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THE NOSR PROCESS FOR PROGRAM DEVELOPMENT

YOUTH WORK EXPERIENCE APPLICATION

9 Monitoring—Placement and Follow-up

8 Orientation and Assessment—Enrollee Contracts

7 Recruitment, Client Selection, and Enrollment

6 **Volunteers and Supportive Services**

5 Work Station Clusters and Classroom Modules

4 Data Collection

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1 Formation of the Councils

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LIST OF ABBREVIATIONS

CC	Community Council
CETA	Comprehensive Employment and Training Act
CRQ	Community Resources Questionnaire
DOL	U.S. Department of Labor
IS	Impact Schedule
NOSR	National Office for Social Responsibility
TA	Technical Assistance
TRC	Technical Resource Committee
YNA	Youth Needs Assessment

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GUIDE 6: VOLUNTEERS AND SUPPORTIVE SERVICES

NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY

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GUIDE 6: VOLUNTEERS AND SUPPORTIVE SERVICES

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DEVELOPMENT OF ACTIVITIES
The Volunteer Component

Reliance on paid Program staff is seldom sufficient to meet the needs of Program participants. Paid staff are often over-burdened with ongoing Program responsibilities and may lack the skills needed to deal with various situations and problems. Thus, the use of volunteers for staff augmentation answers this problem. In many instances volunteers possess special areas of expertise or have a broad range of contacts they can draw upon to help the Program and the participants. Equally important is that the use of volunteers in key Program areas provides yet another level at which to build community awareness and commitment to youth. Obviously, the more pervasive this awareness and commitment is within the community, the greater the probability of sources the Program enjoys.

In ultilizing volunteers, the Program must be willing to make commitments to them. Following are the minimum commitments which must be made to volunteers if they are to feel an integral part of the Program:

- Adequate staff support should be given in terms of training, supervision, and establishment of mutually acceptable goals for volunteers. The actual division and assignment of tasks should be negotiated by volunteers and staff.
- Avenues of communication between volunteers and paid staff will be kept open. Paid staff must accept the volunteers as viable contributing members of the Program staff.
- Financial resources will be provided. This means that the Program budget will have sufficient funds available for volunteer projects. Volunteers should have their own space, desks, and supplies. This will encourage a feeling of belonging and commitment in them. The Program has an obligation to provide volunteers with the tools they

will need to do their jobs. Additionally, out-of-pocket expenses incurred by a volunteer, such as transportation, should be reimbursed if at all possible. Tax information regarding volunteering deductions should be provided for those not desiring or needing reimbursement.

It is often the case that staff members are unwilling to let a volunteer take on a task. The executive director can approach this problem by distributing a Volunteer Task Form to all Staff. A sample is provided below:

DONE BY VOLUNTEER	DONE BY COUNSELOR	JOINT
T		
A		
S		
K		
S		

This form will normally demonstrate that, even though overburdened with responsbilities, staff members are unwilling to part with certain tasks. The executive director should compile the data from these forms. Then, he or she should analyze which tasks can be negotiated. When this process is complete, it should mark the beginning of development of meaningful volunteer job descriptions that staff members have agreed to and can live with. This procedure will help insure successful integration of volunteers into the Program.

Development of the Volunteer Component

Armed with the above information, the volunteer coordinator is in a position to develop a plan of action for launching the volunteer component. This should include:

- recruitment plan
- application and intake plan—interviews and the subsequent screening and matching of skills with openings
- development of any necessary forms for required documentation
- orientation and training schedule
- development of policies and procedures for volunteers

Volunteer Recruitment Plan

The first step is to identify the target population for recruitment. In general this will be composed of persons interested in and committed to youth and who may have talents needed by the Program. They may include other youth, especially to serve as peer-tutors, and senior citizens, as well as a wide range of persons experienced in or wanting to learn about community service. Knowing the target population will help in determining the sources for recruitment.

Potential sources are:

- members of the Community Council and Technical Resource Committee and their contacts
- the clients themselves as recruiters of their friends
- parents of Program participants
- local volunteer bureaus
- clubs interested in general civic improvement, such as Kiwanis, Rotary, women's clubs, and Jaycees
- educational institutions, especially local colleges, that have intern programs for their students in areas such as social service, education, and recreation
- professional organizations: While this contact may yield limited results, the information gained may be useful in terms of career exploration.

