



Supporting Military Families Through
Research and Outreach



Volunteer Training and Certification

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Research

Outreach

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Military REACH, a project of the DoD-USDA Partnership for Military Families, utilizes a multi-disciplinary approach integrating both Research and Outreach to support those who work with and on behalf of military families. Through our three-fold approach, we provide empirical research that identifies and addresses key issues impacting military families and the programs that serve them, offer outreach and professional development through online resources, and host a Live Learning Lab for program staff seeking constructive professional development feedback for their programs.

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Executive Summary

Volunteers play an important role in providing health and education services and in supporting youth development and family programs. Hiring volunteers can be a cost effective way to supplement services provided by paid staff. In addition, many military youth and family support programs rely on volunteers to operate effectively.

This report provides an introduction to volunteering, volunteer training, and volunteer certificate programs, with particular attention given to the benefits of volunteer training for organizations and volunteers. General approaches and theories relevant to volunteer trainings, training delivery systems, and best practices are described. In particular, it can be especially helpful to build on volunteers' current competencies, create a supportive environment, and enhance social interactions between volunteers and paid staff during training. Including experienced volunteers in training sessions and delivering booster sessions or on-going training opportunities for volunteers can also be useful.

A series of tables describe 91 organizations that provide volunteer training and certifications in both military and civilian settings. These organizations fall into nine areas of training opportunities: (1) military-specific opportunities; (2) youth development and educational opportunities; (3) youth sports/injury prevention opportunities; (4) domestic violence, rape, suicide, abuse, or victim advocacy opportunities; (5) elderly care or hospice opportunities; (6) disaster relief opportunities; (7) general health and well-being opportunities, (8) mediation and conflict resolution opportunities; and (9) other opportunities. The tables include specific information about the cost and time commitment of training for volunteers, delivery format (in person, online, or hybrid), curriculum topics, and inclusion of research-based information in curriculum content.

Certification for volunteer managers or administrative paid staff who manage volunteer programs are also described. Numerous benefits of certifying volunteer managers have been suggested in the literature, and a table of 25 organizations and bodies that certify volunteer managers is included.

Very few volunteer training opportunities were evidence-based, though some training curricula did adhere to state or national guidelines for certification in a particular setting (e.g., conflict mediation or first aid for youth sports coaches). Collaborations between researchers and those developing and implementing volunteer training programs could strengthen the quality of volunteer programming, and ultimately improve the quality of services volunteers provide to youth and families.

Additional research is needed about the benefits of volunteer training for organizations and for volunteers. The research to date is largely cross-sectional and uses quasi-experimental designs. Findings from studies using stronger methodological approaches, such as true experimental designs and longitudinal data collection methods, would strengthen the research base in the area of volunteer training.

Introduction

Volunteers play an important role in the provision of health and education services and in supporting youth development and family programs. Many community, civic, and governmental organizations rely on volunteers to accomplish their missions (Vecina, Chacón, Marzana, & Marta, 2013). In addition, volunteerism plays a crucial role in the military, as evidenced by the fact that the United States military is a 100% volunteer force. Many military youth and family support programs rely on volunteers to operate effectively. These volunteers serve as youth sports coaches, organizers of installation social events, managers of installation thrift shops, or office workers.

Many community, civic, and governmental organizations rely on volunteers to accomplish their missions.

The purpose of this report is to document the benefits of volunteer training and certification programs, to provide an overview of general approaches to volunteer training, and to compile a list of organizations and bodies that certify or train volunteers in military and civilian settings. A review of the scientific literature regarding outcomes of volunteer training was conducted, and included a comprehensive search in PsycINFO, Google Scholar, Ovid Medline, and Sociological Abstracts. Several search terms were used, including volunteer, training, orientation, organizational socialization, theory, framework, models, benefits, outcomes, delivery systems, and delivery formats. Over 100 documents were critically reviewed for use within this report, including empirical articles, relevant literature reviews, research and technical reports, book chapters, and websites.

To begin, a definition of volunteer is given, followed by statistics about volunteerism in the United States, an overview of the capacities in which volunteers support programs, and the benefits to society of volunteerism. Motivations for volunteering are also described, and a definition of training is provided. Next, research about volunteer training and certification programs is synthesized and findings about benefits to volunteers, organizations, and general approaches to training volunteers are described in detail. This discussion includes theories and models related to volunteer training, volunteers' preferences for training format, and best practices in volunteer training. Finally, a series of tables provide detailed information about the organizations and bodies that provide volunteer trainings and certifications both in military and civilian settings. A brief section about volunteer management certificates is also included.

Definition of Volunteer

A volunteer is any individual who “donates his or her time, skills, or services to an agency or organization without obligation, and without receiving direct financial compensation for his or her work” (Laczo & Hanisch, 1999, p. 456). Volunteering is typically undertaken to benefit another person, group, or cause (Wilson, 2000). Safrit and colleagues (1994) suggest that volunteerism includes four fundamental tenets:

1. Volunteering infers active involvement by the individual
2. Volunteering is not the result of pressure or coercion to participate in volunteer activities
3. Volunteering is not motivated by financial gain
4. Volunteering focuses on contributing to the common good

Volunteering is considered a type of helping activity, and typically includes individuals proactively seeking opportunities to give their time and effort (Wilson, 2000).

Volunteerism in the United States of Campaigns

Approximately 62.8 million people, or approximately 25% of the population in the United States, volunteered through or for an organization at least once between September 2013 and September 2014 (U.S. Bureau of Labor Statistics, 2014). Specifically, 28% of employed persons, 24% of unemployed persons, and 22% of those not in the labor force volunteered. Part-time workers (32%) were more likely than full-time workers (27%) to volunteer. Compared to men, women tended to volunteer at higher rates across all age groups, educational levels, and other major demographic characteristics (28% of women versus 22% of men). In 2014, the most frequent organization for which volunteers worked was religious (33% of all volunteers), followed by educational or youth service organizations (25%), and social or community service organizations (14%; U.S. Bureau of Labor Statistics, 2014).

Capacities in which Volunteers Support Programs

Volunteers support organizations and their missions in many ways. Volunteers contribute to organizations by filling supplementary roles, which can enable paid staff to concentrate on central tasks (Handy & Srinivasan, 2004; Holmes, 2009). In addition, volunteers can act as community ambassadors by recruiting other volunteers and soliciting financial or material donations. Volunteer roles typically fall into two categories: specialist and non-specialist (Costa, Chalip, Green, & Simes, 2006).

- **Specialist volunteers** fill technical roles, and bring specialized skills (e.g., counseling, coaching, or fundraising) to the volunteer role. Typically, training for specialist volunteers is limited to briefings about volunteer procedures, and does not focus on the specific tasks volunteers will perform (Costa et al., 2006).
- **Non-specialist volunteers** fill non-technical roles, such as ushering at events, distributing information, or serving as surveillance or support at events. For these volunteers, training familiarizes volunteers with specific tasks and expectations, the structure of an organization, policies, requirements of various roles, and procedures for handling questions, complaints, and problems (Costa et al., 2006).

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Benefits of Volunteering

Not only do the organizations engaging volunteers benefit from volunteer efforts, but volunteers themselves experience benefits as do the recipients of the volunteer service (Snyder, Omoto, & Lindsay, 2004). Volunteers report higher levels of life satisfaction relative to those who do not volunteer (Thoits & Hewitt, 2001). Volunteering also has positive implications for several aspects of well-being, including happiness, self-esteem, mood, and physical health (Post & Neimarl, 2007; Thoits & Hewitt, 2001). Among older adult volunteers, participating in volunteer activities has been shown to be a protective factor against depression (Lum & Lightfoot, 2005) and is associated with increased social interaction and productivity (Morrow-Howell, Hinterlong, Rozario, & Tang, 2003).

Motivations for Volunteering

Individuals volunteer for a variety of reasons. Some people are intrinsically motivated to volunteer, meaning that they volunteer because of the inherent value, interest, and enjoyment of the activity. Other volunteers are motivated by external incentives, such as an opportunity to learn about or advance in a particular field of work (Finkelstein, 2008).

One model of volunteer motivation proposes six motivational needs served by volunteering: (1) values, (2) understanding, (3) career, (4) social, (5) protective, and (6) enhancement (Clary et al., 1998). Individuals may volunteer because of the value they place on helping others, a commonly cited reason for volunteering (Allison, Okun, & Dutridge, 2002; Nichols & King, 1998). People may volunteer to acquire new understanding through learning, practicing, and applying skills and abilities (Vineyard, 1988).

Volunteering is also sometimes seen as a way for the volunteer to obtain employment, gain academic credits, or help with career advancement. In a study evaluating a volunteer training curriculum at a community college, posttests showed that volunteering with youth helped volunteers strengthen leadership, teamwork, communication, organization, and problem-solving skills that could be used in a future career (Smith et al., 2005). Related to career-driven motivations, individuals may volunteer because they believe volunteer experience will increase job opportunities and support their career trajectory (Clary et al., 1998). For example, one study found that 30% of volunteers at a hospice volunteer program reported that they were enrolled in the volunteer program to improve their own professional training (Nieto et al., 2015), and another found that 48% of volunteer community health workers reported career preparation and training as a primary incentive for volunteering (Haile, Yemane, & Gebreslassie, 2014).

Some individuals volunteer for social reasons (e.g., to spend time with friends or participate in an activity viewed positively by others) (Grano, Lucidi, Zelli, & Violani, 2008). This social motive for volunteering can be particularly strong among older adults who may be seeking ways to connect with others (Yoshioka, Brown, & Ashcraft, 2007). People may volunteer to protect themselves, or reduce feelings of guilt due to being more fortunate than others and to address their own personal problems (Clary et al., 1998). Some see volunteerism as an integral part of their identity and as a way of living, and others report volunteering because they would regret or feel guilty for not doing so (Grano et al., 2008). People may also volunteer to enhance self-esteem and self-confidence, or to pursue opportunities for personal development. Each person's specific motivations to volunteer are likely unique, may change

over time, and are often a combination of many of these motives. Understanding volunteers' motivations for volunteering can inform recruitment and retention strategies (e.g., Becker et al., 1992).

Lastly, volunteers may give time to a specific organization because a family member has benefited from or is currently involved in the services provided by that organization and volunteers want to give back to the program to keep the organization running smoothly. For example, volunteers for 4-H Youth Development programs tend to have children who are involved in 4-H programs (Fitz, Karmazin, Barbuto, & Burrow, 2003). Another example includes volunteers for the Special Olympics; in the United States, 42% of family members of Special Olympics athletes have coached, 39% have volunteered, and 24% have participated in fundraising, publicity, or recruitment (Special Olympics, 2009).

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Volunteer Training

Research reveals that volunteers expect and want to be properly oriented and trained in their new role prior to starting their volunteer assignment (Jamison, 2003). For example, volunteer youth sports coaches reported facing unanticipated challenges, such as negative parental involvement (McCallister, Blinde, & Weiss, 2000), or feeling underprepared for their role, such as how to successfully implement developmentally appropriate coaching practices (Libman, 1998). Providing volunteers with sufficient orientation and training can help meet volunteers' expectations and support a smooth transition to the volunteer role.

Two related concepts are associated with the training of volunteers: orientation and training.

1. **Orientation** is the process of familiarizing volunteers with the organization's mission and goals. Orientation helps volunteers understand the agency's or program's roles and how the leadership seeks to fulfill those roles. Orientation also includes educating volunteers about how their activities help the agency or program meet its objectives (Vineyard & McCurley, 1995).
2. **Training** is a more in-depth process and explains procedures for the completion of assigned tasks and relevant policies. Volunteer training may also serve to build rapport among volunteers (Wilson, 2000).

Both orientation and training are important components of "organizational socialization," or the process by which individuals acquire social knowledge and skills necessary to assume a role in the organization (Van Maanen & Schein, 1979). During this process, volunteers understand the attitudes, values, knowledge, and expected behavior that are needed to successfully contribute to the group (Van Maanen & Schein, 1979). This process is essential for both the new volunteer and the organization, as it assures the transmission and sustainability of the values, culture, and norms of the organization, helps the newcomer cope with their new role, and increases the newcomer's commitment to the organization (Cable & Parsons, 2001).

Typically, volunteers receive little formal training (DeForge, Regan, & Gutmanis, 2008; Fletcher, 1987; Haski-Leventhal & Bargal, 2008), as many community organizations do not have the financial or personnel resources needed to provide intensive training (Hager & Brudney, 2004; Schneider, Altpeter, & Whitelaw, 2007). For example, several youth sports coaches participating in focus groups discussed a lack of training or mentorship as a problematic aspect of their early coaching experiences (Wiersma & Sherman, 2005). In addition, most coaches of non-school-based youth sport teams have no formal training in developmentally appropriate coaching practices (Gould, Krane, Giannini, & Hodge, 1990;

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Weiss & Hayashi, 1996). A national random sample of nonprofit managers found that only half of the organizations that engaged volunteers reported providing basic training for volunteers (Brudney & Kellough, 2000). Oftentimes, volunteers rely on on-the-job experiences, or turn to informal sources for support, such as peers, their own social circles, feedback from clients, or trial and error. As a result of a lack of training or undertraining, volunteers may face ambiguity regarding their task expectations, policies, and procedures (Haski-Leventhal & Bargal, 2008), which may lead

to attrition, lower volunteer satisfaction, and poorer job performance (described in detail below). The next section covers research findings about the benefits of volunteer training and certification programs for organizations and for volunteers.

