

H-1116-1 - HANDBOOK FOR RAPS COORDINATORS

1. Explanation of Material Transmitted: The objective of this Handbook is to assist Resource Apprenticeship Program for Students (RAPS) Coordinators in managing Participants within the organizational framework of the Bureau of Land Management.

2 Reports Required: Annual Fiscal Year Resource Apprenticeship Program for Students (RAPS) Accomplishment Report due on the last business day of

October.

3. Materials Superseded: None:

4. Filing Instructions: File as directed below.

REMOVE: INSERT:

None H-1116-1

(Total: Sheets)

Assistant Director, Support Services

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Chapter I. Objective

The objective of this handbook is to assist Resource Apprenticeship Program for Students (RAPS) Coordinators in managing Participants within the organizational framework of the Bureau of Land Management (BLM). It could be titled "How to Begin and Manage the RAPS in your State, Center, District, or Area". Policy and procedures guidance for BLM's RAPS are found in the RAPS Manual; this handbook is intended for use in conjunction with the RAPS Manual.

Chapter II. Program Overview

A. Mission

The mission of RAPS is to reach out to students who have an aptitude for academics but are at risk of dropping out of school. RAPS provides students with an educational work experience which is stimulating and assists them in maximizing their potential for success.

B. Partnerships

RAPS is based upon partnerships between the BLM, cooperating school districts, the Department of Labor and other Federal, State and local Government agencies, and private sector organizations. The BLM manages the program and provides mentoring and work experience; school districts nominate and assist in the selection of program participants; the Department of Labor, other governmental offices, and private sector organizations contribute funding and, in the role of a "host agency", provide training and work experiences.

Through an active RAPS Program, people in neighboring communities can become actively involved with the BLM and public lands. This involvement can increase public awareness and community understanding.

C. Basics of Program

RAPS is structured as a summer internship that is based on outside financing; formal employment action on the part of the BLM is not required. Thus, a larger group of students can be included in RAPS. Participants are covered by Volunteer/Participant agreements for workers' compensation and tort claim purposes.

Overall, the program may be designed in the following manner: In conjunction with a school principal or guidance counselor, the BLM selects one or more RAPS Participants from students who express an interest in RAPS. A RAPS Mentor designated by the BLM and the Participant establish a Development Plan for the Participant. The plan is created to match the Participant's personal interests with BLM's programs and/or related natural resource programs administered by other cooperating public or private organizations. The plan also serves as a measurement tool throughout the apprenticeship aiding the Participant and RAPS Program Mentor in structuring the apprenticeship.

During the school year, the RAPS Program Mentor counsels the student and may arrange periodic short-term work sessions and field trips in BLM offices or other host agency offices. During the summer vacation period, the Program Mentor will arrange extended work sessions or field trips near the Participant's residence.

The program, however, may be redesigned to take into consideration the area, funding sources, and needs of the specific organization.

D. How Participants Can Assist

Participants can assist with tasks and projects. Remember that Participants cannot be used to displace employees, and that establishing RAPS is neither cost free nor labor free. RAPS should be initiated with an understanding that some money will be spent, and some staff time will be devoted to training and supervision.

One proven method to identify an assignment for Participants is to conduct a Needs Assessment with your staff. This should be done far enough in advance of the summer to allow adequate time to plan for materials, supplies, equipment, and staff support in the Planned Annual Work Plan (PAWP).

A variety of methods could be used to conduct a Needs Assessment. Individual State RAPS Coordinators may have methods they feel are particularly effective. Regardless of how it is accomplished, what is important is that some kind of Needs Assessment is performed. (See Appendix 2 for an example of a Needs Assessment.)

Participants can and should be used in almost all BLM programs and in almost all of our activities. See Manual 1114 - Volunteers, Section .12 concerning Prohibited Volunteer Services. A sampling of the wide variety of learning activities acceptable for Participants is listed in Appendix 1 of this handbook. There are many other tasks Participants can perform. A creative imagination, a willingness to use students' talents, and an ability to delegate authority will greatly expand your potential to benefit from Participants.

E. Compensation

1. Basics

Since Participants are not Federal employees, they are compensated by cash "educational stipends", in lieu of salary and benefits, which are derived from reimbursable funds and grants provided from the Department of Labor and/or cooperating private sector organizations. If a work or field assignment away from a Participant's residence is appropriate, the BLM or other host agency will provide transportation. Transportation may be purchased using donated funds or through in-kind donations of tickets from bus companies, airlines, etc.

2. Management Considerations

In deciding whether and to what degree compensation should be used in any particular case, the considerations to be taken into account by the responsible manager include the following:

- a. Estimated value of the work to be accomplished compared with estimated costs, including any incidental expenses or services proposed to be paid or provided under a manager's authority. The proposed project should be cost effective or otherwise advantageous to the Government.
- b. The availability of funds in accounts of the benefiting subactivity or subactivities.
- c. The needs of the Participant, in conjunction with the need of the BLM, to accomplish the work as determined by the responsible official. The amount of rates for payment or sharing of such expenses by the BLM will be determined by the official on a case-by-case basis, after discussion and negotiation with the Participant.

F. Program Requirements

Participants will provide their Program Mentors with a written report/evaluation of each work project or training exercise undertaken, as well as a summary review of program participation at the end of the year. The purpose of the evaluations is for Participants to evaluate their own performance as well as the value and quality of the RAPS experience. Successful Participants will demonstrate a continuing commitment to RAPS, remain in school,

complete and submit the required RAPS reports and evaluations, and observe the same standards of conduct while in RAPS that are required of all employees of the U.S. Department of the Interior.

Chapter III. The RAPS Coordinator's Role

A good RAPS Coordinator is the key to an organized, successful RAPS Program. This individual handles general recruitment activities, coordinates interviews, maintains files, and handles any other general duties associated with Participants

The Coordinator:

1. Manages RAPS.
2. Enforces RAPS standards.
3. Ensures the health and safety of RAPS Participants.
4. Selects Participants following in-home interviews and recommendations of cooperating school systems.
5. Identifies sources of funding and in-kind services from public and private organizations; provides advice and assistance to potential donee; monitors the receipt of donated funds or in-kind contributions; accounts for and disburses contributed funds and services.
6. Ensures that the position descriptions and Performance Improvement and Position Review (PIPR) elements for all BLM employees who supervise Participants, coordinate RAPS programs or projects, or supervise such employees reflect this aspect of their duties and responsibilities.
7. Trains and/or briefs Program Mentors and work leaders on their duties and responsibilities under RAPS.
8. Arranges transportation for Participants to field sites.
9. Ensures that Participants' Position/Project Descriptions are developed, updated, and reflect the duties to be performed.
10. Interviews the selected Participants and arranges interviews between the Program Mentors and Participants.
11. Ensures that Volunteer/Participant Agreements are correctly completed, properly signed, and updated as necessary.
12. Works with Program Mentors to assign and reassign, if necessary, Participants to positions.
13. Ensures that each individual Participant receives a Mentor's evaluation.
14. If necessary, terminates a Participant after consultation with the Program Mentor.
15. Forwards reports required by the Director to the National Program Coordinator.