The bulk of the actual recruitment of volunteers will be accomplished through the above sources, generally by word of mouth and personal appeals. However, all media resources—TV, radio, newspapers, newsletters, ethnic presses, etc. should be used to get the word out. Below are some suggestions for using the media:

- Public service spots on the local TV and radio stations can often be arranged.
- Newspapers should be invited to meet with staff, since they may well be interested in doing a feature story on the Program.
- A press release should be issued so that any media wishing to pick up the story can do so.
- Well-designed flyers and posters should be placed in libraries, recreation centers, schools, etc.
- Other agencies in the community that regularly recruit volunteers, such as churches, children's welfare societies, and PTA's, should be made aware of volunteer opportunities available in the Program so that they can pass the word along.

To the extent possible, focus volunteer recruiting on the target population. For instance, when recruiting youth, be sure to place spot announcements on whatever radio station is currently in vogue with teenagers. To reach members of different ethnic groups, contact community-based organizations and appropriate media, such as foreign language stations and papers that focus directly on the identified group.

As far as is practicable, recruitment should focus on the geographic areas from which the Program participants will be chosen. This helps to ensure community involvement and makes it more convenient for the volunteers to serve.

Enough time should be allowed for recruitment efforts to take hold when setting up the calendar of Program implementation events. Recruitment for volunteers should begin prior to, or at least concurrently with, youth partipant recruitment. Because volunteers have varying personal needs and schedules, a continuing recuitment process should be established to meet both immediate and long-range needs. For short-term Program needs, the best approach, perhaps, is to develop a resource or skills bank of volunteers who can serve on short notice in capacities such as speakers, chaperones, field trip leaders, etc.

Application and Intake Process

A complete application from each volunteer will provide the Program with basic information such as:

- name
- address
- phone number
- special areas of interest
- previous experience

These applications become the first volunteer resource file. After taking an application, the volunteer coordinator should schedule an interview with the applicant. This initial interview provides a first-hand impression of the person and screening out of inappropriate volunteers. Initial orientation to the Program can be given during this interview.

A more formal group orientation should be held for the applicants selected as volunteers. This orientation will provide

- in-depth information, answers to specific questions from volunteers
- an opportunity to share previous experiences

- general job negotiations
- an opportunity for the volunteer coordinator to observe how the individual volunteers behave in an interpersonal setting

Specific individual problems should be handled on a one-to-one basis, probably at a later time after a job match has been made.

Volunteer Training

Once assignments have been made, the training program for the volunteers can proceed. The group orientation is the first phase of this training, and it should be followed by

- special workshops geared to training needs previously identified by the volunteers
- periodic meetings of volunteers to discuss experiences, new policies, and new Program developments
- individual conferences between the volunteers and their paid staff supervisors
- information on the Strategy for Youth Development and the NOSR Process

This training must not be done in a vacuum, but rather should flow from assessment by volunteers of their own training needs. This will facilitate the acceptance of the training as a meaningful experience.

In mounting the volunteer component, the coordinator should not overlook the need for recognition that volunteers will have. This need can easily be met through special recognition events, certificates of service and just plain old warm thank-you notes. Volunteers are an integral part of the Program and should always be recognized as such. Without them, the participants would not receive individual guidance and assistance and the overall involvement of the community in the

Program. Consequently, community commitment to the Program would be greatly lowered.

SUPPORTIVE SERVICES
Definition and Overview

Supportive services are defined as those mechanisms, both internal and external, which enhance a participant's progress in the Program, or which permit his or her participation in the Program. Examples of supportive services which typically would be available within the internal design of the Program are:

- *Counseling*—Vocational, academic, and personal growth counseling would all be appropriate. Peer group counseling is a viable technique in addition to more traditional counseling methods.
- *Transportation*—Provision may be made to give sufficient travel allowances to the participants. Perhaps buses could be rented directly by the Program where this makes sense logistically.
- *Childcare*—Again, participants may receive childcare allowances, or the Program may wish to subsidize a center for the offspring of participants, although this seems unnecessary unless there are no acceptable childcare resources available in the community. Otherwise, participants should be given assistance by the Program in locating and arranging childcare to meet their needs.
- *Special Tools, Equipment, Uniforms*—If the work station or skill training class require these, then the Program must make arrangements to supply them to the participants or reimburse the participants for them.
- *Health Examinations*—Arrangements should be made to provide each participant with a physical examination to

determine his or her ability to participate in the Program and to perform certain kinds of work. All too often, health problems emerge as a major factor for a client's successful participation in a program. Examinations usually can be made available at a fairly reasonable rate through the local CETA sponsor or the WIN program sponsor, since both of these provide routine exams to their enrollees.

