

CHAPTER 8

RECRUITING, USING, AND TRAINING VOLUNTEERS

INTRODUCTION

Volunteers are the backbone of all teen court programs. No teen court should recruit youth and adult volunteers, however, until it gives thoughtful consideration to where it could use their assistance. Volunteers used unwisely can end up feeling that their time is being wasted and may feel that their time could be better spent assisting another agency (Fulton, Stone, and Gendreau, 1994).

At times, the use of volunteers can create additional work for program staff. Unless care is taken in recruitment, training, and the use of volunteers, teen court staff may find themselves in situations in which a volunteer is counterproductive. Considering all the other burdens with which program staff must deal, this situation should be avoided. A careful examination of where a program can use the assistance of volunteers will lead to the effective use of available community resources (Fulton, Stone, and Gendreau, 1994).

At the conclusion of this chapter, the reader will be able to

- ◆ define possible volunteer roles within a teen court program;
- ◆ determine methods for targeting and recruiting volunteers;
- ◆ develop a volunteer training program; and
- ◆ develop methods for sustaining volunteer support and commitment.

EXAMINING POSSIBLE VOLUNTEER ROLES

As has been stated and illustrated throughout this *Guide*, volunteers participate in and provide services for teen court programs in many ways. For example, all teen courts rely on youth and adult volunteers to carry out the actual teen court hearings. Beyond that, the extent and

capacity in which programs use volunteers differ. Involving community members in teen court programs in creative ways can help increase community support and ownership of the program and can help reduce the workload of overburdened staff.

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This section will begin by describing the traditional roles that volunteers assume in teen court programs. It also will describe additional ways to capitalize on the talents of youth and adult volunteers to help accomplish program goals and objectives.

Traditional Youth Volunteer Roles

As discussed in previous chapters, depending on the model of teen court program being used, the following are typical volunteer roles assumed by youth.

- ◆ **Defense attorneys.** Represent the interests of the defendants during the hearing.
- ◆ **Prosecuting attorneys.** Represent the interests of the “state” during the hearing.
- ◆ **Court clerks.** Keep a record of the court proceedings, swear in the jury and witnesses, and assist the judge during the youth court session.
- ◆ **Bailiffs.** Sign in youth court volunteers, open the youth court session by announcing the judge, escort the jury to and from deliberations.
- ◆ **Jurors.** Hear the circumstances of the case and determine constructive sentences for the defendants.

Some teen court programs use teens in the role of judge as well. In these programs, the youth judge is mainly responsible for presiding over

the youth court proceedings and is usually an older adolescent who has served in the volunteer roles of youth defense and prosecuting attorneys. In teen court programs in which there is no peer jury, the youth judge is responsible for determining the appropriate sentence for the youthful offender.

Traditional Adult Volunteer Roles

According to responses from the American Probation and Parole Association (APPA, 1994) teen court survey, the following are the most frequent three ways in which teen court programs reported using adult volunteers:

- ◆ **Judges for youth court hearings.** The judge presides over the teen court hearing and ensures rules of procedure are followed. In very rare cases, the judge may intervene or overrule a jury's verdict and impose one within the youth court's guidelines. An adult volunteer judge with a legal background (e.g., judge, attorney) offers programs the opportunity to have someone participating in the court proceedings who can handle any legal issues that may arise and who can address youth volunteers' questions about legal procedure during the course of the trial.
- ◆ **Training facilitators.** An important aspect of the teen court program is the knowledge that youth gain and the experience that they receive in the legal and judicial system. Also, teen court programs offer an opportunity for youth to develop and enhance life and coping skills (e.g., listening, problem solving, conflict resolution, negotiating). To ensure that youth are comfortable with and able to carry out the roles in which they are placed, they should receive adequate training and guidance. Professionals, especially those who work within the legal and judicial system (e.g., judges, lawyers), can educate youth volunteers on the legal and judicial structure, rules, and procedures, while professionals in social service and counseling fields can be effective trainers for helping youth enhance life and coping skills.
- ◆ **Advisory board and task force members.** Recruiting individuals with various backgrounds and expertise to serve on advisory boards and task forces is one way in which teen court programs have organized and mobilized the community to aid in areas such as program development, fundraising, and marketing.

Additional Youth Volunteer Roles

Aside from performing the traditional teen court volunteer roles, youth also should be encouraged to participate in the organizational and managerial side of the program. One contributing factor to the problem of juvenile delinquency cited in research is the lack of meaningful roles for youth in society (Office of Juvenile Justice and Delinquency Prevention, 1993; Calhoun, 1988; Carnegie Council on Adolescent Development, 1992). Teen courts place youth in integral roles that can empower them to address problems within their local community.

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The following are additional functions that youth can assume in teen court programs:

- ◆ **Serving in advisory roles.** Often, youth do not have an opportunity to provide input on the development and operation of programs that are designed to address their needs (Carnegie Council on Adolescent Development, 1992). Youth can make valuable and important contributions by serving as members of advisory committees, task forces, and boards of directors of teen court programs.

Youth can identify issues with which community youth are struggling (Carnegie Council on Adolescent Development, 1992) and offer insight into the types of approaches that are likely to work when attempting to

address youth-oriented issues. Their fresh ideas and viewpoints can be positive contributions to committees that typically are composed of adults, who may have skewed perceptions of youth and their needs. Also, youth who volunteer and participate in other capacities with the program (e.g., attorneys, jurors, defendants) can provide insight on the effectiveness of the program's practices based on firsthand experience and help develop solutions to problems encountered. In essence, the more direct involvement and control that youth can have in the program, the more of a stake they are likely to develop in the program and its success. Figure 8-1 illustrates one method for involving teens in an advisory capacity.

- ◆ **Acting in mentoring and teaching roles.** Placing youth in mentoring and teaching roles with other youth can help to enhance the peer influence aspect of the teen court program. Peer tutoring, peer discussion groups, peer mentoring programs, and youth leadership programs are examples of ways in which teen courts are providing outlets for

delinquency-prone youth to establish relationships with more conventional peers. Figure 8-2 discusses the Los Angeles County Teen Court Program's Youth Leadership Program.

