is true:

- I know of no medical condition or physical limitation that may adversely affect my ability to provide this service.
- I do know of a medical condition or physical limitation that may adversely affect my ability to provide this service and have explained it to _____

(Name of Agency Official)

I do hereby volunteer my services as described above, to assist in agency-authorized work. I agree to follow all applicable safety guidelines.

(Signature of Volunteer)

(Date)

The above - named agency agrees, while this arrangement is in effect, to provide such materials, equipment, and facilities that are available and needed to perform the service described above, and to consider you as a Federal employee only for the purposes of tort claims and injury compensation to the extent not covered by your volunteer group, if any.

(Signature of Government Representative)

(Date)

Termination of Agreement

Volunteer requests formal evaluation Yes No Evaluation Completed _____
(Date)

Agreement terminated on _____
(Date) (Signature of Government Representative)

Public Burden Statement

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). USDA and USDI are equal opportunity providers and employers.

Privacy Act Statement

Collection and use is covered by Privacy Act System of Records OPM/GOVT-1 and USDA/OP-1, and is consistent with the provisions of 5 USC 552a (Privacy Act of 1974), which authorizes acceptance of the information requested on this form. The data will be used to maintain official records of volunteers of the USDA and USDI for the purposes of tort claims and injury compensation. Furnishing this data is voluntary, however if this form is incomplete, enrollment in the program cannot proceed.

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Services Agreement (OF 301a) Supplement

Date: _____ Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station: _____

Volunteer Coordinator: _____

Volunteer Supervisor: _____

NOTE: If there is a job description with the following information, attach the job description to OF 301a.

1. Description of services to be performed (Scope of Work):

2. Work time and schedule commitment:

3. Use of personal equipment:

SELF-IDENTIFICATION OF DISABILITY
(see instructions and Privacy Act information on reverse)

| | | | |
|---|-----------------------|---|---|
| Last Name, First Name, and MI | Date of Birth (mm/yy) | Social Security Number | ENTER CODE HERE <input type="text"/> <input type="text"/> |
| <p>Definition:
An Individual with a disability: A person who (1) has a physical impairment or mental impairment (psychiatric disability) that substantially limits one or more of such person's major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment. This definition is provided by the Rehabilitation Act of 1973, as amended (29 U.S.C. 701 et. seq.).</p> | | <p>Purpose:
Self-identification of disability status is essential for effective data collection and analysis. The information you provide will be used for statistical purposes only and will not in any way affect you individually. While self-identification is voluntary, your cooperation in providing accurate information is critical.</p> | |
| <p>Part I. Targeted/Severe Disabilities</p> <p>Hearing
18 - Total deafness in both ears (with or without understandable speech)</p> <p>Vision
21 - Blind (inability to read ordinary size print, not correctable by glasses, or no usable vision, beyond light perception)</p> <p>Missing Extremities
30 - Missing extremities (missing one arm or leg, both hands or arms, both feet or legs, one hand or arm and one foot or leg, one hand or arm and both feet or legs, both hands or arms and one foot or leg, or both hands or arms and both feet or legs)</p> <p>Partial Paralysis
69 - Partial paralysis (because of a brain, nerve or muscle impairment, including palsy and cerebral palsy, there is some loss of ability to move or use a part of the body, including both hands; any part of both arms or legs; one side of the body, including one arm and one leg; and/or three or more major body parts)</p> <p>Complete Paralysis
79 - Because of a brain, nerve or muscle impairment, including palsy and cerebral palsy, there is a complete loss of ability to move or use a part of the body, including both hands; one or both arms or legs; the lower half of the body; one side of the body, including one arm and one leg; and/or three or more major body parts</p> <p>Other Impairments
82 - Epilepsy
90 - Severe intellectual disability
91 - Psychiatric disability
92 - Dwarfism</p> | | <p>Part II. Other Disabilities</p> <p>Hearing Conditions
15 - Hearing impairment/hard of hearing</p> <p>Vision Conditions
22 - Visual impairments (e.g., tunnel or monocular vision or blind in one eye)</p> <p>Physical Conditions
26 - Missing extremities (one hand or one foot)
40 - Mobility impairment (e.g., cerebral palsy, multiple sclerosis, muscular dystrophy, congenital hip defects, etc.)
41 - Spinal abnormalities (e.g., spina bifida, scoliosis)
44 - Non-paralytic orthopedic impairments: chronic pain, stiffness, weakness in bones or joints, some loss of ability to use part or parts of the body
51 - HIV Positive/AIDS
52 - Morbid obesity
61 - Partial paralysis of one hand, arm, foot, leg, or any part thereof
70 - Complete paralysis of one hand
80 - Cardiovascular/heart disease with or without restriction or limitation on activity; a history of heart problems w/complete recovery
83 - Blood diseases (e.g., sickle cell anemia, hemophilia)
84 - Diabetes
86 - Pulmonary or respiratory conditions (e.g., tuberculosis, asthma, emphysema, etc.)
87 - Kidney dysfunction (e.g., required dialysis)
88 - Cancer (present or past history)
93 - Disfigurement of face, hands, or feet (such as those caused by burns or gunshot wounds) and noticeable gross facial birthmarks
95 - Gastrointestinal disorders (e.g., Crohn's Disease, irritable bowel syndrome, colitis, celiac disease, dysphexia, etc.)
98 - History of alcoholism</p> <p>Speech/Language/Learning Conditions
13 - Speech impairment - includes impairments of articulation (unclear language sounds), fluency (stuttering), voice (with normal hearing), dysphasia, or history of laryngectomy
94 - Learning disability - a disorder in one or more of the processes involved in understanding, perceiving, or using language or concepts (spoken or written) (e.g., dyslexia, ADD/ADHD)</p> <p>Other Options
01 - I do not wish to identify my disability status. (Please read the notes on the next page.) (Note: Your personnel officer may use this code if, in his or her judgment, you used an incorrect code.)
05 - I do not have a disability.
06 - I have a disability, but it is not listed on this form.</p> | |

24 January 2014

The Rehabilitation Act of 1973

The Rehabilitation Act, as amended (29 U.S.C. 701, et seq.), requires each agency in the executive branch of the Federal Government to establish programs that will facilitate the hiring, placement, and advancement of individuals with disabilities. The best means of determining agency progress in this respect is through the production of reports at certain intervals showing such things as the number of employees with disabilities who are hired, promoted, trained, or reassigned over a given time period; the percentage of employees with disabilities in the workforce and in various grades and occupations; etc. Such reports bring to the attention of agency top management, the U.S. Office of Personnel Management (OPM), and the Congress deficiencies within specific agencies or the Federal Government as a whole in the hiring, placement, and advancement of individuals with disabilities and, therefore, are the essential first step in improving these conditions and consequently meeting the requirements of the Rehabilitation Act.

The disability data collected on employees will be used only in the production of reports such as those previously mentioned and not for any purpose that will affect them individually. The only exception to this rule is that the records may be used for selective placement purposes and selecting special populations for mailing of voluntary personnel research surveys. In addition, every precaution will be taken to ensure that the information provided by each employee is kept to the strictest confidence and is known only to those individuals in the agency Personnel Office who obtain and record the information for entry into the agency's and OPM's personnel systems. You should also be aware that participation in the disability reporting system is entirely voluntary, **with the exception of employees appointed under Schedule A, SECTION 213.3102(u) (Severe physical or mental disabilities)**. These employees will be requested to identify their disability status and if they decline to do so, their correct disability code will be obtained from medical documentation used to support their appointment.

Employees will be given every opportunity to ensure that the disability code carried in their agency's and OPM's personnel systems is accurate and is kept current. They may exercise this opportunity by asking their Personnel Officer to see a printout of the code and definition from their records. The code carried on employees in the agency's system will be identical to that carried in OPM's system.

Your cooperation and assistance in establishing and maintaining an accurate and up-to-date disability report system is sincerely appreciated.