Chapter IV. Position/Project Descriptions

A. Purpose

Position/Project Descriptions define the tasks or duties which are expected under the Volunteer/Participant Agreement. They prevent misunderstandings and provide a basis for Participant evaluations. (Please see Appendix

5 for specifications to be included in Position/Project Descriptions.)

B. Developing the Position/Project Description

Position or Project Descriptions must be written for each RAPS position. It should be a brief description of the experience BLM intends to offer the Participant and the skills that BLM expects the Participant to acquire. A standard Position/Project Description can be written for all similar tasks, e.g., all Participants working at an information desk or all campground hosts. However, specific information concerning the needs of the Participant should be discussed and added to the Volunteer/Participant Agreement and/or project description as necessary.

Individual Position/Project Descriptions should be written for tasks which differ significantly from those covered in standard descriptions. Descriptions should delineate specific tasks to be accomplished, particular skills to be developed or used, training needed to do that task, training to be provided by the BLM, equipment needs, and what the BLM will provide.

The Position/Project Description should be included as an attachment to the Volunteer/Participant Agreement. The description or the agreement may be modified, when necessary, by mutual agreement. Specific details or modifications can be added to a Position/Project Description, based on the interview and acceptance of a particular individual into the RAPS.

Chapter V. Participant Development Plans

Program Mentors collaborate with Participants to produce a Development Plan. The RAPS Coordinator shall train Program Mentors in creating Development Plans. Development Plans describe the goals and objectives of students, what they would like to get from RAPS, what they would like to learn, and what activities they find most interesting. In other words, the Development Plan is a learning plan which links educational and career goals with resource management opportunities.

Chapter VI. Management of RAPS

A. Annual Work Plans (AWP)

Proposed Participant projects that require expenditures for materials, equipment, other incidental expenses, or employee work-months must be included in the AWP of the benefiting program. Projects which require recruiting assistance must be submitted to the State/Center RAPS Coordinator with the AWP.

B. Inter-Program Coordination

RAPS Coordinators at all levels should be working directly with their unit program leads (e.g., Cultural Resources, Recreation, Range, Wilderness, Forestry) to assist the leads in planning for future Participants' needs and/or budgets. Established planning processes such as Planned Year Budget Process (PYBP) and Planned Annual Work Plans (PAWP) should be used to accomplish this coordination.

C. Program Research

BLM offices should utilize a Needs Assessment to determine the relative needs, interests, and concerns of staff members, Participants, and special interest groups. (See Appendix 2 for an example of a Needs Assessment.) The results should be incorporated into program development, policies, strategic planning, operational management, and used as a potential source for assistance.

Chapter VII. Project Planning and Funding

The primary funding for RAPS is supplied by organizations other than the BLM. Because appropriated monies are not sufficient, the support of these assisting organizations is crucial to the success of the program. Therefore, it is

recommended that State/Center Directors plan to establish early a reliable funding network that will provide the resources necessary to ensure the continuity of the program's activities and operations, including backup funding for each student in case of unforeseen problems. Financial support may be cash and/or donation of supportive in-kind services or materials from a variety of sources, both in Government and in the private sector.

A. Appropriated Funds

Funds appropriated to the BLM are not available to pay the direct expenses of students since Participants are not employees of the BLM. However, appropriated funds can be used for travel, equipment, supplies, etc. necessary to support participants when other funds are not available. Funds appropriated to the BLM may also be used to pay the expenses of administering RAPS, including the salaries of BLM employees.

B. Reimbursable Funds

Reimbursable Funds are funds made available to the BLM from other Federal agencies. The purposes for which reimbursable funding may be used are governed by the appropriation or other authorities of the reimbursing Federal agency. Accordingly, funds may be used for any legitimate governmental purpose set forth in the reimbursable agreement, since by entering into the agreement, the reimbursing agency affirms that it has the requisite authority. Reimbursable agreements should be executed prior to the beginning of the RAPS activity being funded. The following are explanations of some reimbursing activities:

1. The Job Training Partnership Act of 1983

Public Law 97-300, the Job Training Partnership Act of 1983 (JTPA), successor to the Comprehensive Employment and Training Act (CETA), authorized job training programs for economically disadvantaged individuals and others who face serious barriers to employment. The program is administered by the governors of the various States who designate Service Delivery Areas -- a governmental unit or a voluntary consortium which share responsibility with participating Private Industry Councils (PIC) for developing two-year training plans and choosing grant recipients. JTPA funds are administered differently in each State; therefore, the appropriate State Department of Labor should be contacted directly for more specific information on this source of funding.

2. Migrant and Seasonal Farm Worker Education Funds

These funds are normally administered by educational departments in various State governments. Only students with a migrant education enrollment number are eligible. Administration of these funds will vary from State to State.

3. The Bureau of Indian Affairs.

The Bureau of Indian Affairs (BIA) has provided funding for RAPS in some states. RAPS is congruent with BIA's mission to provide educational programs that supplement public and private schools. RAPS is a mechanism for BIA to meet its goals to provide Native Americans and Alaska Natives with a challenging educational experience and to encourage students to pursue higher education.

The majority of BIA-appropriated funds are administered by Native American organizations under PL. 93-638, the Indian Self-Determination Act. Under certain circumstances a reimbursable agreement may be necessary to utilize BIA funds.

C. Trust Funds

Trust funds are donations made by non-Federal sources to the BLM for operation of RAPS. Private sector organizations, particularly those serving geographical areas where RAPS is active, may contribute to the program. The purposes for which trust funds may be used are governed by the terms of the donation so long as the BLM has the legal authority to expend this money for these purposes. Unlike reimbursable agreements with Federal

agencies, funds must be received in advance, since reaching an agreement does not provide budget authority or monies to begin RAPS activity. Also, these funds carry over from year to year, as they are not appropriated by Congress.

D. Tribal Funds

Funding may be available through the various American Indian tribal organizations.

E. In-kind Donations

Given the non-profit nature of RAPS, many local businesses may be approached to give discounted airline tickets, reduced rates for classroom rentals, or reductions in any other costs incurred in the program. These donations are good to highlight in grant proposals, if possible, so as to prove to the funding source that requested money will be stretched further.

F. Program Administration Assistance

1. VISTA Volunteers

The Economic Opportunity Act of 1964 established the Volunteers In Service to America (VISTA), which is administered by ACTION, an umbrella agency for a number of federally funded volunteer programs. The program provides VISTA volunteers to work at nominal cost for local organizations, usually private non-profit, or public agencies. The role of the volunteer in the poverty problem-solving process is focused on mobilizing community resources and increasing the capability of low-income people to solve their own problems.

VISTA volunteers have been provided by ACTION to the BLM. Under such an assignment, volunteers can assist in the development and administration of local RAPS programs. They may also participate in RAPS operations in various ways, such as assisting in developing work plans, counseling students, recruiting and training Mentors and host families, and generally coordinating program activities. In the BLM experience, VISTA volunteers have been found to be versatile, motivated persons who readily accept new challenges and enjoy working productively with people.

The services of a VISTA volunteer may be arranged through an interagency agreement with the local regional office of ACTION. While these services are not free, they are available at a fraction of the cost of an appointed employee of equivalent experience and skill level.