The range of external supportive services available to Program participants on an as-needed basis is extensive, and include the following:

- family and family planning counseling
- crisis intervention
- welfare assistance, including food stamps, housing allowances and other aid
- legal aid
- special medical treatment or assistance
- therapeutic counseling
- emergency housing arrangements

These supportive services are available typically through community agencies and organizations. Staff should have identified sources for such services in their survey of community resources.

Youth Work Experience Programs must be prepared to offer this broad range of supportive services as they are needed because the Program has to deal with the total environment and situation of the participants. This will maximize the ability of youth to participate effectively in the Program.

Although the Program is only one facet of a participant's life and clearly is not designed to be all things to a person, the Program must be

prepared to offer or provide access to the supportive services required to maintain a high commitment to the Program.

Development of Supportive Services

Some of the above kinds of supportive services can be delivered directly by paid Program staff and volunteers. Those areas lending themselves to direct delivery would be counseling in Program-related areas such as:

- team meetings
- career guidance
- education planning
- interpersonal relations
- finding employment
- provision of other services, like transportation, childcare, and special equipment

The latter services would normally be taken care of through allowances to participants. Depending on the caliber and expertise of the volunteers recruited to the Program, many other services such as crisis intervention and family counseling could be offered directly by the Program without the need to involve outside social service agencies.

The executive director may decide to contract out for other supportive services he or she deems necessary. Contracting out for physical examinations or a specified number of slots in a childcare center would be examples of such an arrangement. The Community Resources Questionnaire and the Program survey will have identified a number of sources for the delivery for most kinds of external supportive services. In order to determine whether or not such services are available to Program participants, it will be necessary to determine the following information for each delivery agency:

- whether or not youth are eligible for services
- what other factors determine eligibility for services in general
- the methods for referring clients for services
- what fees are charged
- whether deliverer has any legal constraints on the provision of services to youth

This compilation of information will enable the executive director to decide with which agencies the Program should have an ongoing relationship. The executive director and the Community Council should proceed through joint negotiations with service deliverers to establish a standardized referral and operation procedure.

Operating Agreements With Service Deliverers

The staff can then proceed to set up arrangements and operating agreements between the Program and the service deliverer. Obviously, an attempt should be made to develop agreements for provision of service at no cost. This generally can be done to cover at least the initial diagnostic contact between the youth and the service deliverer. Agreements with the deliverers should spell out in as much detail as possible information about

- *Referrals:* What constitutes an appropriate referral to that deliverer. This knowledge will enable the Program to get better service for the participants and will minimize complaints by the deliverers that they are spinning their wheels trying to deal with inappropriate referrals.
- *Payments:* If long-term treatment or further referral for treatment is necessary, then it is likely that costs will be

incurred. The agreement should spell out from what sources payment can be obtained—Medicaid, welfare, or other special funds.

- *Exchange of information:* Also covered in the agreement should be the manner in which the Program will receive feedback from the deliverer on progress being made in treating the youth referred.

The task of developing all of these agreements and arrangements for external provision of supportive services should be assigned ideally to one Program staff member who will then be in good position to facilitate dissemination of information concerning services available and to coordinate the provision of these services. Deliverers of supportive services need to receive information on the NOSR Youth Experience Program, and the Program participants need to know to what services they will have access. The compilation of a community resource handbook would be a good way of handling the latter need. Staff and volunteers should receive training on the resources available and how to use them—i.e., who is an appropriate referral and what is the mechanism for referral.