Volunteer Training and Certification Programs

This section describes the benefits of volunteer training for organizations and for volunteers, general approaches to training for volunteers, and theories and models related to volunteer training. An overview of volunteer training delivery systems is also provided, followed by a discussion of various formats of volunteer training. Research about volunteers' preferences for training formats is reviewed, and the section concludes with a compilation of best practices in volunteer training.

Notably, the majority of research about volunteer training uses self-report data and lacks study designs needed to accurately assess the impact of volunteer training. The vast majority of research in this area is descriptive and cross-sectional; reviewed studies typically compared trained volunteers' prospective or retrospective reports of their pre-training experience and knowledge to post-training experience and knowledge without comparison to untrained volunteers. Research findings from studies using randomized designs or control groups are rare; they are described herein when available. Additional research using longitudinal, experimental designs is needed to provide more information about the benefits of volunteer training to organizations and volunteers.

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Benefits to Organizations

Research has documented numerous benefits to organizations as a result of formally training volunteers. This section describes the benefits of volunteer training for organizations. Research findings were categorized into five domains, which include: (1) volunteer retention; (2) increased knowledge and role preparation; (3) job performance; (4) ethical behavior; and (5) implications for youth and family outcomes.

Volunteer retention. In many non-profit organizations with limited financial resources, volunteers provide the majority of the labor (Ryan et al., 2001); however, approximately 35% of people who register to volunteer leave their position within twelve months (Dávila, 2008). Replacing and training new volunteers can incur substantial costs for organizations (Jamison, 2003), and high volunteer turnover can negatively affect paid staff's productivity and performance (Hausknecht, Trevor, & Howard, 2009). The nonmonetary costs of volunteer turnover can impose the highest burden for volunteer organizations; when volunteers leave, their departure affects continuity of services, the welfare of individuals served by the organization, and organization morale (Eberhardt & Szigeti, 1990; Fischer & Schaffer, 1993). Ultimately, keeping volunteers involved long-term indicates that the organization is well-organized and able to effectively use resources (Omoto & Synder, 2002). For these reasons, it is essential to commit resources to retaining volunteers over time (Clary et al., 1992; Ryan et al., 2001).

Much research has examined how to reduce volunteer turnover and increase retention, and the role of volunteer training is a consistent predictor of intentions to continue volunteering. In one study, volunteers who perceived that multiple opportunities for training and professional development were available to them as a volunteer reported higher levels of organizational commitment and intentions to continue volunteering for the organization (Newton, Becker, & Bell, 2014). Hidalgo and Moreno-Jimenez (2009) examined the influence of volunteer training on intentions to continue volunteering; after accounting for social networks and organizational support, training was significantly and positively associated with volunteers' intentions to continue volunteering for the organization. Similarly, volunteers for a bereavement program at a military hospital identified ongoing training and professional development as key aspects influencing their decision to continue volunteering (Skoglund, 2006).

Research has also examined the association between volunteer training and retention. Organizations that regularly offer training and professional development opportunities are more likely to retain their volunteers (Hager & Brudney, 2004). Investing in volunteers, such as through training and professional development, may help people feel valued by the organization and may increase their commitment and longevity (Hager & Brudney, 2004).

Increased knowledge and role preparation. Effective training can improve volunteers' skills and abilities, which can ultimately enhance program quality (Hoover & Connor, 2001; Smith et al., 2005). Training is important to help volunteers understand the organization's mission and purpose, as well as how they fit into the broader organization (Logue, 2001). One study found that the overwhelming majority of peer volunteers (94.2%) felt that training sessions prepared them well for their role as volunteers (Dennis, 2012). Specifically related to 4-H programming,

new volunteers reported increased knowledge of 4-H and increased preparedness to be a 4-H leader as a result of training in a retrospective pretest study (VanWinkle, Busler, Bowman, & Manoogian, 2002). Similarly, hospice volunteers who participated in a 27-hour training program reported feeling more prepared to deal with the challenges related to death and dying in a hospice setting (Pesut, Hooper, Lehbauer, & Dalhuisen, 2014). In addition, volunteers for Meals-on-Wheels revealed significant increases in knowledge of the organization's mission and working with older adults from the baseline assessment to the post-training time point (Rubin, Freimuth, Johnson, Kaley, & Parmer, 2014).

Effective training can improve volunteers' skills and abilities, which can ultimately enhance program quality.

Orientation and training can also promote retention by defining a volunteer's role and how volunteers fit into the organization. In a study of peer support volunteers who participated in a three-day training program at a cancer support center, volunteers reported significantly increased knowledge of role definition and boundaries, more supportive communication skills, more effective responses to emotional cues, and more knowledge of internal and external supports after training compared to before training (Kinnane, Waters, & Aranda, 2011). In an evaluation of a training program that included three one-day workshops and four consecutive courses for volunteers, results showed a significant increase in knowledge of depression as well as increased confidence in detecting and managing depression between pre- and post-tests (Mayall, Oathamshaw, Lovell, & Pusey, 2004). In a hospice volunteer training program, volunteers reported increased knowledge of advance care planning issues, and greater awareness of and comfort with issues related to death, dying, and bereavement (Seymour, Almack, Kennedy, & Froggatt, 2011). The majority of volunteers reported gaining new insights into how to support individuals who had been bereaved and some volunteers reported gaining insight into the ways in which people may experience or think about end-of-life care issues. Volunteers who received 27 hours of training across nine weeks felt more prepared to handle situations involving terminal illness and death as indicated by significant differences in pre- and post-test scores (Claxton-Oldfield, Crain, & Claxton-Oldfield, 2007).

While the majority of research has focused on in-person training, training delivered in online, distance-learning formats may also increase volunteers' role preparation. The results of a recent study suggested that an online training program could increase volunteers' knowledge, comfort, and confidence in completing necessary volunteer tasks (Pomeroy & Parrish, 2013).

Job performance. Several studies have attributed volunteers' improved job performance in multiple domains to the training they received at the start of their volunteer experience. For example, research shows that for volunteers in educational settings, effective training can make volunteers better educators (Hoover & Connor, 2001). One project showed that intensive volunteer training implemented as part of a community college course was effective in developing and enhancing the skills of volunteers working in youth development programs, and in turn, the volunteers were effective in having a positive impact on their target audience (Smith et al., 2005). Volunteers effectively implemented hands-on, inquiry-based science curriculum

with children enrolled in urban after school programs, and focus groups with volunteers attributed their skills to the intensive training received (Smith et al., 2005). Participating children's science process skills (e.g., observation, measurement, communication, classification, prediction, and inference) showed significant improvements; analyses revealed significant differences in students' pre- and post-test scores (Smith et al., 2005). Training can also improve volunteers' helping skills, such as showing empathy, respect, sincerity, and immediacy in mental health volunteer settings (Hoffman & Warner, 1976). Volunteers at suicide prevention centers who participated in a training program were better able to manage crises and provide emotional support to clients than volunteers who had not participated in a training program (Mishara & Daigle, 1997).

In a comparison study of trained volunteers and untrained volunteers providing emotional support to individuals online, trained volunteers differed from untrained volunteers by applying a wider variety of assisting strategies and were more likely to employ growth-inducing responses (Gilat, Tobin, & Shahar, 2012).

Ethical behavior. There is some preliminary evidence to suggest that volunteer training is positively associated with ethical behavior, particularly among volunteers in the mental health sector (Avieli, Ben-David, & Levy, 2015). Pinto and Upshur (2009) argue that all organizations should include ethical preparation in volunteer training curricula. Without sufficient ethical awareness and relevant skills, volunteers could cause harm to the clients they serve (Cho, Edge, & Keng, 2010).

Although the majority of volunteers are not obligated to follow the ethical guidelines of a specific professional group (e.g., psychologists, social workers) (Vitner, Shalom, & Yodfat, 2005), they are still obligated to respect any clients they serve, maintain confidentiality, and consider their clients' best interests. Most ethical obligations are explicitly mentioned in volunteering organizations' codes of ethics (Nyhof-Young, Friedman, Jones, & Catton, 2003); however, due to volunteers' autonomy and lack of official connection to a professional field, some volunteers can struggle with ethical boundaries in their volunteer work (Payne, 2002). Some studies have shown that volunteers report that their training programs did not elaborate on ethical issues (Pope, 2003; Sewpaul & Jones, 2004).

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Implications for youth and family outcomes. Youth served by youth development programs benefit from volunteer training efforts (Loucks-Horsley, Hewson, Love, & Stiles, 1998; Smith et al., 2005). Training youth sports coaches is positively associated with positive sport experiences for children (Smoll, Smith, Barnett, & Everett, 1993). Specifically, as a result of volunteer coach training, children under 12 experienced increased self-esteem, enjoyment, and improved coach and peer interaction, as well as reduced sport anxiety. Another study found that the quality of volunteer staff training and supervision at a summer camp greatly impacted the quality of experiences for campers (Schreiber & McManama O'Brien, 2014).

Families served by volunteer organizations also benefit from volunteer training and supervision (Nieto et al., 2015). Specifically, 80% of families of children with autism who participated in a community-based program reported that the volunteers' training and continued supervision by paid staff improved the quality of the services they received. Families particularly cited that the ability of volunteers to adapt services and resources to individual families had a positive impact on their child's and family's functioning (Nieto et al., 2015).

Though the majority of research on volunteer training and benefits to organizations is cross-sectional and lacks control group designs, the existing literature provides some evidence to suggest that volunteer training is associated with retention and volunteers' increased knowledge and role preparation. Findings also show that training can increase volunteers' job performance, which helps organizations meet their goals. Lastly, volunteers who receive formal training are more likely to adhere to ethical guidelines, and trained volunteers are more likely to have a positive impact on the youth and families they serve.

Benefits to Volunteers

Research also shows that formal training benefits volunteers. Research findings were categorized into two domains, and include: (1) self-care and overall well-being; and (2) reductions in ambiguity and building volunteer confidence.

Self-care and overall well-being. Some research shows that formal training helps volunteers practice self-care (e.g., intentional actions to care for ones' physical, mental, and emotional health) and is positively related to volunteers' mental health. Training and supervising volunteers in the helping professions may prevent compassion fatigue or burnout (Kinzel & Nanson, 2000). A year-long longitudinal study of hospice volunteers who participated in a 40-hour training session, weekly 5-hour caregiving assignments, and monthly sessions found that volunteers maintained a high level of self-care and well-being across 12 months, and volunteers reported increased compassion for themselves, other volunteers, and their patients (Scherwitz, Pullman, McHenry, Gao, & Ostaseki, 2006). Particularly for volunteers who work with trauma victims, volunteering can lead to emotional distress, poor physical health, and spiritual distress (Figley, 1995; Shapiro, Brown, & Biegel, 2007; Thomas, 2013). A lack of training and knowledge may also cause burnout (Haski-Leventhal & Bargal, 2008).

Reductions in ambiguity and building volunteer confidence. New volunteers may experience ambiguity regarding their role, the organization, and how to work with clients without formal training (Haski-Leventhal & Bargal, 2008). Formal training can reduce these concerns among new volunteers (Young, 2001; Billis & Glennerster, 1998). For example, a recent study indicated that 80% of hospice volunteers felt "very confident and prepared" for doing hospice work as a result of their volunteer training (Lavenburg & Bernt, 2012).

Overall, these findings suggest that volunteer training is beneficial for volunteers' health and well-being, and also in their feelings about their capacity to successfully meet the organization's expectations for volunteers.

Benefits to Both Organizations and Volunteers

Some research findings suggest that volunteer training can have positive implications for both organizations and for volunteers. These findings were categorized into two domains: (1) building community; and (2) volunteer satisfaction and motivation.

Building community. Volunteer training can serve to build community (e.g., feeling connected to other volunteers, perceptions that volunteers work well together) within organizations, both among volunteers and paid staff. Building community can enhance volunteer commitment and satisfaction (Costa, Chalip, Green, & Simes, 2006; Ye, Stanford, Gousse, & Tosatto, 2014). Research also shows that training helps volunteers maintain a positive attitude (Beder, 2000). In one study, volunteers reported that meeting like-minded people who all wanted to help other people, meeting a wide variety of people and learning about different points of view, and the camaraderie among volunteers during training were helpful and contributed to volunteers' satisfaction and overall volunteer experience (Seymour et al., 2013). Participation in volunteer support teams, a form of ongoing training for volunteers, was associated with volunteers' reports of finding volunteer work rewarding and with feeling a part of the hospice team (Lavenburg & Bernt, 2012).

Volunteer satisfaction and motivation. Formal training for volunteers is also positively associated with volunteer satisfaction (Rubin et al., 2014). In addition, longer volunteer training was associated with higher levels of overall satisfaction with training and the volunteer role for hospice volunteers (Lavenburg & Bernt, 2012). Moreover, according to Wardell and colleagues (2000), continued training, support, and supervision to volunteers is one characteristic of the programs that best satisfy the goals of volunteers.

Feeling connected to other volunteers and to paid staff can be an important benefit of volunteer training, both for the organization and the volunteers.

Feeling connected to other volunteers and to paid staff can be an important benefit of volunteer training, both for the organization and the volunteers. Organizations also benefit by engaging satisfied and motivated volunteers, and research shows a positive association between formal volunteer training and volunteer satisfaction and motivation.