2. Volunteers

RAPS Coordinators may also request through their State/Center or District Office one or more volunteers to assist them with the management of RAPS.

Chapter VIII. Recruiting

After determining your needs for Participants, you are now ready to find them. Recruiting requires patience and persistence, particularly in the initial stages of building your program. As time goes on, satisfied Participants will spread the word and may be your best source of recruitment. Your recruiting efforts should focus particularly on trying to increase gender and cultural diversity in your offices.

A. Recruiting Methods

1. Locating Participants

Participants can be reached through a variety of ways:

- High school guidance counselors or teachers.
- Principals and school clubs.
- Private business or industry contacts, including the Private Industry Council (PIC).
- State and Federal agencies.
- College clubs.
- Student union information networks.
- College newspapers.
- Job placement centers.
- Professors.
- Scout troops.

2. Strategies

- a. Personal contact is one of the most effective ways of recruiting Participants. Recruiting often is best done by word of mouth.
- b. Radio and television public service announcements, community bulletin boards, etc., are very effective and are usually run without cost.
- c. Articles in newspapers, newsletters, and magazines, and letters to the editor can specifically describe your needs. You might even place an advertisement.
- d. Posters, posted notices, and exhibits can be used in a number of places: school display cases, local malls, conferences or meetings, etc.
- e. Slide and video shows can be loaned to school groups or other organizations. A well-done show will answer many questions without requiring the presence of a BLM employee.

Chapter IX. Guidelines for Selecting, Interviewing, and Enrolling Participants

A. Guidelines for Participant Selection and Retention

RAPS is centered on youth "at risk" and their education; therefore, Participants should be economically or socially disadvantaged and selected in conjunction with the recommendations of a cooperating school system. Participants must be formally enrolled in a high school or an accredited equivalent, or a college program, and meet the definition of youth "at risk". No more specific criteria are established by this policy statement for the term "at risk". State/Center Directors may accept written certification of economic or social disadvantage from officials of the cooperating school system or public welfare organization having jurisdiction.

It is emphasized, however, that RAPS is not to be used as a substitute for the formal employment of persons by the BLM. RAPS does not accommodate persons who do not meet the spirit of the requirements spelled out in this policy, nor is it a means of renumeration persons eligible or ineligible for employment under other authorities.

B. Eligibility for Participation

1. Age

There is a minimum age of 16 to participate in RAPS. There is no upper age limit, as long as the Participant is formally enrolled in high school or college/university. Before allowing Participants under the age of 18 to engage in any RAPS activity, a completed BLM Form 1114-4, Individual Volunteer Services Agreement, must be completed. Participants' training must comply with Federal and State laws on using the services of minors. If questions arise about the application of labor laws, the servicing personnel office or local State employment service office should be contacted for information.

2. Citizenship

a. Participants who are citizens of the United States are accepted without regard to national origin, race, sex (including sexual orientation and gender identity), religion, handicap, or other non-merit factors.

b. Foreign Nationals

Individuals need not be citizens of the United States to serve as Volunteers with the BLM. In order to receive a stipend, the Participant must meet the funding source's criteria. The basic criteria for participation of foreign nationals in RAPS is the same as for citizens provided that:

1. The non-citizen has a visa (most common types of visa are tourist, student, and trainee) and the legal length of stay in the United States has not expired.
2. Participation by a foreign national in RAPS does not preclude participation by a qualified U.S. citizen applicant.
3. The expiration date of the Participant's U.S. visa is noted in the Volunteer/Participant Agreement, and the term of the agreement does not extend beyond the visa expiration date. Subsequently, should the term of the visa be extended, the term of the agreement may be extended similarly.

4. BLM Employee Dependents

BLM employee family members may not be Participants in the program.

C. Preparing for the Interview

The RAPS Coordinator should determine if the student meets the RAPS enrollment standards. For individuals who do not, try to suggest alternative places that may better fit their interests and skills. Putting them in contact with the local volunteer placement services or with other Government agencies may be helpful.

As a coordinator of Participants, you should define your needs before scheduling interviews. Set aside a minimum of a half hour of uninterrupted time for each interview. Be prepared for the interview to run a bit longer, especially if the person is interested and details of your training plans are still being worked out.

D. Interviews

A Participant shall be interviewed twice. First, the student is interviewed after they express interest in RAPS. (A principal or guidance counselor may nominate students for the program.) The interview provides the Participant and the Mentor with a chance to size up the situation and gather information before a commitment is made. (A list of suggested interview questions can be found in Appendix 6.)

If during this first interview the student is considered qualified, the RAPS Coordinator and student should discuss details of the program. The interview should identify and define the individual's skills, interests, and limitations. After your needs are outlined and compared to these skills, interests, and limitations, the potential Participant should be able to pinpoint where their training would be most effective. Do not be surprised if the Participant

thinks of additional needs and offers assistance in areas you have not considered. In short, the student should be given the opportunity to work out the specifics of a Position/Project Description, and determine if the potential assignment would be mutually beneficial.

If a student is acceptable, then a second interview shall be conducted at the student's home. In addition to continuing support provided by the Participant's school system and BLM Program Mentor, the program seeks to ensure the approval of and elicit continuing encouragement from the Participant's family. Family involvement is particularly important where field trips or overnight training/work assignments are part of the work plan. RAPS Program Coordinators should conduct the interview, explaining the program's objectives and operations and emphasizing the need for familial support and positive reinforcement. If the student does not have parents, contact should be made with support people; i.e. social workers, neighbors, friends, etc.

The In-Home interview is also an opportunity for you to provide specific information on:

- Training.
- Orientation.
- Equipment.
- Liability protection.
- Injury compensation.
- Taxability of stipends. Inform them that their income will be reported to the Internal Revenue Service., and that they will need to file if they earn more than \$600.00 if a dependant, or more than \$6500.00 if independent. They can probably use the 1040EZ Form.
- Other benefits offered by your specific facility.
- Any required uniform or special clothing.
- Identification requirements.

Additionally, this interview is an opportunity for negotiation between you, a representative of the BLM, and the prospective Participant. One or both of you may want to think over the situation before making a commitment. A specific time should be designated to discuss the final decision; this can usually be done over the telephone.

E. Enrolling Participants

RAPS Coordinators should follow the personnel guidance and procedures for enrolling Participants in RAPS, i.e. RAPS Application Form, Volunteer/Participant Agreement.

F. The Volunteer/Participant Agreement

When an agreement is reached on the Participant's specific time commitments, official starting date, and other negotiable items, the Volunteer/Participant Agreement can be prepared and signed. BLM Form 1114-4 for Individual Volunteers will be completed prior to the Participant beginning an assignment. Volunteer/Participant Agreements should be written for specific time frames, i.e., hours/day, days/week and months/year.

To avoid duplication, the relevant Position/Project Description may be included in the agreement by reference, and then attached to it. The Participant and the BLM's authorized officer then sign the Volunteer/Participant Agreement and forward copies to the State/District Volunteer Program Coordinator and RAPS Coordinator to complete the enrollment process.

