

VISTA: A Legacy of Service



SPONSOR CONVENING

July 2019





July 29, 2019

Welcome to AmeriCorps VISTA Sponsor Convening!

On behalf of the Corporation for National and Community Service, I want to welcome you to what I hope will be a wonderful week of training and networking with your fellow VISTA Sponsor colleagues. Our VISTA team has been building this training for many months, and we are so excited to share it with you.

I am continually inspired by the fresh spirit of service and pragmatic idealism of those who join VISTA and the amazing organizations that recruit, support, and celebrate them. All around the country, in rural, urban, and tribal communities, VISTA members of all ages and walks of life are working with community leaders and organizations that help drive local solutions forward. You are part of a 54-year legacy of VISTA service, a network of action-oriented people who know that, with opportunity, people can and do thrive – and people who refuse to sit on the sidelines while more than 40 million people live in poverty in the United States.

I know you are keenly aware that all of our community organizations need more resources, more people power, and more capacity to meet the community's needs. This work can be daunting, but this type of strengthening is so critical in the fight against poverty. We hope you'll leave this VISTA Sponsor Convening with new ideas, tools, and contacts to expand your work and refresh your spirit.

With much appreciation and admiration, I wish you and your fellow VISTA Sponsors a great and enjoyable training together.

Sincerely,

A handwritten signature in cursive script that reads 'Eileen Conoboy'.

Eileen Conoboy
Acting Director, AmeriCorps VISTA
VISTA Alum, 1992-1993

ACKNOWLEDGMENTS

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Session Descriptions

Building and Sustaining the VISTA Member-Supervisor Relationship

This session will provide communication techniques and tools to foster strong working relationships between VISTA members and their supervisors. It will include case studies that examine a variety of challenging supervisory situations. This session will be most useful for sponsor staff who are new VISTA supervisors and/or new to supervision overall.

Evaluation and Evidence-Based Programming

This session will provide an overview of the basic steps to program evaluation and building an evidence base, CNCS requirements for grantees, and resources available to support sponsors. Participants will examine successful program evaluation plans and discuss how the program evaluation steps apply to their own projects. Participants will discuss resources available to support and improve their evaluation and apply this information to their projects. This session will be most useful for staff in VISTA projects who are directly responsible for measuring performance and/or evaluating the impact of the project in the community.

Member Screening and Suitability for Service

This session will include an overview of project staff and CNCS roles and responsibilities in member screening and determining suitability for service. CNCS staff will provide data to demonstrate trends in member screening findings and offer recommendations for efficiently and effectively screening VISTA candidates for service. There will be screening case studies used to illustrate the diverse approaches to member screening, and the participants will have time for Q&A.

Reporting and Data Collection

This session will provide an overview of sponsor reporting and data collection requirements for VISTA projects and members. It will include national data on sponsor reports including timeliness of submissions, common corrections needed, and lessons learned. Participants in this session will also review sample data collection tools and assess their own materials. This session will be most useful for sponsor staff who have any role in reporting on the VISTA project and member activities.

Sub-Site Management

This session will provide an overview of sponsor responsibilities for training, managing, and evaluating sub-sites; it will include information from VISTA HQ on the intermediary project model as well as recommendations and lessons learned from CNCS state staff and project sponsors. This session will also provide examples of how intermediaries create and foster strong working relationships with their sub-sites.

Training throughout the VISTA Lifecycle

This session will provide an overview of the VISTA Training Unit's training program as well as requirements for sponsors to provide On-Site Orientation and Training. Participants will review best practices for early service training, mid-year training and support, and end-of-service training and support while also offering ideas on where to get additional training to supplement member training.

VISTA Assignment Description

This session will provide an introduction to the VISTA Assignment Description (VAD); it will include a review of all elements of the VAD, best practices, pitfalls and prohibited activities to avoid, and steps for maintaining and updating the VAD during the VISTA's service term and between project years. This session will include examples of strong VADs.

VISTA Member Recruitment and Retention

This session will provide an overview of member recruitment requirements and methods; VISTA HQ will provide data on how members learn about VISTA service opportunities. This session will include a review of strategies to use to retain members, including data from VISTA HQ on member retention. This session will also include a review of strong Service Opportunity Listings and recommendations for recruiting diverse members. Participants will have an opportunity to share examples and there will be time for Q&A.

VISTA Member Supervision and Management

This session will introduce staff to the requirements for sponsors and VISTA supervisors, including tasks to complete before the VISTAs arrive and while they are serving. It will include discussions of how to deal with difficult members and situations, how to handle poor performance (including termination), and how to manage different types of members.

VISTA Project Development

This session will introduce sponsor staff to the essential structure and basic requirements for all VISTA sponsors. Presenters will describe various project structures as well as provide recommendations for building strong projects over time.

Building and Sustaining the VISTA Member-Supervisor Relationship

SESSION GOAL

This session will empower VISTA supervisors to foster dynamic, supportive relationships with their VISTA members to ensure a productive service year.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Describe the role of the VISTA member supervisor.
 - Implement management techniques to strengthen respect, communication, and trust with your VISTA members.
 - Apply strategies to improve giving and receiving feedback on a regular basis.
 - Apply strategies to manage difficult conversations.
 - Identify action steps and resources to better understand and work with your VISTA members and manage workplace challenges.
-

NOTES

Understand and Appreciate Differences: Communication Styles



- People say what they mean and mean what they say.
- It's important to be direct and tell it like it is.
- The truth is more important than sparing someone's feelings.
- People are indirect; they imply/suggest what they mean.
- You need to read between the lines.
- Telling the truth, if it hurts, should be tempered.



- Do business first and then have small talk.
- A good relationship is not essential to getting work done.
- The goal is to accomplish the task.
- Begin with small talk and then move to business.
- A personal relationship is needed to get work done.
- The goal is building the relationship.



- The facts and expediency are most important.
- Getting/giving information is the goal of communication.
- It's okay to say "no" and criticize people.
- Maintaining harmony is most important.
- Confrontation, criticism, and saying "no" is avoided.
- What one says and feels may not be the same.

Understand and Appreciate Differences, cont.

Workplace Values and Norms:

- Power and authority (autocratic versus democratic)
- Purpose of work (live to work versus work to live)
- Risk and uncertainty tolerance (embraced versus avoided)
- Personal and professional lives (separated versus integrated)
- Motivation (achievement/advancement versus comfort/security)
- Productivity (results versus harmony)
- Valued skills (technical versus people)
- View of time (rigid versus flexible)

Types of Feedback

1. Objective Observation

- Focus on the person’s behavior.
- Get specific and note exactly what the person said or did.
- Ask yourself, “Would other people see or hear what I saw or heard?”
- Pretend you are taking a video of that person and then playing it back...what would you see or hear?
- Say what you observed without judgment.
- Avoid personal opinion or assumptions.

Recommendations for Using Objective Observation with VISTAs:

- Pay attention early and continuously to the VISTA’s behavior.
- Review materials and provide specific, objective feedback on the VISTA’ projects and performance.
- Practice regular debriefs and reflections with VISTAs to help understand how they are seeing and hearing things at your project and help them get to know your observations and perspectives.

2. Appreciative Feedback

<p>Step 1: Start with an observation.</p>	<p>“I noticed you said hi to each youth as they arrived at your after-school program.”</p>
<p>Step 2: Reflect back on your observation, based on facts.</p>	<p>“I saw smiles on young people’s faces and excitement to get started on their projects.”</p>
<p>Step 3: Communicate what that behavior means to you or the impact that it has made on the team, project, or organization.</p>	<p>“I greatly appreciate how your greeting of each youth creates a welcoming climate for all youth and creates an environment where they can build community and do good work on their projects.”</p>

Recommendations for Using Appreciative Feedback with VISTAs:

- Incorporate at least one piece of positive feedback into all weekly one-on-one meetings.
- Whenever possible, provide appreciative feedback in front of other staff, volunteers, and clients at meetings, events, or informal gatherings (‘water cooler praise’).
- Note specific positive behaviors and accomplishments in the formal member evaluation.