General Approaches to Training for Volunteers

This section provides an overview of general approaches to training for volunteers, including a description of theories and models related to volunteer training, options for training delivery systems, various formats of volunteer training, and volunteers' preferences for training formats. This section concludes with an overview of best practices that emerged from the empirical literature search. A well-constructed volunteer training program includes three components, including orientation training, refresher training, and team-building training (Jamison, 2003). These three components are reviewed below:

1. **Orientation training** acclimates prospective volunteers to their expected tasks and the overall volunteer experience.
2. **Refresher training** includes periodic training sessions that remind volunteers of the organization's mission and the volunteer's roles; these sessions also provide updates for volunteers about new policies and procedures.
3. **Team-building training** are typically sessions or activities that bring paid staff members and volunteers together to boost morale and develop more cohesive teams of paid staff and volunteers.

Orientation, training, and supervision of volunteers ensures that a new volunteer is adequately introduced to the organization (Haski-Leventhal & Bargal, 2008; Naylor, 1967). Orientation and training also establish expectations for the volunteer and supervising staff about who is responsible for the volunteer's success within an organization. Several theories and models can help guide an organization's approach to training volunteers.

Theories and Models related to Volunteer Training

Needs Theory. According to Needs Theory, workers need to be properly oriented and trained to accomplish their own goals and work towards achieving the goals of the organization (Jamison, 2003). Workers (or volunteers) who are properly oriented and trained feel more confidence in completing tasks. Confidence to complete tasks is theorized to be related to satisfaction with assigned tasks (Jamison, 2003).

Social Identity Theory. When volunteers feel that they are welcomed, needed, and enabled to be personally successful by other group members, social identity theory suggests they are more likely to identify with the group and adopt a collective perspective, reciprocating help to the rest of the group (Markovsky & Chaffee, 1995). This theory suggests that providing training for volunteers in a welcoming environment may improve volunteers' satisfaction and retention with an organization.

Training Delivery Systems

There are many systems through which volunteers receive training. These include: (1) unique training for each volunteer organization/opportunity; (2) university and community college courses; and (3) general training organizations.

Unique training for each volunteer organization/opportunity. Though not explicitly described in the literature, most volunteer trainings are offered through the organization engaging the volunteers, and are unique to the particular volunteer opportunity and the organization's mission and goals. This allows organizations to tailor training content to the specific needs of the organization and unique roles of each type of volunteer.

University and community college courses. Offering volunteer courses, training, and programs through university and community colleges is one way to recruit and train or certify volunteers (Smith et al., 2005). These institutions can provide excellent settings to host structured, low cost, and efficient volunteer programs for several reasons (Nieto et al., 2015). First, universities

and community colleges are attended by new individuals each year who may be highly motivated for training. Second, many of the existing missions and goals of these institutions are aimed at teaching, training, and research, and some institutions also aspire to promote social change in neighboring communities. These goals align well with many volunteer initiatives and organizations that hire volunteers (Nieto et al., 2015). Finally, turnover (e.g., student graduation and new enrollment) and continued evaluation (e.g., course reviews, budget reports) are inherent to the standard functioning of universities and colleges, and allow for repeated opportunities for training as well as feedback on orientation and training from new volunteers.

An example of delivering intensive volunteer training through a community college course was described and evaluated by Smith and colleagues (2005). As part of San Diego County's 4-H Youth Development Program, volunteers were recruited and trained. Volunteers were recruited and intensive training implemented an intensive volunteer training program through a community college course as part of San Diego County's 4-H Youth Development Program (Smith et al., 2005). As part of the course requirements, volunteers were trained in leadership, communication, and teaching skills, which were then applied by the volunteers while implementing a science literacy program with elementary-age children in after-school settings. Volunteers received academic credit (3 credits across 16 weeks of training and program implementation) and community service credit as part of the course. The course included weekly seminars on topics related to effectively engaging youth in learning about science as a volunteer (e.g., age appropriate teaching methods, team building, and inquiry-based science methods); in addition to these seminars, instructors held "community laboratories" where volunteers implemented science education curriculum with youth by applying educational theories and curriculum methods learned in the seminars. The course was developed and taught by faculty at the University of California – Davis, Veterinary Medicine Extension, and instructors from the University of California Cooperative Extension as part of San Diego County's 4-H Youth Development Program (Smith et al., 2005).

General training organizations or generic training curricula. Some volunteer trainings are offered through general training organizations. For example, The Centre for Volunteering in New South Wales, Australia, provides general information and training for anyone wishing to volunteer in the local community. These general training opportunities focus on preparing volunteers more broadly to find volunteer opportunities as well as the rights and responsibilities of volunteers and organizations that engage volunteers.

Formats of Volunteer Training

In addition to various volunteer training delivery systems, volunteer training can be delivered in various formats, including in-person training, peer training, online module-based training, training by outside consultants, mentoring or supervision, and on-the-job training (Beder, 2000). Training methods can include both didactic and experiential approaches, the latter of which may include role plays, question and answer sessions, and small group discussion. Experiential approaches can help volunteers gain insight about effectively performing assigned tasks (Beder, 2000). Trainers can encourage volunteers to draw from their talents and individual skills during training. Some research has examined volunteers' training format preferences.

Volunteers' Preferences for Training Format

Few studies have examined volunteers' preferences for training formats. Of the available research, findings suggest that volunteers prefer ongoing training or opportunities to learn and improve relevant skills, informal resources, and learning from experienced volunteers.

Volunteer training can be delivered in various formats, including in-person training, peer training, online module-based training, training by outside consultants, mentoring or supervision, and on-the-job training.

In one study of volunteer coaches' preferences, (Wiersma & Sherman, 2005), participants indicated that more informal training formats (such as books, websites, and newsletters that included trips, drills, and instructions) would be helpful in addition to formal clinics or workshops. Participants spontaneously suggested pairing new coaches with experienced coaches to better support new coaches through challenging situations as well as provide ongoing opportunities for reflection with peers and mentoring by trainers. Coaches unanimously agreed that a one-time, beginning-of-the-year clinic or workshop training format was

not adequate preparation. Instead, coaches recommended shorter (90-minute or 2-hour) workshops or "mini clinics" that could be offered throughout the season. Coaches also wanted more hands-on opportunities to practice implementing strategies, running drills, and learning the technically appropriate methods of performing skills.

In another more recent study of hospice volunteers' preferences, participants reported that guest speakers and handouts about key topics were particularly helpful. Participants had mixed responses about the helpfulness of films shown during the training, and generally agreed that the use of icebreakers to build community and get to know other volunteers was not helpful (Lavenburg & Bernt, 2012). Peer support volunteers at a cancer information and support center reported role plays as being particularly helpful for developing and practicing communication and listening skills (Kinnane et al., 2011). In a study examining peer support volunteers supporting mothers experiencing postpartum depression, the majority (80%) of volunteers believed that there should be on-going educational sessions early in the volunteer experience to refresh their skills and provide continuous support (Dennis, 2012). Most peer volunteers (68%) felt that they should also have some supervision in the form of a trainer or volunteer coordinator acting as a resource throughout their tenure as a volunteer.

Best Practices in Volunteer Training

Research has identified several best practices in delivering effective training for volunteers. These best practices are intended for volunteer managers or those facilitating volunteer training. Effective volunteer training: (1) builds on current competencies, (2) enhances social interactions, (3) includes experienced volunteers in training, and (4) delivers booster sessions or on-going training opportunities.

Builds on current competencies. Trainers can capitalize on the existing skills and knowledge of volunteers during training. By recognizing volunteers' existing competencies, facilitators can avoid spending time and resources on covering material volunteers already know (Catts & Chamings, 2006).

Enhances social interactions. The training environment sets expectations for appropriate volunteer behavior and appropriate social interactions among volunteers and between volunteers and paid staff. Trainers can capitalize on this opportunity to set expectations by promoting quality social interactions among volunteers and between volunteers and paid staff (Costa et al., 2006). Training environments encouraging volunteers and staff to learn from each other are associated with enhanced learning of knowledge and skills, and is associated with continued learning after training (Billett, 2001; Rismark & Sitter, 2003).

Includes experienced volunteers in training. Some trainings for volunteers include both new and experienced volunteers in training sessions. For example, one volunteer training for camp counselors asked experienced volunteer counselors from previous summers to attend a portion of the training and share their experiences using a sharing circles, a therapeutic technique used with campers who experienced the death of a parent (Schreiber & McManama O'Brien, 2011). This allows volunteer counselors to learn from experienced counselors, which is intended to foster mutual respect and collaboration among volunteers.

Delivers booster sessions or on-going training opportunities. "Booster" sessions refer to on-going training seminars or workshops that occur a few months after the initial formal training. Typically, booster sessions serve to assess volunteers' status and progress as well as address ongoing concerns volunteers may have. These sessions can also be an opportunity for training facilitators or volunteer managers to receive feedback about volunteers' early experiences (e.g., Berry & Planalp, 2009). Booster sessions are typically short in length than the initial orientation or training session. For example, one study evaluated training and booster sessions for Meals on Wheels volunteers (Rubin, Freimuth, Johnson, Kaley, & Parmer, 2014). The initial workshop was three-to-four hours long, followed by a one-hour booster session nine months later. Volunteers may also benefit from opportunities to engage in other forms of professional development activities, such as short training on relevant topics (Wiersma & Sherman, 2005).

General Approaches to Certifications for Volunteers

Although few organizations provide training that leads to certifications for volunteers, some common general approaches emerged from the literature search. The majority of certification programs included required coursework or training, preparing volunteers for a certification exam. Some certifications required a minimum number of training hours as well as a minimum number of hands-on experience in the field, or a practicum experience. Lastly, some certifications required volunteers to submit a portfolio of their training completed, exams passed, and examples of satisfactory work in the field.

Organizations/Bodies that Provide Volunteer Trainings or Certifications

This section includes nine tables that list 91 military and civilian organizations that train or certify volunteers. To develop a comprehensive list of volunteer trainings and certificates, several search engines were used, including Google, Bing, and Yahoo. Search terms included combinations of the following words and phrases: volunteers, volunteer training, volunteer certificates, volunteer certificate programs, youth, family, optional volunteer training, and required/mandatory volunteer training. To find military-related volunteer training and certificates, the following words and phrases were combined with original search terms: veteran, military, Army, Navy, Marine Corps, Coast Guard, and Air Force.

A large variety of organizations offer trainings for their volunteers, including but not limited to youth sports associations, hospice and end of life care providers, institutions of higher education, literacy coalitions, religious institutions, government departments, and shelters. The following tables detail the following characteristics of trainings offered: (1) cost to the volunteer; (2) time commitment for training; (3) delivery format (e.g., in person, online, or hybrid); (4) curriculum topics; and (5) whether research-based information is included in curriculum content, or whether the training adheres to specific regulations, laws, or frameworks.

The cost of trainings also differs across organizations. While many volunteer training and certification programs are free, others involve a fee; costs are typically limited to covering the cost of training materials. In addition, some organizations provide scholarships or waive the fee if a previously agreed upon volunteer commitment is met (e.g., fees waived if volunteers commit to 100 volunteer hours). The delivery method of volunteer training varies across organizations and include in-person workshops and lectures, individual and group mentoring, and online classes; many organizations offer a combination of delivery formats, or a mixed methods approach to training.

The length of volunteer certifications and trainings varied depending on the scope of topics covered and the depth of information provided, with trainings ranging from 45 minutes to over 100 hours. Although the curriculum varied greatly across trainings depending upon the volunteer's role and the population being served, most trainings incorporated an orientation to the specific organization. Many trainings also teach effective communication skills. Most certification and training programs required completion of training prior to the start of volunteering. Continuing education was also incorporated into several trainings and is often mandatory for the maintenance of credentials. Furthermore, organizations serving vulnerable populations, such as victims of sexual abuse and individuals receiving hospice care, tended to have lengthier trainings and certification processes.

Overall, very few volunteer trainings and certificates are research-based; however, some trainings do follow or adhere to guidelines or frameworks set by national or local professional organizations. Any information about research or adherence to guidelines/frameworks are also detailed in the following tables. Training opportunities are listed in the tables in alphabetical order. Hyperlinks are included in the first column of each table; a list of links to volunteer training websites are also included in the appendices.

The following tables are organized by content focus. The first table includes military-specific volunteer certificates and trainings, followed by eight tables that include volunteer certificates and trainings for civilians. The civilian tables address eight focus areas: (1) youth development and educational opportunities; (2) youth sports/injury prevention opportunities; (3) domestic violence, rape, suicide, abuse, or victim advocacy opportunities; (4) elderly care or hospice opportunities; (5) disaster relief opportunities; (6) general health and well-being opportunities, (7) mediation and conflict resolution opportunities; and (8) other opportunities.

Overall, very few volunteer trainings and certificates are research-based; however, some trainings do follow or adhere to guidelines or frameworks set by national or local professional organizations.

Table 1: Military-specific Volunteer Certificates and Trainings

The military offers many types of trainings and certificates for volunteers, both for Veterans and civilians; 15 military-specific volunteer certificates and trainings are detailed below. Opportunities include those specifically for Veterans to volunteer with the military or military-serving organizations as well as opportunities for civilians to volunteer with the military or military-serving organizations. Three trainings are for peer-to-peer volunteers, and three trainings focus on working with Veterans in hospice settings. The remaining trainings focus on victim advocacy within the military, volunteering in family readiness groups, providing therapy to Service members or Veterans, serving military children in summary camps, or volunteering with Tragedy Assistance Programs for Survivors (TAPS). One training focused on providing education to volunteer managers within the military.