Maintaining Service Agreements

Once the agreement and relationships between the Program and the delivery agency are finalized, effort must be put into maintaining these working relationships and seeing that the services are being provided as agreed upon. To do this, it is important to

- obtain from the referred youth feedback concerning their reception of the quality of services rendered
- obtain feedback from the service deliverer concerning the appropriateness of the referral

- as indicated by the information received from either the recipient or delivered of services, take steps to improve or correct any problem areas
- keep service deliverers informed immediately of any changes in Program operation, especially if a revision of the operating agreement is necessary
- keep a file of Program dealings with each of the delivery agencies, including correspondence, a record of referrals made, and evaluative reports
- have periodic conferences with each of the deliverers to exchange information, address any problems that have arisen, and share the results of evaluations

In those instances where formal agreements with the providers of service have not been obtained, make sure contacts have been established to ease the referral process. It helps to call the contact in advance of making a referral. Even in the absence of formal agreements with some deliverers, Program staff still should maintain files on dealings with them. One of the best ways to get cooperation from service deliverers is to involve the agencies themselves in the planning for the delivery of services. In this way, the agencies will feel a greater commitment to the Program. This should help in

- setting up a uniform referral system
- filling in any gaps in needed services
- fostering more coordination and cooperation among the agencies
- preventing the possiblilty of a single agency being overburdened with referrals

It is important to keep in close touch with the delivery agencies because there can be many shifts in relationships due to changes in

personnel, revisions of priorities, new board decisions, funding problems, and other such things. The Program must keep abreast of such shifts to ensure that services to clients are not affected adversely. The maintenance of cordial relationships with the delivery agencies is of key importance—after all, they are providing the Program with invaluable assistance.

APPENDIX A: SAMPLE VOLUNTEER PROFILE FORM

Volunteer *Job Description*
The job description begins with you—not with a job.
EVERYONE IS SELF-DIRECTED AT SOMETHING
In other words, let's see what your areas of self-direction are:

Name _____
Address _____ Phone _____
PLEASE LIST:

Things you've done in last three days at work	Things you'd like to do but never have had time to do	FROM OTHER LISTS— The things you'd rather be doing

What do you want to get as a volunteer? List (in one-word specifics if possible)

_____

Which activities from your "Rather" list (or not listed) will help fill your listed needs?

_____

How do you see fitting this list in Program? _____

_____

Who can you recruit to help you (address & phone number, please): _____

_____

Now, if you were to write your own classified ad about the services you want to provide, what would you put down? (Example: I like to fix cars, but need help in learning Spanish. Want to trade? Phone: _____).

_____

_____

Now: when, where, how often, hours would you be willing to do this? _____

_____

_____

Thanks for your honesty.

APPENDIX B: SAMPLE VOLUNTEER JOB DESCRIPTIONS

1. Team Meeting leader—Work independently, but under supervision and with the assistance of Counselor, to develop, facilitate and implement programs for team meetings. Typical duties might include:
   a. planning team meeting contest: utilizing participant suggestions
   b. contacting and finalizing arrangements for speakers, films, demonstrations
   c. arranging meeting places and transportation if field trips are planned
   d. being available to rap with team members before and after meetings

   Amount of time required about 4 hours per week divided between 2 hours of team meeting and 2 hours of planning time (meetings generally 4-6 P.M.).

2. Team Telephone Contractor—Work independently from lists provided to contact all members of teams concerning meetings, special events. This would require being able to use your own phone or coming to the office to use the phones here. The amount of time required would be about 2-3 hours per week—late afternoon or evening hours prior to team meeting time.

3. Tutors—
   a. individual tutoring according to subject matter and need of students. Hours can be arranged for the convenience of tutor and student at a mutually convenient place. Amount of time required is about 2-3 hours per week.
   b. tutors for drop-in reading and math clinic. Clinics are to be held twice weekly, Monday afternoon and Friday afternoon from 4 P.M. to 5:30 P.M. We need tutors to help develop materials and techniques and to assist in teaching participants in peer-tutoring. Once youth are capable and have materials, adult tutors would generally assist and provide back-up supervision to youth tutors. This is basically being a trainer and work supervisor for youth on a job. Amount of time is a mimimum of 4 hours divided into 1 hour of preparation and 3 hours of general supervision.

4. Special Events Coordinator—Work with the Deputy Director to plan, coordinate and implement large special events and bus trips for youth in the Program. We hope to have one event per month in which all youth who wish to do so can sign up to participate. Typical duties would include making contacts and arrangements, reserv-

ing buses, arranging for trip supervision, checking participants on buses (collecting permission slips). Amount of time would be approximately 6 hours per month, to be worked at individual's convenience. Most of the bus tours would probably be on Saturdays.

5. Chaperones—on call to assist with general supervision on field trips or special events. This generally would be one day (Saturday) per month or early evening hours for team events. Generally one adult is needed for each 8-10 students.

