

*VISTA ... A Legacy of Service*



# PRE-SERVICE ORIENTATION

**Know. Grow. Change.**

Spring 2013





[vistacampus.gov](http://vistacampus.gov)

# VISTA Campus: Your Guide to All Things VISTA!

**Get informed. Get trained. Get connected.**

# 7 Things About Me

My Name: \_\_\_\_\_

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# VISTA

## Pre-Service Orientation Notebook

## *Key Questions to Ask My Supervisor*

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## AmeriCorps VISTA Oath Form

1. NAME

2. DATE OF BIRTH (mm/dd/yyyy):

3. CNCS STATE OFFICE:

4. DATE ENTERED ON DUTY:

**5. OATH OF SERVICE \***

*The following oath or affirmation of service is required by the Domestic Volunteer Service Act of 1973, as amended, and must be administered by an authorized staff member of the Corporation for National and Community Service and signed in their presence or in the presence of a notary public:*

I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.

AmeriCorps VISTA Member's signature \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_\_\_

*\*NOTE: The words "So help me God" in the oath, and the word "swear" wherever it appears above, may be stricken when the Member elects to affirm rather than swear to the Oath of Service; only these words may be stricken and only when the Member elects to affirm the Oath of Service.*

**6. FOR OFFICIAL USE ONLY**

Subscribed and sworn to (affirmed) before me on this day, \_\_\_ / \_\_\_ / \_\_\_\_\_

Signature \_\_\_\_\_ Title \_\_\_\_\_

# **Pre-Service Orientation Workbook**

Spring 2013

## ACKNOWLEDGMENTS

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# Mission and PSO Goals

## Corporation for National and Community Service Mission Statement

The Corporation's mission is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service.

## VISTA Mission and Legacy

VISTA builds capacity in nonprofit organizations and communities to help bring individuals and communities out of poverty.

For over 45 years, VISTA has been helping bring communities and individuals out of poverty. Today, nearly 6,000 VISTA members serve in hundreds of nonprofit organizations and public agencies throughout the country — working to promote literacy, improve health services, create businesses, increase housing opportunities, or bridge the digital divide.

## Overall Goals of VISTA Training

By the end of the Pre-Service Orientation, you should be able to:

- Describe the VISTA program and its mission in broad terms.
- Explain how VISTAs build capacity.
- Be inspired to fight poverty as part of your service.
- Describe your service responsibilities and activities as identified in your VISTA Assignment Description (VAD) and connect them to building capacity and fighting poverty.
- Identify skills and development needed to successfully carry out your service assignment.
- Describe how strong communication, relationship-building, and problem-solving skills are essential to effective VISTA service.
- Be better able to negotiate with others and solve problems at your site.
- Utilize relationship-building and donation-solicitation skills to secure financial and in-kind resources for your project or program.
- Identify the steps to develop a volunteer program.
- Write a compelling volunteer recruitment message.
- Develop a plan for your personal and professional development during your service year.

# VISTA Impact Facts

Since 1965, over 190,000 people have served as VISTA volunteers working with local organizations to strengthen communities and help people escape poverty.

In 2011, VISTAs helped raise more than \$162 million in funds and in-kind contributions for anti-poverty efforts.

In 2011, 7,304 VISTAs served with 1,132 anti-poverty programs.

In 2011, VISTAs mobilized 1 million community volunteers. This is an average of 136 volunteers per VISTA.

Additionally, in FY 2011:

- 456,033 disadvantaged youth were mentored;
- 3,562,862 disadvantaged youth served in communities.
- 35,156 economically disadvantaged veterans or military family members were served.

Eighty percent of former VISTA members continue to volunteer in their communities after their term of service ends.

# Theories of Change

Causes of poverty and associated theories of change.

Name:	Cause:	Theory of Change:
<p><b>Individual Circumstances</b></p>	<p>People are in poverty due to individual circumstances. Some may have made bad choices or have bad habits, while others may suffer from chronic illness, mental or physical disabilities, or other personal challenges and circumstances over which they have little control.</p>	<p>Use penalties and incentives to change people's habits and thinking patterns so that they make better choices. For example, to qualify for or to continue to receive public benefits, an applicant or recipient must demonstrate he/she is working, actively seeking employment, or pursuing education. Provide needed services to those with illness and disabilities, including assistance in removing barriers to work.</p>
<p><b>Cultural</b></p>	<p>Poverty results from the transmission across generations of a set of beliefs, values, and skills that reinforces dysfunctional behaviors and life choices that result in poverty. A "culture of poverty" can develop in which unhelpful attitudes and behaviors are reinforced, making individuals unwilling or unable to take advantage of opportunities to better themselves. Individuals are not necessarily to blame because they are embedded in, reinforced by and sometimes victims of their dysfunctional cultures or subcultures.</p>	<p>Interventions must change a dysfunctional culture, or a person's relationship to that culture. This could be approached in several ways. First, individuals can be physically relocated to expose them to a more functional culture that supports productive work, investment, and social responsibility (for example, relocating residents of ghetto housing projects to the suburbs). Second, special attention and supports may be targeted at young people to stop the perpetuation of a detrimental culture (for example, Head Start and other educational programs that provide alternative socialization for children living in poverty). Third, interventions can work within a culture to redefine culturally appropriate strategies to improve a group's well-being (for example, teaching people how to grow plant-based foods and eat more balanced diets, or working with gangs to redirect the need for community into more positive affiliations).</p>

# Theories of Change (cont.)

Causes of poverty and associated theories of change.

Name:	Cause:	Theory of Change:
<p><b>Geographic</b></p>	<p>People in certain geographic areas (e.g. urban neighborhoods and rural counties) are in poverty because these areas do not provide a strong enough economic base to generate adequate resources for well-being and income. Residents with stronger skills, education, and motivation often move away from these areas to seek better opportunities, depriving a community of role models and civic leaders who could advocate on their communities' behalf. In addition, public and private-sector investment tends to flow to areas where there is already substantial investment, bypassing less-attractive or more-remote areas. This disinvestment can be motivated or made worse by discrimination and political indifference.</p>	<p>Redevelop or revitalize a distressed geographic area to grow its economic base. This might be done through: community organizing; by improving local industry competitiveness; by establishing enterprise zones and other tax-based incentive programs to encourage economic development and private investment; by making civic improvements that increase amenities and make areas more attractive, in hopes of increasing employment and tax revenue; investing in public infrastructure such as parks, schools, and roads; and redistributing funds from thriving economic areas to distressed ones.</p>
<p><b>Structural</b></p>	<p>Social, political, and economic structures limit access to opportunities and resources for certain groups of people. This lack of access leads to, and keeps, groups of people living in poverty. For example, economic structures, like a low minimum wage, have created a large working poor population. People in low wage jobs often do not have access to benefits like childcare and health insurance. And funding for education in low-income communities is also less than areas of wealth, which leads to substandard (and unequal access to) education. At the same time, political systems are such that people in poverty are less likely to be involved in the political process. On top of this, many groups of low income people suffer institutional discrimination and social stigma due to their race, gender, disabilities, religion, sexual orientation, or other non-merit factors.</p>	<p>Change systems to give people access to opportunities and resources that will move them and keep them out of poverty. Create and develop more inclusive and open programs and institutions that work with people in poverty. Small business and micro-loan programs create alternative businesses and build entrepreneurship, which helps people move out of low-wage jobs. Improve schools and housing while also developing programs that give people in poverty access to benefits like childcare and health insurance.</p>

# Theories of Change (cont.)

Causes of poverty and associated theories of change.

Name:	Cause:	Theory of Change:
<b>Comprehensive/Asset-Based</b>	A complex combination of individual and community-level forces interact and create a "downward spiral" that moves people into and keeps them living in poverty. For example, a factory may shut down in a community, leading to a lack of employment which causes people to move elsewhere to seek jobs, leaving behind an economic void, which impacts schools and local services as the tax base erodes. At the same time, those who remain in the community cannot find work, resulting in depleted savings and benefits. The spiral also impacts people emotionally and psychologically. As their confidence decreases they may lose motivation to pursue better jobs and ways of life.	Generate a positive "upward spiral" by creating a comprehensive system of supports for individuals and the community. Set up comprehensive programs that include a variety of services which strengthen and build on assets in the community. These include: income (economic) assets, education/skills, housing and safe environments, access to health care and other social services, and social capital. At the same time, programs work collaboratively while also empowering the community to become engaged in the work, helping to shape the services provided.

Adapted from:  
*Theories of Poverty and Anti-Poverty Programs in Community Development (Working Paper No. 06-05)*, Ted K. Bradshaw.  
 Rural Poverty Research Center, 2006. <http://www.rupri.org/Forms/WP06-05.pdf>.

# Theories of Change Program Examples

## Theory of Change - Individual Circumstances

### 1. The “Keep Kids in School” (KKIS) Initiative of Gardner County

To ensure that all children attend school on a regular basis, Gardner County has launched a new program that requires school districts to identify children who have missed more than ten days in the past school year without a medical excuse. The county then mails a form letter to the parents of these chronically absent students that includes suggestions for improving school attendance.

Families in the county who are currently receiving TANF (welfare) benefits are also penalized if their children are absent from school. The county withholds the child’s portion of the family welfare payments until it has been documented that the child is attending school regularly (i.e., no unexcused absences for at least 60 calendar days).

## Theory of Change - Cultural

### 2. The “Do It Right” Program

As individuals are released from prison, the program offers them housing, work and training to develop new ways of living. Participants reside on-site for a minimum of two years in dormitory-style housing. After two or more years of routine, hard work and recognition for positive behavior, participants emerge from the program ready to find working- or middle-class employment.

In addition to work and training, participants learn healthy interpersonal and coping skills. Participants also adjust to middle class cultural norms. They learn to dress professionally, set a table, and order at a restaurant.

## Theory of Change - Geographic

### 3. Hawthorne Neighborhood Renaissance Project

Government and community groups came together to create a 10-year revitalization plan for a neighborhood known for its high crime rates, high unemployment, and substandard housing. The revitalization plan outlines several indicators for resident engagement, such as greater participation at Community Board meetings and involvement in parks watches and clean-up efforts.

To improve the physical appearance of the neighborhood, they built on existing assets, but knew that they would need help from outside developers. So they worked with elected officials and raised funds from private donors to offer incentives to commercial and residential developers. The developers are required to hire community members for new construction projects designed to preserve the historic look of abandoned warehouses and apartment buildings along the neighborhood’s main corridor.

# Theories of Change Program Examples (cont.)

## Theory of Change - Structural

### 4. Mercer Valley Credit Union

Over the past few years, a string of muggings and robberies targeted Latino immigrants in Mercer County. In interviews following the attacks, victims claimed that their perpetrators must have been aware that they were carrying cash or hiding it at home because they did not understand how to use, did not feel they had the right documentation to use, or felt they were unwelcome at banks and other financial institutions in the area. Grassroots groups in the community met to discuss how to address the issue and decided to found the Mercer Valley Credit Union. The credit union provides banking services and financial education, including classes in financial literacy and investing, available in both English and Spanish. Clients can also participate in an Individual Development Account (IDA) program and in some cases receive micro-finance loans.

## Theory of Change - Comprehensive/Asset-Based

### 5. Strength in Social Support and Self-Sufficiency (S-5)

This program provides financial support, and facilitates social connectedness, personal control and the “discovery of options” to working poor families in both urban and rural areas through a family’s five-year participation in the program. Participants network inside and outside their communities—tapping into the power of “who you know.” They also learn to mobilize their resources to identify and create new opportunities for themselves and each other.

The program provides cash incentives for family members to set and reach goals such as educating a child, earning a college degree, starting a business, developing a new career, or owning a home. A group of five families called a “cohort” meets monthly with an S-5 facilitator to discuss challenges and to work on solutions together.