Granting Agency: Title of Certificate/Training	Cost for Volunteer	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Army Community Service (ACS): Victim Advocacy Volunteer Training (VAP)	\$0	3 days	In person	<ul style="list-style-type: none"> Strategies for assisting Victim Advocate Program staff in handling crisis situations and cases 	Not available
Army Reserve Family Programs: Volunteer Training – Family Readiness Groups in a New Era	Not available	4 days	In person	<ul style="list-style-type: none"> Definition and mission of the Family Readiness Group (FRG) FRG operations, regulatory guidance How to support Soldiers and families during military service Various roles and responsibilities of Command Team members and volunteers 	Not available
Army Volunteer Corp Program: Training Seminars	Not available	Each seminar is one hour	In person	Training seminar topics: <ul style="list-style-type: none"> Marketing your volunteer experience Welcoming diversity in volunteer programs How to handle challenging volunteers Volunteer orientation Risk management Writing job descriptions Volunteer recruitment and retention 	Not available

Granting Agency: Title of Certificate/Training	Cost for Volunteer	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
				<ul style="list-style-type: none"> Youth volunteers Basic volunteer management Measuring the impact of volunteers 	
Buddy to Buddy Volunteer Veteran Program: Volunteer Veteran Training	Not available	1 day	In person	<ul style="list-style-type: none"> Communication skills Available community resources in Michigan How to help Veterans and Service members address issues ranging from accessing financial, employment, legal, benefit, education resources, identifying mental health providers for emotional substance abuse, or relationship concerns 	Not available
Connecticut Association for Home Care & Hospice: Rural Veteran Volunteer Training	Not available	8 3-hour training sessions (24 hours total)	In person	<ul style="list-style-type: none"> Introduction to hospice Process of death and dying; advanced directives Communication techniques and family interaction Spiritual care of the dying patient Overview of serious illness Funeral planning; grief and bereavement You, The Volunteer The interdisciplinary team approach Universal precautions MDA and corporate compliance Post-traumatic stress disorder Veteran support programs and services 	Not available
Jewish Family & Children's Service Shoulder to	Not available	10 hours (five 2-hour	In person	Not available	Not available

Granting Agency: Title of Certificate/Training	Cost for Volunteer	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Shoulder Program: Military Family Support Volunteer Initial Training		sessions) and monthly two-hour supervision meetings			
Hospice of Siouxland: Vet-to-Vet Volunteer Training	Not available	Not available	Not available	<ul style="list-style-type: none"> • Importance of improving our knowledge and understanding of Veterans' needs • Describe how to best meet the needs of Veterans and their loved ones • Military cultural norms • Responses to war and trauma • Integrated response to trauma • Post-traumatic growth • Post-traumatic stress disorder • Responding to guilt; Symptoms of depression • Recommended interventions with all Veterans • Range of volunteer services 	Not available
Hospice of Southwest Iowa: Hospice Veteran Volunteer Training	Not available	16-hour training	In person	<ul style="list-style-type: none"> • Mission and overview of hospice • Health Insurance Portability and Accountability Act (HIPAA) • Standards for volunteers • Job description for volunteers • The first visit; care and comfort measures • Limits of care for volunteers • Veteran specifics and special considerations 	Training manual references books and conference presentations

Granting Agency: Title of Certificate/Training	Cost for Volunteer	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
				<ul style="list-style-type: none"> • Suicide; emergency situations • Managing personal stress • Relationship boundaries • Family systems; communication techniques • Death and the dying process • Bereavement volunteering 	
Marine Corps Community Services (MCCS) Camp Pendleton Family Readiness Program: Family Readiness Volunteer Training	Not available	4 hours	In person	<ul style="list-style-type: none"> • Role volunteers play in supporting unit's program • Where to find resources for families • How to share ideas and get along with others 	Not available
National Guard Family Project: National Guard Volunteer Webinars	Not available	Not available	Online	<ul style="list-style-type: none"> • Orientation • Effects of deployment on Service members • Connecting social media and volunteering • Volunteering with youth in mind • Psychological health • Turning single days of service into longer volunteer involvement 	Not available
Suncoast Hospice: Veterans Serving Veterans	Not available	<ul style="list-style-type: none"> • Orientation: 4 hours • Patient and Family Support Training: 12 hours 	In person	<ul style="list-style-type: none"> • Overview of organization and its integrated network of care 	Not available

Granting Agency: Title of Certificate/Training	Cost for Volunteer	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
The Soldier’s Project: Volunteer Therapist Educational Seminars	Not available	Not available	In person and online	<ul style="list-style-type: none"> • Military culture • Combat and homecoming 	Not available
Tragedy Assistance Program for Survivors (TAPS): Good Grief Camp Training	Not available	Not available	Not available	<ul style="list-style-type: none"> • Myths about children and grief • Developmental stages of children’s understanding about death • The grief process for children • How children express grief • Concerns of grieving children • Children and grief in the military • Children and traumatic loss • How to talk with children about death • Strategies for helping heal the hurt 	Not available
Tragedy Assistance Program for Survivors: Volunteer Orientation	Not available	Not available	Not available	<ul style="list-style-type: none"> • TAPS history; How TAPS helps • Commitments and expectations • Volunteer opportunities • Guidelines for survivor events 	Not available
Youth Trumpet & Taps Corps: Taps for Veterans Training	\$0	Not available	In person or online (varies by location)	<ul style="list-style-type: none"> • History of Taps; Funeral etiquette • Playing technique 	Not available

Table 2. Civilian Volunteer Trainings and Certificates: Literacy, Education, and Youth Development Opportunities

These 14 opportunities train volunteers how to best work with children and promote positive youth development; many help children and youth learn new skills related to literacy and academic performance. The majority of opportunities focus on supporting children’s literacy or tutoring children in school subjects. Some opportunities are for summer camp counselors or volunteers working with homeless youth. Two opportunities focus on youth development or 4-H volunteers. Popular curriculum topics include preparing youth to pursue higher education, how to be an effective mentor, and basic tutoring skills.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research base, guideline, or framework
Camp Manitou: Volunteer in Training Program	Not available	Not available	Not available	<ul style="list-style-type: none"> • Teamwork; responsibility; respect • Motivation; listening; planning • Initiative; problem solving; observation • Game & Activity Leadership; communication • Teaching and Caring 	Not available
Expert Online Training: Online Summer Camp Staff Training	\$0	20 hours	Online	<ul style="list-style-type: none"> • Conflict resolution; skillful discipline • Positive rule setting; homesickness • Effective debriefing tools and techniques • Cultural competence in youth programs • Cracking kids’ secret code • Bullies and targets 	Not available
Greater Pittsburgh Literacy Council: Basic Literacy Tutor Training	\$75 for tutors from other organizations	12 hours	In person	Not available	Not available
Horizons for Homeless Children: Playspace Trainings	\$0	5 hours	In person	Not available	School Readiness Framework (by supporting children’s social, emotional,

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research base, guideline, or framework
					physical, and cognitive development and engaging families, homeless children will be ready for school)
Junior Achievement of Oregon and SW Washington: Junior Achievement Volunteer Training	\$0	1 hour	In person	<ul style="list-style-type: none"> • Preparing for their classroom experience • Orientation to Junior Achievement program kit 	Not available
Junior Achievement USA: Volunteer Training	\$0	Not available (online resources)	Online	Training videos on national website include tip sheets and videos on: <ul style="list-style-type: none"> • Preparing for your JA sessions • Working with students • Teaching students • Managing the class • After-school or alternative settings 	Not available
Access to Student Assistance Programs in Reach of Everyone (ASPIRE): Options Beyond High School training	Not available	Not available	Not available	<ul style="list-style-type: none"> • Information about program goals • Basic responsibilities of mentors • Tips on how to start the mentoring process 	Not available
New Mexico Coalition for Literacy: Certified Volunteer Tutor Training	Not available	18+ hours	Not available	Not available	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research base, guideline, or framework
School District of Pickens County: Volunteer Training	\$0	One-time training session	In person	<ul style="list-style-type: none"> • Volunteer guidelines, policies, and procedures • Expectations for creating positive school climate • Safety and security issues • Confidentiality; transportation • Dress code; sexual harassment • Bloodborne pathogens 	Not available
Portland Literacy Council: Volunteer Tutor Training	\$25 for local program volunteers; \$50 for nonlocal program volunteers	2 days	In person	<ul style="list-style-type: none"> • Foundations and tutoring strategies for teaching, listening, speaking, reading, and writing to adult learners 	Not available
Minnesota Literacy Council: ABCs of Reading Training	\$25	3 hours	In person	<ul style="list-style-type: none"> • The reading process and challenges students face • Lesson planning • Benefits of reading to children and how to make it fun and productive • Strategies to support children with reading and developing greater fluency and comprehension • Decoding strategies • Helping children practice critical writing skills 	Not available
Minnesota Literacy Council: ESL Tutor Pre-Service Training	\$35 for MN volunteers; \$50 for non-volunteers or those	12 hours	In person; additional online course is 2 hours	<ul style="list-style-type: none"> • Communicating with language learners • Identifying best practices for tutoring • Responding to students' errors • Assisting in conversation or literacy lesson 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research base, guideline, or framework
	volunteering outside MN				
University of California Cooperative Extension and Grossmont College's Community Service Learning Program: The Community Science Educational and Leadership Project (SEAL) *website not available; see Smith et al., 2005 for more information	Not available	16-week course with additional weekly community laboratories	In person	<ul style="list-style-type: none"> • Inquiry-based science methods • Questioning strategies • Age-appropriate teaching methods • Curriculum content and implementation strategies • Team building • Evaluation • Education to diverse audiences 	Not available
University of Illinois Extension (4-H): Multiple 4-H Volunteer Courses/Trainings Available	Not available	Not available	Online	<ul style="list-style-type: none"> • Overnight chaperone orientation • Child protection course • Parliamentary procedure • Working with committees • 4-H club program planning • 4-H volunteer orientation • Public presentations: Plan, prepare, practice, and present 	Not available
WorldTeach: Teaching English as a Foreign Language (TEFL) Teaching Certificate	\$350	125 hours of training and coursework, 400 hours of unassisted classroom teaching	In person	<ul style="list-style-type: none"> • Pre-work; orientation • Teacher quality coordinators; modules • Lesson plans; assessments • Case study creations • Teacher assessment portfolios • Site Visits; mid-service training 	Accredited through ACCREDITAT, the international teaching English as a second language accreditation site

Table 3. Civilian Volunteer Trainings and Certificates: Youth Sports/Injury Prevention Opportunities

These five organizations provide training or certificates to youth sports coaches or are focused on preventing injuries in youth sports. Common curriculum topics include safety and first aid, teaching sportsmanship, injury prevention, and general coaching concepts.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
American Youth Soccer Organization: Safe Haven Certification	Not available	35-45 minutes	Online	<ul style="list-style-type: none"> • Safety • Appropriate behavior with children • First Aid; other on-field issues 	Not available
Centers for Disease Control and Prevention: HEADS UP to Youth Sports Concussion Training	\$0	One-time online course and quiz	Online	<ul style="list-style-type: none"> • Understanding concussions and the potential consequences • Recognizing concussion signs and symptoms and how to respond • Steps for returning to activity after a concussion • Prevention and preparedness to keep athletes safe 	Not available
National Youth Sports Coaches Association (NYSCA): Training Program	\$20 (training and membership fee)	Approximately 3 hours	In person and online	<ul style="list-style-type: none"> • Psychology of youth sports • Teaching good sportsmanship • Youth sports violence • Being a positive role model • Avoiding yelling as a coaching technique • Building confidence; working with parents • Nutrition and hydration • Injury and concussion prevention • Conditioning; stretching • Child abuse in youth sports • Working with athletes with special challenges 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
USA Hockey: SafeSport Training	\$0 for registered volunteers	90 minutes	Online	Abuse prevention	Not available
Youth Sports Research Council: Rutgers S.A.F.E.T.Y. (Sports Awareness for Educating Today's Youth) Clinic	\$30	3 hours	In person	<ul style="list-style-type: none"> • Legal aspects of coaching • Psychological aspects of coaching • General coaching concepts • Training and conditioning athletes • Medical/First Aid aspects of coaching 	Based on "Minimum Standards for Volunteer Coaches' Safety Orientation and Training Skills Programs"

Table 4. Civilian Volunteer Trainings and Certificates: Domestic Violence, Rape, Suicide, Abuse, or Victim Advocacy Opportunities