6. Payroll Clerk—Daytime hours approximately twice per month are needed to assist in reviewing time cards, checking totals, and posting input to be submitted to the bank. This is basically a clerical function and would be under the supervision of the administrative assistant. Minimum amount of time would be approximately 8 hours per month.

7. Assistant Volunteer Coordinator—to work under the supervision of the deputy director to assist generally in maintaining contact with volunteers, assisting in placing volunteers in regular assignments, and helping to plan volunteer meetings. Amount of time required would be about 3 hours per week at individual's convenience. There would also be one evening meeting per month.

8. Special Resource People—to make presentations and demonstrations or conduct rap sessions for team meetings in areas of special interest or expertise. Hours would be 4-6 P.M. Individual will also be on call but hopefully with advance warning.

9. Individual Case Assistant—Under supervision of the counselor, provide personal support to an individual youth. This would mean telephone contact, personal conferences, informal meetings with youth. This should be a mutual choice between volunteer and youth, which could happen during orientation and team meetings. Hours would be flexible and might range between 1 and 4 hours per week. It is important to work with and maintain contact with the counselor so that all work with the youth will be in concert with the Program goals.

10. What would you like to do that's not on the list? You may have some ideas. Let us know your ideas and the amount of time you think it would take. Other projects which we'd like to try, but lack time and manpower to do include a program newsletter, an occupational bulletin board and displays for the office, equipment like games, magazines, records, etc. for use with teams or just to have available here in the office. You name it—we've got a need!

APPENDIX C: ACTIVITY/INTEREST INVENTORY FOR VOLUNTEERS

Name _____ Date _____

We would like you to fill out the information on this sheet so that we will have a better understanding of your likes and dislikes. This will help you in being matched with someone who likes to do the same things you like to do. *Please mark them the way you first feel about them.*

DIRECTIONS:
Put a PLUS + beside the activities that you LIKE
Put a MINUS − beside those you DON'T LIKE
Leave BLANK ☐ those that you DON'T FEEL ONE WAY OR THE OTHER ABOUT

☐ Watching movies	☐ Drama/Theater/Acting	☐ Watching TV
☐ Playing pool	☐ Reading books	☐ Listening to music
☐ Seeing special shows (e.g., circus, rodeo)	☐ Cooking	☐ Airplane rides
☐ Art museums and shows	☐ Sewing	☐ Hanging around with friends
☐ Ballet	☐ Gardening	☐ Drawing
☐ Opera	☐ Auto mechanics	☐ Painting
☐ Parties	☐ Shopping	☐ Singing
☐ Concerts	☐ Card games	☐ Rapping/talking with friends
☐ Pottery	☐ Checkers	☐ Travel
☐ Photography	☐ Chess	☐ Jigsaw puzzles
☐ Macramé		

☐ Woodwork/carving	☐ Writing poetry, stories, etc.	☐ Baseball
☐ Model planes	☐ Fishing	☐ Bike riding
☐ Model cars	☐ Football	☐ Hunting
☐ Motorcycle riding	☐ Go-karts	☐ Ice hockey
☐ Bowling	☐ Gambling/betting	☐ Ice skating
☐ Shooting pool	☐ Handball	☐ Climbing
☐ Boxing	☐ Hiking	☐ Backpacking

(cont.)

☐ Camping	☐ Horseback riding	☐ Being with opposite sex
☐ Canoeing	☐ Car racing	☐ Swimming
☐ Snow skiing	☐ Rugby	☐ Dominoes
☐ River rafting	☐ Sledding	☐ Soccer
☐ Mini-bikes	☐ Model rockets	☐ Jogging
☐ Golf	☐ Sculpting	☐ Driving cars
☐ Dancing	☐ Archery	☐ Tubing
☐ Dice	☐ Badminton	☐ Other (specify)
☐ Riflery	☐ Water skiing	☐ _____
☐ Roller skating	☐ Motor boating	☐ _____
☐ Sailing	☐ Ping-pong	☐ _____
☐ Horse races	☐ Leatherwork	☐ _____
☐ Dog races	☐ Bead work	☐ _____

1. What are the three things you enjoy doing the most? _____

2. What are the three things you really don't like to do? _____

3. What musical instruments do you play? _____

4. What kinds of music to you like the most?

☐ Classical	☐ Rock	☐ Country-western
☐ Folk	☐ Popular	☐ Other _____

5. What kinds of music to you not like?

☐ Classical	☐ Rock	☐ Country-western
☐ Folk	☐ Popular	☐ Other _____

APPENDIX D: SAMPLE INTEREST-MATCHING FORM FOR VOLUNTEERS

WHO I'D LIKE TO WORK WITH

Name of Volunteer _____ Age: _____
Female ☐ Male ☐ Date: _____
Volunteer Program _____

INSTRUCTIONS

We'd like to match you with the client you can best work with, and we believe you're the best judge of that. Therefore, we're asking you to check one and only one of the choices in each line below.