## Capacity-Building Process

Capacity-building tasks and activities:

- Create, expand, or strengthen an organization's systems or processes
- Transfer knowledge, products, and relationships to the staff and volunteers of the host site

Capacity building allows the organization and the community to sustain the VISTA's project activities once the project period has ended.

## Community Empowerment Definition

Engaging the community you serve to help plan, develop, and implement the project.

Projects need to be responsive and relevant to the lives of community residents, and tap into inherent community strengths and resources.

# Selected Poverty Statistics

The poverty rate climbed to 15.1 percent in 2010 – the highest level since 1993. In 2011, it remained at 15 percent, with 46.2 million people living in poverty in the U.S. An estimated 59 percent of Americans will experience a year or more of poverty between the ages of 20 and 75.

## Who's Living in Poverty Today?

- African Americans experienced the highest poverty rate in 2011 at 27.6 percent. The rate for Hispanics was 25.3 percent.
- The poverty rate for children under 18 was 21.9 percent in 2011, for children under 6, it was 24.5 percent. People aged 65 and older had a much lower rate, only 8.7 percent.
- Suburban communities have had a large increase in poverty in the last decade. Nearly 12 percent lived in poverty in 2010, up from 8 percent in 2001. In 2011 that number decreased slightly to 11.3 percent.
- In 2011, 31.2 percent of households headed by women lived in poverty.

## Unemployment

- In 2011, the median duration of unemployment was 21.4 weeks.
- In 2011, an individual who had been unemployed for less than 5 weeks had a 31 percent chance of becoming employed in a subsequent month, whereas an individual who had been jobless for a half year or longer had only a 10 percent chance.

- About 44 percent of the jobless searched for work for a half year or longer before giving up in 2011.

## Declining Incomes

- Real median household income in the United States in 2011 was \$50,054, a 1.5 percent decline in real terms from the 2010 median.
- Between 2010 and 2011, the median earnings of men declined from \$49,463 to \$48,202, and those of women declined from \$38,052 to \$37,118.

## Health Insurance

- In 2011, 48.6 million Americans were without health insurance, often making them one illness or accident away from poverty.
- The uninsured rate for children in poverty in 2011 (13.8 percent) was greater than the rate for all children (9.4 percent).

### Sources:

- *Income, Poverty, and Health Insurance Coverage in the United States: 2011*, U.S. Census Bureau. Available at [www.census.gov/prod/2012pubs/p60-243.pdf](http://www.census.gov/prod/2012pubs/p60-243.pdf)
- *Job search of the unemployed by duration of unemployment*. Available at [www.bls.gov/opub/mlr/2012/03/art3full.pdf](http://www.bls.gov/opub/mlr/2012/03/art3full.pdf)
- *Rethinking the Scope and Impact of Poverty in the United States*. Available at <http://www.law.uconn.edu/system/files/private/rank.pdf>

# Learn More About Poverty

## On the VISTA Campus:

### *The Work: Poverty in America*

A robust collection of readings, tools, tutorials, and multimedia materials that will inform and equip you to support and empower people living in poverty in your community. Go to the VISTAs section of [vistacampus.gov](http://vistacampus.gov), click “The Work,” and then click the “Poverty in America” icon. Resources you can find there include:

- **Poverty in Your Community: Developing a Community Profile** - Inform the types of partnerships you pursue, the funding you apply for and the programs you develop by exploring online resources to create a profile of poverty in the community you serve.
- **Poverty in the US: The National Data** - Explore 2010 poverty data with Stephen Pimpare and learn how the poverty rate in the US varies by group and place. Find out where to locate current poverty data online.
- **Conversations with Stephen Pimpare on poverty in America** (recorded webinars).
- A downloadable copy of the Ted K. Bradshaw paper, *Theories of Poverty and Anti-Poverty Programs in Community Development*, used in the Poverty Theories of Change session.

## Books:

- *Understanding Poverty* (2002) by Sheldon H. Danziger and Robert H. Haveman
- *The Working Poor: Invisible in America* (2005) by David K. Shipler
- *The State of Working America 2004/2005* (2005) by Lawrence Mishel, Jared Bernstein, Sylvia Allegretto (Economic Policy Institute)
- *Field Guide to the US Economy* (2006) by Johnathon Teller-Elsberg, Nancy Folbre, James Heintz (Center for Popular Economics)
- *Without a Net: Middle Class and Homeless (With Kids) in America* (2006) by Michelle Kennedy
- *Let Us Now Praise Famous Men* (2001) by James Agee, Walker Evans
- *The Grapes of Wrath* (1939) by John Steinbeck

## Articles:

- “Relatively Deprived” by John Cassidy (*The New Yorker*, April 3, 2006)
- “Overcoming the Silence of Generational Poverty” by Dr. Donna M. Beegle (*Talking*

# Learn More About Poverty (cont.)

*Points*, Oct/Nov 2003)

- "Getting to Why' to solve for 'How': Kids in Poverty Now on Radar." An extended interview with national expert Dr. Donna Beegle on breaking through the barriers of generational poverty. From *Northwest Education*, Fall 2004, at <http://educationnorthwest.org/resource/1036>

## Web Sites:

- The US Census Bureau ([www.census.gov](http://www.census.gov))
- Institute for Research on Poverty, University of Wisconsin-Madison ([www.irp.wisc.edu](http://www.irp.wisc.edu))
- National Center for Children in Poverty ([www.nccp.org](http://www.nccp.org))
- Dr. Donna Beegle's Communication Across Barriers site ([www.combarriers.com](http://www.combarriers.com))
- To look up the latest on your community, go to <http://www.census.gov/acs/www/>. Enter the city, county or zip under "Data by Geography". When demographic data appear, click "show more" next to the Social or Economic Characteristics for more information.
- Individual Development Accounts (IDAs) in your area, go to [www.idanetwork.org](http://www.idanetwork.org). Click on "IDA Directory" in the left column.

# Glossary of Terms for the Project Plan

The **Community Need** is the problem or issue in the community that your project will address.

The **Goal Statement** describes the impact that the AmeriCorps VISTA project will have on the community need during the term of the project, which is typically three years.

A **Performance Milestone** is an anticipated result that the agency hopes the VISTA will achieve over the course of one year. Each performance milestone is followed by:

- **Planned Period of Accomplishment**  
The anticipated date performance milestones will be completed for that program year.
- **Indicator/Evidence of Progress**  
The information that will be collected to determine if performance milestones have been achieved.
- **Target**  
The level or amount of change expected to achieve as measured by the indicator.
- **How Measured**  
The method that will be used to collect data.
- **Description of Data Collection or Measurement Process**  
A description of the data collection process including who will collect the data, from whom, using which instrument, when and how often.

# VISTA Project Plan – Example

Column A	Column B Date(s)	Column C
<p><b>AmeriCorps VISTA Project Plan</b></p> <p><b>Community Need:</b> Describe the community need to be addressed in relation to the problem(s) identified in your project narrative (Need).</p> <ul style="list-style-type: none"> <li>• Studies have found that more than 500 children and youth in Waketa County have at least one incarcerated parent.</li> <li>• About two-thirds of these children and youth (61%) live in households with incomes below the Federal poverty line and are more inclined to suffer drug use, diminished high school graduation rates and unemployment.</li> <li>• Waketa Community Services (WCS) currently provides mentoring services to children and youth of incarcerated parents; however, WCS has had difficulty finding enough volunteers to meet the demand for mentors.</li> </ul> <p><b>Goal Statement:</b> Describe the impact your project will have in addressing the community need identified above. This goal statement should cover the three-year project period.</p> <p>To help ensure that children of incarcerated parents receive the educational, social and emotional support they need to help them break the cycle of poverty, the WCS VISTA project will build the capacity of the organization by developing a sustainable Volunteer Recruitment and Management system for the mentoring program.</p> <p><b>Performance Milestone</b> At least three Volunteer Recruitment and Management system components will be created and/or revised.</p> <p><b>Indicator:</b> System components created and/or revised. These may include but are not limited to: volunteer recruitment database, screening procedures, mentor training curricula, and volunteer support resources.</p> <p><b>Target:</b> Three system components will be created and/or revised.</p>		
	May 20XX	

# VISTA Project Plan – Example (cont.)

Column A	Column B Date(s)	Column C
<p><b>AmeriCorps VISTA Project Plan</b></p> <p><b>How Measured:</b> Volunteer Recruitment and Management System Checklist.</p> <p><b>Description of Data Collection:</b> The VISTA supervisor will use the Volunteer Recruitment and Management System Checklist approximately twice per month to track the status of each system component VISTA members are working on.</p>		
<p><b>Performance Milestone</b> New/revised recruitment systems are operational: 45 Volunteers are recruited.</p> <p><b>Indicator:</b> Volunteers recruited using new volunteer recruitment systems. <b>Target:</b> 45 volunteers will be recruited.</p> <p><b>How Measured:</b> Volunteer Recruitment Log</p> <p><b>Description of Data Collection:</b> Volunteer Recruitment Log, completed after each recruitment event by VISTA member.</p>	Sept 20XX	
<p><b>Performance Milestone</b> New/revised Volunteer Recruitment and Management systems are effective: 75% (30 of 40) volunteers recruited, trained and managed using the new/revised Volunteer Recruitment and Management system will serve as mentors for at least 9 months.</p> <p><b>Indicator:</b> Volunteers recruited and managed using the new/revised Volunteer Recruitment and Management system serve as mentors for at least 9 months. <b>Target:</b> 75% of volunteers will serve as mentors for at least 9 months.</p> <p><b>How Measured:</b> Mentoring Logs. <b>Description of Data Collection:</b> Mentoring Logs, completed weekly by mentors.</p>	Sept 20XX	

# VISTA Assignment Description (VAD) – Example

<b>Title:</b> Mentor Recruitment and Management Systems Designer
<b>Sponsoring Organization:</b> Waketa Community Services (WCS)
<b>Project Name:</b> MentorCorps
<b>Project Number:</b> 12ABCD345
<b>Project Period:</b> 08/20/20XX - 08/19/20YY
<b>Site Name (if applicable):</b>
<b>Focus Area(s)</b> <b>Primary:</b> Education <b>Secondary:</b>
<b>Note:</b> <i>If your VAD is not accepted, the State Office will note the reason(s) why here.</i>

## VISTA Assignment Objectives and Member Activities

**Goal of the Project:** To help ensure that children of incarcerated parents receive the educational, social, and emotional support they need to help them break the cycle of poverty, the MentorCorps VISTA project will build the capacity of WCS by developing a sustainable volunteer recruitment and management system for its mentoring program.

### Objective of the Assignment (8/20/20XX – 2/01/20YY)

Assess the current state of WCS' efforts in reaching, selecting, and supporting volunteer mentors, and create or revise policies, procedures, and documents to improve the effectiveness and sustainability of the mentor-recruitment and matching system.

#### Member Activities:

1. Research the history of volunteer programs at WCS.
  - a. Identify strengths and challenges of the current program. Based on this report, make a plan for improvement.
2. Develop systems for screening and matching mentors.

### Objective of the Assignment (1/01/20YY – 8/19/20YY)

Set up outreach systems and build partnerships with community organizations in order to spread the word out about the mentor program. Develop targeted marketing materials.

#### Member Activities:

1. Plan for outreach and recruitment.
  - a. Identify skills, abilities, and experiences sought in volunteer mentors.
  - b. Write volunteer task descriptions that include: qualifications, activities, benefits, time commitment, and other expectations.
  - c. Develop partnerships with community organizations whose members are possible mentors or who can support the organization in other ways.
  - d. Develop partnerships with people or organizations that understand the needs of children of prisoners and can assist with the training and support of mentors.
2. Market the program to targeted audiences.