The following 19 organizations provide training and/or certificates to volunteers who work in crisis intervention, including domestic violence, rape, abuse victims and victim advocacy. These programs prepare volunteers to work with families and individuals experiencing violence or abuse, as well as those at risk for suicide. Training curricula vary greatly, but typically include education for volunteers about recognizing signs of abuse, managing risk, being informed, and intervention strategies for in crisis situations. Opportunities for certifications regarding domestic abuse or crisis counseling are also included in the table. Many colleges and universities also train volunteers to work with rape victims (for example, the Violence Prevention Educator training at the University of Minnesota’s Aurora Center); an exhaustive list of each violence prevention or advocacy opportunity available on college and university campuses is not included here.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Alexandra House: Direct-Service Volunteer Training	\$0	4 weeks; 50 hours	In person	Not available	Not available
Assault Care Center Extending Shelter & Support (ACCESS): Volunteer Advocate Certification	Not available	32 hours	In person	<ul style="list-style-type: none"> • The healing process • How domestic violence, rape, sexual abuse, stalking, and harassment impact victims, survivors, and those they love • Crisis intervention skills • Cross-cultural counseling skills • Medical and legal systems that pertain to victims and survivors 	Not available
Bay Area Women Against Rape (BAWAR): California State Certified Rape Crisis Counselors	\$50 for materials	11 week course; 77 hours total	In person	<ul style="list-style-type: none"> • Myths and realities of sexual assault • Rape trauma syndrome • Counseling and listening skills • Child sexual abuse and incest • Working with law enforcement • Cultural and Racial Issues • Queer, transgender, and questioning Survivors • Male survivors • Domestic violence 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
				<ul style="list-style-type: none"> • Suicide • Ritual abuse • Hospital accompaniment procedures 	
Boy Scouts of America (BSA): Youth Protection Training	Not available	Not available	Online	<ul style="list-style-type: none"> • The BSA's youth protection policies • Kinds of abuse • Signs of abuse • How to respond to disclosure of abuse • Proper reporting procedures 	Not available
Center for Domestic Peace: Domestic Violence Training	Not available	40 hours	Not available	<ul style="list-style-type: none"> • Incorporates recent research and thinking in the field about: • History of battered women's movement • Analysis of patriarchy • Other popular domestic violence theories • Why women stay • Techniques for stopping violence • Leadership for creating intentional communities of safety and justice 	From website: "Training incorporates the most recent research in the field... analysis of patriarchy and other popular domestic violence theories"
Contact Community Services: Volunteer Training for Contact Hotline and Crisis Chat	Not available	45-50 hours	In person	<ul style="list-style-type: none"> • Active (reflective) listening skills • Preparation to handle suicide and crisis calls • How to intervene in an emergency situation 	Not available
Court Appointed Special Advocates (CASA): National CASA Volunteer Training Curriculum	\$0	30 hours	Online	Not available	Not available
Crime Victims Assistance Center: N.Y.S. Rape Crisis Counselor Certification	\$300; fee waived after	40 hours of training; 10 hours of	In person and online	<ul style="list-style-type: none"> • Listening • Making appropriate referrals • Providing crisis intervention 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
	one year of service	training annually		<ul style="list-style-type: none"> • Dispatching victim advocates 	
Domestic Violence and Sexual Assault Services (DVSAS): Advocate Core Training	Not available	45 hours in person; 12 hours online	In person and online	<ul style="list-style-type: none"> • Introduction to DVSAS • Introduction to advocacy • Domestic Violence & Sexual Assault Dynamics • Violence and youth; effects of trauma • Advocacy up close • Anti-oppression; advanced advocacy • Working with systems • Medical and legal advocacy • Protection orders • 24-hour services, safe shelter, and court support training 	Not available
Gateway Battered Women’s Services: Volunteer Training	Not available	26 hours	In person	<ul style="list-style-type: none"> • Battering dynamics; crisis-line management • Causal factors related to domestic violence • Children’s services; legal advocacy • Community education and other shelter services 	Not available
IMAlive Online Crisis Network: Volunteer Training	\$250	40 hours	Online	Not available	Not available
Lines for Life: Crisis Lines Training – ASIST (Applied Suicide Intervention Skills Training)	Not available	56 hours (included a two-day intensive training)	In person	<ul style="list-style-type: none"> • Recognizing invitations for help • Reaching out and offering support • Assessing risk of suicide • Applying evidence-based suicide intervention model • Linking people with community resources 	Curriculum includes how to “apply evidence-based suicide intervention model”
Michigan State University: Sexual Assault	\$0	40 hours	In person	<ul style="list-style-type: none"> • Sexual violence dynamics 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Crisis Intervention Training				<ul style="list-style-type: none"> • Characteristics of sexual assault perpetrators • Vulnerable populations & cultural considerations • Domestic violence • Community resources • Law enforcement • Medical treatment • Supportive communication 	
National Advocate Credentialing Program: Civilian Advocate Credentialing	Not available	40 hours plus continuing education	Not available	<ul style="list-style-type: none"> • Advocacy/role of the advocate • Cultural sensitivity/competency • Case management; ethics/confidentiality • Civil/criminal justice system • History of victim services • Crimes victims compensation • Crisis Intervention; victims' rights • System or community-based victims services • Victim assistance program and staff management 	Not available
One Safe Place: Domestic Violence and Sexual Assault Crisis Intervention and Advocacy Training	\$220 (scholarships for volunteers who commit to 400 hours)	4-credit college course	Not available	<ul style="list-style-type: none"> • Skills in crisis intervention and client advocacy • Finding justice in family violence situations • Resources available in the community 	Regulated by the California Office of Emergency Services (CalOES)
RAINN (Rape, Abuse, & Incest National Network): Online Hotline Volunteer Training	Not available	Not available	In person and online	Not available	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Raphael House of Portland: Advocacy Training	\$50-\$90 (sliding scale)	40 hours; typically takes 4-5 months to complete training	In person	Not available	Not available
Safe Haven Family Shelter: Volunteer Training Session	Not available	3 hours	In person	<ul style="list-style-type: none"> • Mission and core values of Safe Haven • Volunteer position description (role, expectations, resources) • Trauma-informed care with working with families in trauma; risk management 	Not available
Special Olympics: Protective Behaviors Training Program	\$0	One-time online course and quiz	Online	<ul style="list-style-type: none"> • Special Olympics US volunteer screening policy • Codes of conduct; recognizing sexual predators • Sexual abuse; inappropriate Behavior • Tips for travel • Emotional and physical abuse 	Not available
University of Minnesota Aurora Center: Violence Prevention Educator, Direct Service Advocate, and Special Projects Volunteer Training	\$0	40+ hours	In person	<ul style="list-style-type: none"> • Understanding sexual violence as a form of oppression • Awareness of connections between sexism, racism, classism, homophobia, heterosexism, and ableism to violence • Respect and maintaining boundaries 	Not available
YWCA Metropolitan Chicago: Sexual Assault Intervention Training	Cost of training materials	50+ hours	Not available	<ul style="list-style-type: none"> • Sexual assault, abuse, and harassment 	Not available

Table 5. Civilian Volunteer Trainings and Certificates: Elderly Care or Hospice Opportunities

Eight organizations provide training or certificates to volunteers who work with the elderly, or those focused on death and dying. Some of these opportunities are designed for older adults to work with other older adults, and some are for any individual regardless of age. Common curriculum topics include how to help older adults navigate life changes, health concerns, medical bills, and insurance policies.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Arizona Hospice and Palliative Care Organization (AHPCO): Hospice Volunteer Training Certification Program	\$0 for members; \$25 for nonmembers	30 hours for Certificate of Excellence; 20 hours for Core Certificate	Not available	<ul style="list-style-type: none"> • Bereavement/death & dying; communication • Community resources; cultural diversity • Ethics; legalities; HIPAA and OSHA regulations • Policies and procedures; spiritual aspects • Stress management 	Not available
Home and Hospice Care of Rhode Island: Hospice Volunteer Training Program	Not available	Not available	Not available	<ul style="list-style-type: none"> • Orientation to the agency • Hospice mission/philosophy • Patient/family dynamics; role of hospice team • Communication skills; Standard precautions • HIPAA compliance, confidentiality • Volunteer roles and documentation 	Not available
Hospice by the Bay: Training for Patient and Family Support Volunteers	Not available	30 hours	In person	<ul style="list-style-type: none"> • Hospice history and philosophy • Hospice team and services • Volunteer role and boundaries • Communication skills with terminally ill patients and their families • Disease process, symptom management, and the active dying process • Psychosocial issues and family dynamics • Comfort care, physical assistance training, and body mechanics 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
				<ul style="list-style-type: none"> • Spiritual issues, grief, and loss in hospice work 	
Mental Health Division of Contra Costa Health Services: Senior Peer Counselor Training	Not available	8 weeks	In person	<ul style="list-style-type: none"> • Helping other adults cope with life changes • Communication skills 	Not available
Montgomery Hospice: Volunteer Training	Not available	3 sessions; 24 hours total	In person	<ul style="list-style-type: none"> • Communication; understanding grief • Supporting caregivers; safety • Spirituality; confidentiality; self-care 	Not available
Oregon Department of Consumer & Business Services: Certified Senior Health Insurance Benefits Assistance (SHIBA) Counselor	Not available	Online training, 10 internship hours, and two-day new volunteer training	In person and online	<ul style="list-style-type: none"> • Understanding Medicare • Medicare rights and protections • Medigap policies; coordination of benefits 	Not available
Third Age Outreach Program: Lean on Me	Not available	Not available	Not available	<ul style="list-style-type: none"> • Relationships, boundaries, barriers, and common health concerns • Physical challenges and safe mobility • Hearing, vision, communication, and cultural understanding • Intellectual disabilities, dementia, mental health, and elder abuse 	Mission of Third Age Outreach includes helping seniors through “excellence in care, teaching, and research”
Warrington Voluntary Action: Certificate in Understanding End of Life Care	\$0	Not available	Online	<ul style="list-style-type: none"> • How to work in end of life care • How to provide support to manage pain and discomfort • End of life care and dementia • Role of the care worker in time of death • Understanding loss and grief in end of life care 	Not available

Table 6. Civilian Volunteer Trainings and Certificates: Disaster/Medical Relief Opportunities

Four organizations provide training and/or certificates to volunteers who work in disaster or medical relief. These trainings help volunteers understand their role during a disaster or medical situation, and include information about communication systems and delivering first aid to victims.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
American Red Cross: Disaster Volunteer Training	\$0	Depends on course	In-person or online, depending on course	<ul style="list-style-type: none"> • CPR/AED for professional rescuers and health care providers • Family first aid and CPR – adult and pediatric • Anaphylaxis and epinephrine auto-injector • First Aid, health, and safety for coaches • Medical Education • Blood borne Pathogens 	Not available
Medical Reserve Corps of Kansas City: Volunteer Training Classes	Not available	4 courses	Not available	<ul style="list-style-type: none"> • How disasters are managed • The role of a volunteer during a disaster • Protecting the volunteer and others • Personal and family preparedness • Incident command system 	Not available
Ready.gov: Citizen Corps	Not available	Varies by course	Not available	Multiple topics related to disaster relief, including: <ul style="list-style-type: none"> • -Intro to community emergency response teams • -Community hurricane preparedness • -Developing and managing volunteers 	Website includes research reports about disaster relief efforts: Citizen Preparedness Research

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Salvation Army: National Disaster Training Program	Not available	Courses range from 4 hours- 16 hours	Not available	Multiple courses available, including: <ul style="list-style-type: none"> • Community and government • Disaster social services • Emotional and spiritual care in disaster operations • Finance and administration 	Not available

Table 7. Civilian Volunteer Trainings and Certificates: General Health & Well-being Opportunities

Four organizations provide training or certificates to volunteers working to support overall health and well-being of specific clients or groups. Training opportunities in this category educate volunteers about dietary needs, healthy food preparation, and overall general good health practices. Opportunities also include volunteering to serve populations with a specific diagnosis, such as epilepsy or HIV/AIDS.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Epilepsy Foundation Northwest: Helping Other People with Epilepsy (HOPE) Volunteer Program	Not available	Not available	In person	<ul style="list-style-type: none"> • Epilepsy & seizures; impact of epilepsy • Advocacy & self-management • Seizures in later life 	Not available
Meals on Wheels: Orientation and Training	Not available	1 session	In person	<ul style="list-style-type: none"> • Purpose and mission of Meals on Wheels • Information about programs and activities • Current volunteer opportunities • Overview of expectations, policies, and procedures • Food temperature and safety training • Body mechanics and safe lifting • Protected health information and privacy • Elder abuse information and mandated reporting • Whistleblower policy 	Not available
Penn State Extension: Certified Food & Wellness Volunteer Course	\$125 for Penn State Extension volunteers; \$175 for outside orgs/ individuals	40 hours	In person and online	<ul style="list-style-type: none"> • Food preparation, basic nutrition • Food safety; teaching techniques • Effective presentation tips, public speaking • Working with diverse audiences • Food allergies and intolerances • Finding reliable nutrition sources • Eating well on a budget 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Tucson Interfaith HIV/AIDS Network: New Volunteer Training	\$15 for materials	7 hours	In person	<ul style="list-style-type: none"> • Basic HIV prevention and education • Local resources on HIV testing • Substance abuse; mental health • Psycho-social aspects of HIV/AIDS • Grief and loss; spiritual issues 	Not available

Table 8. Civilian Volunteer Trainings and Certificates: Mediation and Conflict Resolution Opportunities

The following table includes two organizations that provide training and/or certificates to volunteers serving as mediators or specializing in conflict resolution. Curriculum topics include theories and research about conflict resolution and mediation, writing agreements, understanding conflict, and power imbalances.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence- based?
Mediation Center of Dutchess County: Volunteer Mediator Training Program	Not available	40 hours of training plus orientation session; also includes mentoring, a mentored apprenticeship group, and continuing education	In person	<ul style="list-style-type: none"> Principles of transformative conflict theory The mediator’s role as an intervener in conflict Supportive responsiveness Role-playing Intake (pre-mediation) Agreement writing 	Not available
Orange County Human Relations: Mediation Certification Training for Volunteers and Interns	\$350 for volunteers; \$100 is refundable after 120 hours of volunteer work	32 hours	In person	<ul style="list-style-type: none"> History of alternative dispute resolution Dispute Resolution Program Act and Regulations Impact and role of the mediator Understanding conflict and the cycle of conflict Multicultural, age, and gender issues Preparing for clients and developing trust The facilitative style of mediation The structure of mediation Active listening skills and reframing toxic language Managing threats to the process Power imbalances Creating options, building on agreement, BATNA, and small claims mediation 	Training is in accordance with the Dispute Resolution Programs Act

Table 9. Civilian Volunteer Trainings and Certificates: Other Opportunities

The following seven organizations provide training and/or certificates to volunteers serving in miscellaneous capacities. Opportunities include leadership training for female volunteers, safety training for volunteers working for a Department of Natural Resources, and general volunteer training opportunities.