- ◆ **Assisting in the recruitment of volunteers.** Certainly, youth can spread the word about teen court to their friends; however, youth also should be encouraged to help identify new and creative ways to recruit volunteers. In addition, when developing a recruiting plan, youth should be asked what qualities they would like to see in the adult volunteers working with the program.
- ◆ **Marketing the youth court program.** It is vital that the community be aware and supportive of the teen court program throughout all stages of development, implementation, and operation. Youth can be powerful and persuasive advocates of the program. One tactic used by some programs is to have youth and adult volunteers accompany staff when making presentations to groups. Program staff can discuss the

Figure 8-1: Youth Review Boards

One way teen court programs can encourage and obtain youth input into the overall program and function of the program is through the use of youth review boards. To ensure the board reflects diverse viewpoints, attempts should be made to assemble a group of approximately 8 to 10 youth volunteers and past defendants. These review boards can offer insight into how the program is functioning and help staff develop strategies to remedy identified problems. As particular areas of concern (e.g., jury deliberations, volunteer recruitment, volunteer training) are identified by the review board, it may be beneficial to form subcommittees to address uses in more detail. Adult volunteers with background and expertise in identified areas could be asked to serve on the subcommittees with the selected youth to assist in developing solutions and strategies for addressing the problem(s). Youth review boards can be established to serve several purposes, including

- ◆ to review teen court policies and practices;
- ◆ to identify procedural problems encountered during the hearings;
- ◆ to expose areas in which additional training may be needed for teen court volunteers; and
- ◆ to examine the dispositions of cases being heard by the teen court to address inconsistencies and potential problem areas caused by the nature of the cases being heard.

Figure 8-2: Los Angeles Youth Leadership Program

The Youth Leadership Program of the Los Angeles County Probation Department recruits and trains young people between the ages of 16 and 21 to serve as volunteer interns within the probation department. The interns are placed with various programs throughout the department and volunteer a minimum of 16 hours per week. The teen court program is one of the programs offered within the probation department to which these volunteers can be assigned.

In August 1995, two Youth Leadership Program volunteers (aged 21) were volunteering for the teen court program. One of the volunteers began interning for the teen court program when she was 19. Responsibilities of the volunteer interns include

- ◆ meeting with youth defendants after the peer jury hearing to discuss the sentencing conditions;
- ◆ assisting defendants in locating a community service placement;
- ◆ assisting defendants and their families in locating and accessing counseling services and parenting classes; and
- ◆ monitoring the defendant's compliance with the peer jury's recommendations.

The volunteers work closely with and are supervised by probation staff. Although placed in a position in which they are responsible for monitoring the defendant's compliance with the program, it is stressed that the Youth Leadership Program volunteers are there to serve as positive role models and assist defendants and their families in attaining required and needed services. Youth Leadership Program volunteers who work with the teen court report that since they are close in age to many of the defendants, they can relate to and develop a rapport with the defendants in ways in which an older adult volunteer may not.

program from an administrative point of view, while the volunteers can speak about the program from a more personal view. Hearing and learning about a program from those directly involved can help lend credibility to the presentation and the program.

- ◆ **Organizing and participating in fundraising events.** One of the obstacles reported by most teen court programs is the difficulty in securing funding for the program. Youth volunteers can be encouraged to help seek ways to keep the program viable by assisting in presentations to possible contributors and by organizing and participating in fundraising events.

Additional Adult Volunteer Roles

The following are additional ways in which

adult volunteers are used in youth court programs:

- ◆ **Monitors (e.g., courtroom, jury room).**

There is much activity on the days and evenings in which youth court hearings are held, and program staff often are busy performing numerous administrative tasks. Teen court coordinators may find it helpful to have another adult(s) present (aside from the volunteer judge) to help keep order and monitor the proceedings.

In addition to maintaining order, adult monitors can observe the proceedings and identify areas that may need to be addressed by program staff. For example, some programs have an adult present in the jury room while the jury deliberates. The role of the adult is not to actively participate in the deliberations; however, the adult can respond

to questions that the jury may have, and also can observe the jury members' interaction and discussion and provide feedback to the program coordinator on areas in which the jury may need additional training in order to improve its functioning.

Adults in the jury room is a controversial issue for teen court programs. Figure 8-3 outlines some of the benefits and drawbacks commonly cited when this issue is raised. If in doubt about whether this is an appropriate role for adult volunteers, programs should examine the advantages and disadvantages and seek input from the youth volunteers. Some youth are adamantly opposed to adults routinely observing jury deliberations, while other youth are not intimidated by it and feel it would solve more problems than it would create.

- ◆ **Mentors to defendants and to youth volunteers.** In addition to the use of volunteers as facilitators for structured training sessions, some programs have matched adult lawyers (or law students) with

youth defense and prosecuting attorneys to serve as mentors and consultants to the youth. The purpose of the mentor relationship is to educate youth in the law and also to provide them with a supportive person to turn to for advice and assistance in preparing and presenting teen court cases.

According to APPA (1994), some programs using this type of mentor/consultant concept include

- ◆ Southside Youth Council Teen Court Program, Indianapolis, Indiana;
 - ◆ Leon County Schools S.C.A.L.E.S. Project, Tallahassee, Florida;
 - ◆ Osceola Teen Court, Inc., Kissimmee, Florida;
 - ◆ Arvada Teen Court, Arvada, Colorado; and
 - ◆ Aurora Teen Court, Aurora, Colorado.
- ◆ **Educational group leaders.** Teen court programs that are unable to locate or contract with agencies in the community for the

Figure 8-3: Pros and Cons of Using Adult Jury Room Monitors

Adult Presence in the Jury Room	
Pros	Cons
<ul style="list-style-type: none"> ◆ An adult presence may help maintain order and reduce the level of chaos that can occur during jury deliberations. ◆ Through observation, an adult volunteer can identify areas in which jury members may need further training. ◆ Since teen court serves an educational purpose, an adult volunteer in the jury room can respond to questions jurors may have concerning legal or procedural issues. 	<ul style="list-style-type: none"> ◆ An adult presence may inhibit jurors, causing them not to express their opinions as freely. ◆ An adult volunteer may intervene unnecessarily and unduly influence the jury's decision. ◆ The teen court jury is supposed to be modeled after the adult jury process, and letting an adult volunteer sit in the jury room would taint this process.

provision of educational services for teen court participants (e.g., counseling, conflict resolution workshops, substance abuse awareness classes) can recruit adult volunteers with expertise in the desired topic areas to help develop and provide these services in-house.

RECRUITING AND SELECTING VOLUNTEERS

Given the sensitive areas in which teen court volunteers will be involved, care should be exercised when recruiting, selecting, and training volunteers. This section will provide a framework from which program organizers can

- ◆ define volunteer roles and develop volunteer job descriptions;
- ◆ develop screening and application procedures; and
- ◆ develop a recruitment plan.

The development of a volunteer training program will be discussed later in this chapter.

Defining Roles and Developing Job Descriptions

Individual programs should be flexible and creative when analyzing their needs and resources to determine the best use of volunteers for their program. Once the roles have been defined, volunteer job descriptions should be developed that outline the duties and tasks required for each position. Detailed job descriptions can aid recruiting and training efforts and also can reduce the likelihood of misconduct by volunteers. Sample youth and adult volunteer job descriptions may be found in Appendix F.