# VISTA Individual Development Plan

	Knowledge and skills needed to accomplish the VAD	Priority L M H	Learning Opportunities / Resources	Type (see below)	Timeframe for Completion (mo/yr)
1			• • • • •		
2			• • • •		
3			• • • •		
4			• • • •		
5			• • • •		
6			• • • • •		

TYPE: 1=Online learning opportunities, 2=In-person learning opportunities, 3=Informal learning opportunities, 4=Other

# Communication Styles Case Study

**Section 1:** Two VISTAs, Rachelle and Jake, work directly with one supervisor, Sally. Both Rachelle and Jake are recent college graduates and excited to be VISTAs. Sally is new at supervising entry-level staff members and has acknowledged that this will be a learning process for her.

Sally scheduled an OSOT, starting at 8 am, to cover all the needed details. She spends most of her time out of the office with external stakeholders, so this was the one time she had available to orient Rachelle and Jake. Sally started the meeting at 8 am. She spent the first ten minutes talking about her weekend trip with her family. She asked Rachelle and Jake about their weekends. She then asked both of them how they were feeling after their week at PSO. At about 8:45 am, Sally started into the agenda.

**Section 2:** Sally spent the entire day working with the VISTAs, going over all relevant policies and answering questions about their VADs. At the end of the day, Sally said, “I’ve got meetings the rest of the week. Just send me an email if something comes up. Let’s then plan to check in a month from now. How does that sound?” Rachelle felt overwhelmed. She expected more frequent check-ins, but didn’t say anything. Jake just said “Okay” and left the meeting.

**Section 3:** A couple of months later, Sally held a meeting with Jake, Rachelle, her assistant, Remy, and John, a community volunteer working on fundraising. Sally explained that Jake and Rachelle would be updating the organization’s donor database by mailing and collecting donor information forms. Jake thought there might be a faster way to manage the project—an idea that was pretty much the opposite of how Sally said to do it. He spoke up, saying: “I would probably go about that differently. Like, what about if we go directly to the donors to get their updated email addresses, instead of having them fill out the form?” Sally quickly responded, “Well, this is the way we’ve been doing it for three years and it has worked fine.”

Jake responded, “I disagree with you. I think it will take more time in the long run to do it this way.”

**Section 4:** Unfortunately, the database project went awry. Jake filled in the wrong fields in an Excel file that Rachelle sent out to the organization’s board of directors. Remy (Sally’s assistant) worked with Jake and Rachelle to remedy the situation and within 2 hours, the data file was corrected and sent out again. Sally called a meeting to debrief what happened.

Sally said, “Jake, I am deeply disappointed. You made a major mistake with the data.”

## Discuss the following questions:

- Preventions — what could they have done in advance of the issues?
- Interventions — what could they have done during the situation?
- Follow up — what could they do after the conflict?

# Styles of Communication

## Degree of Directness

Direct

Indirect

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>■ People say what they mean and mean what they say.</li> <li>■ You don't need to read between the lines.</li> <li>■ It's important to be direct and tell it like it is.</li> <li>■ Honesty is the best policy.</li> <li>■ The truth is more important than sparing someone's feelings.</li> </ul> | <ul style="list-style-type: none"> <li>■ People are indirect.</li> <li>■ They imply/ suggest what they mean.</li> <li>■ Understatement is valued.</li> <li>■ You need to read between the lines.</li> <li>■ Telling the truth, if it hurts, should be tempered.</li> </ul> |
|--|--|

## The Importance of Saving Face

Saving face is Less Important

Saving face Is Key

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ Saving face has moderate importance.</li> <li>■ The facts and expediency are more important than being careful about what you say.</li> <li>■ Getting/giving information is the overriding goal of the communication exchange.</li> <li>■ Criticism is straightforward.</li> <li>■ It's okay to say no, to confront people.</li> </ul> | <ul style="list-style-type: none"> <li>■ Saving face is paramount.</li> <li>■ Saving face/not losing face takes precedence over the "truth".</li> <li>■ Maintaining harmony is the overriding goal of the communication exchange.</li> <li>■ Confrontation is avoided.</li> <li>■ Saying no is difficult.</li> <li>■ Criticism is handled very delicately.</li> <li>■ What one says and what one feels often are not the same.</li> </ul> |
|---|---|

# Styles of Communication (cont.)

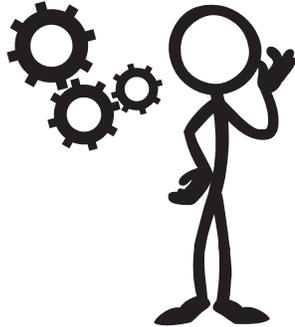
## The Task or the Person

The Task

The Person

- 
- The task is separated from the person.
  - Do business first and then have small talk.
  - Establishing rapport and a good personal relationship are not essential to getting the job done.
  - The goal is accomplishing the task.
- The task and the person can't be separated.
  - Begin with small talk and then move to business.
  - A personal relationship is a prerequisite to getting the job done.
  - The goal is building the relationship.

# Problem-Solving Model



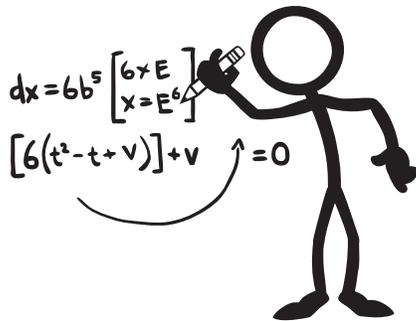
## 1. Identify your personal issue with the situation

- What is it?
- Why is this an issue for you?



## 2. Explore approaches for handling it

- Who to talk to?
- How to address your concerns - your strategy?



## 3. Plan what to say

(including the actual words you'll use)



## 4. Take action

# Practice Scenario

- Sally (your supervisor) has become inconsistently available and unable to fully support you.
- You (Rachelle), a VISTA, have little work left to do. You are bored, frustrated, and need to find a way to change this so you can become productive again.

## 1. Identify your personal issue with the situation

What is it?

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Why is this an issue for you?

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---

---

## 2. Explore approaches for handling it

(Who to talk to and your strategy for addressing your concerns)

Option 1:

---

---

---

Option 2:

---

---

---

Option 3:

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---

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Option 4:

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# Practice Scenario (cont.)

## 3. Plan what to say

Approach:

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Language – what you'll actually say:

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## 4. Take action

(Anything else you will do to try to resolve the problem)

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# The Minute Message Model

(Name of Organization) **believes** (Deeply held value). **Every day, we** (Verb) (Object) **for** (Constituents), **because** (Problem Statement).

## Examples:

I am Sandra, and I am a VISTA with Prescott Area Women's Shelter. We believe that housing is a human right. That's why we ensure that our constituents have a roof over their head. Nobody should have to call the streets their home.

I am Erik, and I am a VISTA with Harmony Clinic. Harmony Clinic believes that everyone should have access to quality healthcare despite their ability to pay. Every day, we meet the needs of these patients at no cost because healthy people build healthy communities.

Draft Your Minute Message Introduction:

# The Stages of an ASK

## Open

- Establish relationship
- Explain mission/purpose
- Identify needs

## Discover

- Their motivations
- Their frame of reference/point of view

## Present “the ASK”

- Frame the presentation from their view
- Capture their hearts and minds
- Talk about what they can do to...
  - Help you and/or the organization
  - Probe current needs
  - Satisfy their interests

## Listen

- Focus
- Don't interrupt

## Respond

- Draw out more information
- Attempt to overcome objections

## Closure

- Check for understanding
- Follow up immediately
- Leave the door open

# Learn More About Resource Development

## On the VISTA Campus

### *VISTA Blend Course - Resource Development: Fundraising & Grant Writing*

This self-paced online course was designed specifically for VISTAs working in resource development. It uses a simulation-based approach to teach you best practices in fundraising, grant writing, and event planning. Earn academic credit and network with other VISTAs as you deepen your knowledge and skills in resource development. Learn more about the course's content, availability, and requirements by going to the VISTAs section of [vistacampus.org](http://vistacampus.org) and clicking the VISTA Blend banner that will appear at the top of the page (you can also run a search on the Campus for "VISTA Blend").

### *The Work: Fundraising*

Tools, tutorials, and readings that will help you plan and implement resource-development initiatives, including individual-giving campaigns, fundraising events, and grant writing. Go to the VISTAs section of [vistacampus.org](http://vistacampus.org), click "The Work," and then click the "Fundraising" icon.

- X Marks the Spot - Is raising funds from individuals part of your VAD? Learn a process to identify and map potential donors and supporters of your program in this video: <http://vistacampus.org/mod/resource/view.php?id=11639>.
- Researching Grants - Will you be researching grants as a VISTA? Target potential funders for your local project and explore your community to locate opportunities for relationships and grants using this module: <http://vistacampus.org/mod/resource/view.php?id=11641>

# Resource Development Organizations and Websites

The following resources will assist you with ongoing fundraising efforts, trends, and circumstances relative to philanthropy and resource development.

**American Association of Fundraising Counsel** ([www.aafc.org](http://www.aafc.org)). Professional organization of fundraisers that prides itself on having high ethical standards.

**America Taking Action** ([www.americatakingaction.com](http://www.americatakingaction.com)). Find childcare in any state categorized by type such as family providers, day-care centers, and camps.

**Association of Fundraising Professionals** ([www.afpnet.org](http://www.afpnet.org)). Helps its members find education opportunities and become certified.

**BBB Wise Giving Alliance** ([www.give.org](http://www.give.org)). Profiles US charities in order to enhance the decisions of givers and monitors the standards of charitable organizations.

**Benevon** ([www.benevon.com](http://www.benevon.com)) A consulting firm that coaches and trains nonprofits in sustainable fundraising. The archive provides articles and tip sheets on many aspects of resource mobilization.

**Center on Budget and Policy Priorities** ([www.cbpp.org](http://www.cbpp.org)). Research institute analyzes government policies and programs, particularly those affecting low- and middle-income people.

**GuideStar** ([www.guidestar.org](http://www.guidestar.org)). A database of nonprofit organizations and charities that includes financial details for each group, and a profile of their purpose and programs.

**Independent Sector** ([www.independentsector.org](http://www.independentsector.org)). A coalition of nonprofits, foundations, and corporations that assist in strengthening not-for-profit initiatives, philanthropy, and citizen action. Has news, programs, and facts.

**JustGive.Org** ([www.justgive.org](http://www.justgive.org)). Guide to charitable giving offers details on a variety of nonprofit organizations and provides instructional tips for making donations.

**Network for Good** ([www.networkforgood.org](http://www.networkforgood.org)). Searchable organization of nonprofit foundations and charities provides an opportunity for people to make a donation, become a volunteer, or speak out about a topic.

**Nonprofit Times** ([www.nptimes.com](http://www.nptimes.com)). Covers issues of concern to nonprofits and reports on news and developments regarding such organizations.

**Volunteer Match** ([www.volunteermatch.org](http://www.volunteermatch.org)). Provides information to help individuals nationwide find volunteer opportunities posted by local nonprofit and public sector organizations.

**Volunteer Solutions** ([www.volunteersolutions.org](http://www.volunteersolutions.org)). A Volunteer Matching Application that helps connect individuals to volunteer opportunities in their communities.

# Grant Writing Resources

## **National Service Knowledge Network – Grant Management**

Courses, effective practices and links to other sites. <http://www.nationalserviceresources.org/program-financial-and-grant-management/grant-management>

## **Foundation Center**

The most authoritative source of information on private philanthropy in the US. This site does have a membership fee. <http://foundationcenter.org/>

## **Center on Philanthropy at Indiana University**

An academic center devoted to increasing the understanding of philanthropy in the US. <http://www.philanthropy.iupui.edu/>

## **Grassroots Institute for Fundraising Training**

A multiracial organization that promotes the connection between fundraising and social justice. <http://www.grassrootsfundraising.org/>

## **Local Resources**

There are also many local resources that you can access in your community.