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
International Volunteer Headquarters: IVHQ Volunteer Abroad Training	\$0	Not available	Online	<ul style="list-style-type: none"> • Basics of volunteering abroad • Keeping safe and being a responsible volunteer • Understanding different cultures • Good health habits abroad 	Not available
Junior League of Indianapolis: Training for Members	Not available	Not available	Not available	<ul style="list-style-type: none"> • Leadership skills • Importance and impact of community involvement 	Not available
Minnesota Department of Natural Resources: DNR Certified Volunteer Safety Instructor Training	\$0	One day	In person	<ul style="list-style-type: none"> • Policy and procedures • Teaching concepts; use of training aids • Youth classroom training techniques 	Not available
The Centre for Volunteering	\$0	2 hours	In person	<ul style="list-style-type: none"> • What is volunteering and what is a volunteer? • Volunteering opportunities • The benefits of volunteering • The rights and responsibilities of volunteers • Organizations that engage volunteers • Considerations when searching for volunteer role • Finding a suitable volunteer role 	Not available
White Bird Clinic: New Volunteer Training	Not available	8 week course; total of 24 hours; plus 3.5 hours a	In person	<ul style="list-style-type: none"> • General history of White Bird • Presentations about each program at the clinic • A communication workshop • How to access other community resources • Developing skills helpful for human service providers 	Not available

Granting Agency: Title of Certificate/Training	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
		week of on-the-job training			
YWCA of Richmond: Volunteer Training	\$0	5 weeks; 32 hours total	In person	Issues important to clients, organization, and community for affecting positive change	Not available
Literary Council of Northern Virginia (NCLV): Basic Adult Literacy Tutor Training	\$50 for NCLV volunteers; \$75 for other individuals	2 days	In person	<ul style="list-style-type: none"> • General tutoring skills • Standard texts • Support available to tutors 	Not available


Volunteer Management Certificates

Understanding how to attract and retain high quality volunteers is important (Newton, Becker, & Bell, 2014). Certification programs have been developed for volunteer managers or volunteer administrators, who are typically paid staff within the organization, to empower them with skills in relation to promoting the longevity, success, and retention of volunteers (Boyd, 2003; Cuskelly, Taylor, Hoyer, & Darcy, 2006).

Volunteer management includes all activities related to ensuring the safety, health, and welfare of volunteers (Legatt & Aitken, 2007). Specifically, volunteer managers assess the need for volunteers within their organization, prepare the organization to engage volunteers, and serve as consultants to other employees within the organization who work with volunteers. In addition, volunteer managers serve as leaders and role models for volunteers (Fisher & Cole, 1993). Volunteer managers typically coordinate and conduct trainings for volunteers. These trainings educate new volunteers about the organization, their specific volunteer position, changes and transitions that are likely to take place in the organization that impact volunteers, and provide different opportunities for volunteers as needed.

Though few studies exist examining the benefits of certification and training for volunteer managers, the results of the available studies find several benefits of certifying volunteer managers. One study found that certification of volunteer managers was associated with increased satisfaction of both paid employees and volunteers, improved volunteer manager's attitude, and managers' improved performance in day-to-day tasks (Wang & Ashcraft, 2012). Another study using a national random sample of government agencies found that agencies that provided professional development for paid staff in effective volunteer management were able to recruit and retain more volunteers than agencies that did not provide professional development opportunities (Brudney & Kellough, 2000).

While certification programs for volunteer managers or administrators are related to a program's or organization's success, most volunteer managers do not receive formal training (Deppe & Culp, 2001; Fisher & Cole, 1993; Hange, Seever, & VanLeeuwen, 2002). One study found that one-third of paid staff volunteer managers reported not receiving any formal training (Hager & Brudney, 2004). A national survey of nonprofit managers showed that less than half (49%) of state agency volunteer programs have a volunteer coordinator or manager (Brudney & Kellough, 2000). However, nonprofit administrators have identified volunteer administration as a significant training need within their organization (Dolan, 2002). One study reported that 24% of nonprofit administrators listed volunteer administration as one of their top three training needs (Dolan, 2002), and another found that 54% of certified nonprofit managers identified human resources/volunteer management as their primary training need (Wang & Ashcraft, 2012).



Volunteer managers assess the need for volunteers within their organization, prepare the organization to engage volunteers, and serve as consultants to other employees within the organization who work with volunteers.

Existing Models of Volunteer Management

Managing volunteers does not involve a one-size-fits-all model. Rather, volunteer managers must adopt their approaches to the needs, desires, interests, and motives of individual volunteers (Fisher & Cole, 1993). Several models of volunteer management, primarily focusing on the important duties assigned to volunteer managers, have been developed and are described below. These models include: (1) the ISOTURE model; (2) the L-O-O-P model; (3) the GEMS model; and (4) the PEP model. The PEP model is the only empirically-based model.

ISOTURE Model. Boyce (1971) proposed one of the most highly recognized models of volunteer resource management, called the ISOTURE model. This model focuses on volunteerism as leadership development, and identifies seven important management concepts related to engaging volunteers. These concepts include *identification* of individuals to fulfill volunteer or leadership positions, *selection* of volunteers, *orientation* of volunteers, *training* volunteers and support their efforts to acquire knowledge and skills, *utilization* of volunteers in the most appropriate ways, *recognition* of volunteer performance, and *evaluation* of volunteer performance (Boyce, 1971).

L-O-O-P Model. This model focuses on the concepts of locating, orientating, operating, and perpetuating (LOOP) volunteers and volunteerism (Penrod, 1991). The unique idea for this model is that training and orientation are incorporated throughout volunteers' experience with an organization, not just at the beginning. The orientation step of L-O-O-P focuses on strategies to educate the new volunteer, and includes both formal and informal training. The formal process of orientation is structured and includes the official explanation of the organization's rules, policies, by-laws, and standard operating procedures. Potential or new volunteers have many ways to collect information about an organization, which range from newspapers, printed brochures, and websites to talking with others, and questions asked during orientation meetings and trainings.

While the organization may control the formal orientation for new volunteers, it does not control the informal processes. Individuals do not always interpret information received as it is intended by the organization, and therefore information may be misunderstood. Ultimately, the educational process begins during the orientation phase but continues throughout a volunteer's tenure with an organization. Penrod (1991) also believed that the learning processes in which volunteers are engaged (e.g., generating new ideas, meeting new people, learning new methods) are forms of payment for their service. This model aligns well with the best practices in volunteer training detailed above.

GEMS Model. This model focuses on four distinct concepts of *generating*, *educating*, *mobilizing*, and *sustaining* volunteer efforts within an organization (Culp, Deppe, Castillo, & Wells, 1998). The importance of training volunteers falls under the educating concept, which includes orientating, protecting (managing risk), resourcing, and teaching volunteers.

PEP Model. This is the first empirically based model proposed for identifying the core competencies needed for volunteer managers (Safrit, Schmiesing, Gliem, & Gliem, 2005). Based on the research of Safrit and Schmiesing (2004), three categories and nine concepts related to core competencies emerged. Categories included *personal preparation*, *volunteer engagement*, and *program perpetuation*. The concepts of orientation, training, coaching, and supervision fall under the volunteer engagement category (Safrit & Schmiesing, 2004).

Young (1989) found that 40% of volunteers reported dissatisfaction with how they were managed; only 20% said they were pleased with the way they were treated by volunteer administrators and other paid staff. Several studies also find that the majority of volunteers across a wide variety of settings do not complete volunteer commitments and high volunteer program negatively affects productivity (Amenta, 1984; Lammers, 1991; Lindhorst & Mancoske, 1993). Effective training of volunteer administrators and managers, particularly in the arena of creating an inviting environment for volunteers (Garner & Garner, 2010) and demonstrating organizational commitment to volunteers (Davila & Fuertes, 2007), could serve to improve volunteers' satisfaction and reduce turnover.

Organizations and Bodies that Provide Volunteer Management/Administration Certificates

The following table lists 25 offerings for volunteer management or administration certificates. To develop a comprehensive list of trainings and certificates for volunteer managers/administrators, the search engines Google, Bing, and Yahoo were used. Search terms included combinations of the following words and phrases: volunteer management, volunteer administration, professional development, courses, non-profit management, training, and certification.

Trainings for volunteer managers and administrators can be delivered through universities, non-profit organizations, and independent online courses. Some trainings focus on delivering content, while others tend to be more focused on teaching skills by using hands-on activities and requiring trainees to practice skills via role plays (Cuskelly et al., 2006).

The following 25 trainings and certificates address volunteer management, coordination, or administration trainings and certificates. All trainings and certificates have a fee, typically to cover tuition for credits at a university or community college. Time required to complete a volunteer management certificate ranged from taking an exam to completing 75 hours of coursework. The majority of certificates could be completed in a few days through an intensive workshop format. Common curriculum topics include understanding volunteering, effective volunteer recruitment and retention, training volunteers, evaluating volunteer programs, leadership, and program management.