Privacy Act Statement

Collection of the requested information is authorized by the Rehabilitation Act, as amended (29 U.S.C. 701, et seq.). Solicitation of your Social Security Number (SSN) is authorized by Executive Order 9397, which permits agencies to use the SSN as the means for identifying persons with disabilities in personnel information systems. Your SSN will only be used to ensure that your correct disability code is recorded along with other employee information that your agency and OPM maintain on you. Furnishing your SSN or any other data requested for this collection effort is voluntary and failure to do so will have no effect on you. It should be noted, however, that where individuals decline to furnish their SSN, the SSN will be obtained from other records in order to ensure accurate and complete data. Employees appointed under Schedule A, Section 213.3102 (u) (Severe physical or mental disabilities) are requested to furnish an accurate disability code, but failure to do so will not affect them. Where employees hired under one of these appointing authorities fail to disclose their disability(ies), however, the appropriate code will be determined from the employee's existing records or medical documentation physically submitted upon appointment.

CENWW-OD-[PROJECT ORG CODE]

[DATE]

MEMORANDUM FOR District Commander, CENWW-DE

SUBJECT: Cost-Benefit Analysis for [PROJECT AND DUTY STATION] Volunteers

This memorandum serves to request Commander approval, as required by ER 1130-2-500, Chapter 10, "Volunteer Program," for the reimbursement of long distance travel expenses. ER 1130-2-500, 10-2. n. (2), states:

"(2) Long distance travel expenses may be reimbursed in cases where it can be shown that the services of the volunteer will be of exceptional value to the Corps, and then only with the approval of the District Commander or their delegated authorized official. Such long distance travel must be accomplished under the authorities of Invitational Travel Orders issued pursuant to the JTR/JFTR Appendix E and may be approved at the district level. The rate that volunteers may be reimbursed for long distance travel will not exceed the amount identified under the Joint Travel Regulation for Government employees under similar circumstances."

[VOLUNTEER NAME] has been recruited to fill a volunteer [VOLUNTEER POSITION] at [RECREATION AREA, PROJECT]. [VOLUNTEER NAME] is a repeat seasonal volunteer at [PROJECT] and has demonstrated exceptional abilities in performance of duties assisting the public.

[VOLUNTEER NAME] volunteer commitment exemplifies exceptional value to the Corps. The current Department of Labor hourly rate calculated for volunteer services – the benchmark value for Corps of Engineers volunteer services – is \$21.79 per hour. [VOLUNTEER NAME] will provide approximately [HOUR/WEEKS/MONTHS] of service, working [HOUR] weeks, at a value of [\$00.00]. After anticipated expenses [\$00.00], the value to the project is approximately [\$00.00].

The project lacks funding to provide service contracts of equivalent value. This is not suitable work for Government employees. The [PROJECT, DUTY STATION] volunteers provide exceptional value to visitors, provides tours, and provides information assistance on a variety of matters posed by the public.

The point of contact for this request is the [PROJECT] Volunteer Coordinator, [NAME], available at [PHONE] or [E-MAIL].

[PROJECT VOLUNTEER NAME]
[PROJECT] Volunteer Coordinator

2 Encls

1. Request for Invitational Travel Orders Approval
2. Volunteer Services Agreement for Natural Resources Agencies

CENWW- OD

Oct 11, 2012

MEMORANDUM THRU

FOR EXECUTIVE OFFICE

SUBJECT: Request for Invitational Travel Orders Approval

1. Requesting prior approval for an individual to travel on invitational travel orders.

a. Traveler Name (first, middle, last):

b. SSN:

c. Traveler Address:

d. Traveler Phone:

e. Agency Name :

f. Requesting Organization Code:

g. Dates of TDY (start and end date):

h. Purpose of TDY (i.e. Interview):

i. TDY Location (i.e. HQ, McNary):

j. Cost Estimate: TOTAL

a. Travel:

b. Per Diem:

c. Misc. Expense: (parking fees, hotel taxes,
ground transportation, mileage, etc)

k. Other Remarks:

2. Please contact Alan Inglis at 509-527-7100 for additional information.

Concur/Non-Concur

Executive Assistant

Reviewed & Entered into CEFMS by: RM, Date

Employee CEFMS ID

Please return to POC.

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Services Agreement (OF 301a) Group Registration

Date: _____ Operating Project: _____ Volunteer Group Leader: _____

Volunteer Activity and Location: _____

Volunteer Coordinator: _____ Volunteer Supervisor: _____

*By signing this form, I accept the terms specified in the referenced OF 301a, Volunteer Services Agreement for Individuals or Groups. I agree that I will not receive compensation for my services and that volunteers are NOT considered Federal employees for any purpose other than tort claims and injury compensation. If the volunteer is a youth (under 18) under my direction, I acknowledge the need and requirement to complete the Parental Approval form (ENG 4881-R, before activities begin. **NOTE: Group leader signs OF 301a and will sign the first entry below. Add pages if necessary.***

| Name | | Group affiliation | Adult/
Youth | Phone # | Mailing address | Email address |
|-------|--|-------------------|-----------------|---------|-----------------|---------------|
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WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Services Agreement (OF 301a) Group Registration, Page _____

| Name | | Group affiliation | Adult/
Youth | Phone # | Mailing address | Email address |
|-------|--|-------------------|-----------------|---------|-----------------|---------------|
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US Army Corps
of Engineers

PARENTAL APPROVAL
(ER 1130-2-432)

NAME OF VOLUNTEER _____

PARENT OR GUARDIAN'S NAME _____

ADDRESS _____

TELEPHONE _____ *(Residence)* _____ *(Business)*

I affirm that I am the parent/guardian of the above named volunteer, I understand that the Corps of Engineers' VOLUNTEERS program does not provide compensation, except as otherwise provided by law, and that the service will not confer on the volunteer the status of a Federal employee. I have read the attached description of the work that the volunteer will perform.

I give my permission for _____ to participate

In this program sponsored by _____
(Name of Sponsoring Organization, if applicable)

at _____ *(Project/Office)* from _____ *(Date)* to _____ *(Date)*

(Signature)

(Date)



**US Army Corps
of Engineers** ®
Walla Walla District

Consent to Photograph a Minor Agreement

Date: _____

Name of Minor: _____

Name of Person Granting Consent: _____

Relationship to Minor (parent/legal guardian): _____

Activity: _____

Location: _____

In consideration for participating in the above-mentioned activity, I, _____ do hereby consent to photography of _____ (minor) by the Public Affairs Office, Walla Walla District, U.S. Army Corps of Engineers.

I understand that these photographs may be used in internal and/or public information products developed and produced by the U.S. Army Corps of Engineers. This may include, but is not limited to internally- and publically-disseminated USACE publications, USACE marketing products and USACE websites.

I grant use-of-image release permission for any photographs of the above named minor person taken at this event by USACE representatives, and relinquish any claim to payment for use of such images.

I agree that this release binds not only myself, but also the minor person for whom I am granting consent-to-photograph and use-of-image release.

Date

Consent Grantor signature

POSITION HAZARD ANALYSIS

| | | | |
|--|---------------------------------|--|---|
| JOB SERIES: 0025 | JOB TITLE: Volunteer Park Hosts | | |
| EMPLOYEE NAME (Please Print): | OFFICE SYMBOL: | | |
| EMPLOYEE SIGNATURE: | | | DATE: |
| ANALYZED BY (Immediate Supervisor): | | | DATE: |
| REVIEWED BY (Safety Office): | | | DATE: |
| | | | YES NO |
| Is employee in the Medical Surveillance Program? | | | <input type="checkbox"/> <input type="checkbox"/> |
| Is employee required to wear personal protective equipment (i.e., safety boots or glasses, respirators, hearing protection, etc.)? | | | <input type="checkbox"/> <input type="checkbox"/> |
| Does employee require safety training (i.e., HTRW, confined space, HAZCOM, respirator, electrical, hearing)? | | | <input type="checkbox"/> <input type="checkbox"/> |