3. Developmental Feedback

<p>Step 1: Observation</p>	<p>“John, I noticed that you have been spending a lot of time developing a volunteer database and less time recruiting and training volunteers.”</p>
<p>Step 2: Impact of Behavior</p>	<p>“I am concerned that if you don’t spend enough time finding and training volunteers, we will not be able to build our capacity to tutor more students this year.”</p>
<p>Step 3: Request for the Future</p>	<p>“Could we make a plan together for us to better balance our time so that you can carry out all the responsibilities in your VAD for volunteer mobilization?”</p>

Recommendations for Using Developmental Feedback with VISTAs:

- Do not hesitate to raise concerns and discuss challenges that you see in the VISTA’s performance or behavior (and the sooner, the better).
- Reach out to your CNCS State Office if you are unsure what to address or how to raise an issue with the VISTA.
- Be sure you have enough time to talk through the situation or concern at length so you can hear the VISTA’s point of view and experience; do not rush these conversations.
- Capture discussion items in brief notes, share them with the VISTA, and include follow-up steps and deadlines for you and the VISTA.
- Be sure to complete all follow-up steps on time, and recognize the efforts made by the VISTA.
- These are important professional development opportunities for VISTAs; use them and make connections to how the service and accomplishments will be applicable to life after VISTA.

Difficult Conversations

Three Components of Difficult Conversations:

- Strong disagreement
- Emotions run high
- Issue/cause is important to all

→ Often trigger a freeze, fight, or flee response

Starting a Difficult Conversation:

- Use I-statements
- Speak to be heard, not to change minds
- Express your needs and ask for theirs
- Make reasonable requests
- Refrain from judgment

Recommendations for Tackling Difficult Conversations with VISTAs:

- Approach these with great care; use the recommendations provided for providing developmental feedback.
- Be sure your own emotions are in check before you open this type of discussion with the VISTA.
- Seek help from a conflict resolution or communication professional if this is a situation you have not faced often/are not trained or prepared to manage comfortably.
- Approach these discussions as opportunities to connect with the VISTA on a deeper level, personally and/or professionally, as well as a way to build the VISTA's and your own communication and other professional skills.

VISTA Member-Supervisor Scenarios Activity

Purpose

Participants will identify important issues in each scenario and develop strategies for improving the VISTA member-supervisor relationship.

Directions

1. As assigned by the facilitator, work in groups of 4-5 participants to review and discuss one assigned scenario. You will be asked to assume the identify of either a VISTA member or a VISTA supervisor during the activity.
2. Read the assigned scenario on your own for 1 minute.
3. Using the material presented in the session and the contents of the workbook, discuss possible issues at play in the scenario.
4. Determine 2-3 possible steps you could take to address these issues in a constructive way.
5. Select a speaker for your group.
6. You'll have about 5 minutes to discuss your scenario, draft your answers, and identify your speaker.
7. The speaker will travel to another small group and present the issues and steps you identified to address the issues in a constructive way. Time permitting, the speaker may answer clarifying questions.
8. When signaled by the facilitator, the speaker will travel to the other group and discuss the scenario for about 3 minutes. (This is the group switch in round 1.)
9. When signaled by the facilitator, all speakers will return to their original small groups to end round 1.
10. In round 2, the small groups with read the other groups' scenarios (i.e., the groups that reviewed the VISTA member scenarios in round 1 will read the VISTA supervisor scenario in round 2).
11. Read the assigned scenario on your own for 1 minute.
12. Using the material presented in the session and the contents of the workbook, discuss possible issues at play in the round 2 scenario.
13. Determine 2-3 possible steps you could take to address these issues in a constructive way.
14. Select a speaker for your group. Ideally this will be a different person than the one who travelled in the first round.
15. You'll have about 5 minutes to discuss your scenario, draft your answers, and identify your speaker.
16. The speaker will travel to the other side of the room and present the issues and steps you identified to address the issues in a constructive way. Time permitting, the speaker may answer clarifying questions.
17. When signaled by the facilitator, the speaker will travel to the other side of the room and discuss the scenario for about 3 minutes. (This is the group switch in round 2.)
18. When signaled by the facilitator, all speakers will return to their original small groups to end round 2.

VISTA Member Scenarios

These scenarios are based on common VISTA member experiences and can be useful for identifying strategies and approaches to address communication or other management issues at the project site. The names and projects are for training purposes only; they do not represent actual VISTA members or projects.

Scenario 1: David and Remmy

Remmy is David's VISTA supervisor at the Community Impact Coalition. He and Remmy generally get along well and communicate frequently. One of the activities in David's VISTA Assignment Description is to create a grants-tracking database. David has created many databases but feels he doesn't have enough background knowledge or documentation to design this specific one. He feels he needs more guidance, and so needs to ask Remmy many questions. David is getting the sense that Remmy is getting annoyed with him, a feeling confirmed when, in response to another question of his, Remmy snaps that David shouldn't need so much "hand-holding."

What issues could be at play in this scenario?

What could David (the VISTA) do to improve the situation?

Scenario 2: Grace and Felicia

Grace is a VISTA at Employment NOW! She is from the community the agency serves and raised five children on her own. She has good people skills and knows everyone. Her supervisor, Felicia, is a former VISTA and is 27 years old. Grace feels Felicia is a little rigid and by-the-book; she insists on process and meetings and documentation while Grace feels she just needs to start talking to people and get started on the "real work."

What issues could be at play in this scenario?

What could Grace (the VISTA) do to improve the situation?

Scenario 3: Tammy and Nathan

Tammy is a VISTA at a national anti-hunger organization. She is very passionate about the work, having organized food drives and volunteered in soup kitchens before joining VISTA. She finds herself getting increasingly frustrated with the organization's bureaucracy and with her supervisor, Nathan, who she thinks is plodding and indecisive. She finds it grating how often Nathan's responses to her ideas are, "Well, we'll have to run it up the chain of command."

What issues could be at play in this scenario?

What could Tammy (the VISTA) do to improve the situation?

VISTA Supervisor Scenarios

These scenarios are based on common VISTA supervisor experiences and can be useful for identifying strategies and approaches supervisors can use should they encounter them with their VISTA members. The names and projects are for training purposes only; they do not represent actual VISTA members or projects.

Scenario 4: Chris and Will

Chris is the Mentor Recruitment and Management Systems Designer at Waketa Community Services. He is an easy-going VISTA and is generally on track to meet his project objectives. His supervisor, Will, has noticed that Chris is often late to work on Mondays and does not provide an explanation. Chris has taken all of his personal leave and is only in his fifth month of service. Will asked Chris to account for his time more closely at their last one-on-one meeting, and Chris reacted with a great deal of anger. He accused Will of not trusting him and left the office immediately following the meeting.

What issues could be at play in this scenario?

What could Will (the supervisor) do to improve the situation?

Scenario 5: Juno and Anne

Juno is the Employment and Housing Services Coordinator at the Veterans Assistance Network, a local nonprofit. She is a second-year VISTA and served in a different project and state in her first year. Juno is also an Army veteran. Juno's supervisor, Anne, feels that Juno is too abrupt in her communication style and distant as a co-worker, and she is concerned that Juno is not engaging personally with clients. Juno has not shared any personal information with Anne, and there are no photos or mementos in her cubicle.