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Developing Screening and Application Procedures

Because of their highly interactive roles, volunteers can have a direct impact on the teen court program's ability to meet its goals and objectives. Volunteers should be placed in positions that interest them and that capitalize on their unique talents and skills. Careful consideration should be given to matching program needs with volunteer skills and to training volunteers (especially youth volunteers) in deficient skill areas.

Application materials can be developed to help track information that will assist teen court staff in matching appropriate volunteers with appropriate tasks. Different applications should be developed for youth and adult volunteers. When developing applications for youth, desired information may include

- ◆ name and contact information;
- ◆ date of birth and educational level;
- ◆ interests and skills;
- ◆ employment experience (if any);
- ◆ extracurricular activities;
- ◆ previous volunteer experience;
- ◆ the amount of time and days or evenings for which they are available to volunteer; and
- ◆ what roles they are interested in performing for the teen court.

Programs also may want to include a space on the application for the signature of the youth volunteer's legal guardian. To enhance future recruitment efforts, programs may want to leave space on the application for volunteers to indicate how they found out about the teen court program. A sample youth volunteer application form may be found in Appendix F.

Similar information should be included on adult volunteer applications as well. It also should provide information necessary to complete a criminal records check (if possible) and provide

the volunteer with an opportunity to report any felony or misdemeanor convictions, including traffic violations where appropriate. The teen court program also may wish to provide space for volunteers to articulate why they are interested in volunteering for the program in the chosen capacity. Character references also are an essential component of the application. Some teen court programs may already have applications for this purpose that they use with regular personnel. Some volunteers may be deterred when informed of the procedures; however, teen courts cannot afford to use volunteers who are going to be a detriment to the program. Community standards and norms, as well as the capacity in which the volunteer will be used, should determine how each teen court program weighs the importance of each item on the application (Fulton, Stone, and Gendreau, 1994).

Programs also should consider what screening guidelines are necessary for various volunteer positions. Screening is of utmost importance when recruiting and selecting adult volunteers who will be interacting with youth. All volunteers should complete an application form and, if possible, be interviewed by program staff. It may not be feasible to interview each youth volunteer formally; however, program staff should make a concerted effort to get to know each volunteer personally.

Whenever possible, the screening process should be designed to allow for an exchange of information. Through this mutual assessment, staff can gain insight into the prospective volunteer's attitudes, beliefs, and motives; and the volunteer can learn about the program's purpose, procedures, and rules. This type of exchange can help staff and volunteers identify potential attitude problems or conflicts of interest and can help determine if the volunteer is suited for the particular program. Also,

depending on unique skills and talents of volunteers that are revealed during the screening process, new areas and roles for volunteers may be identified (Isley, 1990).

Programs should strive to recruit and secure participation from volunteers of all social, economic, and ethnic backgrounds.

Developing a Recruitment Plan

Programs should strive to recruit and secure participation from volunteers of all social, economic, and ethnic backgrounds. In doing so, however, programs will need to be prepared to respond to this diversity (Carnegie Council on Adolescent Development, 1992). Typically, two groups that are underrepresented in volunteer service are males and minorities. Therefore, programs may find it necessary to employ special efforts to encourage individuals from these groups to volunteer (McCarthy and McCarthy, 1991). An analysis of the breakdown according to gender and ethnic origin of the teen court youth volunteer population based on the APPA (1994) teen court survey may be found in Figure 8-4. When developing a recruitment plan, programs should (1) evaluate from where they might be able to draw youth and adult volunteers in their local communities; and (2) determine possible methods and strategies for recruiting volunteers.

Places to recruit volunteers may vary somewhat among communities. Therefore, programs should take a thoughtful look at the community's resources and solicit input from youth and other stakeholders to direct recruitment efforts more efficiently. Figures 8-5 and 8-6 give some possible recruitment sources for youth and adult volunteers.

Figure 8-4: Gender and Ethnic Origin of Youth Teen Court Volunteers

Youth Volunteer Population	
Gender:	
Female	58%
Male	42%
Ethnic Origin:	
White	69%
Hispanic	16%
African American	10%
Other	4%

Source: APPA, 1994

Figure 8-5: Sources for Recruiting Youth Teen Court Volunteers

Sources for Recruiting Youth Volunteers
◆ Schools
◆ Boys' and Girls' Clubs
◆ YMCAs and YWCAs
◆ Community and recreation centers
◆ Churches

Source: APPA, 1994

Methods for recruiting volunteers include the following (Fulton, Stone, and Gendreau, 1994):

- ◆ **Newspapers.** For a general recruiting effort, local newspapers always offer the possibility of purchasing space for help wanted advertisements. Another possibility is to provide the local newspaper with a press release on the program itself and its need for volunteers. Informing the press of the teen court program's efforts may spark the interest of a local reporter and provide the opportunity to highlight the program in an article.
- ◆ **Television and radio.** Cable television stations have public access channels, and television and radio stations are required to

give time for public service programming. These avenues can be used as a forum for recruiting volunteers and for providing general education about the teen court program. An added benefit is that these services are free to the program.

Figure 8-6: Sources for Recruiting Adult Teen Court Volunteers

Sources for Recruiting Adult Volunteers
◆ Law offices;
◆ Schools and universities;
◆ Business associations; and
◆ Civic and community organizations; and
◆ Retired citizen councils/groups.

Source: APPA, 1994

- ◆ **Schools.** The majority of youth in the community are enrolled in area schools; therefore, the teen court program has a captive audience from which recruitment efforts can begin. Recruiting methods in schools can include presentations during school assemblies, posters placed around the schools, dissemination of teen court newsletters, and teacher promotions of the teen court concept in their classes. Youth volunteers attending the schools can suggest additional recruitment strategies based on their experiences with the school and the students and their knowledge of the school's activities.
- ◆ **Universities or colleges.** Departments at local colleges or universities may permit the posting of job announcements on bulletin boards. Some professors may even announce the opportunity in classes. College employment services may post the announcement, as well. These can be invaluable resources in getting the message out to an interested population.
- ◆ **Churches and synagogues.** Churches often have informational bulletin boards and may

allow the posting of job announcements. Most churches have bulletins and newsletters to keep the congregation informed of church activities. The teen court program staff could contact the bulletin and newsletter publisher to see if a volunteer recruitment announcement could be included.

- ◆ **Presentations.** Presentations should be made to interested groups such as local schools, civic and social organizations, and professional associations. When making presentations on the teen court program, efforts should be made to have staff and volunteers with the program speak. Youth and adult volunteers can attest to their experiences with the teen court program on a personal level, while staff can talk about the overall purpose of the program and answer any procedural questions that may be asked.
- ◆ **Word of mouth.** Simply through the contacts made every day, teen court staff and representatives can get the word out that volunteers are being recruited. Social service agencies and volunteer-staffed organizations also should be informed of the teen court program's need for volunteers.