| ACTIVITY | LOCATION | HAZARD | CONTROLS |
|--|---|--------------------------|--|
| Park Patrols/First Aid Rescue/Office Work/ Visitor Center/Wildlife Control/Vehicle Operation | Project / Field Locations
Water/ Vehicle | Office Work | Ensure proper lighting. Ensure computer monitor and document copy stand are at approximately the same height and distance. Reduce computer screen glare by installing anti-glare/anti-static screens. |
| | | Wrist strain | Ensure computer keyboards are adjusted so that the elbows are at a 90 degree angle and arms and hands are parallel to the floor. Use wrist rests or other support so that wrists are maintained in a neutral position. |
| | | Neck/shoulder fatigue | Ensure video display terminals are properly adjusted so that the top of the screen is slightly below eye level and the screen is between 18 and 28 inches away. Document or copy holders should be at the same height and distance as the screen. |
| | | Slips/trips/falls | Use good housekeeping practices. Be observant of walking/working surfaces. Secure tripping hazards (cords) to floor. Do not leave file drawers open when unattended. |
| | | Lifting | Use proper lifting techniques. Get assistance when necessary. When lifting, keep the load close to the body and lift with the legs. |
| | | Electrical shock | Do not reconfigure wiring in systems. Ensure equipment is properly maintained and grounded and has GFCI protection. Ensure all extension cords are the correct type and are protected from damage. Ensure equipment is locked/tagged out before any work is begun. |
| | | Office machinery | Do not wear loose clothing or jewelry. Be cautious when making mylar copies (hot). |
| | | Walking | Be alert of walking surface. |
| | | Falling off of furniture | Use step stool. Do not use furniture as a ladder. |

| | | | |
|--|--|---|---|
| | | Cutting tools | Cut in the direction away from hands and body. |
| | | File cabinets/shelves | To avoid tipping, fill the bottom file/shelf first. Do not open more than one drawer at a time. Place heavy objects in the bottom drawers/shelves. |
| | | | |
| | | Prolonged standing/walking | Be in good physical condition. Take breaks as required. |
| | | Physical assault from irritated, distraught, or intoxicated individuals | Knowledge of non-threatening communications. Know how to get assistance. Knowledge of self-defense and avoidance procedures. |
| | | Compressive foot injuries | Wear appropriate safety shoes/boots that meet ANSI Z 41. |
| | | Ankle injuries | Wear proper field boots with ankle height of at least 4 inches. |
| | | Head injuries | Wear hard hat when exposed to overhead hazards. Hard hats are required to be worn at all times when in Hard Hat Areas. Wear helmets when operating a motorized or non motorized bike. |
| | | Eye injuries | Wear appropriate eye protection as necessary. |
| | | Hand injuries | Wear appropriate gloves as necessary. |
| | | Chainsaw cuts | Wear protective clothing (headgear, goggles, hearing protection, gloves, boots, and leg guards). Use proper cutting techniques. |
| | | Lifting | Use proper lifting techniques. Get assistance when necessary. When lifting, keep the load close to the body and lift with the legs. |
| | | Noise | Wear proper hearing protection devices. |
| | | | |
| | | Falling on slippery or rugged terrain | Wear proper field boots and be observant of terrain. Use safety lines when necessary. |
| | | Snake bites | Wear proper field boots or snake chaps. Do not harass/kill snakes. |
| | | Animal bites | Wear proper clothing. Do not approach animals. Use caution and composure when encountering animals. |
| | | Insect bites and stings | Knowledge and avoidance of such insects. Caution and knowledge of any allergies to such bites or stings. Do not wear perfume or cologne. Know where to obtain first aid. |
| | | Tick bites | Wear proper clothing. Light colored long sleeved shirts tucked inside pants. Make frequent checks for the presence of ticks and use proper removal techniques if found. |
| | | Poisonous plants | Knowledge and avoidance of such plants. Wash after contact. |
| | | Fumes and dust | Ensure proper ventilation and wear respirator if necessary. |
| | | Hazardous/flammable chemicals | Obey manufacturer's handling, storage, and use recommendations. Read Material Safety Data Sheet for specific hazards before use. |
| | | Moving equipment | Keep alert and out of the way of heavy equipment. |
| | | | |
| | | Exposure to the elements | Wear proper clothing. Be aware of exposure duration and limit duration if necessary. Be knowledgeable of the symptoms of exposure |

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| | | | related illnesses. |
| | | Entanglement in lines | Worn or damaged lines will not be used. Avoid pinch points and stay clear of lines under strain. |
| | | Entanglement in moving machinery | All points requiring lubrication during operation shall have fittings so located or guarded as to be accessible without hazardous exposure and all moving parts shall be guarded when exposed to contact. |
| Vessel Operation | | Vessel damage/sinking | Obey navigation rules and weather warnings. Be aware of emergency evacuation procedures. |
| | | Fire and explosion | Be knowledgeable of appropriate fire fighting techniques and equipment. |
| Vehicle Operation | | Motor vehicle accidents | Obey traffic laws. Adjust vehicle operation to road and weather conditions. Employ defensive driving techniques. |
| | | Uneven surfaces | Reduce speed appropriately. |
| | | Deer and other wildlife | Stay alert, use caution, and drive defensively. |
| | | Dust | Drive with windows closed. |
| | | Reduced visibility | Ensure windows/mirrors are free from snow and ice. Drive with headlights on. Reduce speed appropriately. |
| | | Slick, snowy, or icy roads | Use studded or chained tires, reduce speed, and increase following distances. |
| Cleaning of Restrooms | Park/Office Restrooms | Skin irritation | Wear provided gloves while cleaning. |
| | | Exposure to human waste | Wear Protective clothing such as gloves and safety goggles. |
| | | Burns/smoke | Use appropriate fire fighting techniques. Wear proper protective clothing (fire suit, gloves, respirator, etc.) and equipment. |
| | | Cuts and bruises | Wear proper clothing. Use caution. |
| | | Lifting | Use proper lifting techniques. Get assistance when necessary. Keep the load close to the body and lift with the legs. |
| | | Brush cutting | Maintain safe distance from equipment. Stay clear of flying objects. Wear appropriate personal protective equipment. |
| | | Prolonged standing, walking, lifting, bending, and pushing | Be in good physical condition. Take breaks as required. |
| | | Exposure to diseases | Wear proper protective clothing. Wash hands/skin immediately after contact. Dispose of infected waste in appropriate containers. |

ACTIVITY HAZARD ANALYSIS

ACTIVITY: Brush Trimming
Operations

ANALYZED BY/DATE:

REVIEWED BY/DATE:

| PRINCIPAL STEPS | POTENTIAL SAFETY/HEALTH HAZARDS | RECOMMENDED CONTROLS |
|--|---|--|
| Operation of Trimmers | <i>Objects thrown by cutting head</i> | <i>Operators are required to wear protective clothing, gloves, and face shield</i> |
| Hand trimming with sickles, sling blades, clippers, and shears | Mashed fingers, cuts to extremities, and falls | Operators instructed in proper and safe work habits |
| <i>Operation of riding and push mowers</i> | <i>Objects or particles thrown by mower</i> | <i>Operators instructed to stay a safe distance away from other workers & members of the public when performing mowing</i> |
| <i>Operation of tractors</i> | <ul style="list-style-type: none"> <i>a. Roll over</i> <i>b. Operation or traveling on or near public road</i> <i>c. Objects thrown by mower</i> | <ul style="list-style-type: none"> <i>a.1. Operators required to be trained in techniques and hazards of operating on inclined surfaces</i> <i>a.2. Operators required to wear seat belts at all times</i> <i>b.1. All tractors required to have slow moving vehicles triangle</i> <i>b.2. All tractors will be hauled on trailers between non adjacent areas</i> <i>b.3. All wings on bat wing securely fastened and locked in the vertical position when traveling</i> <i>b.4. Operators instructed in hazards associated with roadways and proper operating techniques when on or near roadways</i> <i>c.1. Operators are instructed in proper operation of equipment</i> <i>c.2. Operators instructed to stay away from other workers and members of the public and or keep these individuals a safe distance away from mowing operations</i> <i>c.3. Operators required to wear eye protection and protective clothing</i> |