- State libraries often have a full funder database that is updated monthly.
- Seek out your nearest community foundation.
- Community colleges and libraries also have local fundraising resources and may offer free or discounted grant writing courses.
- Most states have a nonprofit association that might provide grant finding assistance.
- Some states also have local area grant guides. For example, Colorado has the Colorado Grants – <http://coloradogrants.org/resources/colorado-resources.php>.

# Trends Impacting Volunteer Programs

## General Trends

### Time scarcity

Time scarcity is the number one barrier to effectively recruiting and retaining volunteers. More and more individuals are seeking volunteer opportunities that are project-oriented and short-term in duration. These volunteers are often identified as *short-term* or *episodic volunteers*. Many organizations have volunteer opportunities and marketing materials that are still geared only for the long-term volunteer. Organizations need to develop marketing materials and expand opportunities for episodic volunteers.

### Work value trends:

- Because of the recession, there is a growing number of skilled unemployed. Some may be in between jobs and want to keep their skills polished and enhance their résumé.
- The increased percentage of women in the workforce has decreased the time available from the largest segment of the volunteer population.
- The number of individuals working from home is increasing. This often allows more flexibility in their volunteer hours.
- More volunteers have “high tech” skills learned at the workplace.

### Educational trends:

- Volunteering rises with education and is less common in high poverty areas.
- Career experience is a major motivator of youth volunteers.
- Educational institutions are requiring more community service.
- The need for internships for work experience is growing.
- Training is a major motivation for most volunteers, especially if the training increases their job skills or enhances their résumé.

### Volunteer expectation issues:

- People are more interested than ever in issues and causes.
- People are more demanding about the nature of their volunteer work and want meaningful, challenging projects.
- People are becoming less tolerant of authoritative management and bureaucracy. And because of the increasing number of highly skilled volunteers, many expect to be treated professionally.

# Trends Impacting Volunteer Programs (cont.)

## Generational Trends

VISTAs and agency staff need to be prepared to supervise and support volunteers of all ages—possibly six or more generations. Each generation of volunteers has its own unique patterns of living, thinking and interpreting information, which can be a real challenge for any manager!

The Bureau of Labor Statistics, in its 2011 *Volunteering in the United States* report, estimated the rate of volunteerism among different American age cohorts as follow:

- 15-44 years old: 25.9%
- 45-64 years old: 29.4%
- 65+: 24%

### Traditionalists or Silent Generation - 1928-1945

95% of this group are retired.

- **Hardworking:** Often raised on farms and in rural America, Traditionalists brought a strong work ethic into industrialized society. This generation believes you earn your own way through hard work and they are willing to put in long hours to get ahead.
- **Loyal:** Traditionalists are civic-minded and loyal to their country and employer.
- **Submissive:** Traditionalists were taught to respect authority. They are good team players, averse to risk and avoid conflict in the workplace.
- **Tech-Challenged:** Traditionalists may struggle to learn new technology and work processes.

### Baby Boomers - 1946-1964

When Boomers retire, many often work at least part-time, either by choice or by necessity. Don't call them seniors --they are "experienced."

- **Work-Centric:** Boomers are extremely hardworking and motivated by position, perks and prestige. Boomers may criticize younger generations for a lack of work ethic.
- **Independent:** They grew up in an era of social reform and turmoil and believe they can change the world. They questioned authority, challenged the status quo, are not afraid of confrontation and will not hesitate to challenge established practices.
- **Goal-Oriented:** They welcome exciting, challenging projects, life-long learning and strive to make a difference.
- **Competitive:** Since Boomers equate work and position with self-worth, they are quite competitive in the workplace. They are clever, resourceful and strive to win.

# Trends Impacting Volunteer Programs (cont.)

## Generation X - 1965-1980

On the whole, they are more ethnically diverse and better educated than the Boomers. Over 60% attended college.

- **Individualistic:** They value freedom and responsibility. Many dislike authority, structured work hours and being micro-managed.
- **Technologically Adept:** They are the first generation to grow up with computers and technology.
- **Flexible:** Many Gen Xers lived through tough economic times in the 1980s and saw their workaholic parents lose hard-earned positions. Thus, they are less committed to one employer and more willing to change jobs to get ahead than previous generations.
- **Value Work/Life Balance:** Unlike previous generations, members of Generation X work to live rather than live to work. They appreciate fun in the workplace and Generation X managers often incorporate humor and games into work activities.

## Millennials, Generation Y, Echo Boomers - 1981-2000

The Millennials are the fastest growing segment of today's workforce.

- **Tech-Savvy:** Millennials are plugged-in 24/7. This generation prefers to communicate through e-mail and text messaging rather than face-to-face contact and prefers webinars and online technology to traditional lecture-based presentations.
- **Family-Centric:** The fast-track has lost much of its appeal for Millennials who are willing to trade high pay for fewer hours, flexible schedules and a better work/life balance.
- **Achievement-Oriented:** Millennials are confident, ambitious and achievement-oriented. They have high expectations of their employers, seek out new challenges and are not afraid to question authority. They want meaningful work and a solid learning curve.
- **Team-Oriented:** Part of a no-person-left-behind generation, they are loyal, committed and want to be included and involved. They may benefit from mentors who can help guide and develop their careers.

# Trends Impacting Volunteer Programs (cont.)

## Generation Z, Net Generation, Digital Natives - 2001-present

This tech-savvy, multiethnic generation has grown up entirely in the post-Cold War world.

- **Highly Connected:** Members of Generation Z have never known a world without the Internet, cell phones/smartphones, MP3 players, text messaging, and other communication and media technologies.
- **Diverse:** Generation Z's ethnic composition is the most diverse of any generation in America: 54% Caucasian, 24% Hispanic, 14% African- American, 4% Asian, and 4% mixed race/other. They welcome and celebrate this diversity.
- **Lowered economic expectations:** With the lingering effects of the Great Recession, Generation Z is the first generation expected to earn less than their parents. However, having gone through such difficult economic times, they have developed a sense of social justice, philanthropy, and maturity, and are more likely to pursue careers they think will help society.
- **Empowered:** The combination of the independence gained from powerful, mobile technology and the constant sense of affirmation from their parents has produced a sense of entitlement in Generation Z that can be seen as a double-edged sword. They have the resources and initiative to make positive changes where they see the need, but may not have the experience with failure necessary to know what it takes to persevere.

Sources: About.com, How Stuff Works.com, Netlingo.com, and Wikipedia

# Trends Impacting Volunteer Programs (cont.)

## General Facts

### **Volunteering can make you healthier.**

Over the past two decades there has been a growing body of research that has established a strong relationship between volunteering and health: those who volunteer have lower mortality rates, greater functional ability, and lower rates of depression later in life than those who do not volunteer. Older volunteers can gain greater health benefits than younger volunteers. Additionally, older adults who volunteer (ages 65 and older) are significantly less likely to face depression than those who do not volunteer.

### **College students like temporary volunteer assignments.**

College students tend to be in more of a state of flux than most other adults and are more likely to be episodic volunteers, serving fewer than two weeks per year with their main service organization, or occasional volunteers, serving three to eleven weeks per year with their main service organization.

In 2010, tutoring, teaching, and mentoring were the most popular activities performed by college student volunteers. In that year, 3.1 million college students volunteered 312 million hours, with 21.3 percent volunteering as tutors/teachers and 23.9 percent volunteering as mentors.

### **Homeowners boost volunteer rates.**

Often when someone makes an investment in a home, they also commit to investment in the local community. This investment, however, is more than just financial--it involves a personal commitment to cultivating a community that offers a high quality of life. Thus, it is not surprising that we should find that metropolitan areas that have a higher rate of homeownership also have higher volunteer rates.

### **Volunteer retention remains a significant issue.**

Only about 64 percent of the volunteers who served in 2009 returned to service again in 2010. The right types of volunteer opportunities and management of volunteers can encourage an individual to continue volunteering. On the other hand, as with paid employment, a poor fit between a volunteer and a nonprofit increases the probability that a volunteer will not be retained. For nonprofits that depend on volunteers, turnover results in the need to incur substantial additional costs associated with recruiting, orienting, and managing new volunteers.

Source: Volunteering In America, Related Research  
[www.volunteeringinamerica.gov/research-papers.cfm](http://www.volunteeringinamerica.gov/research-papers.cfm)

# Sample Recruitment Message

Review the sample recruitment message below and reflect on the questions that follow.

*Safe Place Women's Shelter has been dedicated to ending abuse and providing compassionate treatment for victims of domestic violence in western Massachusetts for over 15 years. Grow your skills and be an advocate for change as you help victims, survivors, and their families find the things they need to start a new life. As a safe-place resource advocate, you will identify, research, and compile a database of sources of local services our clients can access, including transportation, food, shelter, educational opportunities, support groups, and others. If you are at least 21 years old, are willing to learn, and have good writing and research skills, we want to hear from you! For further details and a schedule of upcoming orientations, call us at (866) 999-9999, email us at [volunteer@safeplacema.org](mailto:volunteer@safeplacema.org), or visit us online at [www.safeplacema.org/volunteer](http://www.safeplacema.org/volunteer).*

## Reflection Questions

1. Is the message effective in grabbing and holding your attention? If so, how?
2. In what other ways is the message effective?
3. In what ways could the message be improved?

Adapted from:

McCurley, S., & Lynch, R. (2011). *Volunteer management: Mobilizing all the resources of the community* (3rd ed., Appendix 3, p. 356). Plattsburgh, NY: InterPub Group.

U.S. Department of Education, Mentoring Resource Center. (2006). *Volunteer motivation and mentor recruitment* (Mentoring Fact Sheet No. 8). Retrieved from Education Northwest website: [http://educationnorthwest.org/webfm\\_send/170](http://educationnorthwest.org/webfm_send/170)

# Recruitment Message Worksheet

Use this worksheet to craft a brief recruitment message that grabs the interest of potential volunteers with a succinct, engaging description of a volunteer opportunity. You can write the message based on: an actual volunteer position at your organization you know you will help recruit for; your own position based on your understanding of VISTA service and your VAD; or an organization you've volunteered with previously whose mission you are passionate about.

## Step 1

Review the questions posed in the first column of the table below. Write any possible key words that spring to mind as you think about each question in the second column. In the third column, start piecing together the key words into a phrase or sentence that answers each question.

Guiding Question	Key Words	Brief Description
Who are you? (What is your organization, mission, history, and role in the community?)		
What is the need in the community the volunteers will work on?		
What will volunteers do? (Use active words that convey challenge and excitement.)		
Why should people volunteer? (What will they learn? What will they accomplish? What do you offer that's unique? What are some benefits of volunteering?)		
How does someone get more information? (mail, phone, e-mail)		

## Step 2

In the space below, write a short (one-paragraph) recruitment message that incorporates your key words and short descriptions from the table above into a concise, creative pitch that is likely to appeal to potential volunteers.

# Learn More About Volunteer Mobilization

## On the VISTA Campus:

### *VISTA Blend Course - Volunteer Mobilization*

This online course was designed specifically for VISTAs working to mobilize volunteers in their communities. Learn current trends in and best practices for recruiting, matching and screening, and training volunteers as you earn undergraduate college credit and network with other VISTAs. Learn more about the course's content, availability, and requirements by going to the VISTAs section of [vistacampus.org](http://vistacampus.org) and clicking the VISTA Blend banner that will appear at the top of the page (you can also run a search on the Campus for "VISTA Blend").