What issues could be at play in this scenario?

What could Anne (the supervisor) do to improve the situation?

Scenario 6: Bob and Jennifer

Bob is a VISTA at a Gardens Are Us, a national healthy food initiative. Bob is very diligent about tracking his VISTA service hours and keeps meticulous timesheets. His supervisor, Jennifer, has invited Bob to join in several activities with the Gardens Are Us staff, including attending a birthday lunch and an all-staff happy hour after a large conference. Bob has declined all invitations. Jennifer is also the captain of the staff softball team and hoped Bob would get involved. The team practices 2 nights a week and plays games on Saturdays. Jennifer is worried that Bob is not connecting well with the team; she's confused by this since last year's VISTA was a very social member of the team.

What issues could at play in this scenario?

What could Jennifer (the supervisor) do to improve the situation?

Learn More About Building and Sustaining the VISTA Member-Supervisor Relationship

CNCS MATERIALS

- Supervisor Webinars:
<https://www.vistacampus.gov/supervisor-webinars>
- VISTA Member Handbook:
<https://www.vistacampus.gov/lessons/vista-member-handbook-0>
- VISTA Supervisor Handbook:
<https://www.vistacampus.gov/lessons/vista-sponsor-handbook>

OTHER SOURCES

- National Association for Community Mediation:
<https://www.nafcm.org>
- Psychology Today:
<https://www.psychologytoday.com/us/blog/brain-waves/201702/how-do-we-learn-appreciate-each-others-differences>

Evaluation and Evidence-Based Programming

SESSION GOAL

This session will give VISTA sponsors a broader understanding of program evaluation concepts and how those may be used to support evidence-based project development.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Define service program evaluation and evidence-based programming.
- Describe CNCS's approach to and resources available to support evaluation.
- Identify basic steps to program evaluation.
- Assess your program's evaluation capacity and potential.

NOTES

Key Terms

These are the definitions of key terms used during this session. It is important to note the distinctions and understand how the definitions apply to national service projects and AmeriCorps VISTA member activities.

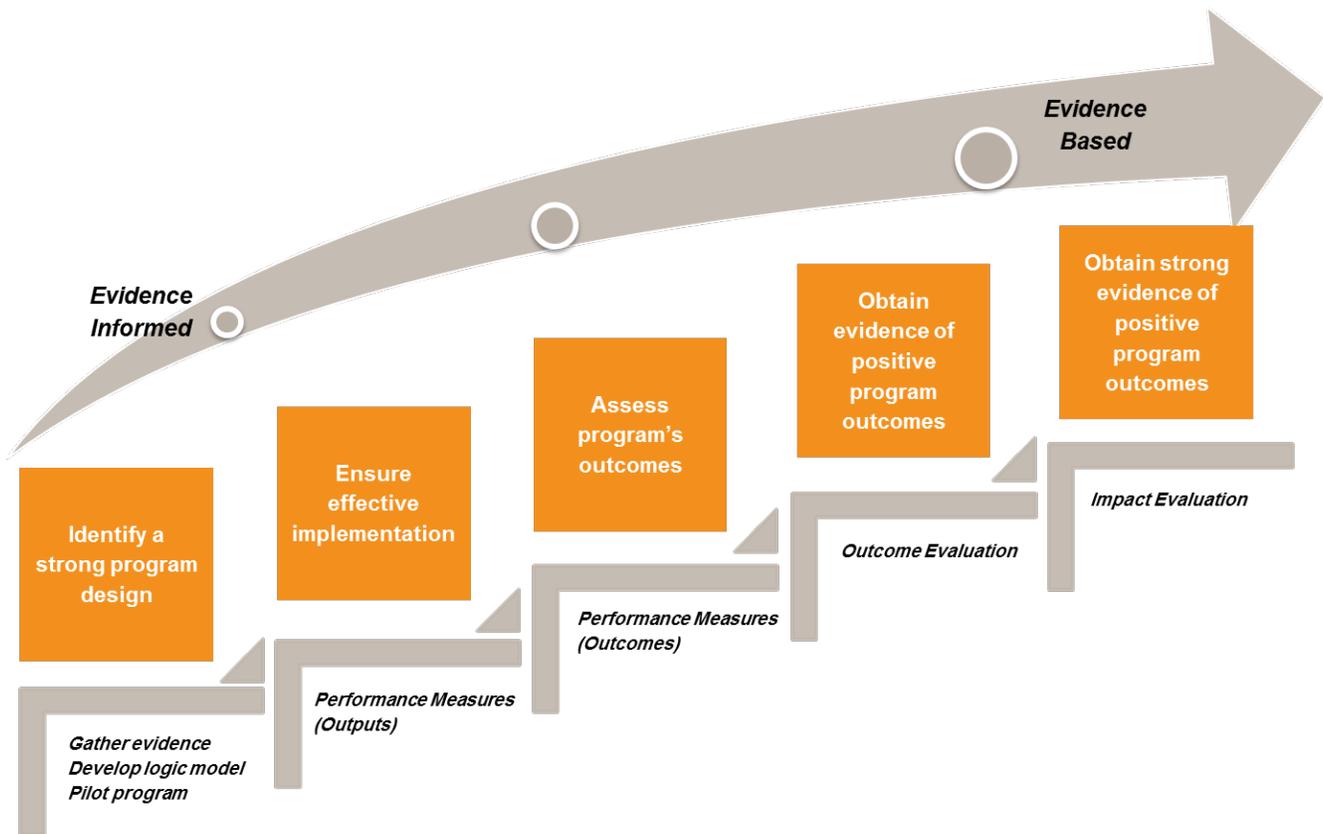
- Capacity building resources or technical assistance are those strategies used to strengthen an organization's capabilities to enhance organizational effectiveness.
In the VISTA program model, capacity building is defined as tasks and activities to create, expand, or strengthen an organization's systems or processes. Capacity building allows the organization and community to sustain the VISTA's project activities once the project period has ended.
- A logic model is a graphic depiction or diagram that presents the shared relationships among the resources, activities, outputs, outcomes, and impact for your program. Logic models are the building blocks of performance measurement and program evaluations.
- Evaluations are individual systematic studies conducted periodically to assess how well a program is working. They are often conducted by experts external to the program, either inside or outside the organization.
- Evidence describes a set of available data or facts that demonstrates whether or not an assertion is true (i.e., whether or not a national service program is having the intended results on the beneficiaries and/or community).
- Evidence-based means a program in which rigorous scientific study has demonstrated positive outcomes that can be attributed to an intervention/intended service activity and not to other, non-service factors.
- Organizational capacity is the wide range of capabilities, knowledge, and resources that organizations need to be effective.
- Performance measurement is the ongoing monitoring and reporting of program accomplishments, particularly progress towards pre-established goals. Performance measures address the type or level of program activities conducted (process), the direct products and services delivered by a program (outputs), and/or the results of those products and services (outcomes).
Performance measures give us the ability to characterize what is happening in a particular project.
- Programming/programs are consistently delivered activities with clearly defined linkages between core components and expected outcomes for an identified population.
Evidence-based programs give us a greater confidence in explaining what caused a specific result or change in the target population.

Evidence Continuum

This diagram illustrates CNCS’s overall developmental approach. It shows that evidence falls along a continuum with the understanding that identifying an evidence-based program model requires organizational capacities that correspond to an organization’s life cycle. The key building blocks for generating evidence are shown in the diagram.