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| <p><i>Motor vehicle operation</i></p> | <p><i>a. Untrained and/or unqualified operators</i>
 <i>b. Unsafe equipment</i>
 <i>c. Unsecured passengers</i>
 <i>d. Stopping on curves, over hilltops and other hazardous areas</i>
 <i>e. Pedestrians on roadways</i></p> | <p><i>a.1. Operators required to be familiar with equipment, trained in the operation of the equipment, and possess a valid operators license</i>
 <i>a.2. Operators required to be familiar with and practice "defensive driving" techniques</i>
 <i>b.1. All equipment and vehicles are to be routinely inspected for safety features including windshields, windshield wipers, brakes, tires, lights, stop signals, turn signals, horn, and seat belts</i>
 <i>b.2. All motor vehicles required to have valid state motor vehicle inspection sticker</i>
 <i>c.1. All operators and passengers are required to wear seatbelts while in vehicles</i>
 <i>c.2. Transportation of personnel on running boards, fenders, bumpers, and tailgates is prohibited</i>
 <i>d.1. Operators of all vehicles are instructed to stop only where sufficient rear sight distance is provided for rear approaching vehicles to safely stop</i>
 <i>d.2. Trash collection vehicles subject to sudden stop will bear a large sign on rear warning motorists of such operation</i>
 <i>d.3. All operators are instructed to pull vehicles off of road in safe location for all but momentary stops</i>
 <i>e.1. Instruct operators to watch for pedestrians, cyclists, bicyclists, and children in public use areas and to proceed slowly in these areas</i></p> |
| <p><i>All phases of work</i></p> | <p><i>Fall and cuts to extremities</i></p> | <p><i>Employees are instructed</i></p> |

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| <p><i>Check tractor for condition</i></p> | <p><i>a. Engine may be damaged if operated without a sufficient quantity of oil.</i>
 <i>b. Engine may be damaged if operated without a sufficient quantity of engine coolant.</i>
 <i>c. Injury may result when removing radiator cap.</i>
 <i>d. Tires may be worn or under-inflated.</i>
 <i>e. Operator may not be familiar with tractor to be used.</i></p> | <p><i>a. Check engine oil level and add if needed.</i>
 <i>b. Check engine coolant level and add if needed.</i>
 <i>c. Do not remove the radiator filler cap unless the engine is cool. Then loosen cap slowly to stop, wait for pressure to be released and then remove the cap.</i>
 <i>d. Check tires for condition and proper inflation.</i>
 <i>e. Tractor operators must be qualified by experience or training on the particular machine to be operated. The operator must familiarize himself with the operator's manual for the unit involved.</i></p> |
| <p><i>Check brush hog for condition</i></p> | <p><i>a. Lift pins may be loose.</i>
 <i>b. Oil level in gearbox may be low.</i>
 <i>c. Blades may be damaged, loose or dull.</i>
 <i>d. Safety chain shielding may have damage or missing sections allowing rock and other debris to be thrown from under brush hog.</i></p> | <p><i>a. Check lift pins for security of mounting. Tighten if loose.</i>
 <i>b. Check quantity of oil in gearbox. Replenish if required.</i>
 <i>c. Check blades for condition, security of mounting and sharpness.</i>
 <i>d. Check safety chain shielding for condition and completeness. Repair all damaged or missing sections.</i></p> |
| <p><i>Start engine</i></p> | <p><i>a. Operator may be under influence of alcohol, drugs, medication or not physically capable of tractor operation.</i>
 <i>b. Operator may not be qualified or "checked out" on unit to be operated.</i>
 <i>c. Operator may be attired in loose clothing.</i>
 <i>d. Operator may be exposed to noise levels above the acceptable level.</i>
 <i>e. Operator may not have the proper personal protective equipment for brush hog operation.</i></p> | <p><i>a. Do not operate a tractor if you are not in good physical and mental condition.</i>
 <i>b. Tractor operators must be thoroughly familiar with equipment to be operated. At a minimum, he must read the operator's manual.</i>
 <i>c. Clothing worn by the operator must not be loose enough to be caught up in moving sprockets, belts, drive shafts and gears.</i>
 <i>d. Wear ear protection.</i>
 <i>e. Wear hardhat, steel toe shoes, gloves and eye protection.</i></p> |
| <p><i>Unhook brush hog</i></p> | <p><i>a. Detached brush hog may be hazardous to personnel in area.</i>
 <i>b. Personal injuries such as back strain and bruises to the hands and feet may occur while detaching implement.</i></p> | <p><i>a. Please implement in an area so that it will not present a hazard to personnel or traffic. Do not block or crib under implement unless it is necessary for detachment or maintenance.</i>
 <i>b. Use good lifting techniques while detaching brush hog and get help if needed. Keep hands and feet clear of areas where crushing injuries could occur. Wear gloves and steel toe shoes.</i></p> |
| <p><i>Refuel tractor</i></p> | <p><i>Fire may erupt during refueling operations.</i></p> | <p><i>Tractor will not be fueled while running near open flame or spark producing operations.</i></p> |
| | | |

| | | |
|--|--|--|
| <p>Road tractor and brush hog to work site</p> | <p>a. Slow moving vehicles on the highway can impede traffic flow.
b. Tractor operator may be thrown from seat due to rough terrain.
c. While descending a hill or steep incline, tractor may get out of control if placed in neutral or clutch is disengaged.
d. Tractor may upset during high-speed turns.
e. Using single rear wheel brakes at high speed may cause upset.</p> | <p>a. Display a slow moving vehicle sign so that it is clearly visible to all traffic approaching from the rear. Also use accessory light to help warn other vehicles of your presence. Travel on the extreme right portion of right lane yielding all roadway possible. When traffic begins to back up (3 or more) behind tractor operator should pull to the shoulder and allow traffic to proceed.
b. Tractor operators driving units equipped with Roll Over Protective Structure (ROPS) will wear seat belts. When on rough terrain, tractor speed will be reduced to a safe limit.
c. Tractor will be kept in gear when descending hills or steep inclines.
d. Reduce speed prior to making sharp turns.
e. Couple the brake pedals before traveling at high speeds to assure that both brakes are used.</p> |
| <p>Hook up brush hog</p> | <p>a. While backing, person standing between tractor and brush hog could be injured.
b. Lifting brush hog to hook draft links to lift pins may cause back, foot or hand injuries.</p> | <p>a. Do not allow anyone to stand between tractor and brush hog while backing.
b. Get assistance when lifting heavy loads and use good lifting techniques. Wear steel toe shoes and gloves.</p> |
| <p>Park tractor</p> | <p>When parked and unattended, tractor may roll and strike other equipment and objects.</p> | <p>Before dismounting tractor, move range selector to park or engage parking brake, if equipped; lower implement to the ground, if attached; disengage Power Take Off, if equipped; stop engine; and release hydraulic pressure by operating steering wheel a few times.</p> |
| | <p>a. Slow moving vehicles on the highway can impede traffic flow.
b. Tractor operator may be thrown from seat due to rough terrain.
c. While descending a hill or steep incline, tractor may get out of control if placed in neutral or clutch is disengaged.
d. Tractor may upset during high-speed turns.
e. Using single rear wheel brakes at high speeds may cause upset.</p> | <p>a. Display a slow moving vehicle sign so that it is clearly visible to all traffic approaching from the rear. Also, use accessory lights to help warn other vehicles of your presence. Travel on the extreme right portion of right lane yielding all roadway possible. When begin to back up behind (3 or more), tractor operator should pull to the shoulder and allow traffic to proceed.
b. Tractor operators driving units equipped with ROPS will wear seat belts. When on rough terrain, tractor speed will be reduced to a safe limit.
c. Tractor will be kept in gear when descending hills or steep inclines.
d. Reduce speed prior to making sharp turns.
e. Couple the brake pedals before traveling at high speeds to assure that both brakes are used</p> |