### *The Work: Working with Volunteers*

Readings, tutorials, and downloadable documents you can use to strengthen your organization's volunteer mobilization plans and practices. Go to the VISTAs section of [vistacampus.org](http://vistacampus.org), click "The Work," and then click the "Working with Volunteers" icon.

## Books:

- *Volunteer management: Mobilizing all the resources of the community, 3rd ed.* (2011) by Steve McCurley and Rick Lynch
- *Volunteer administration: Professional practice* (2010) by Keith Seel (editor)

## Reports:

- "Volunteering in the United States" (2011) by the U.S. Department of Labor. Available online at <http://www.bls.gov/news.release/volun.nr0.htm>
- "Volunteers and the Economic Downturn" (2009) by the Corporation for National and Community Service. Available online at <http://www.volunteeringinamerica.gov/assets/resources/VolunteersAndTheEconomicDownturn.pdf>

## Volunteer Program Policy Templates:

- *Generic mentoring program policy and procedure manual: Effective strategies for providing quality youth mentoring in schools and communities, Revised edition* (2007) by Linda Ballasy, Mark Fulop, and Michael Garringer. A PDF of the document is available online at [http://education-northwest.org/webfm\\_send/174](http://education-northwest.org/webfm_send/174); a Microsoft Word version with customizable templates can be accessed at [http://educationnorthwest.org/webfm\\_send/181](http://educationnorthwest.org/webfm_send/181)

# Volunteer Management Websites

## Developing and Managing Volunteer Programs

Free management library— complete and integrated for nonprofits and for-profits  
<http://www.managementhelp.org/staffing/outsrcng/volnteer/volnteer.htm#anchor1270354>

## DOVIA Directory of North America

A list of membership associations at provincial, state, and local levels for professionals who lead volunteer programs. DOVIA's are often connected to a local Volunteer Center or United Way.  
<http://www.energizeinc.com/prof/dovia.html>

## Energizeinc.com

An international training, consulting and publishing firm specializing in volunteerism. Stay current on the latest issues and news in the field of volunteer management.  
[www.energizeinc.com](http://www.energizeinc.com)

## Idealist.org

Idealist is an interactive site where people and organizations can exchange resources and ideas, locate opportunities and supporters, and take steps toward building a world where all people can lead free and dignified lives. <http://www.idealists.org>

## LinkedIn Discussion Groups for Volunteer Managers

LinkedIn, the professional social networking website, hosts several discussion groups for volunteer-management professionals. If you are a LinkedIn member (or if you are willing to sign up to become one), search for the groups Volunteer Coordinators, Volunteer Management Group, and Volunteer Management Best Practices Network. <http://www.linkedin.com>

## National Service Knowledge Network

Repository of over 8,000 nodes of training tools, publications, and effective practices to support volunteer programs, nonprofits, and people involved with the AmeriCorps and Senior Corps family of programs. <http://nationalserviceresources.org/topics/service-activities>

## On-line Discussion Group for Volunteer Managers

<http://groups.yahoo.com/group/cybervpm/>

## Serve.gov

A comprehensive clearinghouse of volunteer opportunities. Americans who are interested in volunteering can use this tool to locate opportunities to serve across the country and around the world. Be sure to register your project! [www.serve.gov](http://www.serve.gov)

## Volunteer Match

A leader in the nonprofit world dedicated to helping everyone find a great place to volunteer. Post your volunteer opportunities. [www.volunteermatch.org](http://www.volunteermatch.org)

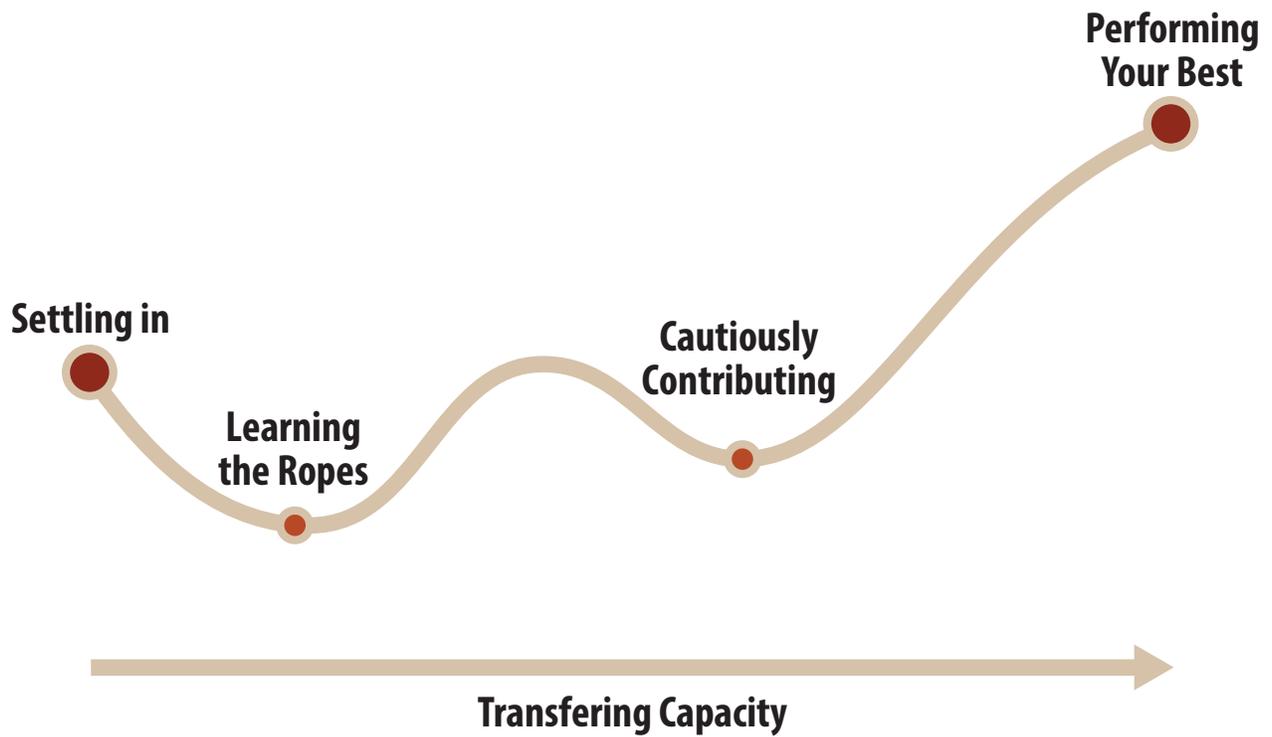
## Volunteer Spot

Free on-line tool enables anyone to quickly mobilize and coordinate volunteers in their community, congregation and social network. [www.volunteerspot.com](http://www.volunteerspot.com)

## Volunteering In America

Provides access to volunteering trends, statistics, tools, resources, and information for the nation, U.S. regions, states, and major cities. [www.volunteeringinamerica.gov](http://www.volunteeringinamerica.gov)

# Cycle of Service



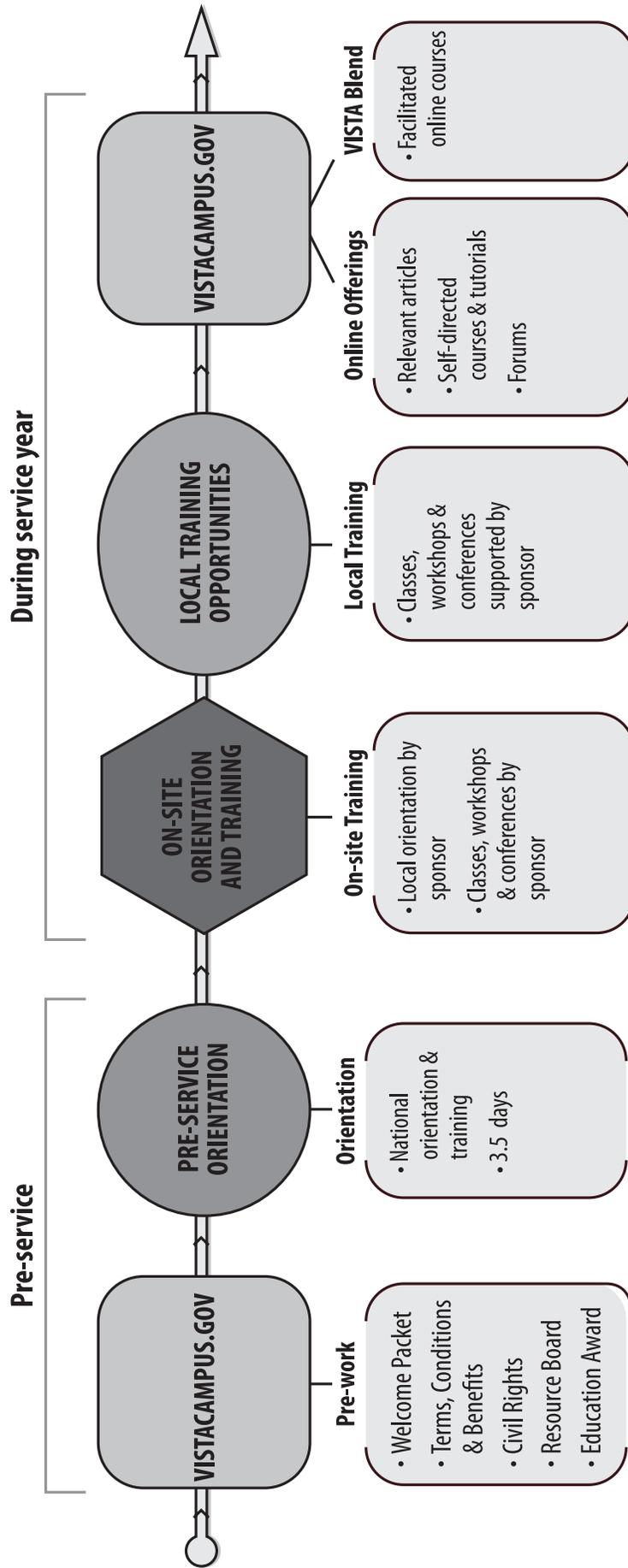
# Getting Started at your VISTA Site

Activity:

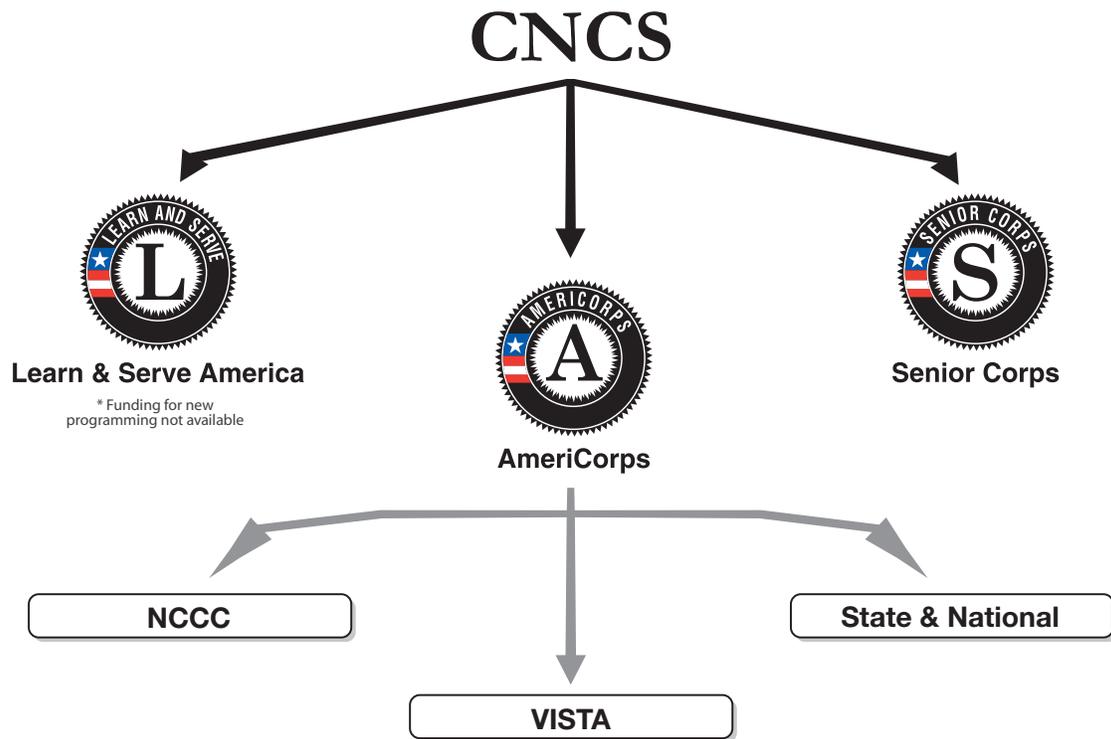
Step	Resources Needed	People Involved	Target Date

When you are done, go back to your Development Plan. Do you need to add skills to that chart?