Volunteer/Participant Agreements should not exceed one year in length and must contain a serial number (example: WO92-101) for fiscal year tracing and procurement purposes. These agreements are valid only for the fiscal year in which they are executed. If the Participant wishes to continue in the program beyond the end of the designated fiscal year, a new fiscal year serial number will be assigned to the Volunteer/Participant Agreement. The new number can be added to the agreement by amendment or by writing a new contract. Within a fiscal year, any change to a Volunteer/Participant Agreement requires an addendum to the agreement, or the execution of a new agreement prior to implementing change.

Volunteer/Participant Agreements are required in every case. Agreements that provide for payment or reimbursement of certain expenses, or for provision of services that will mean additional costs to the BLM, must be approved by a BLM official with authority to commit or expand funds for the subactivity account involved. In this case, each executed agreement's serial number becomes a reference for payment documentation.

Chapter X. Orientation

A. Purpose

Mentors should ensure that Participants are given an orientation on BLM history, programs, objectives, environmental quality, job safety, and conduct while serving as a Participant. Participants should receive a copy of their handbook immediately. Most Participants, even those who bring specific skills and knowledge applicable to the tasks they will perform, require some orientation to acquaint them with the BLM mission, uses of public lands, and function and layout of their specific work site. This orientation should be tailored to each Participant's specific needs.

B. Elements of Orientation

1. Responsibilities.

The following responsibilities should be clearly explained to Participants.

- a. To work within the bounds of duties set forth in the Volunteer/Participant Agreement, including their project or job descriptions, and to advise their Mentors if they think these documents should be revised for any reason.
- b. To accept the guidance and decisions of their Mentor, and to inform the Mentor promptly if the BLM is not keeping any aspect of its commitment as set forth in the Volunteer/Participant Agreement.
- c. To serve the public well and represent the BLM in an appropriate manner.

2. Liability Protection and Injury Compensation Coverage for

Participants should be discussed, as well as job safety and conduct

considerations. Therefore, it is BLM's responsibility to:

- a. Ensure that Participants are aware they are covered for tort claims liability, workers' compensation, and for damage to, or loss of personal property only while working within the scope of the Participant agreements.
- b. Advise Participants that conduct while working in a Participant status is governed by 370 DM 735, Regulation Governing Responsibilities and Conduct of Employees, and make a copy of the regulation available to the Participants. The Mentor may obtain copies from the servicing personnel office.
- c. Make certain that the Participant knows who to contact in emergency situations as well as general emergency procedures to be followed as necessary.

C. Sources of Information for Participants

Information on the history, goals, and various programs of the BLM can be presented to Participants with the RAPS video. Supplement this with a packet of printed informational materials, such as background on the program they will be involved in, and copies of the BLM Volunteer Brochure, "Promise of the Land", "Our Public Lands", or "Inside Track".

Chapter XI. Training

Participants will be provided training on the job. Some work may require training beyond the scope of on-the-job training or orientation. In that case, Participants may be invited to attend BLM training courses related to their assignments when their participation would not displace employees or result in significantly great expenditures, and would show a benefit to the Government. Selection for training will be the same as for employees.

Chapter XII. Evaluating Participants' Work

Evaluation of Participants' work is required. In order to ensure that RAPS fulfills its educational mission, students must be given feedback regarding their competence, behavior, and performance. Performance of Participants should be documented and evaluated on Form 1114-1, Volunteer Performance Evaluation. RAPS Coordinators, Mentors, and the Participants themselves all have a role to play in evaluation. In fact, self-evaluation can be one of the most valuable learning tools. For this task, RAPS Coordinators and Mentors can develop learning tools that will assist Participants in evaluating themselves.

Chapter XIII. Participation

A. Continuing Participation in RAPS

There is no maximum term associated with RAPS participation, except that the program is not intended for persons who have graduated from a college or university. Subject to the availability of funds and staff resources on the part of the BLM, students who are successful in the program may continue through graduation from college, provided that the following requirements are met:

1. Continued sponsorship by a cooperating school system in which they are enrolled as a student.
2. Completion of required written reports or evaluations of each work project or training exercise undertaken.
3. Continuing commitment to RAPS as evidenced by the satisfactory record of participation, completion of all assignments, and recommendations of the RAPS Program Mentor.
4. Observance of the standards of conduct, while in Participant status in RAPS, which is required of all employees of the Department of the Interior.

B. Termination of Program Participants

Participants should be terminated from the program for any of the following reasons:

1. Use of alcohol or illegal drugs while in training or work status, or use of alcohol or illegal drugs outside of RAPS to the extent that such use impairs participation in work and training exercises. While drug testing will not be applied to Participants, use of illegal drugs will constitute grounds for removal from the program.
2. Disruptive behavior; failure to follow directions or instructions.
3. Failure to participate in work or training exercises.

4. Other recurring disciplinary problems.

See Termination Procedures, Chapter XV.

C. Persons with Special Needs

In the context of RAPS, the term "at risk" refers to a lack of opportunity, economic support, or encouragement for young persons interested in continuing their education and motivated to pursue those opportunities. While many people with special needs can be accommodated, RAPS is not intended, nor are resources available, to address the needs of persons who have severe physical disabilities, are emotionally troubled and require specialized psychiatric or psychological assistance or treatment, or are juvenile or adult offenders under rehabilitation.

Chapter XIV. Status of Participants

Participants in this program can be credited for experience for future employment. Participants in this program are not considered Federal employees for any purpose other than:

A. Tort Claims

The Federal Tort Claims provisions are published in U.S.C. 2671 through 2680. Claims arising as a result of Participants' working should be referred to the State Tort Claims Officer. Participants are covered by these authorities only while they perform within the scope of their agreements.

B. Work Injury Compensation

Provisions for compensation for injuries sustained while performing work assignments are found in Title 5 U.S.C., Chapter 81. Any claims related to injuries should be referred to the servicing personnel officer. Injuries incurred by the Participants are to be reported as an employee injury; however, they will not be counted as a lost time injury for statistical reporting.

C. Claims Relating to damage to, or loss of, personal property

Provisions for Participants to claim damage to, or loss of, personal property are found in Section 307(f) of the Federal Land Policy and Management Act of 1976 (48 U.S.C.1787(f)).

1. The Secretary of the Interior (and by extension, the BLM Director) is authorized to adjudicate claims from Participants for damage to, or loss of, personal property incident to Participant service. Possession of such property must be determined to be reasonable or useful under the circumstances, and no part of the loss may be caused by any negligent or wrongful act of the claimant.

2. All Participants must provide an adequate explanation when damage or loss of personal equipment occurs. File a claim with the Department of the Interior Solicitor's Office, either regional or Washington, in the same manner as for BLM employees. Refer to BLM Manual 1386 for guidance.

Chapter XV. Participant's Completion of RAPS Service

A. Reasons for Completion

Participants may end their service for any reason: completion of the duration of the Volunteer/Participant Agreement, loss of interest, disagreement, conflict with personal or family obligations, etc. The Participant should, when possible, give adequate notice to the BLM. In every instance, when the Participant's service ends, the Mentor should evaluate the Participant with fairness, and the Participant should be given an opportunity to evaluate RAPS on the basis of their specific experience. Completion of training should be noted on the Volunteer/Participant Agreement.