| <p><i>Use brush hog</i></p> | <p><i>a. Area to be moved may have large rocks, stumps, limbs and/or wire that could be hit.</i>
 <i>b. Cutter blades may get into ground in rough terrain.</i>
 <i>c. Tractor and brush hog may lug down when cutting in dense areas.</i>
 <i>d. Other persons may be struck by rocks, limbs, etc., thrown by the operating brush hog.</i>
 <i>e. Tractor may upset while operating along the side of ditch, gully or excavation.</i></p> | <p><i>a. Carefully survey area to be mowed for these hazards. Operate tractor at slow enough ground speed to detect obstacles missed before.</i>
 <i>b. Adjust cutter blades to highest position possible to attain the desired cutting height.</i>
 <i>c. Operate tractor in a gear that will exert enough power to turn blades at full power.</i>
 <i>d. Clear area of all other persons prior to commencing brush hog operations.</i>
 <i>e. Do not operate on the edge of a ditch, gully or excavation. Wear seat belts.</i></p> |
|---|--|--|
| | | |
| EQUIPMENT TO BE USED | INSPECTION REQUIREMENTS | TRAINING REQUIREMENTS |
| <p><i>Brush hog</i>
 <i>Trimmers</i>
 <i>Sickles</i>
 <i>Sling blades</i>
 <i>Clippers</i>
 <i>Shears</i>
 <i>Push mowers</i>
 <i>Riding mowers</i>
 <i>Tractors</i>
 <i>Batwing mowers</i>
 <i>Eye protection</i>
 <i>Protective clothing</i>
 <i>Motor vehicles</i></p> | <p><i>Safety inspection of all equipment and vehicles</i>
 <i>Check equipment, tractors, and vehicles for proper tire inflation, fuel, oil, engine coolant, etc.</i></p> | <p><i>Training on operating on inclined surfaces</i>
 <i>Defensive driving</i>
 <i>On the job training</i>
 <i>Be checked-out by a qualified, experienced person</i>
 <i>Obtain supervisor's/manager's authorization.</i></p> |
| | | |

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Orientation Checklist

Date: _____ Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station: _____

Volunteer Coordinator: _____

Volunteer Supervisor: _____

1. Welcome Volunteer

- Introduce Volunteer Supervisor & responsibilities
- Staff introductions & program responsibilities
- NRM staff contact sheet
- Introduce project management, When possible
- Volunteer introductions
- Review signed Volunteer Services Agreement
- Approved reimbursements
- Position Description
- Volunteer and ranger work schedules
- Review volunteer position handbook (if applicable)

2. Ranger Responsibilities

- Citation authority enforcement limitations, pepper spray
- Patrols
- law enforcement contracts
- Ride-Along patrol (vehicle & vessel)

3. Administrative Issues

- Property sign out - keys & equipment
- Issue uniform - proper wear & care
- Issue personal protective equipment
- Recording of volunteer hours
- Campsite, living quarter, role model camper
- Map - stores, laundry mats, hospitals, churches, post office
- Accident & incident prevention & reporting
- Smoking
- Drug and alcohol free workplace
- Firearms

- Approved parking areas
 - Emergency contacts
 - Vehicle/ATV assignment & usage (Federal vs. private)
 - Radio usage
 - Office phone procedures
 - Bond Application (if applicable)
 - Volunteer ethics and conduct
 - Verbal Judo – Safe-Self videos
4. **U.S. Army Corps of Engineers** (include in optional PowerPoint & volunteer packet)
- History
 - Corps vision, values & mission
 - USACE organization
 - Project fact sheets
 - District chain of command
 - Other Corps resources and quick reference tools
5. **Project Overview** (include in optional PowerPoint & volunteer packet)
- History
 - Fact sheet
 - Lake maps
 - Project hot topics and talking points
 - Natural Resources Management Program
 - Interpretive programs – role/function (if applicable)
 - Standard Operating Procedures
 - Review sensitive/restricted area limitations
 - Other local project resources and quick reference tools
6. **Parks**
- Tour of park(s)
 - Work area orientation
 - Rules and regulations, Title 36 & park-specific policies
 - Volunteer handbook (if applicable)
 - Park & Campground maps
 - NRRS procedures & project contact (if applicable)
 - Facilities management
 - Maintenance responsibilities and work requests
 - Gate attendance/park host
 - Customer service - guest/visitors

- Pets
- Quiet hours
- Metal detecting
- Other park resources and quick reference tools.
- How to respond to news media and reporters who want an interview and/or to record your comments (always refer media to PAO).

7. **Safety**

- First aid & CPR
- Activity/position hazard analysis
- Personal protective equipment
- Required training, certifications & licenses
- Machinery, hand & power tool operation
- Reporting procedures

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Long-Term Volunteer Individual Training Plan

Date: _____ Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station: _____

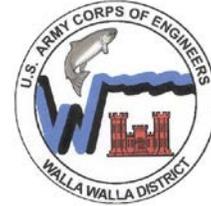
Volunteer Coordinator: _____

Volunteer Supervisor: _____

| Position | Work Description | Training Requirement | Date Provided | Volunteer Initials | Volunteer Coordinator Signature |
|-----------|--|--|---------------|--------------------|---------------------------------|
| Park Host | Primary: Provide Hospitality and customer service to park guests, collecting use fees, organizing paperwork from park to office, maintain campsite occupancy list, operate office equipment including internet reservation program. | First Aid and CPR (ARC) | | | |
| | Secondary: Assist in upkeep of park facilities and promoting safe use of Corps facilities. Provide valuable information on how to improve our parks by maintaining open communication with Rangers and Managers, passing on ideas for improvement gathered during daily contact with visitors. | Proper Lifting Techniques (ARC) | | | |
| | | Driver Safety (online through District Office) | | | |
| | | NRRS System Training | | | |
| | | Equipment Safety, Use and Upkeep | | | |



**US Army Corps
of Engineers®**
Walla Walla District



Volunteer Defensive Driving Course Completion Certificate

I, _____,

Print name of volunteer

completed the online Defensive Driving
Course on _____.

Date course was completed

I affirm that I possess a valid and current
driver license.

NOTE: Volunteer may only drive a Government vehicle that is
comparable to that permitted by his or her driver license.

Signature of Volunteer

Return to District Volunteer Coordinator on completion.



Submit by Email

Print Form

CENWW-

MEMORANDUM FOR RM CEFMS Data Manager

Subject: Request for Volunteer CEFMS Data Entry

1. Requesting that CEFMS data manager enter volunteer into CEFMS for approved reimbursement.

a. Volunteer Name (First, Middle, and Last):

b. SSN:

c. Volunteer Address:

d. Volunteer Phone:

e. Requesting Organization Code:

f. Email Address:

g. Termination Date:

2. Please Contact: _____ at _____ for additional information.

Additional Comments



Volunteer Identification Apparel

Enhance Your Program

Available from VF Solutions:

(2012 prices)

- ✓ **Volunteer Vests:** red - \$13.65
- ✓ **Hooded Jacket:** red - \$23.50
- ✓ **Short Sleeved Polo Shirt:** tan, white, or red - \$19.50
- ✓ **Long Sleeved Polo shirt:** red or white - \$23.50
- ✓ **Ball Cap:** beige/black, summer khaki, or red - \$12.25
- ✓ **Name Plate:** magnetic, red - \$6.50
- ✓ **Name Plate:** pin-back, red - \$8.25



**(2013 PRICES)*



To order:

1. Go to www.vfsolutions.com/lma.
2. Click on the Corps of Engineers banner.
3. Enter Account Number and Password in CAPS.
 - The first 3 letters are for the district; the second 2-3 letters are for the project.
 - Example: LRNOLD = Nashville District (LRN), Old Hickory Lake (OLD).
4. Click on "Login" and then "Continue." "Volunteer Program" will be on the left.
5. Use the government VISA credit card to make the purchase.

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Handling Government Funds & Collecting Fees from the Public

In accordance with ER 1130-2-500 Chapter 10 "Volunteer Program" Paragraph i (1-2):

"i. Volunteers may be authorized to sell permits and collect fees from the public at campgrounds, day-use facilities, visitor centers, administration offices and other locations where fee collection is normally performed as a government function. The volunteer coordinator shall ensure that volunteers sign a statement on the volunteer agreement that states the person accepts the risk and liability of handling government funds. The volunteer coordinator shall also ensure that volunteers are properly trained and provided a security awareness briefing prior to assignment of fee collection responsibilities in accordance with ER/EP 1130-2-550 Chapter 9.