VOLUNTEER TRAINING AND DEVELOPMENT

Training is a critical element in any volunteer program. First and foremost, training provides volunteers with the knowledge and skills needed to perform their assigned tasks effectively and efficiently. Volunteers who receive adequate training are apt to function better and create fewer problems for the program in the long run (Sigler and Leenhouts, 1985).

Second, training provides volunteers with an opportunity for personal growth and enrichment. Knowledge, skills, and experience gained as a result of volunteer activities can be transferred to other parts of volunteers' personal and professional lives (Fisher and Cole, 1993). This

is of particular importance for teen courts, as a major goal of these programs is to educate youth on the legal system and to build competencies in youth that will aid them when confronted with difficult choices and situations in other aspects of their lives (e.g., the decision to engage in alcohol and drug use or to drink and drive). Therefore, the significance of the educational experience that training opportunities can provide to youth volunteers in teen courts is just as important (if not more so) as the information the training sessions can provide on how to complete specific tasks.

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It should be noted, however, that training efforts of teen court programs should not be aimed exclusively at youth volunteers. Because they are youth programs, teen courts can easily overlook the training needs of their adult volunteers.

This section will discuss issues that should be considered when developing an effective teen court volunteer training and development program, including

- ◆ types of and approaches to training;
- ◆ selection of training content and development of training materials;
- ◆ methods of training delivery; and
- ◆ logistical arrangements to consider when organizing training events.

Types of and Approaches to Training

Training should be viewed as an ongoing process (Sigler and Leenhouts, 1985). Teen court programs provide information to and teach

volunteers about the program through a variety of mechanisms. Learning can occur through review of promotional materials (e.g., brochures) and conversations with other volunteers and staff, as well as through planned learning events (Fisher and Cole, 1993). There are three basic categories of training. They are as follows (Isley, 1990):

- ◆ **Orientation.** The main purpose of an orientation session is to provide background information about the program, such as the program's philosophy, history, and policies and procedures. Typically, volunteers are provided information about their roles and receive clarification concerning the relationship and authority of staff and volunteers.
- ◆ **Preservice.** The purpose of preservice training is to equip volunteers with knowledge and skills that will help them perform specific tasks related to their assigned roles.
- ◆ **In-service.** In-service training opportunities typically are offered on a periodic basis and are designed to enhance volunteer knowledge and skills once they have been involved with the program for a period of time. In-service training also may be used to provide volunteers with additional skills needed for new volunteer opportunities.

The nature and extent of the training offered to youth and adult teen court volunteers varies considerably among programs. When compared with youth volunteer training efforts, there is much less emphasis (if any) placed on training adult volunteers. According to APPA (1994) teen court survey results, only 59 percent of programs provide training for adult volunteers, while 86 percent offer training sessions for youth volunteers. Adult volunteer training sessions for teen courts tend to be short (approximately 1 hour) and can be classified more along the lines of orientation sessions. The amount of training teen court programs provide to youth volunteers ranges from 1 to

120 hours and can be categorized more often as preservice and in-service training (APPA, 1994). An innovative approach to training volunteers, used by a teen court program in California that requires cooperation of local schools, is found in Figure 8-7.

When developing a volunteer training program, it is of the utmost importance that the training program be designed and delivered to meet the needs and maintain the interest of the volunteers involved (Sigler and Leenhouts, 1985). For the most part, individuals volunteering for teen court programs, whether they be youth or adults, have chosen to do so freely. Isley (1990) warns that training sessions that are too rigorous are likely to irritate volunteers. Conversely, training sessions that are too casual may leave volunteers feeling frustrated, anxious, and ill-equipped to perform their assigned tasks. Therefore, the best training programs are those that give volunteers skills and attitudes needed to accomplish their tasks successfully, while simultaneously offering the opportunity for learning, inspiration, and personal growth (Isley, 1990).

Education and information dissemination can occur through formal settings such as organized training events and classes, and through informal means such as on-the-job training, self-directed activities, and mentoring relationships (Fisher and Cole, 1993; Sigler and Leenhouts, 1985). The extent to which informal or formal approaches to training are used depends partly on the nature of the volunteer roles or jobs to be learned and the current level of knowledge of the volunteers for those tasks. Which approach is most appropriate to use also may be influenced by the number of volunteers to be trained, the amount of time available for training efforts, and other program activities that compete for time and resources (Fisher and Cole, 1993).

Selection of Training Content and Development of Training Materials

This section will describe briefly the essential

Figure 8-7: Volunteer Training Through Schools

A unique way of training youth to serve as volunteers in the Placer County Peer Court in Auburn, California, occurs within schools system. A curriculum, entitled the *Juvenile Justice Handbook*, was developed by Placer County District Attorney's and Public Defendant's offices, and representatives from the courts, probation and schools to support the Peer Court activities. It has been incorporated into the ninth grade coursework of all secondary schools in Placer County as a Juvenile Justice Unit. This unit is taught over a 12-day period, with classes lasting 50-60 minutes. It is designed to teach students about the various agencies involved in juvenile justice, clarify the rights and responsibilities of youth, and provide answers to questions related to laws that impact minors. Through reading and group discussions, the youth study topics such as juvenile law, law enforcement, driving rules, contracts, and curfews. Speakers from the community (e.g., police officers, probation officers, judges, district attorneys, public defenders, gang experts, teen court coordinator, and staff from and youth being held at the California Youth Authority) are asked to make presentations on the topics related to their responsibilities and roles in the juvenile justice system. Presentations and discussions, on dispute resolution and conflict management also are provided to help students focus on alternative ways of resolving differences.

Teachers who will be responsible for teaching the juvenile justice unit in their classroom attend a six-hour in-service training session. They are introduced to the subject matter of the unit through speakers from the juvenile justice system. Teachers are encouraged to use the *Juvenile Justice Handbook* as a guide and to adapt lessons according to the needs of their students' and the community. Suggestions on ways various topics can be presented and activities that can be incorporated into the unit (e.g., assignments on law, careers, mock trials) also are discussed.

By incorporating the issues covered in peer court training sessions into the school curricula, all ninth grade youth in the community are exposed to the juvenile justice system and to the peer court concept. Youth are not required to participate on the Peer Court after the completion of the unit; however, this approach does provide the Peer Court program with a mechanism for recruiting a wide range of youth volunteers who have the knowledge to begin serving in the various Peer Court volunteer roles. Evening training sessions are held each semester for youth desiring to volunteer for the Placer County Peer Court who have not had the benefit of being exposed to the curriculum through the classroom.

There are efforts being made to have this curriculum placed in other secondary school systems within California.

Source: Placer County Peer Court Advisory Board, nd

components of designing and developing a volunteer training program, including

- ◆ conducting a needs assessment;
- ◆ establishing training goals and objectives; and
- ◆ selecting training content.