B. Termination Procedures

Because someone is a Participant does not mean the BLM is obligated to keep that person's services if they are not performing satisfactorily. The Participant's Program Mentor should terminate the agreement if the Participant repeatedly fails to fulfill responsibilities, and attempts to correct the situation have failed.

Terminating an unsatisfactory Participant can be awkward. When a problem first appears, the Program Mentor should bring it to the attention of the Participant and the RAPS Coordinator. All will work with the Participant to find a solution. If problem solving measures do not improve the situation and the Participant cannot be assigned to another position or project without repetition of the problem, they should be given notice (unless circumstances warrant immediate termination) that their services will no longer be needed. Just as in an employment situation, adequate notice gives people a chance to adjust their schedules with car pools and other matters.

Chapter XVI. Methods for Evaluating Your Program

A. Participants should be encouraged to complete an evaluation of their experiences with the BLM. No one can provide more useful feedback about the quality of RAPS than Participants themselves. They can tell you what is good and what needs improving. Frequent, informal evaluations can be useful during the initial year of your program. Mentors should conduct an informal interview with each Participant after the first month or six weeks. This will help identify potential problems before they arise and give both of you a chance to review the Position/Project Description.

B. Follow Guidelines and Suggestions. These will be provided by the Division of Evaluation and Management Analysis.

Chapter XVII. Participant Identification

A. Guidelines for Use of Uniforms

1. Authorized Allowances

Participants whose work involves public contact or high public visibility should be encouraged to wear a volunteer uniform or appropriate components. They may be authorized to receive a uniform allowance. This enables the Participant to obtain authorized classes of uniforms, wear the uniform in accordance with the provisions of the manual section, maintain and replace items as necessary, and appear in a neat, clean, and complete uniform as prescribed. These Participants shall be issued BLM volunteer patches and nameplates in lieu of comparable BLM official employee uniform components, when applicable. An appropriate official should determine in advance if such items are necessary (see BLM Manual Section 103-Uniforms). Complete a Form 1103-1 Uniform Allowance Authorization (UAA), designating that the wearer is a BLM Volunteer/Participant.

2. Individual Allowance Authorization

An authorizing office may choose to authorize a Participant to wear a BLM Volunteer uniform. Uniforms paid for by the Government cannot exceed \$125.00. This is not considered an employee allowance, but an incidental expense of utilizing Participant assistance when identification as a BLM Participant is beneficial. The individual's Volunteer/Participant Agreement must include the following statement: "This volunteer is authorized to wear the BLM uniform while performing official BLM Participant services. The uniform shall be worn in accordance with Manual Section 1103 which is provided with this agreement."

3. Participant Components

Participants with reduced or temporary public contact or visibility may be issued any or all of the items listed below. These items may be bulk ordered.

(a) Volunteer Patch

Volunteer patches may be issued to Participants. If worn on personal clothing, the top of the patch shall be centered and sewn 1-1/2 inches below the shoulder seam of shirts, jackets, etc., and the color of the garment(s) should be a solid beige or tan. If worn on the uniform, the contractor or Participant shall sew the patch on the left sleeve of appropriate garments.

(b) Volunteer Cap

A volunteer cap is authorized for wear with personal clothing when a method of identification less than a full official uniform is appropriate, such as assisting in clean up projects.

(c) Volunteer Vest

A volunteer vest is authorized for wear with personal clothing when a method of identification less than the uniform is appropriate, such as providing services as a campground host.

(d) Participant Individualized Name Tag

An individualized name tag should be issued to Participant providing services for a longer period of time and when identification is beneficial. If worn on the uniform, this name tag shall be placed on the right front panel center, above where a breast pocket would be placed.

4. Uniform Ownership

It is the issuing office's responsibility to determine ownership of Participant components (i.e., volunteer patches, caps, vests, and name plates). When items are issued on a temporary basis, the items are Government property and must be returned unless otherwise specified. The BLM must properly clean and maintain any components held in their custody for temporary issuance to Participants.

B. Volunteer Identification Card

Participants in the program should be issued a Form 1114-2, Volunteer Identification Card. In addition to serving as an I.D. card, this provides two other services: It includes (when completely filled out) the names and telephone numbers of the BLM representatives that the Participant should contact in case of an emergency related to duties with the BLM. It also includes the Participant's rights and responsibilities. These cards may be requested from your State Volunteer Coordinator. Additional copies may be obtained from the Service Center D-558B.

Chapter XVIII. Recognition

Everyone, whether a paid employee or a Participant, wants and needs to have their efforts acknowledged. A thank you note or letter is an excellent way to thank someone.

Other suggested methods of recognition:

A. Exhibits

An exhibit can be prepared and displayed in the office with photographs and text explaining Participants' training projects. Participants may want to put the display together themselves. In addition to publicizing your Participants' accomplishments, these displays can help recruit other Participants.

B. Recognition Meals

Participant teas, dinners, or picnics are all good ways to recognize participants. When planning such functions, the criteria listed in XIX (4)(e) should be used.

C. News Media

Write-ups and photos in the Participants' local newspapers, your unit's newsletter, your State Office newsletter, and "Inside Track" can be effective ways to acknowledge and recognize outstanding Participants. This also informs other managers of your successes and methods, and can serve as particularly effective promotional material in subsequent recruiting of new Participants.

D. Certificates

A certificate acknowledging Participants' training can be presented to Participants on a yearly basis or upon completion of their training. These certificates are available from your State RAPS Coordinator.

Chapter XIX. General Rules

A. Equipment, Vehicles, Facilities, and Uniforms

1. BLM Equipment

Participants may be issued BLM equipment for their use on authorized projects. It is the responsibility of the authorizing official to ensure that the Participant has the appropriate experience or training prior to operation of BLM equipment.

2. Government Vehicles

If applicable, Participants may be issued a U.S. Government Vehicle Operator Identification Card. The same procedures are followed as when issuing an I.D. card to employees. If an Operator's Identification Card is necessary, it should be documented on the Volunteer/Participant Agreement. Check with the unit safety officer for the requirements of the Vehicle Operator Identification Card.

3. Government Facilities

Participants may be authorized to use BLM fee facilities, such as campsites, at no cost in conjunction with their duties. Participants may be furnished Government quarters without charge upon approval of the manager; however, they may not displace regular or seasonal employees.

B. Rules Governing Expenditures

1. Reimbursement for Expenses or Incidental Services

The authority in Public Law 98-54 provides for expenses and services incidental to use of contributed services of Participants. Although Participants may be reimbursed by the BLM for all or a portion of their incidental expenses, they are not paid for their service or labor. The seven categories of services, expenses, or costs specified in subsection (e)(2) of P.L. 98-540 ("including transportation, supplies, lodging, subsistence, recruiting, training, and supervision") are illustrative, rather than all-inclusive.

2. Participant Purchases

In cases where a Participant is authorized to purchase goods or services, specific procedures for acquiring such goods or services should be established and included in an attachment to the Volunteer/Participant Agreement, in accordance with part 5 of the agreement form. Maximum duration of an agreement is one year, with all reimbursements subject to the legal availability of funds.