(1) Volunteers are agents of the Army and are protected under 31 U.S.C. § 3527(a). This statute states, in subsection (b), that "the Comptroller General may relieve a present or former accountable official or agent of the agency responsible for the physical loss or deficiency of public money, vouchers, checks, securities, or records, or may authorize reimbursement from an appropriation or fund available for the activity in which the loss or deficiency occurred for the amount of the loss or deficiency paid by the official or agent as restitution, when the head of the agency decides that the official or agent was carrying out official duties when the loss or deficiency occurred, or the loss or deficiency occurred because of an act or failure to act by a subordinate of the official or agent, and the loss or deficiency was not the result of fault or negligence by the official or agent." Volunteers may be required to prove non-negligence for any loss in order to gain relief under the above statute.

(2) Volunteers must also have a surety bond from a federally-approved bonding institution for losses outside the purview of the above statute. With the volunteer's permission, the Corps may obtain the surety bond on the volunteer's behalf. Government funds may be used to cover the cost of surety bonds for volunteers. A surety bond is not a grant of relief for the volunteer nor does the Corps relinquish its rights against the bond or volunteer in a non-negligent loss case."

This verifies that _____ has been trained for and informed of his or her responsibilities/liabilities in handling Government funds and has obtained a surety bond as required by ER 1130-2-500, Chapter 10, Paragraph f. This volunteer will be performing the following duties as needed and directed by the Operating Project Volunteer Coordinator and Accepting Official (see Volunteer Services Agreement, OF301A).

Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station (explain duties): _____

Volunteer Coordinator Signature: _____ Date: _____

Volunteer Supervisor Signature: _____ Date: _____

| WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN | | | | | |
|--|---|---------|--------------|----------|---|
| Volunteer Evaluation | | | | | |
| Operating Project: _____ Volunteer Name: _____ | | | | | |
| Volunteer Position and Duty Station: _____ | | | | | |
| Volunteer Coordinator: _____ | | | | | |
| Volunteer Supervisor: _____ | | | | | |
| Period Covered: _____ Date of Evaluation: _____ | | | | | |
| GOALS | | NOT MET | SATISFACTORY | SUPERIOR | |
| 1. _____ | 1 | 2 | 3 | 4 | 5 |
| 2. _____ | 1 | 2 | 3 | 4 | 5 |
| 3. _____ | 1 | 2 | 3 | 4 | 5 |
| PROFESSIONALISM | | NOT MET | SATISFACTORY | SUPERIOR | |
| Representative of the Corps of Engineers | 1 | 2 | 3 | 4 | 5 |
| Presents a helpful attitude towards visitors | 1 | 2 | 3 | 4 | 5 |
| Maintains adherence to Code of Conduct | 1 | 2 | 3 | 4 | 5 |
| RESPONSIBILITY | | NOT MET | SATISFACTORY | SUPERIOR | |
| Accessible to the public | 1 | 2 | 3 | 4 | 5 |
| Focuses on outcomes | 1 | 2 | 3 | 4 | 5 |
| Shows initiative | 1 | 2 | 3 | 4 | 5 |
| Flexibility | 1 | 2 | 3 | 4 | 5 |
| Attention to safety | 1 | 2 | 3 | 4 | 5 |
| COMMUNICATION | | NOT MET | SATISFACTORY | SUPERIOR | |
| Maintains open and effective communication
with staff, other volunteers, contractors
and members of the public | 1 | 2 | 3 | 4 | 5 |
| Follows directions | 1 | 2 | 3 | 4 | 5 |
| Utilizes line of communication standards | 1 | 2 | 3 | 4 | 5 |
| DEPENDABILITY | | NOT MET | SATISFACTORY | SUPERIOR | |
| Meets commitments of hours and deadlines | 1 | 2 | 3 | 4 | 5 |
| Completes assignments in timely fashion | 1 | 2 | 3 | 4 | 5 |
| Adheres to assigned work schedule | 1 | 2 | 3 | 4 | 5 |

Supervisor comments regarding above areas:

Volunteer comments regarding above areas:

Most significant achievement during period of evaluation:

Areas in which improvement, change, or further training is desirable:

Significant goals for the volunteer to accomplish before the next evaluation:

1. _____
2. _____
3. _____

Date scheduled for next evaluation: _____

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Volunteer Experience Evaluation

Date: _____ Operating Project: _____

Volunteer Name: _____

Volunteer Position and Duty Station: _____

Volunteer Coordinator: _____

Volunteer Supervisor: _____

Thank you for volunteering at this U.S. Army Corp of Engineers project! We constantly strive to improve volunteers' experiences, and your feedback is very important to us. Volunteer input enables us to improve our program and insure a quality experience for all of our volunteers. (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

- | | | | | |
|--|---------|---|--------|---|
| 1. Was an effort made to determine a work plan that best suited your desires and skills? | 1 | 2 | 3 | 4 |
| 2. Did you feel your orientation was beneficial? | 1 | 2 | 3 | 4 |
| 3. Were our expectations of you as a volunteer clearly explained? | 1 | 2 | 3 | 4 |
| 4. Is the volunteer program well organized? | 1 | 2 | 3 | 4 |
| 5. Did your supervisor provide adequate support and enthusiasm for your work? | 1 | 2 | 3 | 4 |
| 6. Are the project staff knowledgeable and able to answer questions? | 1 | 2 | 3 | 4 |
| 7. Are the project staff friendly to volunteers and visitors? | 1 | 2 | 3 | 4 |
| 8. Did you feel that safety is a high priority and that proper precautions are in place? | 1 | 2 | 3 | 4 |
| 9. How would you rate your overall experience? | 1 | 2 | 3 | 4 |
| 10. Would you like to return as a volunteer? | ___ Yes | | ___ No | |

11. What have you enjoyed or benefitted from the most during your time here?

12. How can we improve the volunteer experience at our project?

13. Do you have any additional comments?

WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN Operating Project Volunteer Program Evaluation Worksheet

OPERATING PROJECT: _____ **DATE:** _____

OPERATIONS PROJECT MANAGER NAME: _____

ACCEPTING OFFICIAL NAME (IF DIFFERENT): _____

NATURAL RESOURCES MANAGER NAME: _____

❖ Are all management positions working together to promote and manage a viable volunteer workforce? _____

❖ Does the Volunteer Program help accomplish the missions in the Operation Management Plan? _____

❖ Is the intent of the program being met? _____

❖ Are volunteers being utilized to the best benefit of the project? _____

❖ Are volunteers assured a safe work environment? _____

❖ Has a Volunteer Coordinator been delegated to perform some of these duties? _____

❖ Is there an ongoing and annual process in place for evaluating the benefits of the volunteer program? What methods are used (in addition to this worksheet)?

○ Volunteer Needs Assessment _____

○ Monetary Benefits/OMBIL _____

○ Feedback from volunteers and staff _____

○ Other _____

NOTES: _____

NWW Operating Project Volunteer Program Evaluation, page 2

OPERATING PROJECT VOLUNTEER COORDINATOR NAME: _____

- ❖ Has a fully qualified Volunteer Coordinator been appointed? _____
- ❖ Have specific tasks and job descriptions that volunteers can perform been identified and prioritized? _____
- ❖ Do all identified tasks include details such as training, qualifications, AHA/PHA, reimbursements, etc.)? _____
- ❖ Are background checks performed when applicable? _____
- ❖ Are all volunteer applicants treated equally (in interviews, etc.)? _____
- ❖ Does the Volunteer Coordinator take the lead in recruiting and hiring? _____
- ❖ Is OF 301a, Volunteer Services Agreement, completed for every volunteer? _____
- ❖ Is the coordinator effectively managing all required forms and paperwork? _____
- ❖ Are all volunteer personnel records kept confidential? _____
- ❖ Does the coordinator work closely with volunteer supervisors, volunteers, and management? _____