# VISTA Training Continuum



# CNCS Programs



The Corporation for National and Community Service (CNCS) was established in September 1993 as an independent arm of the federal government. CNCS merged ACTION, the Commission on National and Community Service, and the Office of National Service. It was given the task of streamlining existing federal national-service programs, developing ways to make the most effective use of volunteers, and providing national service. CNCS accomplishes these goals through its various program structures, which include the provision of both full- and part-time service, the award of grants to establish or expand volunteer programs, and technical assistance to begin or operate programs.

Each major program within CNCS has its individual legislative mandate and identity, which operates under the overall authority of the National and Community Service Trust Act of 1993 (Public Law 103-82). The mission of CNCS is to engage Americans of all ages and backgrounds in community-based service that will address the nation's educational, environmental, public safety, homeland security and other critical needs. In addition, CNCS is working to build bridges from one program to another, and to link programs in ways that will provide stronger overall support of community efforts. CNCS also provides technical assistance to other volunteer and community service efforts in the state. An overall objective of CNCS is to promote an ethic of service.

## AmeriCorps

**Purpose:** Results driven, intensive service program that meets real community needs.

### 1. State and National, Tribes and Territories, and Education Award-Only Programs

- Programs include national direct/national nonprofits, Tribes and Territories, and programs granted through state commissions
- Members provide direct service to meet real community needs
- Members serve full time for up to one year; some serve part time

# CNCS Programs (cont.)

## 2. VISTA

- Founded in 1965, this is the oldest of the national service programs
- Members leverage human, financial, and material resources to increase the capacity of low-income communities across the country to address their own problems
- Members serve full time, live in the communities they serve, and create sustainable programs
- Includes national demonstration projects involving eliminating poverty

## 3. National Civilian Community Corps and Tribal CCC.

- This is a full-time, team-based residential program for men and women, ages 18–24
- Service projects, which typically last from six to eight weeks, address critical needs in education, public safety, the environment, and other unmet needs
- Members live on one of five campuses, located in Denver, Colorado; Sacramento, California; Perry Point, Maryland; Vicksburg, Mississippi; and Vinton, Iowa

## Learn and Serve America

**Purpose:** Supported service-learning programs. Service learning is a teaching method that increases student academic achievement while meeting real community service needs. Funding for new programming is no longer available.

## National Senior Service Corps

**Purpose:** Senior Corps currently links more than 500,000 Americans to service opportunities.

### 1. Retired and Senior Volunteer Program (RSVP)

- For volunteers age 55 years or older who want to make a difference in their communities
- Offers maximum flexibility and choice to its volunteers as it matches the personal interests and skills of older Americans with opportunities to serve their communities up to 40 hours per week
- Senior volunteers receive supplemental insurance while serving, as well as a pre-service orientation and in-service training

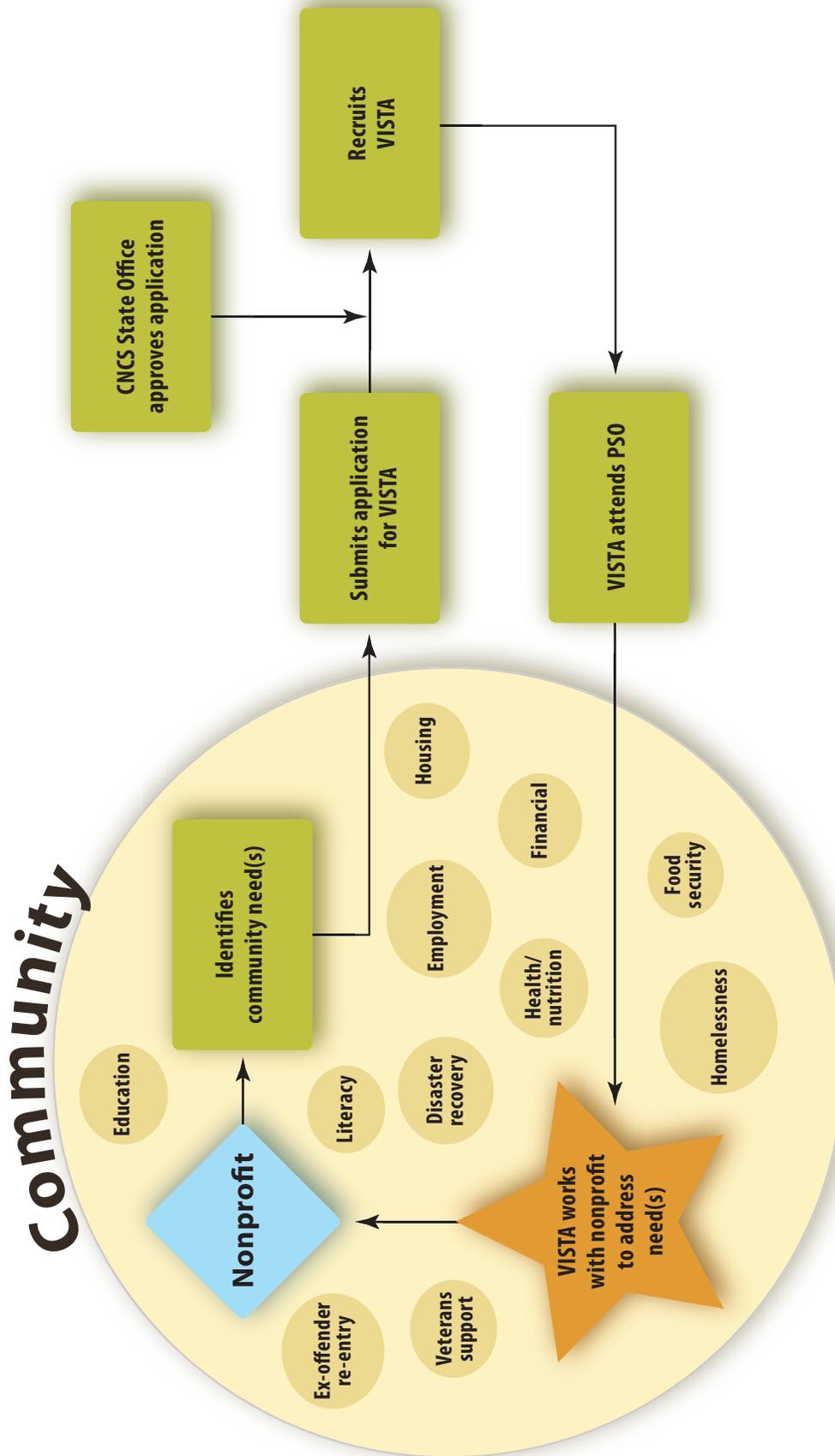
### 2. Senior Companion Program

- Volunteers age 55 years or older who help adults with special needs remain independent and in their own homes
- Volunteers serve frail older adults, adults with disabilities, those with terminal illnesses, and offer respite for caregivers
- Senior volunteers must serve between 15 and 40 hours per week
- Income-eligible volunteers receive a modest, tax-free stipend

### 3. Foster Grandparent Program

- Volunteers age 55 years or older who meet certain income eligibility guidelines
- Volunteers thrive on direct interaction with children and make a difference in the lives of children
- Volunteers must serve between 15 and 40 hours per week
- Income-eligible volunteers receive a modest, tax-free stipend

# How an Organization Gets a VISTA



# Summary of AmeriCorps Programs

	<b>State/National</b> (Over 500 separate programs)	<b>VISTA</b> (Volunteers in Service to America)	<b>NCCC</b> (National Civilian Community Corps)
<b>Program Focus</b>	Members serve both in teams and individually through national and community-based private and public organizations. Members help solve community problems through service, in the areas of education, public safety, the environment, health, veterans' services, and economic opportunity.	Members serve through local government agencies and non-profit organizations, addressing issues related to poverty— such as public health, education, the environment, public safety, and employment—by building capacity to create long-term benefits at a community level.	Members live in a campus environment and serve in teams to complete a variety of service projects with local communities to address pressing needs. Members often travel to projects throughout their region.
<b>Eligibility</b>	Applicants must be at least 18 years old and a U.S. citizen, national, or legal permanent resident alien of the U.S. The upper age limit varies among programs.	Applicants must be at least 18 years old and a U.S. citizen, national, or legal permanent resident alien of the U.S. There is no upper age limit.	Members must be 18 to 24 years old while they serve and a U.S. citizen, national, or legal permanent resident alien of the U.S.
<b>Skill Requirements</b>	All skill levels are needed.	A bachelor's degree or three years of related volunteer/job experience is preferred.	All skill levels are needed.
<b>Term of Service</b>	Full-time for one year. (Some part-time service opportunities are available.)	Full-time for one year. (No part-time service opportunities available.)	Full-time for 10 months. (No part-time service opportunities available.)
<b>Living Allowance</b>	A modest living allowance is paid every two weeks.	A modest living allowance is paid every two weeks.	A modest living allowance is paid every two weeks.
<b>Room and Board</b>	In most cases, members are responsible for covering their own housing and meals from their living allowance.	Members are responsible for covering their own housing and meals from their living allowance.	Members are provided with housing and meals and live in dormitory-style housing in one of five campuses.
<b>Education Award/Stipend</b>	Upon completion of service members receive a \$5,550 education award, in the form of a voucher.	Upon completion of service members have a choice of a \$5,550 education award, in the form of a voucher, or a \$1,500 cash stipend.	Upon completion of service members receive a \$5,550 education award, in the form of a voucher.

**Additional information on these AmeriCorps programs can be found at [www.americorps.gov](http://www.americorps.gov)**

# Summary of Key Terms, Conditions, and Benefits of VISTA Service

VISTAs must: be **at least 18 years old; be US citizens, nationals, or legal residents**; and successfully complete a **criminal background check** which entails a search of the National Sex Offenders Registry and an FBI criminal history check.

VISTA is a 12-month, **full time commitment**. VISTAs are required to work an average of 40 hours per week, but may work in excess of that amount focusing on capacity-building activities. They usually serve within the work hours of their sponsoring organizations, but are expected to be available evenings and weekends to meet the needs of the project and community. A person may **serve up to five terms of service** in any combination of AmeriCorps service programs.

VISTAs receive a **living allowance** (direct deposited every two weeks), **health coverage**, and **10 personal and 10 sick leave days**. Additionally, all VISTAs receive **training and development opportunities** including a Pre-Service Orientation provided by CNCS and an onsite orientation provided by the sponsoring organization.

Based on the circumstances and/or wishes of the individual, a VISTA may receive some additional benefits including a **settling-in allowance** of up to \$550 for moving expenses, and **child care** allotment of up to \$400 per child, per month. VISTAs can elect to have **life insurance** and are covered by **workers compensation** for service related injuries. Some VISTAs will also benefit from **income exclusion** to continue public assistance they were receiving before joining VISTA. Finally, some VISTAs may be eligible for **tax benefits** such as the Earned Income Credit.