The highest level of evidence allows a program to make the claim of being evidence-based by attaining strong evidence of positive program outcomes. At this level, programs have established the causal linkage between program activities and intended outcomes/impacts. Programs at this level have completed multiple independent evaluations using strong study designs, such as a quasi-experimental evaluation using a comparison group or an experimental, random assignment design study. Many of these programs also have measured the cost effectiveness of their program compared to other interventions addressing the same need.

As an agency, CNCS continues to invest in programs reflecting a range of evidence levels (e.g., strong, moderate, preliminary) that are appropriate to the program’s life cycle and investment of public dollars. CNCS sees value in infusing evaluative thinking and knowledge into every phase of a program’s life cycle – program development, implementation, improvement, and replication/scaling.



Phases of Evaluation

Within each of the four broad phases, there are nine basic steps for conducting an evaluation. The planning phase involves building (or reviewing a program logic model), defining the purpose and scope of the evaluation, budgeting for an evaluation, and selecting an evaluator. The planning phase is followed by the development phase which involves the creation of an evaluation plan. The next phase is implementation where data are collected and analyzed. The last phase, action and improvement, involves communicating findings and applying those findings and feedback for program improvement. Together, these steps are designed to help build a strong foundation for your evaluation.

Phase	Steps
Planning	Step 1: Build (or Review) a Program Logic Model Step 2: Define Purpose and Scope Step 3: Budget for an Evaluation Step 4: Select an Evaluator
Development	Step 5: Develop an Evaluation Plan
Implementation	Step 6: Collect Data Step 7: Analyze Data
Action and Improvement	Step 8: Communicate Findings Step 9: Apply Findings and Feedback for Program Improvement

What type of evaluation do you use in your project?

With which phase of evaluation are you most comfortable?

How could your VISTA project improve its evaluation?

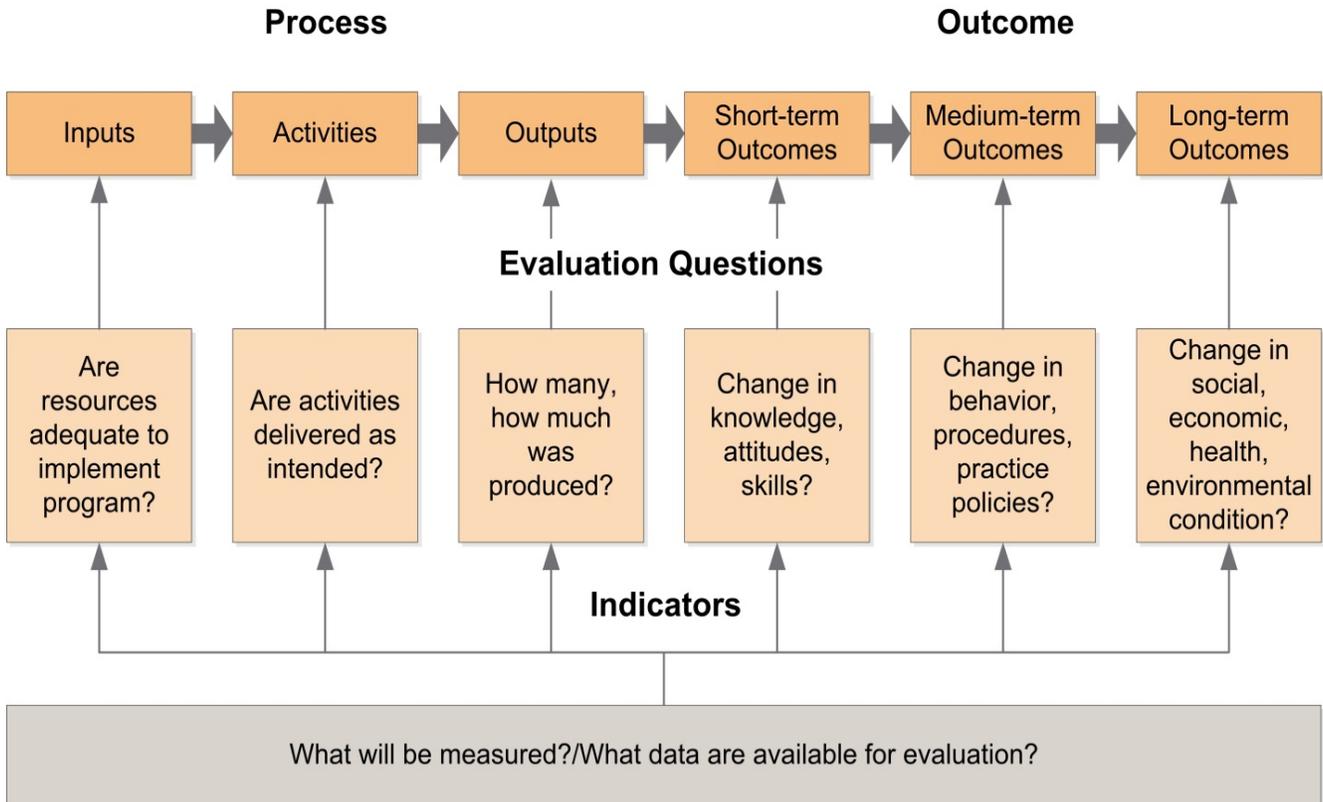
Evaluation Example: Veterans Job Readiness and Transition Program

The example below demonstrates how evaluation steps one and two may be addressed in a service program.

Step 1: Build a Program Logic Model

A logic model can serve as a framework for a written evaluation plan. It can help you focus your evaluation by identifying: Questions you want answered; aspects of the program to evaluate; the type of evaluation design; information to collect; measures and data collection methods; and the evaluation timeframe.

Step 2: Define the Purpose and Scope of the Evaluation



Evaluation Example: Veterans Job Readiness and Transition Program, cont.

Name of Service Program: Veterans Coming Home and Going to Work*

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<i>What we invest</i>	<i>What we do</i>	<i>Direct products from program activities</i>	<i>Changes in knowledge, skills, attitudes, opinions</i>	<i>Changes in behavior or action that result from participants' new knowledge</i>	<i>Meaningful changes, often in their condition or status in life</i>
Funding Staff 100 MSW student interns 50 community volunteers Research	Conduct job readiness workshops Provide job search assistance Provide peer counseling services Provide referrals to transitioning services Educate potential employers	# individuals participating in workshops # individuals receiving job search assistance # individuals receiving counseling services # families receiving referrals # employers receiving education	Increased confidence in gaining employment Increase in job readiness skills Increased knowledge of effective job search strategies Increased knowledge of community services Increased employer knowledge of hiring benefits	Increase in job placement Increased capacity of families to manage transition from military to civilian work and family life Increased adoption of military-friendly practices by employers	Individuals maintain stable employment Increased family well-being Employers routinely hire veterans and military spouses

**This is an example for training purposes only; it does not represent an actual CNCS grantee or funded project.*

Evaluation Example Worksheet

Instructions: Find a partner to work with in the room; this should be someone who is a new contact for you. Using the logic model on the previous page, answer the evaluation planning questions. Take 10 minutes to discuss the answers to each question with your partner.

1. Given this logic model, what do you most want to know about this program's impact?

2. What is the most important data to collect to measure the program's impact?

3. What will be the best source(s) for this data?

4. At what point in time should this data be collected?

5. Who will collect the program data?

Organizational Capacity Assessment Tool Worksheet

The items below are excerpted from the CNCS Organizational Capacity Assessment Tool, Chapter 5: Evaluative Capacity.

Instructions: Read each statement and check the line to the left if it is true or mostly true for your organization. If the question does not apply to your organization (e.g., the question asks about a governing board practice and you are a school and do not have a traditional governing board or suitable proxy), check the line to the right. If the statement is not true for your organization, mark nothing and proceed to the next question.