NOTES: _____

NWW Operating Project Volunteer Program Evaluation, page 3

VOLUNTEER SUPERVISOR NAME: _____

- ❖ Have all supervisors been trained to supervise? _____
- ❖ Is there a process in place to ensure that supervisors understand the requirements for each job? _____
- ❖ Do supervisors thoroughly and properly train volunteers? _____
- ❖ Do supervisors ensure that all safety requirements are met and precautions are followed? _____
- ❖ Do supervisors oversee day-to-day work of volunteers? _____
- ❖ Is positive and constructive feedback regularly provided to volunteers? _____
- ❖ Are all forms (record of hours, reimbursement, mileage, etc.) completed in a timely fashion? _____

NOTES: _____

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WALLA WALLA DISTRICT VOLUNTEER MANAGEMENT PLAN

APPENDIX C

OMBIL Instructions

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How to Enter Volunteer Data in OMBIL

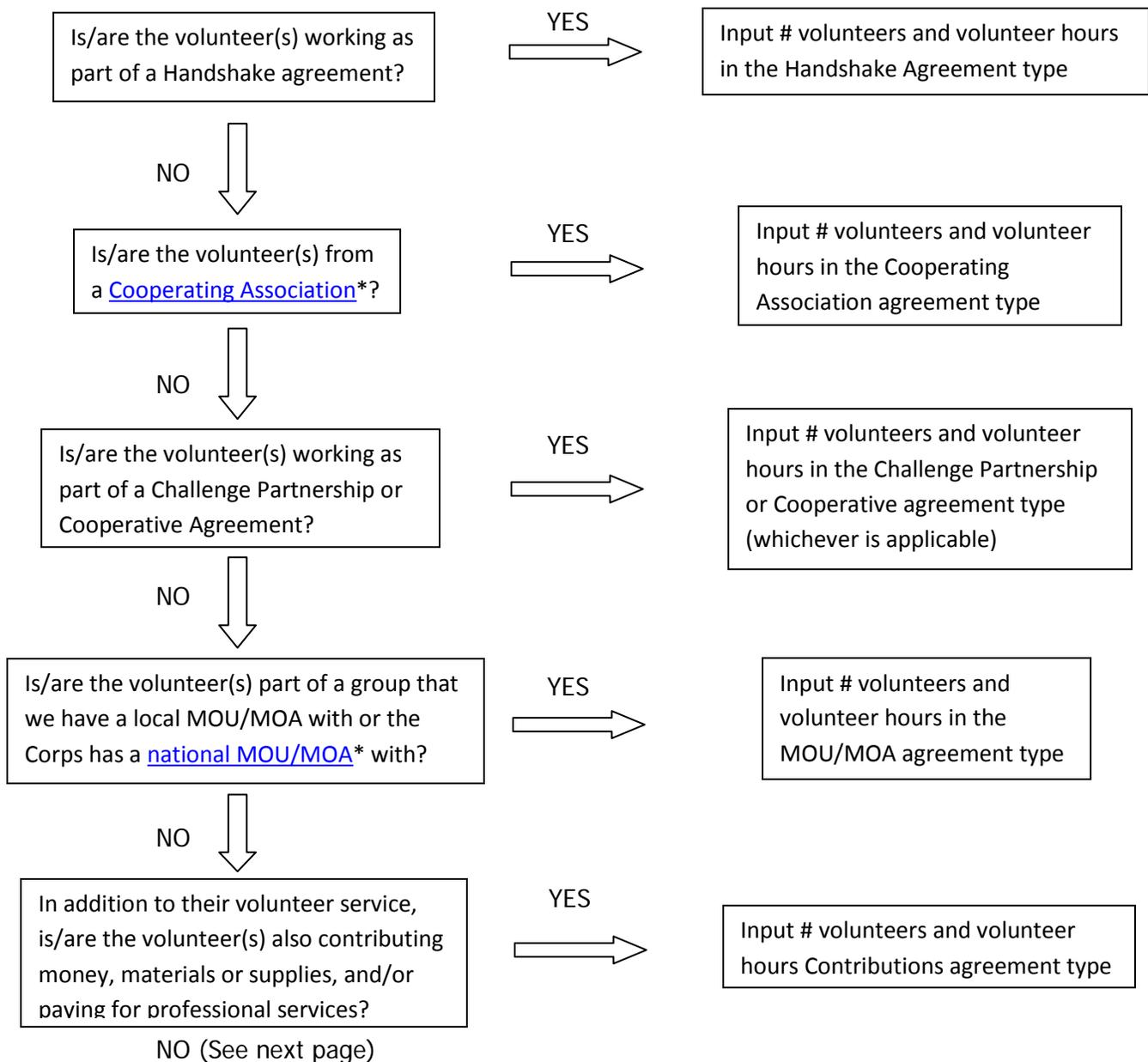
Step 1. Recreation Annual Update- Annual Project Data Update

Enter ALL volunteer hours in this section of OMBIL. This is where you will capture the total number of volunteers, total hours of volunteer service (which will auto-calculate the total value of the service), and total incidental expenses reimbursed to all volunteers for the FY.

Step 2. Recreation Annual Update- Partnership Update

In addition to gathering information about the overall number of volunteers, hours, and value, we are also trying to capture more detailed data about volunteers that are part of a partnership. Some volunteers such as camp hosts, gate attendants, and other individuals that volunteer may only be counted in the Annual Project Data Update. Other volunteers that are part of a group which falls under a partnership agreement, should also have their hours counted in the Partnership Update.

Please use the flow chart below to determine whether to count a particular individual volunteer's or group of volunteers' hours in the Partnership Update section of OMBIL.



If you answer No to all of the questions above, the data for these volunteers will ONLY be input in the Annual Project Data Update section of OMBIL. If you answer Yes to any of the questions above, input the data into the first category with a Yes answer starting from the top down. Some volunteers may fit into multiple categories, but you should input the data in the first applicable category encountered in the flow chart.

Example 1: A volunteer group from IMBA (International Mountain Biking Association) may provide service to the Corps as part of a Challenge Partnerships Agreement, but they are also part of a national MOU. Because the Challenge Partnership agreement is an agreement for a limited, specific period of time and project, the volunteer hours for the particular project in the agreement should be input in the Challenge Partnership category instead of the MOU. If IMBA also volunteers hours not related to the Challenge Partnership Agreement, those additional hours would be input separately in the MOU category.

Example 2: Volunteers from a Cooperating Association, such as the Friends of Raystown Lake provide services for a project that is part of a Handshake Agreement. These hours should be input in the Handshake category instead of the Cooperating Association category, because the Handshake agreement is for a specific project. Additional hours volunteered by Association members such as working in a bookstore, creating interpretive materials, or managing a campground should be captured in the Cooperating Association category if they are not specifically associated with the Handshake project.

Note: Although all Cooperating Associations set up their relationship with the Corps through a Cooperative Agreement, for the purposes of OMBIL, hours donated by members of a Cooperating Association should be input in the Cooperating Association category (or Handshake/Challenge Partnership if applicable to a specific project), not in the Cooperative Agreement category.

*See [NRM Gateway MOU/MOU page](#) for list of national organizations with MOU/MOA and [NRM Gateway Cooperating Association page](#) for list of associations in OMBIL. There is a pick-list of cooperating associations already in OMBIL. If you have a new cooperating association that is not on the list, please contact Heather Burke to get it added to the system.

The screenshot shows the 'OPERATIONS AND MAINTENANCE BUSINESS INFORMATION LINK' application window. The title bar includes the user 'mikemdo@ombilt'. The menu bar contains 'Action', 'Edit', 'Query', 'Record', 'Field', 'Help', and 'Window'. The toolbar has various navigation icons. The main area is titled 'OMBIL SWITCHBOARD' and contains several dropdown menus for selection: HAT (01 ADMIN REC HAT), DIVISION (SOUTHWESTERN DIVISION), DISTRICT (FORT WORTH), PROJECT SITE (BARDWELL LAKE), PROJECT SITE AREA (BARDWELL LAKE), and FACILITY (BARDWELL DAM). To the right, under '10g Test System', there is a note: '** LEGEND HELP IS AVAILABLE USING THE "HELP" MENU OPTION **'. Below this is a 'Business Function' section with radio buttons for COMMON, ENVIRONMENTAL COMPLIANCE, FLOOD RISK MANAGEMENT, HYDROPOWER, RECREATION (selected), ENVIRONMENT - STEWARDSHIP, NAVIGATION, and WATER SUPPLY. At the bottom right are 'Launch', 'Refresh', and 'Help' buttons. On the left, under 'Available Forms & Reports', there are radio buttons for 'Data Input Forms' (selected) and 'Reports', and a dropdown menu showing 'REC - ANNUAL UPDATE'. Four yellow callout boxes with red text and blue arrows point to the Project Site dropdown, the Recreation radio button, the REC - ANNUAL UPDATE dropdown, and the Launch button.