3. Payment Procedures

Incidental expenses and services may be provided, at the discretion of the responsible official, in one of the following ways:

a. BLM Purchase

The BLM may directly purchase services, meals, or goods needed for a Participant project, and provide them to the Participant involved.

b. Reimbursement

Payment of actual expenses shall be consistent with the procedures used for BLM employees expenses.

4. Specific Kinds of Costs

a. Stipends

Participants are not Federal employees. They are not paid a salary by the BLM, they are not appointed to any position by the BLM, they are not eligible for any benefits of employment offered by the Federal Government, and they do not count against personnel ceilings.

In lieu of salary, Participants may be paid a stipend for periods of formal training or work, in increments of one eight-hour day, from funds donated by cooperating contributors. As a general rule, the stipend should be computed on an hourly basis using the National Minimum Wage. Differentials may be included for evening and/or weekend work, and care must be taken to ensure conformity with child labor laws, if appropriate.

Stipends may not be paid through the PAY/PERS System. When a Participant is to be paid from either a reimbursable or trust fund, a RAPS Time Sheet must be completed and forwarded to the designated Division of Finance Management for the issuance of a check from the U.S. Treasury. It is recommended that stipends be paid on a schedule which coincides with the standard BLM pay periods. Stipends may be subject to taxation by both the Federal Government and the State, and at the end of the calendar year, a Standard Form-1099, Report of Miscellaneous and Other Income, will be forwarded to the Internal Revenue Service and the Participant to document the amount paid. Since the BLM does not withhold taxes from the stipends, Participants should be counseled on the ultimate tax implications of payments issued in conjunction with the program.

b. Travel

A Participant may be reimbursed for actual and reasonable transportation expenses required as part of the assignment. In addition, unlike an employee, the Participant may be reimbursed for round-trip transportation from the Participant's place of residence to the work location or reporting BLM office. This reimbursement can be made provided the authorizing official finds that the proposed reimbursement is cost effective or otherwise advantageous to the Government, and BLM travel limitations permit. All travel must be authorized in advance by completion of a DI-1020, Travel Authorization. The Travel Authorization must specify the reimbursement rate and cannot exceed established statutory rates for BLM employees. Rates for mileage for a Participant's necessary travel may not exceed those that apply to employees.

c. Meals and Miscellaneous Expenses

A Participant may be reimbursed for meals and approved miscellaneous expenses while on assignment. "Meals" include both meals purchased in restaurants and groceries. A Participant, unlike an employee, need not be in travel status to be reimbursed for part or all of such costs. However, reimbursement should not be authorized for meals consumed in the Participant's residence or meals not directly related to the Participant's training.

d. Lodging

A Participant may be reimbursed for actual and reasonable lodging costs incurred while on an assignment. Or, at the official's option, these costs may be covered by direct payment to the supplier. Participants may be lodged in Government quarters and will not, as a matter of policy, be charged rent or utility cost for such occupancy. Such incidental actual costs as utilities or garbage collection shall be charged to the benefiting subactivity.

(1) If lodging is provided at no cost to the Participant or the BLM,

(a) the allowance for meals and miscellaneous expenses cannot exceed actual and reasonable, or

(b) the Participant assigned to the quarters agrees to contribute sufficient services to justify the placement of lodging.

(2) In situations where a Participant works at a campsite, the "Camp Rates" allowance shall be maximums.

(3) In assigning quarters to Participants at no charge, the quarters involved must not be needed at the time for employee housing.

(4) In each case, terms of Participant occupancy shall be spelled out in the relevant Volunteer/Participant Agreement. Managers are encouraged to utilize otherwise unoccupied quarters to house Participants.

For the expenses discussed in (1) through (4) above, officials should consider the advantage (to reduce paperwork) of agreeing on daily, weekly, or monthly fixed rates for Participants, rather than on an actual cost and reimbursement arrangement. Where a fixed rate method is used, documentation shall be attached to the Volunteer/Participant Agreement specifying how rates were determined.

e. Recognition/Recruitment Functions

Functions such as teas, picnics, or dinners held to recognize Participants are appropriate and encouraged. These functions serve two purposes: One, to provide a formal recognition of Participants who make significant contributions; and two, to provide opportunities to make a recruitment presentation on RAPS. The following criteria should be used when planning a recognition/recruitment function:

(1) Recognize significant Participants' accomplishments and contributions.

(2) Purchase meals only for the Participants being recognized. Employees, relatives of Participants who are not involved in the program, or other invited guests must purchase their own meals.

(3) Use discretion when selecting location of function.

(4) Exclude alcohol.

(5) Make a recruitment presentation during the function.

(6) Pay for function with a fixed-rate agreement, coded to object class 2519, approved by the authorizing official.

(7) Justify the function by including a reference that its purpose is to "assist in the recruiting of additional volunteers" as provided for in Public Law 98-540.

f. Materials and Supplies

Participants normally should work with Government-furnished equipment, materials, and supplies generally

available to employees. Materials or supplies necessary for accomplishment of Participant project training may be furnished or purchased from benefiting subactivity funds using normal procurement procedures. However, any equipment purchased with Government funds remains the property of the Government and may not be donated to the Participant.

Participants may be furnished BLM Volunteer uniforms or components at the option of the responsible official. Costs may be paid from funding available to the BLM unit and activities involved, as long as the official determines in advance the need for such items for identification purposes (see BLM Manual Section 103-Uniforms). Where working conditions warrant, appropriate protection equipment and protective clothing shall be provided by the BLM and worn by the Participant, as required for employees. (See BLM Manual Section 1112-Safety and Departmental Manual 485.4.3B.)

5. Recruiting

Most field offices should continue to seek media news coverage of Participant recruiting activities along with activities and opportunities for other volunteer services. Offices may pay nominal charges for recruitment advertising or recruiting services, under authority of PL 94-540, where the responsible manager finds this kind of expenditure is warranted.

6. Individual Negotiations

Terms in a Volunteer/Participant Agreement for provision or reimbursement of incidental expenses shall be negotiated with each prospective Participant on a case-by-case basis.

7. Forms

Forms used for claiming or documenting expenses for employees will also be used for Participants:

- a. DI-1020, Travel Authorization, will be used when a Participant is required to enter into travel status.
- b. The SF-1012, Travel Voucher, shall be used to claim travel expenses.
- c. SF 1164, Claim for Reimbursement for Expenses on Official Business, may be used to handle reimbursement to Participants for local (non-travel status) transportation, subsistence, meals, and miscellaneous expenses. Where meals are involved, meal costs should be coded as "Other Expenses," itemized in the last (Miscellaneous) column, and identified as meals. Any expenditure claimed in excess of \$25 will need to be supported by a receipt.

In all cases, a Participant's status shall be recorded by noting "RAPS" after their name, and P.L. 98-540 or 43 U.S. Code 1737 (e)(2), may be cited as authority. The relevant Volunteer/Participant Agreement should also be cited by serial number as part of the documentation.