Evaluation Planning

5.1 Within the past three years, our organization has not developed or not revisited a systematic plan that defines the purpose of our evaluation efforts and our methodology, outlines our evaluation activities, and establishes clear responsibilities.

True False

5.2 Our senior leadership does not prioritize evaluation and does not routinely dedicate resources to it.

True False

5.3 Our organization has not engaged an internal or external experienced evaluator to design or implement an evaluation plan.

True False

5.4 Our organization dedicates insufficient resources for evaluation.

True False

Data Collection

5.5 Our organization does not have clear protocols for data collection.

True False

5.6 Our organization does not provide regular staff training on how to use data collection protocols.

True False

5.7 Our organization does not have sufficient or effective data collection systems.

True False

Measuring Outcomes and Impact

5.8 Our organization does not internally evaluate the effects of our programs.

True False

5.9 The questions in our evaluation instruments are not clearly stated.

True False

5.10 The questions in our evaluation instruments are not in-line with our proposed methods of evaluation and program design.

True False

5.11 Our organization has not participated in a high-quality external evaluation, such as a quasi-experimental study or a randomized control trial, to assess the degree that the results can be attributed to the program intervention.

True False

Learning and Continuous Improvement

5.12 Staff members across the organization have low levels of knowledge about evaluation and its benefits.

True False

Learn More About Evaluation and Evidence-Based Programming

CNCS MATERIALS

- Basic Steps in Program Evaluation:
<https://www.nationalservice.gov/resources/evaluation/implementing-evaluation>
- Evidence Continuum Video:
<http://www.nationalservice.gov/resources/evaluation/evidence-continuum>
- Evidence Exchange:
<https://www.nationalservice.gov/impact-our-nation/evidence-exchange>
- National Service Knowledge Network – Evaluation Resources:
<https://www.nationalserviceresources.gov/evaluation-amicorps>
- Organizational Capacity Assessment Tool:
https://www.nationalservice.gov/sites/default/files/resource/CNCS_Organization_Assessment_Tool_Final_082517_508_0.pdf

OTHER SOURCES

- The American Evaluation Association: <http://www.eval.org>
- The Evaluation Center: <http://www.wmich.edu/evalctr/>

Member Screening and Suitability for Service

SESSION GOAL

This session will equip VISTA sponsors with a comprehensive understanding of AmeriCorps VISTA member screening requirements and the characteristics that determine suitability for national service.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Describe VISTA sponsor and project staff responsibilities for member screening.
 - Define member suitability and enrollment requirements.
 - Summarize the process for member screening across VISTA projects.
 - Articulate the importance of meeting and implications of missing deadlines in the VISTA screening process.
-

NOTES

Putting the Pieces Together

Instructions: Below you will find a list of activities that need to be completed in order to enroll an AmeriCorps VISTA member in service.

Indicate the correct order for the screening steps in the second column (1-22).

Indicate who's responsible for completing each step in the third column (CNCS HQ, Corporation State Office/CSO, Sponsor, or the VISTA applicant).

Screening Step	Order Number	Who
Create VISTA Assignment Description		
Reject offer		
Distribute fingerprint kit		
Create opportunity listings		
Submit Project Application		
Provide member orientation and administer the Oath of Service		
Check for required skills, knowledge/site-specific qualifications		
Reject applications		
Check references		
Approve opportunity listings		
Conduct outreach		
Recommend applicant for service		
Approve VISTA Assignment Description		
Accept offer		
Review applications		
Accept applicant for service		
Confirm results of criminal history check		
Place member in service/VMO		
Submit application for service		
Interview applicants		
Approve Project Application		
Submit fingerprint kit		

VISTA Member Minimum Eligibility Criteria

Candidates for AmeriCorps VISTA service come from all backgrounds and walks of life. They share a desire to make a difference in the community and have a meaningful service experience. VISTA projects are required to recruit and screen candidates for service.

These are the minimum eligibility requirements for a VISTA member:

- Must be able to serve full-time for one year
- Must be 18 years or older (no upper age limit)
- Must pass a national service criminal history check (includes fingerprinting)
- Must hold one of the following citizenship or legal residency statuses:
 - US Citizen
 - US National
 - Lawful Permanent Resident/'Green Card'
 - Persons legally residing within a state (e.g., refugee, asylee, temporary protected status throughout VISTA service, and holding Deferred Action for Childhood Arrivals status)

In addition, VISTA Sponsoring Organizations or projects may require additional qualifications or characteristics to serve, like level of education attained, years of professional experience, or technical expertise.

All VISTA Sponsors must ensure that they have designed and implemented a fair and consistent process to recruit and screen eligible candidates for service. As a federal program, screening and approval for VISTA service does require the approval of multiple offices and staff and may take several weeks or months to complete.

Screening for Suitability

CNCS also must take an applicant's criminal history into account when determining the suitability and fit for a particular position or program. Making such a determination can be complex. The Sponsor's role in the process includes the following:

- Review an application for disclosure of a criminal history and inform the CNCS State Office of a potential applicant's disclosed criminal history early. The CNCS State Office may need additional information from the Sponsor or the candidate to review a candidate's criminal history before approving him/her for service.
 - The CNCS State Office may not support the candidate's selection for service based on the nature of the crime, how recent the crime occurred, the population against which the crime happened, or probation or parole status.
 - Additionally, a sponsor should also follow their own agency's policies on what offenses would disqualify a VISTA from serving at their organization.
- Ensure the applicant's criminal history has been accurately reported on the application and discuss the disclosed history during the interview.
- Inform all applicants that they must submit to an FBI criminal history check and a search on the National Sex Offender Public Website (NSOPW). If the applicant is listed in the NSOPW, or they have been convicted of murder, they cannot serve as a VISTA. Additionally, CNCS separately assesses other criminal history-related factors in determining whether the VISTA candidate is suitable to serve.

Member Screening Case Studies

Instructions: The scenarios below are for training purposes only; they do not reflect actual VISTA members or projects. Working on your own and using the materials presented during the session and in the workbook, review the scenarios and answer the questions for each one.

1. Molly is a new AmeriCorps VISTA member at the Cleveland Safe Neighborhoods After-School Program. She will be responsible for creating a new mentor program for students living in poverty in the community. Molly's VISTA Assignment Description includes program development, mentor recruitment, mentor/mentee matching, mentor training, and mentor recognition. The Safe Neighborhoods program is new, and Molly will need to reach out to all groups in the community to promote the program and set it up effectively.

On her first day of VISTA service, Molly did not arrive at the office as expected. The supervisor called her cell phone and sent an email asking about her attendance. Molly did not reply during the day.

When her supervisor came into work next the following day, Molly was at her desk and apologized for missing the first day on site. She explained that she is an undergraduate student in Penn State's education program, and yesterday was freshmen orientation. Her phone battery died early in the morning, and Molly did not receive the supervisor's messages until after dinner.

- a. As Molly's supervisor, what questions would this situation raise for you?
 - b. Did your project miss any steps in the VISTA member screening process?
 - c. What could have been done differently or better?
2. Serena is a new AmeriCorps VISTA member at Volunteer Utah. Serena will be responsible for developing and launching a new online emergency resource connection system for low-income or homeless citizens across the state. She will create the database, design and distribute promotional materials, and create staff training resources for the new system. Serena will also be responsible for training Volunteer Utah staff on the system and monitoring its results during her year of service. Volunteer Utah is a program of the state government, and there are extensive protocols that govern information technology and citizen engagement for the staff. These protocols will also apply to the VISTA member.
At one of her early one-on-one meetings with her supervisor, Serena asked where she can learn how to create a database from scratch. Her supervisor asked about the 'computer skills' listed on her VISTA application, and Serena noted that she is very skilled in Internet research and Microsoft programs. She has not worked on any database project or with any databases in her previous jobs.
 - a. As Serena's supervisor, what questions would this situation raise for you?
 - b. Did your project miss any steps in the VISTA member screening process?
 - c. What could have been done differently or better?