VISTAs can choose to receive either the **Education Award (\$5,550)** or an **End-of-Service-Stipend (\$1,500)** at the end of their VISTA service. A VISTA can not switch from the stipend to the education award, but can switch from the education award to the stipend before the end of his/her tenth month of service.

If a VISTA selects the **Education Award**, eligible student loans can be put into **forbearance** and have interest accrued during the service year paid by the Trust after the completion of service. The VISTA is responsible for the accrued interest, and must submit the **Interest Accrual Form** to the Trust in order to have the interest paid.

A percentage of Perkins Loan debt can be forgiven if the **End-of-Service-Stipend** is selected. **Deferment** may be granted based on economic hardship. Accrued interest is the responsibility of the VISTA.

When VISTAs satisfactorily complete one full year of service, they earn one year of **non-competitive eligibility (NCE)** status. NCE allows a federal agency to hire an AmeriCorps VISTA alumnus/alumna, who meets the minimum qualifications for a federal job, without going through all the formalities of the competitive process.

VISTA members **cannot be employed** in any other paid position while serving as a VISTA member.

VISTAs **are allowed to attend class(es)**; however their studies **must not interfere with VISTA responsibilities**. A VISTA must discuss taking class(es) with his/her supervisor before enrolling. The supervisor needs to agree that studies will not interfere with the VISTA project. If classes do interfere, the VISTA may be asked to either withdraw from the course within one week; or end VISTA service.

**Any political advocacy, organizing, promotion, or demonstration while on VISTA duty, or while PERCEIVED to be on duty, is prohibited.** This includes registering people to vote or driving people to the voting polls, engaging in any pro- or anti-labor organizing activities, lobbying, or taking any action with respect to a partisan or nonpartisan political activity that would result in the identification of the VISTA program with the activity.

VISTA members may **not conduct religious instruction**, engage in proselytizing, or other religious activities **as part of their duties**.

# Hatch Act Limitations on VISTA Political Activities

## Prohibitions on Political and Lobbying Activities – Updated 6/28/05

(Chapter 14: Basic Laws and Federal Regulations in your Member Handbook)

No appropriated funds of the Corporation for National and Community Service (CNCS) shall be used to finance, directly or indirectly, any activity designed to influence the outcome of an election to federal, state, or local office or a voter registration activity, or pay the salary of a CNCS employee who engages in such activity.

In addition, VISTA programs are prohibited from using funds or personnel in a matter supporting or resulting in the identification of such programs with partisan or nonpartisan election activities, in voter registration activities, and in providing transportation to the polls. Additionally, no VISTA member or employee of a sponsoring organization may take any action with respect to a partisan or nonpartisan political activity that would result in the identification or apparent identification of the AmeriCorps VISTA program with such activity (see 42 U.S.C. § 5043 for additional restrictions and prohibitions).

VISTA programs also are prohibited from any activity intended to influence the passage or defeat of legislation or proposals by initiative petition (see 42 U.S.C. § 5043 (c) for additional restrictions and prohibitions).

You may participate in political activities allowed under the Hatch Act. The Domestic Volunteer Service Act at 42 U.S.C. § 5055 applies the restrictions of the Hatch Act, Title V, United States Code, Chapter 73, to VISTA members. The Hatch Act applies to you at all times during your service, including off duty hours. Permissible activities under the Hatch Act apply to VISTA members unless these activities are prohibited by other statutory authority when the members are on authorized leave or are not perceived to be performing as a VISTA member (e.g., while not engaged in performing service, or on service time).

You have the right to register and vote as you choose, express opinions about candidates and issues in a nonpublic context, contribute money to political organizations, and attend political meetings. You also may join and be a member of a political party or club, and sign nominating petitions if you do not identify these activities with VISTA or your sponsoring organization.

CNCS regulations that prohibit electoral and lobbying activities are contained in 45 CFR Part 1226 (see Appendix C). The approach of the regulations is twofold: 1) Restrictions on the assignment of VISTA members to, or restrictions on the receipt of CNCS funds by, certain organizations because of the nature of the organizations or their activities; and 2) Restrictions on member assignments and activities.

The organizational restrictions are based on the premise that the assignment of members or the receipt of CNCS funds by certain organizations (regardless of the proposed assignment or activity of the member) is precluded because of the organization's stated purpose or the nature of its activities.

The restrictions on member assignments and activities contain four basic areas of prohibited activities:

1) Electoral; 2) Voter registration, except that programs assisted under this Act may make voter registration information available to the public on the premises of such programs; 3) Voter transportation to the polls; and 4) Efforts of influence legislation. The prohibitions are directed to the use of CNCS funds, the assignments of members, and any other activities supported by CNCS funds.

The Domestic Volunteer Service Act provides two exceptions to the prohibitions on efforts to influence legislation: 1) At the request of a legislative body, committee, or member of a legislative body, and 2) Regarding an authorization or appropriation measure directly affecting the operation of the project or program.

The regulation, found at 45 CFR Part 1226, describes the conditions under which activities pursuant to these exceptions were once undertaken. The regulation also describes the applicability of the restrictions to sponsoring organization employees and the obligations of sponsoring organizations to ensure observance of the regulation. Appropriation laws have restricted these exceptions and activities permitted in 45 CFR Part 1226. Consequently, you must **contact your CNCS State Office before you engage in any political or lobbying activity.**

# Your Civil Rights and Responsibilities

You are protected by VISTA and the Corporation for National and Community Service from being subjected to discrimination or harassment. You also have an obligation as a VISTA to make sure you do not subject anyone else to discrimination or harassment. This extends to everyone you come in contact with, including other VISTAs, clients, and volunteers and employees at your service site.

## What Is Discrimination?

Discrimination is treating people differently because of who they are, where they come from, or the groups they belong to. Discrimination in a VISTA service setting is **illegal** when it targets a person or group based on such **non-merit factors** as race, gender, or religion, also known as **protected classes**, which the Corporation for National and Community Service defines as the following:

- Race, color, or national origin
- Sex/gender
- Disability (physical or mental)
- Age
- Religion
- Political affiliation
- Gender identity and expression; or
- Sexual orientation

Illegal discrimination:

- BOTH targets a person or group because of a difference AND singles them out for different treatment
- May be a one-time occurrence or part of an ongoing pattern
- Can happen to anyone

## What Is Harassment?

Illegal harassment in a VISTA service setting is **severe and/or pervasive** verbal or non-verbal communication relating to an individual's gender, age, race, ethnicity, religion, or any other **non-merit factor** that interferes with a VISTA's performance and/or creates an intimidating, hostile or offensive service environment. Harassment can consist of spoken or written words, images, or actions and can happen to anyone. It includes but is not limited to:

- Explicit or implicit demands for sexual favors
- Pressure for one's company
- Unwelcome persistent letters, phone calls, emails or other media
- Distribution or display of offensive material
- Offensive looks, gestures, physical encroachment, or threatening behavior

# Your Civil Rights and Responsibilities (cont.)

Illegal harassment:

- Includes – but is not limited to – sexual harassment
- Can be spoken words or unspoken actions
- Is more than just annoying or uncomfortable behavior
- Generally happens over a period of time
- Creates a hostile, intimidating, or offensive service environment
- Prevents a VISTA from serving effectively
- Can happen to anyone

## What Should I do if I Experience or Witness Discrimination or Harassment?

If you feel safe and comfortable doing so, you can approach and talk to the person you suspect of engaging in harassing or discriminating behavior directly yourself. If that doesn't work, or if you do not feel safe and comfortable doing so, you can also talk to your VISTA supervisor.

If you can not go to your supervisor, or you do and the matter is not resolved to your satisfaction, you can contact your state office (see list of state office contacts below). Finally, you can contact the Corporation's Office of Civil Rights and Inclusiveness or OCRI (see contact information below). If you and/or your VISTA supervisor or state office contact chooses to contact OCRI, note that claims must be made within 45 days of the incident.

## Useful Questions/Suggestions if you think you have experienced or witnessed Discrimination or Harassment?

- Have I (Can I) talk to the person involved?
- What assumptions might I be making? How can I check out these assumptions?
- Assume positive intent. Communicate to clarify.
- Use statements such as, "It appears to me that..."
- Speak with a supervisor (if you can).
- Ask yourself: Is there something I can learn from this?

## Where Can I go for More Information?

The Corporation for National and Community Service takes discrimination and harassment very seriously and makes the following resources available to you:

- **Corporation State Office Contacts** – A list of state offices can be found online at the VISTA Campus at [vistacampus.gov](http://vistacampus.gov).

# Your Civil Rights and Responsibilities (cont.)

- **Contact Information for OCRI** – Contact OCRI via mail, phone, fax or email at:
  - 1201 New York Avenue, NW**
  - Suite 10800**
  - Washington, DC 20525**
  - (202) 606-7503 (hotline)**
  - (202) 606-3472 (TDD)**
  - (202) 606-3465 (fax)**
  - eo@cns.gov (email)**
  
- **Complete List of the Corporation’s Official Policies on Discrimination and Harassment** – These can be found in the online VISTA Member Handbook at <http://vistacampus.gov/mod/book/view.php?id=2093>.

# VISTA Leaders

VISTA leaders serve in large VISTA projects or by region where there is a minimum of six VISTAs per leader. The leader's aim is to expand and build the capacity of the VISTAs he/she leads, in coordination with the projects in which he/she serves. VISTA leaders serve as role models and trainers who strengthen the leadership capacity of VISTAs, VISTA projects, and community members. They also provide resources to members.

## Responsibilities of a VISTA Leader

VISTA leaders focus on increasing the effectiveness of both the VISTAs and the project they serve. Leaders help recruit, screen, and train VISTA members. They search for ways to further develop a VISTA's skill set, providing opportunities for growth and making sure each VISTA is successful and prepared for life after service. Leaders promote information sharing, create a VISTA support net, develop in-service training workshops, and create model programs. Many leaders assist their VISTAs in the writing of grants, fundraising, and conducting broad-based public awareness campaigns. In general, they set an example of leadership for VISTAs; ensure positive relations; facilitate idea sharing; and help in mediating issues between the community, supervisors, and VISTAs.

## Requesting a VISTA Leader

CNCS State Offices (CSOs) discuss with project sponsors the opportunity to place a VISTA leader on larger VISTA projects or a group of smaller regionally located projects. Coordination and planning should begin as the project is being developed or renewed for another year. Sponsors must officially request a leader by including a Volunteer Leader Assignment Description (VLAD) in their project application to the state office. If the need for a leader develops after the project application has been approved, the VLAD should be submitted to the CSO for approval and the project application should be amended accordingly. The VLAD may also serve as a tool for recruiting.

## Application Process

In the same manner as someone applies through MyAmeriCorps to be a VISTA, a VISTA must apply to an open leader position in MyAmeriCorps and go through the application and enrollment process. The exception to this requirement is a VISTA who is currently serving at a project and wants to become a VISTA leader at the project once their first year of service is completed. If the CSO, supervisor, and VISTA agree that the VISTA has the capacity to serve as a VISTA leader, then the VISTA may skip the application process and go on to the enrollment process.

## Selection of a Leader

VISTAs are eligible to serve as leaders if they have completed at least one year of VISTA service and have strong recommendations from their last VISTA project supervisor, a record of outstanding performance, and a demonstrated leadership ability. A VISTA is not entitled to a leader position, but must apply to an open leader position and go through the application and enrollment process.

Each leader position is full-time and subject to the same terms and conditions of service that apply to VISTAs (in regards to outside employment, school, the Hatch Act, etc.). Leaders may not perform the duties of a VISTA in addition to their functions as leaders.