Table 10. Volunteer Management/Administration Trainings and Certificates

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
ACC Center for Nonprofit Studies: Certificate in Volunteer Management	\$299	28 hours across four days	In person	<ul style="list-style-type: none"> • Components of a well-run volunteer program • Trends that impact volunteer program development • Creating volunteer task descriptions • Developing performance outcomes • Developing philosophy statements • Managing risk; Managing time • Designing a marketing and recruitment plan • Principles of volunteer screening, placing, interviewing, orientation, supervision, and training • Designing volunteer recognition strategies • Building internal support for the volunteer program • Developing outcome-based measurements • Evaluating the volunteer program • Defining organizational and professional ethics • Managing a project; leading and supervising volunteers 	Based on the Council’s Core Competencies for Managers of Volunteer Resources
Arkansas Public Administration Consortium (APAC): Certified Volunteer Manager Program	\$800	Six sessions plus a four-day workshop	In person	<ul style="list-style-type: none"> • Recruitment and retention strategies • Social trends that impact volunteer program development • Principles of volunteer screening, placing, training, and supervising • Program evaluation, development of performance outcomes • Leadership, building internal support for volunteer programs • Creating strong staff and volunteer partnerships 	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Association for Healthcare Volunteer Resource Professionals (AHVRP): Certified Administrator of Volunteer Services (CAVS) Credential	AHVRP members: \$250 Non-members: \$400	100-question exam	In person or online	<ul style="list-style-type: none"> • This certification is based on results of a multiple-choice exam. Questions cover: <ul style="list-style-type: none"> • -Planning and program development • -Management of human resources; finance • -Organization and management of services • -Outreach, advocacy, and public Relations • -Professional development 	Not available
Center for Community Innovation: Certificate Series for Volunteer Managers	Not available	Not available	Not available	<ul style="list-style-type: none"> • Working with volunteers; recruitment and marketing • Risk management; interpersonal communication • Program planning and evaluation 	Not available
Center for Nonprofit Management: Volunteer Management Program	Not available	5 courses	Not available	<ul style="list-style-type: none"> • Successfully dealing with tough “people” issues • Successfully conquering conflict • Giving and receiving feedback; • Building a highly effective team • Volunteer program management (Parts 1-4) 	Not available
Continuing Education at Mohawk College: Volunteer Management Certificate	\$5,400 (12 credits, \$450 per credit)	Three courses; 180 hours total	In person and online	<ul style="list-style-type: none"> • Fundamentals of volunteer management (philosophy, recruitment, orientation, training and recognition) • Leadership, legal issues, team building, communication plans, quality assurance, and resource development • Integrating data collection, problem solving, research methodology, data analysis, and effective decision making to respond to volunteer management issues 	Not available
Edyth Bush Institute for Philanthropy and Nonprofit Leadership at Rollins	Members: \$280 Nonmembers: \$560	12 hours (4 courses)	In person	<ul style="list-style-type: none"> • The basics of managing volunteers: Ethics, risk management, and a really good volunteer manual 	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
College: Certificate in Volunteer Management				<ul style="list-style-type: none"> • Setting the stage for a successful volunteer program: Working with staff, volunteer assignments, applications, and job descriptions • Finding the right volunteers: Recruiting, interviewing, orientation, training, and record keeping • Keeping the good ones: Placement, assessment, reward, and retention 	
Fleming College: Volunteer Management Certificate	\$868.07 for all four courses	4 courses, 120 hours total	Online	<ul style="list-style-type: none"> • MGMT 61: Volunteer Management – Foundations • MGMT 62: Volunteer Management – Spectrum of Engagement • MGMT 63: Volunteer Management – Administration • MGMT 64: Volunteer Management – Applied Project 	Developed based on standards and practices set by the Human Resources Council of Canada and the Canadian Association of Volunteer Resources Managers (CAVR)
Georgia Center for Nonprofits: Certificate of Nonprofit Volunteer Management	Member: \$499 Nonmember: \$699	4 sessions, 12 hours total	In person	<ul style="list-style-type: none"> • Roles and responsibilities for volunteer managers and administrators, specific competencies required • Establishing a sound volunteer structure through implementing policies and processes • Designing and implementing successful projects that are mission-driven and appealing to volunteers • Recruiting and training processes • Best practices for recruiting and retaining volunteers 	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
HandsOn Suburban Chicago: Strategic Volunteer Management Training Series	Member: \$240 Nonmember: \$480	Two days; 12 hours total	In person	<ul style="list-style-type: none"> • Understanding volunteering • Planning your volunteer program • Recruiting and placing volunteers • Orienting and training Volunteers • Supervising volunteers • Evaluating your volunteer program 	Not available
Humber College: Volunteer Management Leadership	\$1,315	Three courses	Not available	<ul style="list-style-type: none"> • Building leadership capacity • Foundations of volunteer management • Leadership and planning strategies 	Not available
Learning Institute Certificate Series: Volunteer Management	\$98	6-9 hours	Online	<ul style="list-style-type: none"> • Why nonprofits need volunteers • What volunteering is and can be • Finding and recruiting volunteers • Managing volunteer relationships with paid employees 	Not available
Martin Volunteers: Excellence in Volunteer Management Training	\$275	Two days; total of 14 hours	In person	<ul style="list-style-type: none"> • Understanding volunteering • Planning a volunteer program • Recruiting and placing volunteers • Orienting and training volunteers • Supervising volunteers • Evaluating a volunteer program 	Not available
Minnesota Association for Volunteer Administration: Certificate in Volunteer Leadership	Not available	8 training modules	In person	<ul style="list-style-type: none"> • Capturing volunteer motivation and conducting effective interviews • Planning for retention • Recruiting, supervising, and recognizing volunteers • Managing risk • Positioning your volunteer program for success • Singing your praises, measuring your impact 	Not available
Nonprofit Leadership Center of Tampa Bay:	\$300	Three days – 12 hours of instruction	In person	<ul style="list-style-type: none"> • Understanding volunteering • Planning your volunteer program • Recruiting and placing volunteers 	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Certificate in Volunteer Management				<ul style="list-style-type: none"> • Orienting and training volunteers • Supervising volunteers • Evaluating your volunteer program 	
OneOC: Volunteer Management Certificate	Member: \$350 Basic/not yet member: \$420	Six modules; total of 18 hours	In person	<ul style="list-style-type: none"> • Understanding volunteering • Planning • Recruitment and placement • Training and orientation • Supervision • Evaluation 	Not available
School of Continuing Education at Triton College: Volunteer Management Certificate	Not available	Three courses, 75 hours total	Not available	<ul style="list-style-type: none"> • Ethic, concepts, and definitions • Ethical decision making • Strategic and operational management • Volunteer staffing and development • Sustaining volunteer involvement • Meeting and financial management • Data management; Evaluation & outcome measurement • Risk management; Quality improvement • Advocacy in volunteer administration 	Not available
Society for Nonprofits: Volunteer Management Program	\$175	90 minutes	Video presentation	<ul style="list-style-type: none"> • Why nonprofits involve volunteers • Importance of employee/volunteer relationships • How to generate successful teamwork • Successful recruitment techniques, job descriptions 	Not available
University of Missouri – St. Louis: Chancellor’s Certificate in Volunteer Management	Not available	16 or more hours of training in classes and/or events	In person	Not available	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
University of North Texas, College of Public Affairs and Community Service (The Educational Consortium for Volunteerism): Volunteer Engagement Certificate	\$210 for all 7 courses	7 courses; courses range from 2.5-8 hours long	Online	<ul style="list-style-type: none"> • Are you REALLY ready for volunteers • Seven steps for a successful volunteer recruitment campaign • Volunteer orientation, training, and evaluation: Creating an engaging environment • -Volunteer recognition for high impact • Volunteers: Policy and procedure development • Volunteer screening and placement: Picking only the best • Volunteer-staff good relations: Navigating the divide 	Not available
UServeUtah: Volunteer Management Training Certification	Free to volunteer coordinators	Not available	Not available	<ul style="list-style-type: none"> • Volunteer management and organizational assessment • Creating a position description and volunteer application • Volunteer recruitment; interviewing volunteers • Orienting and training Volunteers • Placing and supervising volunteers • Volunteer motivation, retention and recognition • Performance reviews and handling performance problems • Risk management in volunteer programs • Volunteer program evaluation 	Not available
Volunteer Maine: Certificate in Management of Volunteers	\$120	6 modules; approximately 5 hours each (30 hours total)	Online	<ul style="list-style-type: none"> • Overview of managing volunteers • Supervision and human resources • Program management and operations • Managing risk; leadership and advocacy 	Not available
Volunteer Management Group: Volunteer	Standard Registration: \$599	8 courses; 16 hours online or 8 hours in person	In person and online	<ul style="list-style-type: none"> • Effective communications • Recruiting, training, and retention strategies • Volunteer program management • Leadership, management, and human resources 	Not available

Granting Agency	Cost	Time Commitment	Delivery Format	Curriculum Topics	Research or evidence-based?
Management Training Program	Special Member Registration: \$499 VMG LinkedIn Member Registration: \$399			<ul style="list-style-type: none"> • Public relations, marketing, and social media • Project management; Fundamentals of program evaluation • Developing corporate partners 	
Volunteer Manitoba: Volunteer Administration Certificate	Not available	5 weeks	In person	<ul style="list-style-type: none"> • Trends and planning; communication and problem solving • Job design and risk management • Screening and interviewing; marketing and recruitment • Performance management • Recognition, orientation, and training 	Not available
Washington State University Cooperative Extension: Volunteer Management Certificate Program	Not available	Four units; five online modules each	Online	<ul style="list-style-type: none"> • Recruiting volunteers; training volunteers • Management and supervision of volunteers • Evaluation and recognition of volunteers 	Not available

Conclusions

Volunteers support youth development and family programs in a variety of ways, and many military youth and family support programs rely on volunteers to operate effectively. This report summarized the benefits of volunteer training and certification programs and described general approaches to volunteer trainings. A summary of organizations and bodies that certify or train volunteers in both military and civilian settings was also included. Certification of volunteer managers was also briefly addressed, including a list of organizations and bodies that certify these paid managerial staff.

Volunteers primarily contribute to organizations by fulfilling supplementary roles, allowing paid staff to focus on central tasks. Volunteers benefit from engaging in volunteer service, as research shows that volunteers report higher levels of life satisfaction and other aspects of overall well-being (e.g., mood, physical health, and connection to others) compared to those who do not volunteer. Volunteers donate their time for a variety of reasons; volunteering may align with their personal values about helping others and can help volunteers gain career skills, make new social connections, and enhance themselves by learning new skills.

Volunteers expect and want to be properly trained to their volunteer role. Providing volunteers with sufficient orientation and training can help meet volunteers' expectations and ensure a smooth transition to their new position. However, volunteers in a variety settings tend to report receiving little or no formal training. Rather, many volunteers report relying on informal sources to learn policies and gain skills (e.g., talking to peers, using trial and error, or searching for information on their own).

Although most of the research on volunteerism is cross-sectional and uses quasi-experimental designs, the available literature documents numerous benefits associated with formal volunteer training, including:

- Increased volunteer retention
- Enhanced volunteer knowledge and role preparation
- Improved job performance
- Increased volunteer adherence to ethical guidelines
- Positive outcomes for youth and families served by trained volunteers
- Improved self-care and overall well-being
- Reduced ambiguity and increased volunteer confidence
- Enhanced feelings of connection to the organization, other volunteers, and paid staff
- Higher levels of volunteer satisfaction and motivation

Organizations take several approaches to training volunteers. This report covered various training delivery systems, multiple formats of volunteer training, and volunteers' preferences for training formats.

Numerous best practices regarding volunteer training have emerged in the literature, many of which may be informative for training facilitators. Training may be most effective when it (1) builds on volunteers' current competencies (reducing time and resources spent on retraining), (2) creates a warm environment and enhances social interactions between volunteers and paid staff, (3) includes experienced volunteers in training sessions, and (4) delivers booster sessions or on-going training opportunities for volunteers.

A comprehensive list of organizations and bodies that train volunteers was provided. Detailed information about each training opportunity was included in the tables, including the cost of training to the volunteer, time commitment for training, delivery format (in person, online, or hybrid), curriculum topics, and whether research-based information was included in curriculum content.

Very few volunteer trainings were evidence-based, though some did adhere to state or national guidelines for certification in a particular setting (e.g., mediation or first aid for youth sports coaches). However, the fields of positive youth development, program quality improvement, and strategies for meeting the needs of families all have large research bases with strong findings. Research findings relevant to volunteer training, such as components of quality programs and effective youth development leaders, could be incorporated into volunteer training curricula. Collaborations between researchers and those developing and implementing volunteer training programs could strengthen the quality of volunteer programming, and ultimately improve the quality of services volunteers provide to youth and families.

Common training delivery systems included (1) unique training opportunities specific to each organization and volunteer opportunity, (2) courses delivered through universities and colleges, and (3) general training centers or curricula. Specifically as it relates to volunteer opportunities available through the military, multiple training systems could be utilized to best meet the needs of volunteers. For example, civilian volunteers generally may be unaware of military culture, policies and practices of individual military branches, and resources already available to military youth and families. A general training curricula for all volunteers donating their time and skills to military initiatives may fill the general need of informing volunteers about military culture and available resources. This general training could be delivered in person or online to meet the needs of volunteers. In addition to the general training, unique training opportunities could also be available to volunteers as needed (e.g., training for youth sports coaches serving military youth). This multifaceted approach would centralize some volunteer training needs, while allowing volunteer initiatives to develop separate training curricula to meet the specific needs of their programs.

Finally, certifying volunteer managers can be helpful. Although the research base is small, it has been suggested that certification is associated with increased volunteer satisfaction, improved volunteer managers' attitude, and improved volunteer managers' performance in day-to-day tasks. A table is provided with detailed information about available volunteer management/administration certificates.

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Appendix

Table 1. Military-specific Volunteer Certification and Training Offerings Web Links.

Granting Agency	Title of Certificate/Training	Website
Army Community Service (ACS)	Victim Advocacy Volunteer Training (VAP)	http://www.jrtc-polk.army.mil/CommunityResources/Volunteer.html
Army Reserve Family Programs	Volunteer Training – Family Readiness Groups in a New Era	http://www.arfp.org/volunteertraining.php
Army Volunteer Corp Program	Training Seminars	http://www.fortleonardwoodmwr.com/avcp.php#training
Buddy to Buddy Volunteer Veteran Program	Volunteer Veteran training	http://buddytobuddy.org/
Connecticut Association for Home Care & Hospice	Rural Veteran Hospice Volunteer Training	http://www.wehonorveterans.org/sites/default/files/public/CAHCH_Program_Overview.pdf
Hospice of Siouxland	Vet-to-Vet Volunteer Training	http://www.wehonorveterans.org/sites/default/files/public/HSI/HospiceSiouxlandTraining.pdf
Hospice of Southwest Iowa	Hospice Veteran Volunteer Training	http://www.wehonorveterans.org/sites/default/files/public/HSI/HSI_TrainingManual.pdf
Jewish Family & Children’s Service Shoulder to Shoulder Program	Military Family Support Volunteer initial training	http://www.allforgood.org/volunteer/opportunity/waltham/military-family-support-volunteer/28556
Marine Corps Community Services (MCCS) Camp Pendleton Family Readiness Program	Family Readiness Volunteer Training	http://www.mccscp.com/readiness/
National Guard Family Project	National Guard Volunteer Webinars	https://www.jointservicessupport.org/FP/Volunteer.aspx
Suncoast Hospice	Veterans Serving Veterans	http://www.thehospice.org/Patient-Family-Volunteers
The Soldier’s Project	Volunteer Therapist Educational Seminars	https://www.thesoldiersproject.org/volunteer/
Tragedy Assistance Program for Survivors	Good Grief Camp Training	https://www.tapsconnected.org/training/CourseInfo.aspx?id=1
Tragedy Assistance Program for Survivors	Volunteer Orientation: Becoming a TAPS Volunteer	http://www.taps.org/volunteer/
Youth Trumpet & Taps Corps	Taps for Veterans Training	http://trumpetandtaps.org/volunteer/