Member Screening Worksheet

Instructions: Working on your own and using the materials presented during the session and in the workbook, answer the questions below for your VISTA project. If you are a new project and have not yet screened VISTA candidates for service, consider your agency’s plan, systems and processes, and track record with employee screening.

1. What is the process for promoting opportunities and screening candidates for VISTA service (or employment) at your project?

2. Who is responsible for promoting opportunities and screening candidates for VISTA service (or employment) at your project?

3. Does your project or Sponsoring Organization require additional qualifications for service (or employment)? If so, what are they? How are they assessed?

4. How are staff trained to screen candidates for VISTA service (or employment) at your project? Who provides the training? How is it delivered?

5. What are your agency’s strengths in VISTA member (or employee) screening?

6. What, if anything, is missing from your agency’s screening process?

7. Where has your agency struggled with member screening?

Learn More About Member Screening and Suitability for Service

CNCS MATERIALS

- Application Screening Worksheet:
<https://www.vistacampus.gov/resources/vista-application-screening-worksheet>
- Interviewing VISTA Applicants:
<https://www.vistacampus.gov/resources/interviewing-vista-applicants>
- Selecting VISTA Members:
<https://www.vistacampus.gov/resources/selecting-vista-members>
- VISTA Sponsor Handbook:
<https://www.vistacampus.gov/lessons/vista-sponsor-handbook>

OTHER SOURCES

- Council of Nonprofits:
<https://www.councilofnonprofits.org/tools-resources/managing-nonprofit-employees>
- Nonprofit Risk Management Center:
<https://www.nonprofitrisk.org/resources/articles/background-checks-screening-and-your-nonprofit/>

Reporting and Data Collection

SESSION GOAL

This session will strengthen VISTA sponsor data collection strategies and tools to improve systems for demonstrating project impact and effectiveness.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Describe VISTA sponsor reporting and data collection requirements.
- Summarize lessons learned about national VISTA project reporting data.
- Identify characteristics of strong data collection tools.
- Assess the quality of your data collection tools.

NOTES

VISTA Project Reporting Requirements

All Sponsors must complete these requirements:

- **Sponsor Verification Forms** – Bi-weekly verification of actively serving VISTA members is critical for timely and correct payment of living allowances. The Sponsor Verification Form (SVF) is a document in eGrants that lists the active VISTAs assigned to a project and their end-of-service dates. On a bi-weekly basis, the Sponsor must complete and submit the form within three workdays of receipt to confirm which AmeriCorps VISTA members remained active during the previous pay period and which AmeriCorps members left service during the previous pay period. The Sponsor must certify the SVF even if no VISTA members left during the pay period covered by the form. Regular submission of this form by supervisors is critical to avoid overpayments to VISTA members who have terminated service early or have already completed their term of service. In the event of overpayment, CNCS will contact the VISTA members to return the funds.

Instructions and a schedule for the SVFs can be accessed through the VISTA Campus Reporting and Evaluation page.

- **Project Progress Reports** – Sponsors use the Project Progress Report (PPR) to document project accomplishments during a certain reporting period, as well as challenges, support provided to VISTA members, and technical assistance needs. CNCS staff use the PPR to assess progress and to determine what feedback, technical assistance, or other support are needed.

The PPR helps CNCS confirm that Sponsors are operating the project in accordance with the application, VISTA policies, and regulations and whether Sponsors are making adequate progress toward achieving the results specified in their approved application. Information from the PPR may also be used to fulfill requests for project information from other CNCS departments, such as the Office of External Affairs.

VISTA Sponsors are required to submit PPRs at prescribed intervals to the CNCS State Office, typically quarterly for the first year and semi-annually thereafter, unless otherwise specified by the CNCS State Office. Generally, reports are due 30 days after the end of a reporting period. Sponsors will complete PPRs regardless of whether or not a VISTA was serving during that reporting period. Reports are submitted and reviewed via eGrants, and the reporting periods and due dates for each report are viewable there.

- **VISTA Progress Report Supplement** – The VISTA Progress Report Supplement (VPRS) is an addendum to the PPR. The VPRS is submitted on an annual basis and is intended to cover activities over a single fiscal year, regardless of the individual program year. Through the VPRS, Sponsors submit specific performance data elements used by CNCS.
- **Future Plans Forms** – The Future Plans Form (FPF) in the My AmeriCorps Portal is a critical administrative requirement at the end of the service term. It is the mechanism by which VISTA members select their end-of-service action (regular exit, extension, reenrollment, or early exit). Sponsors play an active role in ensuring each VISTA member submits an FPF at least 45 days prior to the end of the VISTA member's service, and the Sponsor also submits a performance evaluation and action recommendation.

Data Collection

Definition

Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of how a program is functioning. Data collection enables a person or organization to answer relevant questions, evaluate outcomes, and understand trends in performance or resource management.

Types of Data Collection Methods

Quantitative data provide numerical information that can be counted, quantified, and mathematically analyzed (e.g., test scores, ratings). Quantitative data are systematically collected, recorded, and analyzed. Qualitative data provide narrative information that describes the study subject(s) and context (e.g., transcripts of interviews and focus groups, field notes from observation of certain activities). Qualitative data are systematically collected, recorded, and analyzed. Note that individual anecdotes and testimonials are not qualitative data unless they are systematically collected, recorded, and analyzed.

Tools

Here are examples of data collection tools that would provide quantitative or qualitative data:

- Assessments/tests
 - Instruments used to assess knowledge, skill, or performance
 - May be administered on paper, electronically, or via observation
 - Some are commercially available or have been independently validated for accuracy
 - Programs may develop their own internal assessments/tests tailored to their program model
- Document review
 - Uses content analysis and other techniques to analyze and summarize printed material and existing written information
 - Examples: Meeting minutes, program logs, training materials/manuals, annual performance reports, etc.
- Focus groups
 - Collect information through a guided small-group discussion
 - Discussion centers around a small number of topics directed by a facilitator
 - Often used to collect information on topic(s) that benefit from group discussion
- Qualitative interviews
 - Collect information by talking with and listening to people
 - Performed either face to-face or over the telephone
 - Rely on open-ended questions
- Participant observation/field notes
 - Observe study participants in their “natural” settings
 - May be structured or unstructured
 - Involve the researcher taking lengthy and descriptive notes of what is occurring
- Surveys
 - Standardized instruments that collect data from a targeted group
 - Generally comprised of well-specified, closed-ended questions

Recommendations for Success

Data collection is one step in a thorough program evaluation plan. Before determining how you will collect data, consider these questions:

1. What is the purpose/objective of the evaluation?

The stated purpose/objective of the evaluation drives the expectations and sets boundaries for what the evaluation is to deliver. The data that are collected should provide the information stakeholders need or hope to gain from the evaluation. For example, the evaluation may produce evidence that the program is meeting its intended outcomes (outcome evaluation), or it may help understand how to operate the program more efficiently or identify barriers to implementation (process evaluation).

2. What are the research questions?

Process and outcome evaluations require different research questions.