Needs Assessment

An effective needs assessment process will generate information that substantiates the need for training and guides the development of a

training program. The needs assessment process includes (1) examining volunteer job descriptions to determine the knowledge and skills needed to perform the outlined duties; and (2) assessing the needs, competencies, and skill levels of volunteers.

The tasks and duties outlined in volunteer job descriptions should be analyzed to identify knowledge and skills needed to perform the various volunteer roles efficiently and effectively (Sigler and Leenhouts, 1985). For example, one of the duties required of youth

defense attorneys includes presenting the defendant's case to the teen court judge and jury. The types of knowledge or skills needed to perform this particular duty include (1) a basic understanding of the law in relation to the offenses targeted for teen court; and (2) knowledge of courtroom and judicial procedure (e.g., when to speak, how to address the court, what types of questions are allowed, when and under what circumstances an objection can be made).

In contrast, a youth who is serving as a juror is required to listen to the facts of the case and deliberate with fellow jurors to reach a determination as to the most appropriate sentence for the defendant. While it is helpful for the juror to have a basic understanding of the law and courtroom procedure, skills that may be more relevant to the immediate duty include the ability to

- ◆ listen effectively;
- ◆ analyze information objectively and fairly; and
- ◆ manage and resolve conflict when confronted with differing opinions among fellow jurors.

Adult volunteer job descriptions also should be analyzed. As stated previously, understanding the knowledge and skills necessary for each position will make it easier for staff to recruit adult volunteers with the appropriate background. However, there still may be occasions in which adults can benefit from additional training, especially those who will be working closely with youth through their volunteer activities (e.g., monitors, teen court judges, training facilitators, mentors).

To round out the needs assessment process and offer a basis for selecting the most pertinent topics for training, information gained from analyzing volunteer job descriptions should be assessed in conjunction with identified needs of the youth and adult volunteer population (Fisher and Cole, 1993). Assessing needs is an ongoing process; therefore, programs would be wise to

keep a pulse on potential, as well as current, volunteer needs. As volunteers gain experience in their roles, new needs will emerge that can be considered when designing and enhancing future preservice and in-service training events.

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Fisher and Cole (1993) suggest that volunteer needs be assessed using such strategies as

- ◆ surveys and questionnaires;
- ◆ group discussions;
- ◆ staff interviews with volunteers; and
- ◆ observation by staff of volunteer performance.

More than one method should be used to gain more accurate and beneficial information.

Establishing Training Goals and Objectives

A direct outcome of the needs assessment process is the development of training goals and objectives. Training goals describe the general purpose of the training while objectives define the criteria for training success. Objectives describe what volunteers will know, be able to do, and how their attitudes may be affected as a result of the training experience. Objectives also should be written to show how performance will be measured. This can serve as a guide for course development, course content, instructional methods, learning opportunities, and evaluation measures. To write effective, practical objectives, training developers must distill information from the needs assessment into a list of essential skills, knowledge, and competencies required for effective job performance (Darraugh, 1991). Objectives will provide direction throughout the training process and ultimately will save time and resources. An example of training goals and objectives for youth teen court jurors appears in Figure 8-8.

Figure 8-8: Sample Teen Court Volunteer Training Goals and Objectives

Long-term goal:	To provide knowledge and skills to youth that will aid them in their role as volunteer jurors.
Short-term goal:	To increase knowledge of the judicial system.
Objective 1:	80% of volunteer jurors will receive preservice instruction on the operation of the local juvenile justice system, laws, and proper courtroom procedure.
Objective 2:	90% of youth volunteer jurors receiving preservice training will pass a teen court bar exam designed to assess their knowledge of the local juvenile justice system, laws, and proper courtroom procedures.
Short-term goal:	To enhance conflict resolution skills.
Objective 1:	80% of volunteers requesting to serve as jurors will receive two hours of preservice instruction on critical and strategic thinking, questioning, and active listening.
Objective 2:	All volunteer jurors receiving preservice training will engage in role-playing, before and after receiving training, to assess change in how they identify appropriate and viable options for resolving the problems presented in the given scenarios. Following the training, 85% of volunteer jurors will show a positive change in how they can identify appropriate and viable solutions for resolving conflict.

Selecting Training Content

Progressing from the needs assessment and development of goals and objectives is the selection of the training content. It is likely that when conducting the needs assessment, an extensive list of needs will be generated. It will not be feasible for teen court programs to address all identified areas (Fisher and Cole, 1993). Therefore, programs should prioritize training topics according to those that are most crucial to volunteer performance and development. Typical topics featured in youth volunteer teen court training sessions are listed in Figure 8-9 and a sample youth volunteer training outline (used by the Colonie Youth Court Program of the Youth Courts of the Capital Districts, Inc., in Latham, New York) appears in Figure 8-10.

Figure 8-9: Typical Teen Court Training Topics: Youth Volunteers

Typical Youth Volunteer Training Topics	
◆	Role of volunteers
◆	Case preparation
◆	Courtroom procedure
◆	Purpose of teen court
◆	Juvenile justice system

Source: APPA, 1994

While preservice training sessions often cover the same topics with all youth volunteers at once, some teen court programs have found it helpful to cover the basic information with the entire group of volunteers and to then break into smaller groups according to specific volunteer roles. This approach allows training efforts to focus on more specific information and skill-building activities applicable to certain roles. It is through this type of approach, for example, that programs could incorporate information on topics such as problem solving and conflict resolution into their preservice training sessions for teen court jurors. Also, topics related to increasing life skills generally are developed as workshops and used as sentencing options for

defendants. To save time and cut costs, as well as to encourage and facilitate more interaction among teen court volunteers and defendants, these same workshops can be made available to youth volunteers as in-service training opportunities. A listing of organizations that produce or market life skills, prevention, and law-related education resources that could be used in training seminars and educational workshops can be found in Appendix F.

Figure 8-10: Colonie Youth Court Youth Volunteer Training Outline

Youth Volunteer Training Outline	
Week 1:	Introduction and Orientation on Colonie Youth Court
Week 2:	Overview of the Criminal Justice System
Week 3:	Causes of Crime and Goals of Sentencing
Week 4:	Effects of Crime on the Community and Goals of the Community Service Program
Week 5:	Prosecution and Defense Functions
Week 6:	Judicial Functions and Jury Foreperson Functions
Week 7:	Sample Sentencing Hearing
Week 8:	Direct and Cross-Examination and Opening and Closing Statements
Week 9:	Demonstration Hearing by Colonie Youth Court Members
Week 10:	Mock Youth Court Hearings
Week 11:	Mock Youth Court Hearings
Week 12:	Question and Answer

Source: S.B. Peterson (personal communication, November 1, 1995)

A typical component of most youth volunteer training programs is a mock teen court hearing. Mock hearings offer the youth a chance to put into practice what they have learned in the training course. It also can offer youth, who

may be unsure if they are ready to participate in teen court, an opportunity to see how they feel about assuming certain roles before they make a final decision.