## Training

VISTA leaders participate in a leaders training scheduled at various times throughout the year. The training provides leaders with an introduction to their new roles and equips them with a set of skills to help recruit and assist VISTAs, and ensure their projects are sustainable.

## Length of Service

The total amount of years an individual may serve in VISTA is five. A VISTA leader may serve additional years as a VISTA leader if the individual did an outstanding job as a leader and the project sponsor and the state office director or program specialist agree that it would benefit the project to extend his or her service term.

# VISTA Living Allowance Schedule 2013

Period	Start Date	End Date	Direct Deposit Date	Period	Start Date	End Date	Direct Deposit Date
201301	12/16/12	12/29/12	1/4/13	201314	6/16/13	6/29/13	7/5/13
201302	12/30/12	1/12/13	1/18/13	201315	6/30/13	7/13/13	7/19/13
201303	1/13/13	1/26/13	2/1/13	201316	7/14/13	7/27/13	8/2/13
201304	1/27/13	2/9/13	2/15/13	201317	7/28/13	8/10/13	8/16/13
201305	2/10/13	2/23/13	3/1/13	201318	8/11/13	8/24/13	8/30/13
201306	2/24/13	3/9/13	3/15/13	201319	8/25/13	9/7/13	9/13/13
201307	3/10/13	3/23/13	3/29/13	201320	9/8/13	9/21/13	9/27/13
201308	3/24/13	4/6/13	4/12/13	201321	9/22/13	10/5/13	10/11/13
201309	4/7/13	4/20/13	4/26/13	201322	10/6/13	10/19/13	10/25/13
201310	4/21/13	5/4/13	5/10/13	201323	10/20/13	11/2/13	11/8/13
201311	5/5/13	5/18/13	5/24/13	201324	11/3/13	11/16/13	11/22/13
201312	5/19/13	6/1/13	6/7/13	201325	11/17/13	11/30/13	12/6/13
201313	6/2/13	6/15/13	6/21/13	201326	12/1/13	12/14/13	12/20/13

Living allowances received by U.S. Treasury checks will arrive approximately five days after the direct deposit date. Unless pre-approved by your state office, you must receive your living allowance through direct deposit. To set up direct deposit, go to [my.americorps.gov](http://my.americorps.gov). If your direct deposited living allowance payment does not arrive by the date listed, contact the VISTA Member Support Unit at the National Service Hotline, 800-942-2677.

Deposit dates may differ if your disbursement is from a grant given to your sponsoring organization.

To get more detailed information about your VISTA living allowance, visit the VISTA Campus to download a new resource called "Living Allowance Calendar and Statement Information."

## Direct Deposit

The United States Treasury requires that federal payments be made by direct electronic deposit except when this would cause an unusual "hardship" on the payee due to a physical or mental disability, or a geographic, language, or literacy barrier or would impose a financial hardship. If you experience such hardship, a U.S. Treasury check can be mailed to you or to the project address closest to your assignment.

If you believe that receiving your pay by direct deposit payment would cause you hardship, please put this in writing and submit it to your Corporation for National and Community Service state office and your payments may be made by check.

A direct deposit form can be completed online at My AmeriCorps (<https://my.americorps.gov>).

# VISTA Living Allowance Rates

Let's Do the Math!

## VISTA Members

Monthly amount (\$)	Months in a year	Yearly amount (\$)	Days in a year	Daily rate (\$)	Days in bi-weekly allowance	Amount per pay period (\$)
928	12	11,136	365	30.51	14	428.31
946	12	11,352	365	31.10	14	436.62
983	12	11,796	365	32.32	14	453.69
1,026	12	12,312	365	33.73	14	473.54
1,069	12	12,828	365	35.15	14	493.38
1,108	12	13,296	365	36.43	14	511.38
1,178	12	14,136	365	38.73	14	543.69
1,222	12	14,664	365	40.18	14	564.00
1,276	12	15,312	365	41.95	14	588.92
1,333	12	15,996	365	43.82	14	615.23
1,393	12	16,716	365	45.80	14	642.92
1,466	12	17,592	365	48.20	14	676.62
1,515	12	18,180	365	49.81	14	699.23
1,606	12	19,272	365	52.80	14	741.23

\*Gross is amount prior to deductions for taxes and/or life insurance.

## VISTA Leaders

Monthly amount (\$)	Months in a year	Yearly amount (\$)	Days in a year	Daily rate (\$)	Days in bi-weekly allowance	Amount per pay period (\$)
1,128	12	13,536	365	37.08	14	520.62
1,146	12	13,752	365	37.68	14	528.92
1,183	12	14,196	365	38.89	14	546.00
1,226	12	14,712	365	40.31	14	565.85
1,269	12	15,228	365	41.72	14	585.69
1,308	12	15,696	365	43.00	14	603.69
1,378	12	16,536	365	45.30	14	636.00
1,422	12	17,064	365	46.75	14	656.31
1,476	12	17,712	365	48.53	14	681.23
1,533	12	18,396	365	50.40	14	707.54
1,593	12	19,116	365	52.37	14	735.23
1,666	12	19,992	365	54.77	14	768.92
1,715	12	20,580	365	56.38	14	791.54
1,806	12	21,672	365	59.38	14	833.54

\*Gross is amount prior to deductions for taxes and/or life insurance.

# VISTA Web Resources

**VISTA Home:**

[www.americorps.gov/about/programs/vista.asp](http://www.americorps.gov/about/programs/vista.asp)

**My AmeriCorps portal**

<https://my.americorps.gov>

**VISTA Campus**

<http://vistacampus.gov>

**VISTA Forums**

<http://vistacampus.org/course/view.php?id=20>

**VISTA Viewfinder**

<http://vistacampus.org/course/view.php?id=18>

**V is for !**

<http://vistacampus.org/course/view.php?id=25>

**VISTA Member Handbook**

<http://vistacampus.org/mod/book/view.php?id=2093>

**VISTA Alumni Web site:**

[www.americorps.gov/for\\_individuals/alumni/index.asp](http://www.americorps.gov/for_individuals/alumni/index.asp)

**AmeriCorps Alums:**

[www.lifetimeofservice.org](http://www.lifetimeofservice.org)

**Corporation for National and Community Service Web site:**

[www.nationalservice.gov](http://www.nationalservice.gov)

**Service and Inclusion:**

[www.serviceandinclusion.org](http://www.serviceandinclusion.org)

**National Service Knowledge Network:**

[www.nationalservicerresources.org](http://www.nationalservicerresources.org)

**Poverty Net:**

[www.worldbank.org/poverty](http://www.worldbank.org/poverty)

**What's Next (Life After Service)**

<http://encorps.nationalservicerresources.org/whatsnext>

**Segal AmeriCorps Education Award**

<http://nationalservice.gov/resources/edaward>

**EnCorps Resources**

Member Training Topics

[http://encorps.nationalservicerresources.org/mt\\_topics.php](http://encorps.nationalservicerresources.org/mt_topics.php)

Planning a Career Beyond the Service Year

[http://encorps.nationalservicerresources.org/laa\\_planning.php](http://encorps.nationalservicerresources.org/laa_planning.php)

**Facebook**

<http://www.facebook.com/AmeriCorpsVISTAAlumni>

**Twitter**

[Twitter.com/vistabuzz](https://twitter.com/vistabuzz)

# Electronic Mailing List Resources

**ACLlist**

Those without Web access can subscribe to the AmeriCorps e-mail list by sending an e-mail message to [join-aclist@lists.etr.org](mailto:join-aclist@lists.etr.org). The AmeriCorps e-mail list is a forum for AmeriCorps programs, state commissions, training and technical assistance providers, staff of the Corporation for National and Community Service, and anyone else interested in AmeriCorps. Discussion focuses on training, technical assistance, and programmatic issues.

**VISTAnet**

To join by e-mail, send a message to [listserv@listserv.icors.org](mailto:listserv@listserv.icors.org) with this text in the body: `subscribe vistanet your FirstName your LastName`. VISTAnet is an on-going discussion group for VISTAs, former VISTAs, AmeriCorps folks and anyone interested in national service and social issues.

**Disability List**

This e-mail list has been created to facilitate communication among national service programs involving persons with disabilities including State Commission disability coordinators. Join by visiting [http://lists.etr.org/read/all\\_forums/subscribe?name=disabilitylist](http://lists.etr.org/read/all_forums/subscribe?name=disabilitylist). Send an email to: [join-disabilitylist@lists.etr.org](mailto:join-disabilitylist@lists.etr.org)

**Other E-mail Lists**

Check out the National Service Resource center e-mail list page to join other e-mail lists focused on different issue areas. [www.nationalservicerresources.org/e-mail-discussion-lists](http://www.nationalservicerresources.org/e-mail-discussion-lists)

# Successful Volunteer Programs

## Answer Key

This is the Answer Key to the Successful Volunteer Programs Puzzle Activity completed in the Volunteer Development breakout group.

### Plan

- Research resources and current trends in the use of volunteers.
- Research your organization's past and current use of volunteers.
- Recruit stakeholders to advise and contribute to the volunteer effort.
- Building on past and current practice, plan how volunteers will serve the project.
- Develop or refine volunteer policies and procedures.
- Develop or refine processes for how volunteers will be guided, evaluated, and recognized.

### Outreach and Recruit

- Identify specific volunteer needs. What skills, abilities, and background experiences are you seeking in volunteers?
- Develop volunteer task descriptions that spell out qualifications, activities, benefits, time commitment, and other expectations.
- Develop a targeted recruitment plan: Where are the people with the qualities you are seeking?
- Develop a plan for marketing the program.
- Market your volunteer opportunities in places where you'll find your target volunteers.

### Screen and Match

- Ensure appropriate screening methods are in place. Secure background checks if needed.
- Intake and review applications.
- Interview prospective volunteers. Check references.
- Match volunteers with appropriate opportunities.

### Train and Support

- Identify resources and implement plan for volunteer training.
- Implement plan to train staff on how to effectively work with volunteers.
- Orient volunteers to the organization and their task.
- Ensure that volunteers have ongoing guidance and support.
- Create ways to recognize volunteer efforts and volunteer-staff partnerships.

### Monitor and Evaluate

- Implement record-keeping and communication systems to assess how things are going.
- Ensure that there is a process for reviewing and responding to ideas, suggestions, comments, and perceptions from volunteers.
- Gather input on volunteer performance and outcomes.
- Use information to give volunteers feedback on their performance and to inform needed changes in the program.
- Report volunteer outcomes to key stakeholders.

### Sustain

- Research funding and internal/external resources to support volunteer effort.
- Collaborate with stakeholders to identify and secure staff or volunteer resources to continue the program.
- Revise and document all processes, policies, procedures, communication systems, and evaluation data.

# Oath of Service



I do solemnly swear that I will support and defend the  
Constitution of the United States against all enemies, foreign and domestic;

That I will bear true faith and allegiance to the same;

That I take this obligation freely, without any mental reservation or purpose of evasion;

And that I will well and faithfully discharge the duties of the office  
on which I am about to enter.

So help me God.

Note: The phrase “So help me God” in the oath may be stricken, and the word “swear” where it appears above may be changed to “affirm” rather than swear to the affidavits. These are the only legal changes that can be made to the oath. The oath is for all federal government employees.

# AmeriCorps Pledge

I will get things done for America -  
to make our people safer,  
smarter, and healthier.

I will bring Americans together  
to strengthen our communities.

Faced with apathy,  
I will take action.

Faced with conflict,  
I will seek common ground.

Faced with adversity,  
I will persevere.

I will carry this commitment  
with me this year and beyond.

I am an AmeriCorps member,  
and I will get things done.

Note: The pledge is only for AmeriCorps members.