Process Evaluation Who? What? When? Where? Why? How?	Outcome Evaluation Changes? Effects? Impacts?
Goal is generally to inform changes or improvements in the program's operations	Goal is to identify the results or effects of a program
Documents what the program is doing and to what extent and how consistently the program has been implemented as intended	Measures program beneficiaries' changes in knowledge, attitude(s), behavior(s) and/or condition(s) that result from a program
Does not require a comparison group	May include a comparison group (impact evaluation)
Includes qualitative and quantitative data collection	Can include both quantitative and qualitative data but typically requires quantitative data and advanced statistical methods

3. What is the type of evaluation design?

Process and outcome evaluation designs may be non-experimental, quasi-experimental, or experimental.

4. What resources are available for the evaluation?

Consider these questions when identifying resources to support program evaluation:

- a. How much of your evaluation budget can be allocated for data collection?
- b. Are staff members available to assist in the data collection for the evaluation? What are their areas of expertise?
- c. Will you hire an external evaluator?
- d. What data are you already collecting as part of routine program operations?
- e. How can you continue building on your data collection efforts?

Data Collection Worksheet: Assessing the Quality of Your Data Collection

Instructions: Working on your own, answer the questions below about your project’s data collection using the materials presented during the session and in the workbook.

Put this in chart form with places to insert answers—not just yes/no

Data Characteristics	Assessment Questions	Notes
<p>1. How valid is your data?</p> <p><i>Validity</i> indicates whether the data collected and reported measures the approved performance measure or program goal.</p>	<p>Is the data relevant to the VISTA project?</p> <p>Are your reported items consistent with the approved goals of the current grant and/or program?</p> <p>Are you measuring what you intended to measure?</p>	
<p>2. How complete is your data?</p> <p><i>Completeness</i> indicates whether there is enough information to draw a conclusion about the data and whether enough individuals responded to it to ensure representativeness.</p>	<p>Does the reported data contain enough information to represent performance measure activities?</p> <p>Did the reported data come from all project sites and/or a random sampling of service recipients?</p>	
<p>3. How consistent is your data?</p> <p><i>Consistency</i> considers the extent to which data is collected using the same process and procedures by everyone doing the collecting and in all locations over time.</p>	<p>Do you clearly document your data collection methods?</p> <p>Do you have policies and procedures which direct your data collection process?</p> <p>Do you use the same data collection methods for all sites? Across the lifespan of the project? Across all VISTA members and service recipients?</p> <p>How do you train data collectors?</p> <p>Do you define jargon and other terminology used in data collection tools?</p> <p>What steps have you taken to eliminate bias?</p>	

Data Collection Worksheet: Assessing the Quality of Your Data Collection, cont.

Data Characteristics	Assessment Questions	Notes
<p>4. How accurate is your data?</p> <p><i>Accuracy</i> indicates whether the data is free from significant errors and whether the numbers seem to make sense.</p>	<p>Do you have a plan or procedure to collect and review data?</p> <p>Do you have documentation showing that you followed your data collection and review plan?</p> <p>Does the data vary significantly in unexpected ways?</p> <p>What steps do you take when you find significant variation in your data?</p>	
<p>5. How verifiable is your data?</p> <p><i>Verifiability</i> considers the extent to which staff have ways to verify that data was collected and reported according to plans and procedures.</p>	<p>Did an objective staff member double check that the data collected follows the plans and procedures for data collection?</p> <p>What types of controls do you have throughout the data collection and management process?</p> <p>How often do you review and update the data quality control procedures?</p> <p>Who is responsible for reviewing and updating the data quality control procedures?</p>	

Learn More About Reporting and Data Collection

CNCS MATERIALS

- AmeriCorps VISTA Progress Report Instructions:
<https://www.vistacampus.gov/resources/americorps-vista-progress-report-instructions>
- Grant Award Terms and Conditions (General and Specific):
<https://www.nationalservice.gov/resources/financial-management/terms-conditions-and-certifications-assurances-cnccs-grants>
- National Service Knowledge Network Evaluation Resources and Training:
<https://www.nationalservice.gov/resources/evaluation>
- VISTA Campus Evaluation Resources:
<https://www.vistacampus.gov/evaluation>
- VISTA Campus Reporting and Evaluation:
<https://vistacampus.gov/supervisors/reporting-and-evaluation>
- VISTA Performance Measures:
<https://www.nationalservice.gov/documents/2018/fy19-vista-performance-measures>
- VISTA Progress Report Supplement Instructions:
<https://vistacampus.gov/resources/vista-progress-report-supplement-vprs-instructions>
- VISTA Sponsor Handbook:
<https://www.vistacampus.gov/lessons/vista-sponsor-handbook>

OTHER SOURCES

- The American Evaluation Association:
<http://www.eval.org>
- The American Statistical Association:
<http://www.amstat.org/sections/srms/pamphlet.pdf>
- The Evaluation Center:
<http://www.wmich.edu/evalctr/>
- National Science Foundation:
http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf

Sub-Site Management

SESSION GOAL

This session will introduce VISTA sponsors to critical elements of site management and connections to all aspects of project and member management.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

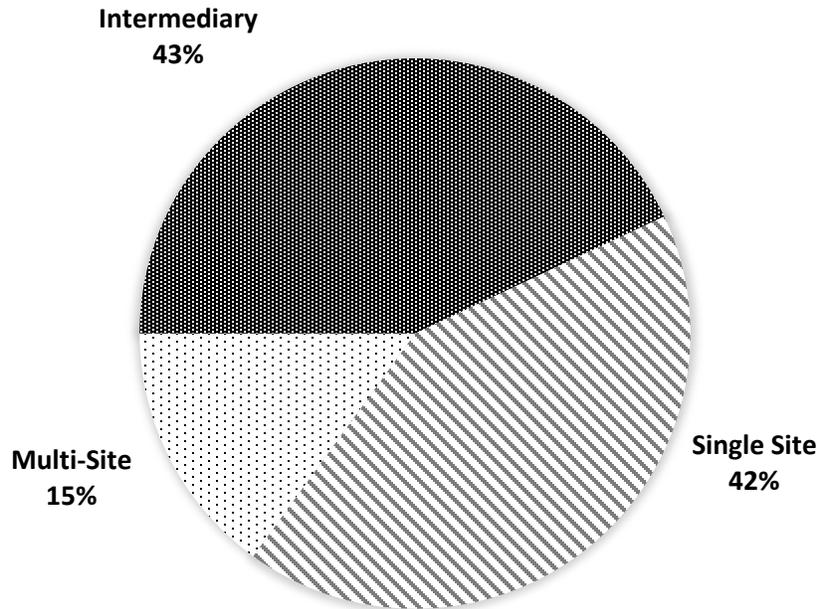
- Define VISTA sponsor responsibilities for managing sub-sites.
- Describe at least three structures of VISTA projects, including site staff preparation, member recruitment and management, and project reporting.
- Analyze strategies for building strong and consistent working relationships with sub-sites.