Mock hearings offer the youth a chance to put into practice what they have learned in the training course.

Most adult teen court volunteer training sessions describe adult volunteer roles and focus on giving information on the mission and goals of the program. A few, however, discuss legal liabilities associated with volunteering in youth programs and educate their adult volunteers on issues related to adolescent development. This type of information can be particularly beneficial to volunteers who will have substantial contact with youth. As an example, Figure 8-11 provides an outline of the subjects discussed during a four-hour adult volunteer training session conducted by the H-E-B Teen Court Program in Bedford, Texas.

Figure 8-11: H-E-B Teen Court Program - Adult Volunteer Training Outline

Adult Volunteer Training Outline	
I.	Mission Statement
II.	Program History and Video Presentation
III.	Adult Volunteer Job Description
IV.	Operating Procedures and Forms
V.	Code of Conduct and Liability
VI.	Adolescent Development
VII.	Inventory of Attitudes and Behaviors
VIII.	Teen Volunteer Job Descriptions
IX.	Teen Training Outline

Source: H-E-B Teen Court Program, nd

Training Materials

Most teen court programs have developed volunteer training manuals. The vast majority of

these manuals are for youth volunteers. Common handouts and information found in these training manuals include

- ◆ volunteer job descriptions;
- ◆ a brief description of the sequence of events during a teen court hearing;
- ◆ a script that outlines the courtroom protocol to be followed;
- ◆ definitions and explanations of the types of offenses being targeted for the program;
- ◆ sample questions attorneys and jurors may or may not ask defendants;
- ◆ sample sentencing options;
- ◆ sample forms used by the program; and
- ◆ a glossary of criminal justice terms.

Some teen court programs develop more extensive training materials and manuals for their volunteers. For example, the *Youth Courts of the Capital Districts, Inc. Training Manual*, developed by Spina and Homer (nd), includes a section on the impact and consequences of crime on victims, the community, and the justice system.

Training materials developed for and provided to volunteers should be

- ◆ relevant to their needs;
- ◆ concise; and
- ◆ contain resources that summarize or illustrate information presented during the training seminar.

Volunteers can refer to this type of resource later, as needed, when performing their roles. Several steps should be followed when developing training materials. To begin, the content areas should be researched; and information should be gathered, synopsised, and organized in such a way that is useful to and easily understood by volunteers. Once initial

materials are drafted, programs should consider having them reviewed by volunteer attorneys, judges, and teachers to ensure information is accurate and written at an appropriate level for the age and learning abilities of the volunteers being trained. When feedback is obtained, the materials should be revised, formatted, and printed for use.

Methods of Training Delivery

Characteristics of Youth Learners

Youth bring a variety of cognitive information-processing habits or preferences to new learning situations (Curry, 1990). Cognition refers to the way people acquire and process knowledge. It occurs through perception, reasoning, or intuition. According to Piaget's classifications, youth think in concrete terms. They learn to deal with the properties of real objects and the relationships among them. Adolescents move from concrete thinking to the stage of formal operations, which includes the ability to think hypothetically and reason deductively. As these cognitive skills increase, adolescents can think in terms of possibilities and can approach problem solving in a more logical way, thus increasing their imaginations and flexibility (Conger and Petersen, 1984, as cited in Crowe and Schaefer, 1992).

Cognitive development during adolescence also includes maturation of a future time perspective. For younger children, and often for those in early adolescence, imagining a future that is very different from the present is difficult. However, as they develop, adolescents' orientation toward future events becomes more pronounced, often resulting in contemplation of careers and future relationships (Conger and Petersen, 1984, as cited in Crowe and Schaefer, 1992).

Cognitive development in adolescence varies greatly from one individual to another. It does not occur suddenly, as physical growth often appears to do. Rather, it may take several years

for some adolescents to achieve mature cognitive development; others may never reach a maximum level of development (Crowe and Schaefer, 1992).

Characteristics of Adult Learners

As in the case of youth, there will be both similarities and differences among adult volunteers that will influence the way in which they learn and process information. Training programs must respect the needs and abilities of adult learners and must be flexible to meet their learning needs. Characteristics that are shared by adult learners include the following (Adelson, Watkins, and Caplan, 1985; Brookfield, 1986; Knowles, 1970; Knox, 1977; Rogers, 1986):

- ◆ **Adults are engaged in lifelong learning.** Growth and development is dynamic throughout the life cycle, and learning does not stop when one completes formal education courses. Adult learning may be planned or unintentional, but adults often seek learning opportunities that they perceive are needed to help them in their careers or to solve particular problems they are encountering.
- ◆ **Adults enter learning situations with past experiences, values, and self-identity.** Previous experiences influence self-identity and values formation. Experiences related to the content of the training program or experiences with earlier educational episodes may affect the perceptions of the trainees. However, unlike children with limited experiences and self-identity, past experiences will be a strong factor in effective training delivery and must not be discounted by trainers.
- ◆ **Adults have specific intentions when approaching learning situations.** Adults can define their needs related to work, family, social roles, civic responsibilities, or life crises. They tend to be self-directed and want to learn information and skills applicable to these self-defined needs.

- ◆ **Adult learners are confronted with competing interests.** The multiple roles and responsibilities adults face often vie for their time and interest in participating in training programs. Instructional programs are just one of many realities for adults, including jobs, families, social life, and civic responsibilities.

Although, there are a variety of methods of teaching that can be used to bring about particular kinds of learning (Joyce and Weil, 1986), it is not the intention of this *Guide* to discuss these models at length. Suffice it to say that teen court program organizers should understand and be aware that youth and adult volunteers will vary considerably in the ways and speeds at which they learn and process information. It is important to be sensitive to and cognizant of these differences and to be able to adapt and use a variety of training styles and techniques that provide opportunities for both individualized and group learning experiences (Fisher and Cole, 1993).

Training Techniques and Methods

Volunteers will avoid training sessions that are boring and irrelevant to their needs. Therefore, the manner in which the training is delivered should be designed to meet the needs and maintain the interest of the volunteers (Sigler and Leenhouts, 1985). Also, persons tend to retain more information when it is received through more than one sense, such as sight and sound (Fisher and Cole, 1993).

Volunteers will avoid training sessions that are boring and irrelevant to their needs.

Fisher and Cole (1993), offer the following suggestions for selecting training techniques:

- ◆ The technique should be appropriate for achieving the objective.
- ◆ The technique should be feasible, given the size and characteristics of the group, the physical setting, and time available.

- ◆ The technique should provide for active participation by the trainee.
- ◆ A variety of techniques should be employed.