8. Object Class Coding

- a. Any authorized travel expenses which are incurred by Participants during their service to the BLM and are reimbursed by the Government MUST be coded to object class 21, Travel and Transportation of Persons. Examples of items in the Participant program which fall under object class 21 are: expenses while in official travel status (authorized by DI-1020), reimbursed mileage expenses, and reimbursed costs of transportation to and from the Participant's residence. As this reimbursement directly affects office travel ceilings, as each office develops their Proposed Annual Work Plans (PAWP), their PAWP should reflect this requirement.
- b. Subsistence allowances and meals agreed to in the Volunteer/Participant Agreement which are reimbursed or directly paid for when the Participant is not in travel status may be included in object class 2519. In addition, costs associated with recognition/recruitment functions are funded to this object class.

c. Lodging expenses or quarters (in a non-travel status) reimbursed or directly paid for should be included in object class 23.

9. Records and Reports

a. Records

Participant project records must be maintained in the normal BLM record system under paperwork management code RAPS at the office where the agreement is signed. A Privacy Act notification (BLM sign S-137) must be attached to the file or file cabinet. Managers are responsible for ensuring that those employees responsible for the management of Participants' files and records are aware of records retention requirements.

b. Reports

1. Annual Reports

Officials utilizing Participant services must submit an annual report on Participant activity for the preceding fiscal year to their State/Center Participant Coordinator by November 1 of each year. Instructional Memorandum No. 92-345 outlines the requirements of the Annual Report. Washington Offices, Division Chiefs, and other units not within a State/Center organization must submit their reports directly to the Washington Office RAPS Program Manager by December 1 of each year. The State/Center RAPS Program Coordinator must forward a report of Participant utilization to the Washington Office RAPS Program Manager by December 1 of each year.

2. Program Evaluation Reports

The goal of the RAPS is to encourage young people who are "at risk" due to unfavorable economic or social reasons to remain in school, and to promote study in the various occupational fields which comprise natural resource management. This objective, by its very nature, is clearly a long-term proposition which is subject to the interests and motivation of the individuals, as well as developing circumstances and events. As part of the program evaluation, tracking of Participants should be included when possible. This will help us evaluate effectiveness regarding these long-term goals. See Appendix 3, Annual Report.

10. Recognition Costs

a. Participant Awards

Non-monetary awards are authorized for BLM Participants. Non-monetary honorary awards may include medals, certificates or plaques, or other items that can be worn or displayed with an appropriate logo, emblem, or seal representing BLM, including belt buckles, trophies, plaques, pencils, pens, key rings, paper weights, coffee mugs, t-shirts and head gear. They should have an award or honor connotation and should not exceed the prices of a medal, certificate, or plaque normally used for honorary recognition. The award should not exceed \$50 per individual and meet following criteria:

(1) An award or honor connotation should be based on written selection criteria and justification. The award must plainly display the BLM name or emblem and the basis of the recognition.

(2) An award should be for a significant work contribution; not a gift, memento, or souvenir. There must be a reasonable linkage between the award and training accomplishment.

(3) An approved awards program clearly identified in requisitions should be submitted to the procurement officers for requested merchandise.

(4) No monetary awards.

b. Employee Contributions

BLM employees contribute significantly to RAPS. Their efforts should be recognized as follows:

(1) An employee who has served as a project leader or Mentor, or has provided significant project support should, at the same time the Participant is recognized for their contribution, be recognized for their involvement in the project. A certificate or letter of appreciation is appropriate.

(2) An employee who continually makes significant contributions to the RAPS effort should be considered for additional recognition. The BLM Employee Incentive Award Program would afford this recognition. Managers and/or RAPS Coordinators are encouraged to pursue this type of employee recognition, as appropriate. This type of recognition should be awarded during an All Employees' Meeting.

c. National Level Awards

The BLM participates in a number of national level award programs which recognize volunteers, groups, partnerships, lessee/permittees, and BLM employees or field offices who make significant contributions towards the preservation and stewardship of America's public lands. For further information concerning the types of awards, criteria, and procedures for submission, contact your State/Center Volunteer Program Coordinator.

d. Media Recognition

Participant Coordinators should attempt, whenever possible, to obtain appropriate media recognition during Participant projects or recognition ceremonies. Coordination with Public Affairs staff is highly recommended.

APPENDIX 1

List of Learning Activities

NOTE: This is not an all inclusive list of the possible tasks a participant may be involved in. Each State/Center must also devise a list of additional tasks, given their particular needs, that will best work for them.

A. Multi-Program Tasks

1. Train employees in various skills.
2. Rehabilitate disturbed areas.
3. Perform research.
4. Draft news releases.
5. Take photographs.
6. Provide assistance with environmental analyses.
7. Prepare art work for publications.
8. Serve as hosts, moderators, and facilitators at public meetings.
9. Serve as Contact Representatives in public forums.

B. Recreation (many of these apply to Wilderness also)

1. Visitor services: staffing visitor centers, providing information and interpretation, monitoring use and reporting problems to appropriate staff members, and giving first aid and other emergency assistance to visitors, as long as participants are not involved in firefighting or activities requiring aircraft use.
2. Living history demonstrations.
3. Recreation inventory, recreation area management planning, recreation project planning.
4. Monitor compliance with recreation permits (limited to reporting non-compliance to appropriate staff members).
5. Monitor off-road vehicle use.
6. Develop and/or maintain interpretive exhibits.
7. Serve as campground hosts.
8. Maintain and/or constructs trails.
9. Maintain facility.
10. Outreach

B. Cultural Resources

1. Cultural resource survey, both for inventory and for case related projects.
2. Archaeological excavations.
3. Literature searches.
4. Site monitoring.
5. Artifact preservation and cataloging.

C. Wilderness

1. Monitor Wilderness Study Areas (WSA's) or designated Wilderness Areas (report impairing actions to appropriate BLM staff).
2. Teach low-impact camping and wilderness skills;
3. Contact visitors at trailheads.
4. Collect user data.

D. Range Management

1. Inventory and identify plants.
2. Prepare study mounts.
3. Maintain a herbarium (or establish one).

4. Collect plant phenology data.
5. Catalog slides and pictures.
6. Prepare aerial photos and maps for field work.
7. Compute field data or determine acreage.
8. Assist in conducting vegetation or soil inventories.
9. Monitor and maintain range projects where BLM has maintenance responsibility.
10. Construct and/or maintain fences, enclosures.
11. Update grazing case files.
12. Assist in determining effects of acid rain on vegetation.
13. Gather samples for water quality analysis.
14. Assist in determining stream runoff occurrences and reading stream gauges.

E. Forestry

1. Assist with post pole and fuelwood sales to the public.
2. Thin seedling patches and sapling stands.
3. Assist in piling debris from cuttings.

F. Watershed

Monitor watershed studies, collect data.

G. Wildlife

1. Assist on habitat improvement projects including, but not limited to: installation of wildlife waters, installation of bird ramps in stock water tanks, stream improvements, shrub planting and seeding, nest box construction/placement, and fence construction/modification.
2. Collect wildlife and/or vegetation data for inventory, monitoring, or management purposes.
3. Adopt a wildlife habitat management area and complete selected projects, monitor changes in vegetation and wildlife.
4. Conduct or help conduct special studies and research.
5. Make literature/data searches.
6. Inspect and maintain wildlife improvements.
7. Record wildlife use of critical areas or facilities.