Table 2. Civilian Volunteer Trainings and Certificates: Literacy, Education, and Youth Development Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
Camp Manitou:	Volunteer in Training Program	http://www.campmanitou.com/blog/manitou-vit-program-enters-year-2#.VfgxCBFVhBd
Expert Online Training	Online Summer Camp Staff Training	http://www.expertonlinetraining.com/
Greater Pittsburgh Literacy Council	Basic Literacy Tutor Training	http://www.gplc.org/volunteer-training.cfm
Horizons for Homeless Children	Playspace Trainings	http://www.horizonsforhomelesschildren.org/programs/playspaces/
Junior Achievement of Oregon and SW Washington	Junior Achievement Volunteer Training	http://jaorswwa.org/volunteer
Junior Achievement USA	Volunteer Training	https://www.juniorachievement.org/web/ja-usa/volunteer-training
Access to Student Assistance Programs in Reach of Everyone (ASPIRE)	Options Beyond High School training	http://www.oregonstudentaid.gov/aspire-orientation-and-training.aspx
New Mexico Coalition for Literacy	Certified Volunteer Tutor Training	http://newmexicoliteracy.org/nmcl-programs-a-services/training/86-certified-volunteer-tutor-training
School District of Pickens County	Volunteer Training	http://www.pickens.k12.sc.us/Pages/Community/Volunteers.aspx
Portland Literacy Council	Volunteer Tutor Training	http://www.portlandliteracy.org/tutors.html
Minnesota Literacy Council	ABCs of Reading Training	http://mnliteracy.org/abcs_of_reading
Minnesota Literacy Council	ESL Tutor Pre-Service Training	http://www.mnliteracy.org/volunteers/training/esl-tutor-pre-service-training
University of California Cooperative Extension and Grossmont College's Community Service Learning Program	The Community Science Educational and Leadership Project (SEAL)	http://www.joe.org/joe/2005october/a6.php
University of Illinois Extension (4-H)	Multiple 4-H Volunteer Courses/Trainings Available	http://web.extension.illinois.edu/state4h/volunteers/training.cfm
WorldTeach	Teaching English as a Foreign Language (TEFL) Teaching Certificate	http://www.worldteach.org/site/c.buLRibNOIbJ2G/b.6178735/k.4834/TEFL_Teacher_Training_Certification.htm

Table 3. Civilian Volunteer Trainings and Certificates: Youth Sports/Injury Prevention Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
American Youth Soccer Organization	Safe Haven Certification	http://www.ayso20.org/content/volunteer-registrationcertification
Centers for Disease Control and Prevention	HEADS UP to Youth Sports Concussion Training	http://www.cdc.gov/headsup/youthsports/training/index.html
National Youth Sports Coaches Association (NYSCA)	Training Program	https://www.nays.org/coaches/training/coaching-youth-sports/
USA Hockey	SafeSport Training	http://www.usahockey.com/safesporttraining
Youth Sports Research Council	Rutgers S.A.F.E.T.Y. (Sports Awareness for Educating Today's Youth) Clinic	http://youthsports.rutgers.edu/program-areas/volunteer-coaches

Table 4. Civilian Volunteer Trainings and Certificates: Domestic Violence, Rape, Suicide, Abuse, or Victim Advocacy Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
Alexandra House:	Direct-Service Volunteer Training	http://www.alexandrahouse.org/how-you-can-help/volunteer-opportunities
Assault Care Center Extending Shelter & Support (ACCESS)	Volunteer Advocate Certification	https://www.assaultcarecenter.org/en/about-us/job-opportunities/volunteer-opportunities/
Bay Area Women Against Rape (BAWAR)	California State Certified Rape Crisis Counselors	http://www.bawar.org/volunteer-for-bawar/
Boy Scouts of America (BSA)	Youth Protection Training	http://www.scouting.org/Training/YouthProtection/BoyScout.aspx
Center for Domestic Peace	Domestic Violence Training	http://www.centerfordomesticpeace.org/volunteer
Contact Community Services	Volunteer Training for Contact Hotline and Crisis Chat	http://www.contactsyracuse.org/volunteer.shtml
Court Appointed Special Advocates (CASA)	National CASA Volunteer Training Curriculum	http://www.casaforchildren.org/site/c.mtJSJ7MPIS/b.5466267/k.A2B7/Training_Staff_Volunteers.htm
Crime Victims Assistance Center	N.Y.S. Rape Crisis Counselor Certification	http://www.cvac.us/volunteer-program.html
Domestic Violence and Sexual Assault Services (DVSAS)	Advocate Core Training	http://www.dvsas.org/pages/Volunteer
Gateway Battered Women's Services	Volunteer Training	http://www.gatewayshelter.org/Volunteer-Training
IMAlive Online Crisis Network	Volunteer Training	https://www.imalive.org/volunteer-how-to.php
Lines for Life	Crisis Lines Training – ASIST (Applied Suicide Intervention Skills Training)	http://www.linesforlife.org/content/training#ASIST
Michigan State University	Sexual Assault Crisis Intervention Training	http://endrape.msu.edu/volunteering/volunteer-training-q-a/
National Advocate Credentialing Program	Civilian Advocate Credentialing	http://www.trynova.org/help-crime-victim/nacp/
One Safe Place	Domestic Violence and Sexual Assault Crisis Intervention and Advocacy Training	http://www.ospshasta.org/how_you_can_help/volunteertraining.html
RAINN (Rape, Abuse, & Incest National Network)	Online Hotline Volunteer Training	https://rainn.org/get-involved/volunteer-for-RAINN/ohl-volunteer
Raphael House of Portland	Advocacy Training	http://raphaelhouse.com/volunteer/volunteer-faqs/
Safe Haven Family Shelter	Volunteer Training Sessions	http://safehaven.org/volunteer/training/

Granting Agency	Title of Certificate/Training	Website
Special Olympics	Protective Behaviors Training Program	http://www.specialolympics.org/protective_behaviors.aspx
University of Minnesota Aurora Center	Violence Prevention Educator, Direct Service Advocate, and Special Projects Volunteer Training	https://www1.umn.edu/aurora/involved/volunteer.html#forms
YWCA Metropolitan Chicago	Sexual Assault Intervention Training	http://www.ywcachicago.org/site/c.fmJWKcOZJkI6G/b.8270523/k.6BE0/Trainings_Workshops.htm

Table 5. Civilian Volunteer Trainings and Certificates: Elderly Care or Hospice Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
Arizona Hospice and Palliative Care Organization (AHPCO)	Hospice Volunteer Training Certification Program	http://www.ahpco.org/?7
Home and Hospice Care of Rhode Island	Hospice Volunteer Training Program	http://www.hhcricri.org/HowtoGive/VolunteerOpportunities/TrainingProgram.aspx
Hospice by the Bay	Training for Patient and Family Support Volunteers	http://www.hospicebythebay.org/index.php/volunteer-join-main/volunteer-training
Mental Health Division of Contra Costa Health Services	Senior Peer Counselor Training	http://www.mycclink.cchealth.org/press-releases/2006/senior_peer_counseling_2006_09.php
Montgomery Hospice	Volunteer Training	http://www.montgomeryhospice.org/volunteer/training
Oregon Department of Consumer & Business Services	Certified Senior Health Insurance Benefits Assistance (SHIBA) Counselor	http://www.oregon.gov/dcbs/insurance/shiba/volunteers/training/pages/volunteer-training.aspx
Third Age Outreach Program	Lean on Me	http://www.thirdageoutreach.ca/content.aspx?id=110
Warrington Voluntary Action	Certificate in Understanding End of Life Care	http://warringtonva.org.uk/news/funded-training-available-staff-and-volunteers-care-sector

Table 6. Civilian Volunteer Trainings and Certificates: Disaster/Medical Relief Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
American Red Cross	Disaster Volunteer Training	http://www.redcross.org/mn/take-a-class
Medical Reserve Corps of Kansas City	Volunteer Training Classes	http://www.mrckc.org/training.html
Ready.gov	Citizen Corps	http://www.ready.gov/citizen-corps
Salvation Army	National Disaster Training Program	http://disaster.salvationarmyusa.org/training/

**Table 7. Civilian Volunteer Trainings and Certificates: General Health and Well-being Opportunities
Web Links.**

Granting Agency	Title of Certificate/Training	Website
Epilepsy Foundation Northwest	Helping Other People with Epilepsy (HOPE) Volunteer Program	http://www.epilepsynw.org/programs/h-o-p-e-program
Meals on Wheels	Orientation and Training	http://mowsac.org/orientation-training/
Penn State Extension	Certified Food & Wellness Volunteer Course	http://extension.psu.edu/health/certified-food-wellness-volunteers/training
Tucson Interfaith HIV/AIDs Network	New Volunteer Training	http://www.tihan.org/yellow/training.htm

Table 8. Civilian Volunteer Trainings and Certificates: Mediation and Conflict Resolution Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
Mediation Center of Dutchess County	Volunteer Mediator Training Program	http://www.dutchessmediation.org/index.php/volunteer
Orange County Human Relations	Mediation Certification Training for Volunteers and Interns	http://www.ochumanrelations.org/programs/dispute-resolution/mediation-certification-training/

Table 9. Civilian Volunteer Trainings and Certificates: Other Opportunities Web Links.

Granting Agency	Title of Certificate/Training	Website
International Volunteer Headquarters	IVHQ Volunteer Abroad Training	https://www.volunteerhq.org/ivhq-volunteer-abroad-training
Junior League of Indianapolis	Training for Members	https://www.jlindy.org/?nd=training
Minnesota Department of Natural Resources	DNR Certified Volunteer Safety Instructor Training	http://www.dnr.state.mn.us/safety/instructors/process.html
The Centre for Volunteering	The Centre for Volunteering	http://www.volunteering.com.au/for-volunteers/volunteer-training/
White Bird Clinic	New Volunteer Training	http://whitebirdclinic.org/new-volunteer-training/
YWCA of Richmond	Volunteer Training	http://ywcarrichmond.org/volunteer/
Literary Council of Northern Virginia (NCLV)	Basic Adult Literacy Tutor Training	http://www.lcnv.org/volunteer/training

Table 10. Volunteer Management/Administration Trainings and Certificates Web Links.

Granting Agency	Title of Certificate/Training	Website
ACC Center for Nonprofit Studies	Certificate in Volunteer Management	http://sites.austincc.edu/npo/certificates/cert-in-volunteer-mgmt/
Arkansas Public Administration Consortium (APAC)	Certified Volunteer Manager Program	http://ualr.edu/iog/apac/programs/cvm/
Association for Healthcare Volunteer Resource Professionals (AHVRP)	Certified Administrator of Volunteer Services (CAVS) Credential	http://www.ahvrp.org/programs/certification.shtml
Center for Community Innovation	Certificate Series for Volunteer Managers	https://ccioregon.org/nonprofit-trainings/certificate-series-programs/volunteer-management/
Center for Nonprofit Management	Volunteer Management Program	https://scooter.cnm.org/CertificateDetail.aspx?id=7
Continuing Education at Mohawk College	Volunteer Management Certificate	http://www.mohawkcollege.ca/continuing-education/volunteer-management-certificate.html
Edyth Bush Institute for Philanthropy and Nonprofit Leadership at Rollins College	Certificate in Volunteer Management	http://ebi.rollins.edu/?page=cert_volunteer
Fleming College	Volunteer Management Certificate	http://flemingcollege.ca/continuing-education/certificates/volunteer-management-certificate-online
Georgia Center for Nonprofits	Certificate of Nonprofit Volunteer Management	https://www.gcn.org/events/nonprofit-university/Certificate-of-Nonprofit-Volunteer-Management
HandsOn Suburban Chicago	Strategic Volunteer Management Training Series	http://www.handsonsuburbanchicago.org/svmts
Humber College	Volunteer Management Leadership	https://www.humber.ca/continuingeducation/program/volunteer-management-leadership
Learning Institute Certificate Series	Volunteer Management	http://www.techsoup.org/products/learning-institute-certificate-series-%E2%80%93-volunteer-management--G-42033--
Martin Volunteers	Excellence in Volunteer Management Training	https://www.unitedwaymartincounty.org/p/131/volunteer-management#.VfBkIRHBzRZ
Minnesota Association for Volunteer Administration	Certificate in Volunteer Leadership	http://www.mavanetwork.org/VRL
Nonprofit Leadership Center of Tampa Bay	Certificate in Volunteer Management	http://www.nonprofitleadershipcenter.com/?page=vmcertificate
OneOC	Volunteer Management Certificate	http://www.oneoc.org/training/volunteer-management-certificate-101615/

Granting Agency	Title of Certificate/Training	Website
School of Continuing Education at Triton College	Volunteer Management Certificate	http://www.triton.edu/content.aspx?id=2528
Society for Nonprofits	Volunteer Management Program	https://www.snpo.org/lino/catalog/product_info.php?products_id=35
University of Missouri – St. Louis	Chancellor’s Certificate in Volunteer Management	http://www.umsl.edu/~pcs/noncredit-offerings/volunteer-management.html
University of North Texas, College of Public Affairs and Community Service (The Educational Consortium for Volunteerism)	Volunteer Engagement Certificate	https://ecv.unt.edu/continuing_education/courses
UServeUtah	Volunteer Management Training Certification	http://heritage.utah.gov/userveutah/volunteer-management
Volunteer Maine	Certificate in Management of Volunteers	http://volunteermaine.org/training/certificate-management-volunteers/
Volunteer Management Group	Volunteer Management Training Program	http://www.volunteermanagementgroup.com/Volunteer_Management.php
Volunteer Manitoba	Volunteer Administration Certificate	http://www.volunteermanitoba.ca/volunteer_management.php
Washington State University Cooperative Extension	Volunteer Management Certificate Program	http://www.joe.org/joe/2000august/tt1.php



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