At times, the objective of the training may be to pass on knowledge about a particular subject (e.g., the structure of the local juvenile justice system, the philosophy of the teen court program). According to Fisher and Cole (1993), training techniques to impart knowledge include

- ◆ lectures;
- ◆ interviews;
- ◆ films, videos, and slides;
- ◆ panel discussions; and
- ◆ dramatic presentations.

Other times, training may be aimed at teaching a new skill, a new behavior, or assisting volunteers in changing attitudes, values, and opinions. The focus may be on teaching the volunteers how to perform a particular task (e.g., bailiff's and clerk's duties) or on teaching the volunteer to exercise appropriate judgment in response to a problem or situation (e.g., jury deliberation). Fisher and Cole (1983) note that the following types of training techniques can be used to facilitate learning in these types of situations include

- ◆ case studies;
- ◆ games;
- ◆ group discussions;
- ◆ role-playing;
- ◆ simulations;
- ◆ coaching and demonstrating;
- ◆ sensitivity groups; and
- ◆ values-clarification exercises.

In addition to more formal training events, it should be recognized that volunteers can learn a great deal from each other "on the job." It is

through these types of experiences that much of the learning will occur, and the continued enhancement of knowledge and skills imparted during formal training sessions will be realized. For example, one approach may be to pair new volunteer teen court attorneys with more seasoned teen court volunteer attorneys until they become more comfortable performing their roles independently. Another approach, employed by the Southside Youth Council Teen Court Program in Indianapolis, Indiana, is to use the time between hearings (while the jury is deliberating) for teen court staff and volunteers to offer constructive feedback to the teen court attorneys on their performance.

Location and Logistical Considerations

Determining When, Where, and How Often to Conduct Training Sessions

Once programs have decided what type of training sessions are needed, they should determine when, where, and how often training sessions will be held. Questions to consider include the following:

- ◆ How many volunteers (youth or adult) need training?
- ◆ What types of time constraints (e.g., extracurricular activities, jobs) do the various volunteers face?
- ◆ Will all volunteers receive training on the same topics, or will certain topics be aimed at specific types of volunteers?
- ◆ What types of space and training tools are available for training sessions?
- ◆ What resources are available for training (e.g., money, facility, equipment)?

Excellent places in which to hold teen court trainings include schools and courtrooms. Typically, schools have a room (e.g., auditorium, gymnasium, cafeteria) that can be used to train a large group, as well as classrooms that can be accessed for small-group work. Schools also

have ready access to training tools such as overhead projectors, chalk or dry-erase boards, and video cassette recorders.

The courtroom is where much of the volunteers' activities will take place. Therefore, holding training sessions, or at least a portion of the training (e.g., mock hearings), in the courtroom allows volunteers a chance to become familiar with and accustomed to that setting.

In-service training sessions and orientation for teen courts typically are offered on an as-needed basis throughout the year. Preservice training programs for teen courts, which are more extensive and take place over several weeks, generally are offered annually or semiannually and are scheduled around significant events during the school-year calendar (e.g., shortly after school begins, after Christmas vacation).

Selecting Training Facilitators

Another major decision to be made when designing a training program concerns who will be responsible for delivering the training. Many teen court programs call upon the expertise of local attorneys and judges to help train volunteers on the legal system and procedures. Depending on the topics being discussed, local teachers, criminal justice professionals, and social workers also may be effective presenters. Youth volunteers who have been volunteering in various capacities with the program also can be asked to participate as facilitators during training events. They can discuss their personal experiences with the program and provide new volunteers with a more accurate view of what to expect.

EVALUATING THE TRAINING

To ensure that training sessions are meeting volunteers' needs, training participants should be asked to complete a postsession evaluation concerning their satisfaction with various aspects of the training program and the

usefulness of the training materials. Comments also should be solicited about the most helpful aspects of the program and recommended changes. Program staff and facilitators also should have an opportunity to provide feedback relative to any positive aspects of the training and changes they deem necessary. This information should be compiled and analyzed by program staff and training facilitators to help guide the planning of future training sessions.

Also, as a means to help staff determine if youth understand the material that has been presented during the training sessions, some teen court programs, such as the Anchorage Youth Court Program in Alaska, develop and administer youth court bar examinations. These examinations can give staff an idea of whether the youth have instilled the basic knowledge needed to perform their roles. However, it should be noted that some teen court coordinators choose not to administer youth court bar exams because they feel it may eliminate from the volunteer experience youth who do not test well or who have learning disabilities.

SUSTAINING VOLUNTEER SUPPORT

The time involved in finding and training good volunteers makes it imperative that programs develop strategies for combatting the problem of attrition. Volunteers need to feel that they are making a significant contribution to the program and that they are valued; otherwise, they may drop out of the program and find other ways to use their spare time. Also, volunteers talk to their friends and families about the programs for which they volunteer. Satisfied volunteers can provide teen court programs with a means for good publicity for the program. Therefore, to foster and maintain support and positive relationships, programs need to promote in volunteers a sense of ownership in the program and to develop strategies for showing appreciation to volunteers.

Youth will be more likely to feel ownership of a program if they help create it and have an active voice in how it operates.

As the Carnegie Council on Adolescent Development (1992, p. 78, emphasis added) states in *A Matter of Time: Risk and Opportunity in the Nonschool Hours*, “Young people say they want to belong to a valued group of peers, in partnership with respectful, caring, committed adults.” Youth will be more likely to feel ownership of a program if they help create it and have an active voice in how it operates. As has been suggested throughout this *Guide*, input from youth should be sought on all levels of program development, implementation, and operation. It is equally important for programs to act on the input received from youth. The opinions and suggestions of youth should be acknowledged by program staff and, whenever possible, an explanation should be given when their suggestions cannot be implemented.

After the training sessions have been completed, many teen court programs conduct “swearing-in” ceremonies for youth volunteers. This practice offers volunteers a chance to be recognized in front of their friends and families, as a judge administers a charge and oath that explains and affirms their duty and responsibilities as teen court volunteers. Guidelines for preparing for swearing-in ceremonies appear in Figure 8-12.

For the most part, for adult volunteers to become involved and stay involved, they must see a personal or community need that will be addressed by their involvement. It is important that volunteers be assigned meaningful tasks that interest them and allow them to use their unique talents for the betterment of the program and the community (National Crime Prevention Council, 1986). Once adults express an interest in volunteering, efforts should be made to get them

involved as quickly as possible. If a long period of time elapses between the time interest is expressed and action is taken, volunteers may feel the program does not need their assistance or may find other ways to occupy their free time. Additional strategies for encouraging volunteer participation and increasing volunteer commitment as outlined by Isley (1990) are listed in Figure 8-13.