8. Revegetate wildlife habitat.

9. Make public fisheries contacts.

H. Wild Horses and Burros

1. Handle adoption applications including mailing, sorting, reviewing, and filing applications.

2. Draft responses to public inquiries.

3. Handle title applications.

4. Move, set, operate, and maintain portable capture traps or corrals.

5. Feed and water penned animals.

6. Maintain tack or other equipment.

7. Provide transportation, feed, or other equipment.

I. Lands

Monitor compliance with terms of lands actions.

J. Minerals

1. Geological, paleontological, structural, geobotanical, and industrial minerals mapping.

2. Geochemical sampling and analysis.

3. Geophysical surveying.

4. Photogeology.

5. Sediment analysis.

6. Economic geology and other studies.

7. Seismic permits, leases, etc., compliance.

8. Paleontological excavation assistance.

K. Cadastral Survey

1. Work on survey crews of various types.

2. Locate and mark survey corners.

3. Operate equipment (when qualified).

L. Engineering

1. Construct or maintain facilities and trailheads.

2. Work on survey crews of various types (engineering, etc.).

3. Erect/maintain signs.

M. Fire and Aviation Management

1. Conduct fire prevention projects.

2. Assist with logistics operations (away from firelines).

3. Operate communications equipment.

4. Assist with fire accounting.

N. Support Services

1. Computer Specialties.

2. Records Management.

3. Personnel.

4. Public Affairs.

5. Visual Information Specialties.

6. Cartography.

APPENDIX 2

Needs Assessment

The following is an example of a successful Needs Assessment. It can be done both with individuals and small or large groups. Mentors should be encouraged to individually answer all questions.

1. Have the Mentors complete a list of all tasks within their position that they like to do.

2. Then, have them complete a list of all tasks within their position that they do not like to do.

3. Next, have the Mentors complete a list of all tasks within their position that they wish they had time to do.

4. The RAPS Coordinator and the Mentors should go through the items contained on the lists, and use them to create a position and/or project training list for the Participants. Remember, however, that Participants are entitled to meaningful training, not just the "grunt work" that employees do not want to do. The kinds of tasks or projects on your final list will help you determine where and whom you recruit. As you review your needs, ask yourself:

1. Are the expected results worth the commitment of time, training, and supervision necessary to manage the RAPS project?

2. What tasks or projects can be done by people with on-the-job training, or with a minimum of instruction, e.g., counting wildlife, tree planting, site maintenance? What jobs require skilled or trained help, e.g., archaeological assistant? Identify your needs for each of these categories. Then translate these needs into the Proposed Annual Work Plan (PAWP) and the Annual Work Plan (AWP) process.

APPENDIX 3

Annual Fiscal Year Accomplishment Report

The RAPS National Coordinator will create a database to record this data. Each RAPS Coordinator will enter their program information in a database, then submit the data electronically at the end of the fiscal year to the National RAPS Program Manager.

Items to be included in the report are:

A. For each individual student enrolled in the RAPS Program, provide the following information:

STUDENT NAME:

STUDENT ADDRESS:

ETHNIC GROUP:

GENDER:

DATE OF BIRTH:

FUNDING AGENCY:

SCHOOL NAME:

GRADE:

HOST AGENCY/LOCATION:

JOB EXPERIENCE: (Circle applicable items) Ar Co Cr Fi Fo Ho Os Pa Re Rg Su Wi Other _____

TOTAL HOURS HOSTED:

HOURLY STIPEND:

TOTAL STIPEND:

YEARS IN PROGRAM:

MENTOR'S NAME: TITLE:

STUDENT'S EDUCATIONAL PLANS:

B. Annual Tracking Update on previous Participants. Each State/Center, as part of its own management of RAPS, should be tracking previous years' Participants. The future success of this program necessitates accurate and continual tracking of Participant's involvement within RAPS and in their future endeavors.

The Following data should be collected:

1. Telephone number, if available.
2. Name of individual who gave BLM information on Participant.
3. Date of contact.
4. Did Participant graduate from high school?

5. Year of high school graduation.

6a. Is Participant attending college?

6b. If yes, current year in college.

6c. College major.

7a. Is Participant planning to attend college?

7b. If yes, year of future enrollment.

8. Is Participant a college graduate?

9a. Is Participant employed?

9b. If yes, full-time or part-time?

9c. Name of employer.

9d. Type of employment.

C. Demographics of Program (Statistical Summary)

1. Total number of Participants who served during the fiscal year, ages, gender and ethnicity.

2. Estimated costs to BLM including: supplies, per diem, reimbursement expenses, training, overhead, supervision, and equipment.

3. List of contributors and type/amount of funds and in-kind donations of materials and services received in the name of the RAPS.

D. Program Narrative

1. Summary of Accomplishments

2. Plans

3. Recommendations

4. List of Attachments

APPENDIX 4

Evaluation of RAPS Program

Within this context, the following definitions are provided that may establish the foundation for measurement of program success and accomplishment.

A. Short Term Accomplishments:

1. Local RAPS established, with a written policy, Program Coordinator, and Program Mentor in place.

2. Working referral relationships established with local school systems.
3. Prototype work plans developed based on local programs, office operating characteristics, and on-site developmental resources.
4. Funding structure developed, including the establishment of reimbursable and grant agreements with other Federal agencies, State agencies, and the private sector, and procedures for managing those funds.
5. Initial Participants accepted into the program, and developmental activities initiated.
6. State/Center Director evaluates the local RAPS Program and makes appropriate adjustments, if needed.
7. Participants begin second and successive years of participation in the RAPS Program.

B. Long-term Accomplishments

1. One or more Participants completes high school and begins junior college or university-level training in natural resources management.
2. One or more Participants graduates from junior college or university training in natural resources management.
3. One or more Participants accepts employment with the BLM after graduation from a junior college or university.

APPENDIX 5

Specifications for All Position and Project Descriptions

All position and project descriptions, whether standard or individualized, should specify the following information and be reviewed with the Participant prior to their starting work in RAPS:

1. Position or projected title; be creative.
2. Task(s) to be accomplished.
3. Work conditions (office, outdoors, etc.).
4. Equipment to be provided (and by whom).
5. Knowledge and/or skills required.
6. Training required and/or to be provided.
7. Required time commitment (this can be a range).
8. Supervision or guidance to be provided.
9. Evaluation schedule.

APPENDIX 6

SUGGESTED INTERVIEW QUESTIONS TO A POTENTIAL RAPS PARTICIPANTS

1. How would you describe yourself?
2. What are your future vocational plans?
3. What things are most important to you in your job?
4. How do you spend your spare time?
5. What jobs have you held? Why did you leave? What did you like least?
6. What courses in school did you like best? Least? Why?
7. Can you provide me with an example of how well you work with others?
8. How do you think you can contribute to BLM and this position?
9. Why do you want to be in RAPS?
10. In what kind of work environment do you feel most comfortable?
11. What kind of boss do you like?
12. What kind of skills do you have that pertain to this job?
13. What would you say are your weakest and strongest points as they pertain to the job?
14. What motivates you to put forth your best effort on the job?
15. Do you plan to continue your schooling?
16. Date of birth?