Select the Project Site, if it's not already the default

Make sure the Recreation Button is highlighted

Select the REC - ANNUAL UPDATE FORM

Click on Launch

You begin from the Switchboard, where you first select your Project, then check the Recreation button, then select the REC – ANNUAL UPDATE (Wizard) and click the Launch button.

Select a form or report to launch
Record: 1/1 ... <OSC>

ANNUAL UPDATE

Project Site: BARDWELL LAKE

Fiscal Year: 2011

| Step | Launch Form | Status | Progress | % Complete | Start Date |
|---------|---------------------------------|-------------|--------------------------|---------------|------------|
| Step 1: | Annual Project Data Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 2: | Corps Managed Recreation Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 3: | Interpretive Contacts Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 4: | Special Events Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 5: | Facilities Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 6: | Partnerships Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 7: | Law Enforcement Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 8: | Leases/Licenses Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |

From the Overarching Wizard, click on the Annual Project Data Update button to begin the update process.

FRM-40401: No changes to save.
Record: 1/1

Project Site: BARDWELL LAKE
Fiscal Year: 2011
Get Report

| Screen | Status | Completed of Fields | Percent Complete |
|--------------------------------------|-------------|---------------------|------------------|
| Signs and Boundaries | Not Started | 0 Of 3 For | .00 |
| Volunteer Summary | Not Started | 0 Of 4 For | .00 |
| Plans Summary | Not Started | 0 Of 4 For | .00 |
| Title 18 Summary | Not Started | 0 Of 4 For | .00 |
| Passport Summary | Not Started | 0 Of 2 For | .00 |
| Public Roads Summary | Not Started | 0 Of 6 For | .00 |
| Service Roads Summary | Not Started | 0 Of 6 For | .00 |
| Personnel - Rangers and NRM | Not Started | 0 Of 6 For | .00 |
| Personnel - Admin and Maint. | Not Started | 0 Of 6 For | .00 |
| Personnel - Project Managers and FTE | Not Started | 0 Of 4 For | .00 |
| Personnel - Educational Backgrounds | Not Started | 0 Of 4 For | .00 |
| Shoreline Management - First Page | Not Started | 0 Of 7 For | .00 |
| Shoreline Management - Second Page | Not Started | 0 Of 6 For | .00 |

Start Previous Next Finish Back

When you start the update process for the first time in any given year, your only option is to click “Start” which will take you to the first data entry screen – Signs and Boundaries. Click “Start”:

| | FY2010 | FY2011 |
|-------------------------|--------|--------|
| Volunteers | 100 | |
| Volunteer Hours Service | 7000 | |
| Value Of Services | 145950 | |
| Volunteer Hourly Rate | 20.85 | 20.85 |
| Incidental Expenses | 500 | |

In this screen, you will notice that there are two datafields that are grayed out in the FY11 column. This means that the user (you) cannot change them. The Volunteer Hourly rate is determined by an outside source and entered into the program by the OMBIL contractor so that everyone across the country is using the same standard. Once you enter the number of Volunteer Hours, the system will automatically calculate the Value of Services and place that value in the datafield.

Enter the number of persons performing volunteer work at the project in natural resources management, administration, maintenance, navigation, hydropower, etc.

Record: 1/1 ... <OSC>

OPERATIONS AND MAINTENANCE BUSINESS INFORMATION LINK - mikemdo@ombilt

Action Edit Query Record Field Help Window

ANNUAL PROJECT DATA UPDATE

Project Site: BARDWELL LAKE

Fiscal Year: 2011

Get Report

| Volunteer Information | FY2010 | FY2011 |
|-------------------------|--------|--------|
| Volunteers | 100 | 150 |
| Volunteer Hours Service | 7000 | 2000 |
| Value Of Services | 145950 | 23700 |
| Volunteer Hourly Rate | 20.85 | 20.85 |
| Incidental Expenses | 500 | 200 |

Start Previous **Next** Finish Back

Enter the amount of incidental expenses (out-of-the-pocket expenses) reimbursed by the government to volunteers.

Record: 1/1 ... <OSC>

Once the data is entered for the update year (FY11 in this example) Click "Next".

ANNUAL UPDATE

Project Site: BARDWELL LAKE

Fiscal Year: 2011

| Step | Launch Form | Status | Progress | % Complete | Start Date |
|---------|---------------------------------|-------------|--------------------------|---------------|------------|
| Step 1: | Annual Project Data Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 2: | Corps Managed Recreation Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 3: | Interpretive Contacts Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 4: | Special Events Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 5: | Facilities Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 6: | Partnerships Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 7: | Law Enforcement Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |
| Step 8: | Leases/Licenses Update | Not Started | <input type="checkbox"/> | .00% Complete | 23-MA |

From the Overarching Wizard, click on the Partnerships Update button to begin the update process.

FRM-40401: No changes to save.
Record: 1/1

OPERATIONS AND MAINTENANCE BUSINESS INFORMATION LINK - mikemdo@ombilt

Action Edit Query Record Field Help Window

PARTNERSHIP AGREEMENTS

Agreement Type: ALL TYPES Organization: ALL ORGANIZATIONS Organization Type: ALL TYPES

Show Selected Create New Annual Data

Project Site: BARDWELL LAKE

| Organization | Code | Agreement Type | Date Effective | Description | Terminated | |
|---|------|-----------------------------|----------------|---|------------|---|
| TEXAS EQUISTRIAN TRAIL RIDERS ASSOCIATION | COP | COOPERATING ASSOCIATION | 14-MAR-2003 | TETRA will will develop, operate and maintai | ... | <input type="checkbox"/> View/Edit |
| TEXAS EQUISTRIAN TRAIL RIDERS ASSOCIATION | MOA | MEMORANDUM OF UNDERSTANDIN | 01-OCT-2004 | Horse Trail Maintenance, Installation1188 hrs | ... | <input type="checkbox"/> View/Edit |
| Wal-Mart | CNT | CONTRIBUTIONS PROGRAM | 31-AUG-2010 | Test of System | ... | <input checked="" type="checkbox"/> View/Edit |
| U.S. FISH & WILDLIFE SERVICE | ECA | ECONOMY ACT PARTNERSHIP | 31-AUG-2010 | test of System | ... | <input type="checkbox"/> View/Edit |
| BOY SCOUTS OF AMERICA | HCP | HANDSHAKE CHALLENGE PARTNEF | 31-AUG-2010 | Test of Sysytem | ... | <input type="checkbox"/> View/Edit |
| Trail Dogs | CCS | CHALLENGE PARTNERSHIP | 31-AUG-2010 | Build Fitness trail | ... | <input type="checkbox"/> View/Edit |
| First Baptist Church | MOA | MEMORANDUM OF UNDERSTANDIN | 31-AUG-2010 | Maintain Fitness trail | ... | <input type="checkbox"/> View/Edit |
| Cabellas | CNT | CONTRIBUTIONS PROGRAM | 31-AUG-2010 | Water Safety Supplies | ... | <input type="checkbox"/> View/Edit |
| GIRL SCOUTS OF AMERICA | COA | COOPERATIVE AGREEMENT | 01-APR-2011 | Test | ... | <input type="checkbox"/> View/Edit |
| | | | | | ... | <input type="checkbox"/> View/Edit |

This will take you back into the Partnership wizard and at this point we are ready to begin the update of the Annual Data, so click on the "Annual Data" button.

Display of the status of the agreement, checked if terminated.
Record: 1/9 <OSC>

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