Figure 8-12: Guidelines for Preparing for Swearing-In Ceremonies

Guidelines for Preparing for Swearing-in Ceremonies

The Court Community Relations/Law Related Education Division (1995) of the Kentucky Administrative Office of the Courts suggests that programs do the following in preparation for swearing-in ceremonies:

- ◆ Establish the date, time, location of the ceremony. Verify this information with the judge.
- ◆ Select and verify speakers (e.g., youth, teen court staff, judge, mayor).
- ◆ Invite all members of the teen court advisory board to attend.
- ◆ Prepare certificates to be presented to youth volunteers.
- ◆ Plan and order refreshments to be served following the ceremony.
- ◆ Prepare a program or bulletin for the ceremony. (See Appendix F for a sample.)
- ◆ Prepare and have available a copy of the Charge to Teen Court Members, Teen Court Oath, Teen Court Coordinator’s Oath, and the Confidentiality Oath for the judge to read during the ceremony. (See Appendix F for samples.)

Figure 8-13: Strategies for Increasing Volunteer Participation and Commitment

Strategies for Increasing Volunteer Participation and Commitment	
◆	Allow volunteers to have a voice in designing procedures.
◆	Allow volunteers to take part in organizational decision making.
◆	Encourage volunteers to examine, express, and act on their values.
◆	Provide forums in which volunteers can discuss ideas, opinions, and feelings.
◆	Encourage and appreciate diversity.
◆	Encourage formation of informal volunteer support groups.
◆	Interview volunteers periodically about their personal motivations, goal, and feelings.
◆	Reward volunteers participation with feedback.

Source: Isley, 1990

Volunteers also should be shown how their contributions are helping the program. Seeing positive results of their efforts will remind volunteers why they got involved in the program and may help motivate those who become frustrated with their tasks. This feedback can become especially important for volunteers who are working “behind the scenes” (e.g., fundraising) and may not have many, if any, opportunities to see the day-to-day operations of the program or interact with its participants directly. Some possible strategies for showcasing program success include

- ◆ sharing success stories (e.g., during meetings, during one-on-one conversations with volunteers, through newsletters);
- ◆ inviting volunteers to attend teen court sessions; and
- ◆ creating opportunities for adult and youth volunteers to interact informally (e.g., social events).

Finally, people want to feel valued and appreciated for their efforts. Therefore, to help motivate and sustain volunteer support and

Figure 8-14: Volunteer Appreciation Strategies

Ways of Showing Appreciation and Providing Incentives for Volunteer Participation	
Youth	Adults
◆	◆
Promotional items (e.g., pens, mugs, t-shirts)	Promotional items (e.g., pens, mugs, t-shirts, watches)
◆	◆
Certificates	Certificates
◆	◆
Thank-you cards	Letters of appreciation
◆	◆
Receptions, banquets	Receptions, luncheons
◆	◆
Scholarships	Media recognition
◆	◆
Educational/community service hour credits	Community service credit
◆	◆
Recommendation letters	Plaques
◆	◆
Participation in special events (e.g., state conferences)	Gift certificates from area businesses
◆	
Social activities (e.g., pizza parties, midnight bowling, sporting events)	

Source: APPA, 1994

commitment to the program, volunteer recognition should be seen as an integral and planned part of the program (ACTION, nd). In the APPA (1994) teen court survey, programs were asked to indicate ways they showed appreciation and what incentives they offered to volunteers. A synopsis of their responses may be found in Figure 8-14.

CONCLUSION

Essentially, teen court programs are volunteer programs. The needs and strategies identified in this chapter provide the means for staff and program developers to begin thinking about the many ways in which they can use, recruit, and train volunteers for their involvement in the teen court program. An efficient and effective volunteer force will help teen courts accomplish their goals and become a valued asset to their communities.

CHECKLIST FOR USE, RECRUITMENT, AND TRAINING OF VOLUNTEERS

Have teen court program organizers or program staff —

- Defined volunteer roles?
 - Determined which youth volunteer roles are necessary for the teen court program model chosen?
 - Determined which adult volunteer roles are necessary for the teen court program model chosen?
 - Identified additional roles/positions that can be filled by youth volunteers?
 - Identified additional roles/positions that can be filled by adult volunteers?
 - Developed volunteer descriptions for each volunteer role/position?
- Developed volunteer application forms and a screening/selection process?
 - Identified relevant and pertinent information needed for contacting volunteers and for matching volunteers to appropriate roles/positions?
 - Identified what types of volunteers should be interviewed by program staff prior to participating in the program?
 - Established a policy that outlines the criteria upon which certain volunteers will be screened?
- Developed a recruitment plan?
 - Identified sources in the community from where youth volunteers can be recruited?
 - Identified sources in the community from where adult volunteers can be recruited?
 - Determined ways in which underrepresented groups in volunteer service (i.e., males, minorities) can be recruited?
 - Determined recruitment methods and strategies that will be used (e.g., newspapers, television and radio, schools, universities, churches, presentations, word of mouth)?
- Developed a volunteer training program?
 - Identified the types of volunteer training to be offered to youth and adult volunteers (e.g., preservice, orientation, in-service)?
 - Determined the amount of training (i.e., number of hours) that youth volunteers will receive prior to participating in the program (i.e., preservice training)?
 - Determined the amount of training/orientation adult volunteers will receive prior to participating in the program?
 - Determined what additional training and skill-building opportunities will be available for volunteers after their initial training (i.e., in-service training)?
 - Identified the needs and interests of the volunteers?
 - Identified the knowledge and skills needed to fulfill the volunteer roles (based on the job descriptions)?

- Determined the goals and objectives of the training?
 - Identified the topics to be covered in the preservice training for youth volunteers?
 - Identified the topics to be covered in the preservice training for adult volunteers?
 - Determined whether volunteers will receive training on the same topics at the same time, or whether volunteers will be trained in groups according to the skills/knowledge needed for their selected volunteer roles?
 - Assured that topics of training are relevant and useful to volunteers?
 - Provided an opportunity for on-the-job training for volunteers (e.g., pairing with more seasoned volunteers)?
 - Developed a volunteer training manual that provides volunteers with useful information that they can use as a reference throughout their participation in the program?
 - Identified training facilitators?
 - Identified various techniques and training methods that can be used to present training topics (e.g., lecture, case studies, role-playing)?
 - Determined where the training session will be held?
 - Determined when training sessions will be held?
 - Determined how often training sessions will be held?
 - Developed a mechanism for evaluating how well the training meets the needs of the volunteers?
-
- Developed strategies for sustaining volunteer support and commitment?
 - Established mechanisms for recognizing volunteer efforts?
 - Established a means for evaluating whether volunteer needs are being met by the program?
 - Developed strategies for giving volunteers a voice in decisions affecting the program?
 - Developed incentives for volunteer participation?