We know they're sometimes hard choices, and close choices, but please pick one in each line, even if you lean just a little that way. We left an out for you in each line: "I don't care," but we hope you won't use it unless you really can't make up your mind. We really believe most people do care about these things. So please don't leave any lines blank. There are no right or wrong answers on this form. It's just that each person has his or her own preferences in working with other people. Please think about your choices carefully. Thank you.

I THINK I HAVE THE BEST CHANCE OF SUCCESS AND SATISFACTION WORKING WITH
(Check One and Only One on Each Line)

☐ A man or boy	☐ A woman or girl	☐ I don't care
☐ Someone my own age ☐ I don't care	☐ Someone older	☐ Someone younger
☐ An American Indian ☐ A Chicano	☐ An Anglo/Caucasian ☐ An Asian/Oriental	☐ A Black ☐ I don't care
☐ Someone who lives in my part of town, quite close by	☐ Someone who doesn't live too close by	☐ I don't care
☐ Someone who has enough money so their income isn't their main problem.	☐ Someone who is poor or from a low income family.	☐ I don't care

(cont.)

☐ Someone about my size or height ☐ I don't care	☐ Someone who is taller or bigger than me	☐ Someone who is smaller or shorter than me
☐ Someone who may have a physical problem or defect	☐ Someone who doesn't have a physical problem or defect	☐ I don't care
☐ Someone who has a pretty good education	☐ Someone who really lacks education	☐ I don't care
☐ Someone who's doing reasonably well at school or job.	☐ Someone who isn't doing well at school or job.	☐ I don't care
☐ Someone who is reasonably intelligent and can understand things well	☐ Someone who has low intelligence and has some trouble understanding things	☐ I don't care
☐ Someone of my own religion ☐ I don't care	☐ Someone of another religion	☐ Someone with no religion
☐ Someone who goes to church quite regularly ☐ I don't care	☐ Someone who goes to church only once in a while	☐ Someone who never goes to church
☐ Someone who is living at home	☐ Someone who isn't living at home	☐ I don't care
☐ Someone who comes from a large family	☐ Someone who comes from a small family	☐ I don't care
☐ Someone who comes from a family that's pretty much stayed together	☐ Someone who comes from a "broken home" e.g., one parent, divorced, step-parent, etc.	☐ I don't care

(cont.)

☐ If an adult, or young adult, someone who is married	☐ If an adult or young adult, someone who is single, separated or divorced	☐ I don't care
☐ A "tougher case," someone who has been in trouble at least several times	☐ An easier case or a first offender, someone who hasn't been in frequent trouble	☐ I don't care

We believe we should, if possible, avoid matching you with someone you have a strong objection to working with, so please note these for yourself below. Its natural for some people to have such objections, and it's your privilege to have them, so please be perfectly frank about this on each question below.

I have strong objections to working with a *drug offender*	☐ Yes ☐ No
I have strong objections to working with an *alcoholic*	☐ Yes ☐ No
I have strong objections to working with a *sex offender*	☐ Yes ☐ No
I have strong objections to working with a *hippie or longhair type*	☐ Yes ☐ No

Please go back and check once more that you have marked ONE and only ONE choice in every line.

APPENDIX E: SAMPLE VOLUNTEER APPLICATION FORM

Name _____ Date _____
Address _____
City _____ Zip _____
Telephone _____
Place of Employment _____
Occupation _____
Names and ages of children _____
_____
_____
Areas of Expertise _____
Hobbies _____
What organizations do you belong to _____
_____
Previous volunteer experience _____
When _____
Where _____
Do you have your own transportation? _____
When are you available?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
A.M.							
P.M.							

In case of emergency please notify:
Name _____ Telephone _____
Address _____
Relationship _____
Signature _____

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END