NOTES

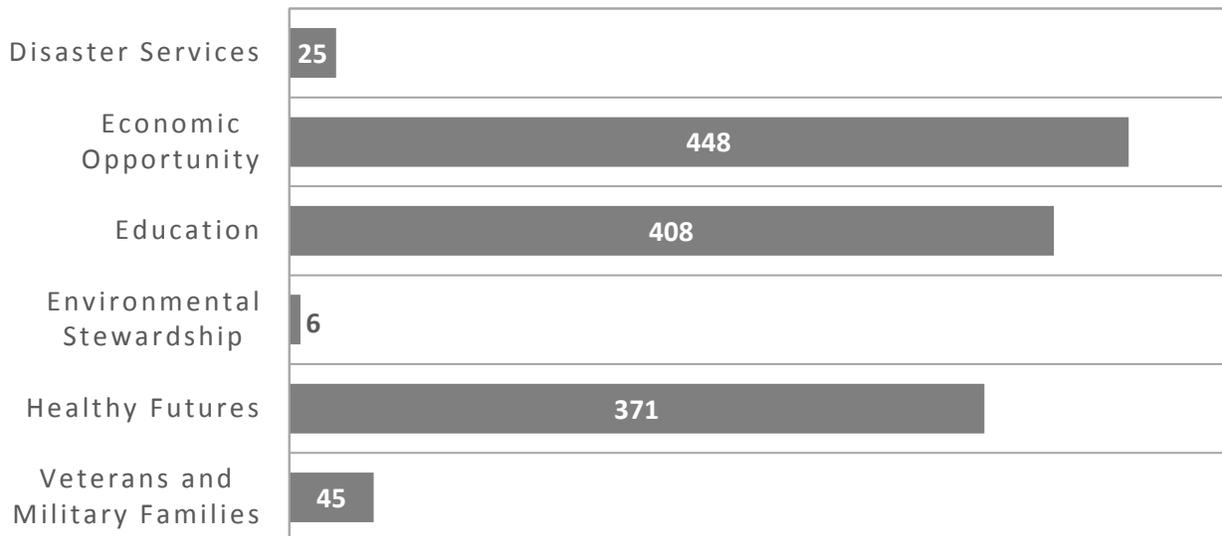
VISTA Projects Overview

As of June 1, 2019:

- Total VISTA Projects: 849
- Total Approved Sites: 5,816



Focus Areas



VISTA Sponsor Responsibilities for Sub-Site Management

The following list summarizes some core responsibilities of VISTA sponsors:

- Operate the project
 - In accordance with applicable laws, regulations, policies, certifications, and assurances
 - In accordance with the approved Project Application
 - With best efforts to accomplish the goals set out for the AmeriCorps VISTA members in the project application
 - Consult with and involve the people of the communities to be served in planning, developing, and implementing the project
- Ensure the Project Director/Supervisor named on the Project Application participates in supervisor training offered by CNCS
- Ensure the training of supervisors with support from the CNCS State Office
- In cases where the Sponsor assigns VISTA members to subrecipients/sub-sites, enter into a Memorandum of Understanding with each subrecipient organization where member(s) are placed
- Complete reporting requirements, including
 - Sponsor Verification Form
 - Project Progress Report
 - VISTA Progress Report Supplement
 - Federal Financial Report if awarded a support or program grant
- For cost share projects, reimburse CNCS for bi-weekly payments to all cost share members for their living allowances
- Recruit and retain highly qualified VISTA members for service
- Develop and manage VISTA Assignment Descriptions
- Develop and submit compelling Service Opportunity Listings in My AmeriCorps Portal
- Understand VISTA Member Orientation requirements
- Understand and help members follow the process and timeline for fingerprint submission requirements
- Recognize the impact of VISTA members in your community and acknowledge CNCS as a funder

Managing a high-quality VISTA member experience is another core responsibility for VISTA Sponsors. The member experience core responsibilities begin with planning for recruitment, which occurs well before the VISTA arrives onsite and continues throughout the VISTA member's service term. Specific tasks include:

- Prepare a VISTA Assignment Description for each VISTA position that aligns with the goals described in the approved Project Application
- Recruit, screen, and interview applicants and make candidate recommendations to the CNCS State Office in advance of the VISTA Member Orientation
- Provide an in-depth On-Site Orientation and Training for all incoming VISTA members at the beginning of their service
- Supervise all assigned AmeriCorps VISTA members on a day-to-day basis, and ensure that subrecipient organizations provide day-to-day supervision and support
- Ensure the safety of all assigned VISTA members during the performance of their assigned duties, and notify your CNCS State Office promptly of any serious injury, harassment, and/or discrimination

Sub-Site Management: Sample Memorandum of Understanding

Based on Florida Campus Compact:

Memorandum of Understanding (MOU) between the [insert name of project sponsor] and [insert name of host organization]

This Memorandum of Understanding (MOU) establishes a collaborative partnership between the above entities from [project start date] through [project end date].

This document defines the responsibilities of **[insert name of project sponsor]** as the Project Sponsor and [Insert Organization Here] as the Project Host Site with respect to the assignment of up to **(insert number of member(s) here)** AmeriCorps VISTA member(s) to perform services to **[insert scope of work here]**.

Community needs and project-related tasks are outlined in the Performance Measures section of the Project Host Site Application. The obligations of the parties hereto are subject to and governed by the terms and conditions of the Memorandum of Agreement between the Corporation for National & Community Service (CNCS) and **[insert name of umbrella agency if different from project sponsor]** or **[insert name of project sponsor]**, CNCS Project Number **[insert CNCS project number]**, which is incorporated herein by reference, and federal laws and regulations and CNCS policies applicable to the project, or which may become applicable to it subsequent to the execution of this Memorandum of Understanding (MOU).

1. As the Project Sponsor, **[insert name of project sponsor]** will:
 - a. Serve as the Fiscal Agent and overall administrator for the grant and provide overall supervision of the grant, provide assistance to the Project Host Sites and VISTA members in support of grant implementation, and be the liaison between Project Host Sites, VISTA members and the Corporation for National and Community Service.
 - b. Comply with the provisions of the Memorandum of Agreement between the Corporation for National & Community Service **[insert name of umbrella agency if different from project sponsor]** or **[insert name of project sponsor]**.
 - c. Assign VISTA placements (as specified on page 1, paragraph 2) to the Project Host Site for the duration of this Memorandum of Understanding subject to the availability of funding and recruitment/training deadlines for VISTA Pre-Service Orientation (PSO) set forth by CNCS.
 - d. Assist the Project Host Site with the development of VISTA member work plans and assignment descriptions. Provide final approval of all VISTA work plans and assignment descriptions prior to VISTA candidates attending Pre-Service Orientation and beginning their term of VISTA service.
 - e. Assist with the recruitment, screening, interviewing, and selection of VISTA candidates when requested by the Project Host Site.
 - f. Transfer VISTA member(s) from one placement to another to comply with terms and provisions of the grant or upon the request of the VISTA member with the approval of CNCS. In this scenario, Project Host Sites will be given 14 days' notice.
2. The Project Host Site will:
 - a. Provide a Site Supervisor to provide day-to-day supervision of the activities of the VISTA member(s).
 - b. Recruit, screen, interview, select, and submit VISTA candidates to the Project Sponsor for approval and placement at PSO. The Project Sponsor will assist with candidate recruitment and selection upon request. VISTA candidate applications must be submitted to the **[insert name of project sponsor]** for approval by the **[insert name of project sponsor]** recruitment deadline, which is one

week before the CNCS deadline. Final approval for all VISTA candidates to attend PSO is subject to review and selection by the **[insert name of state]** CNCS office.

- c. Submit a VISTA work plan for approval prior to the VISTA member’s start date.
- d. Submit a proposed budget detailing member mileage reimbursement, professional development, the project participation fee, and in-kind assistance.
- e. Provide the VISTA member(s) individualized On-Site Orientation and Training at the beginning of their term of service.
- f. Use the approved VISTA work plan as the source of tasks and responsibilities for the VISTA member to empower the capacity building activities of the member.
- g. Ensure that VISTA members dedicate an average of 40 hours per week to their approved VISTA work plans and member descriptions to address the community needs identified in the approved Project Sponsor Application. **[insert name of project sponsor]** will track VISTA member’s personal and sick leave on a monthly basis on the VISTA Leave Report Form. Project Host Sites should use their existing policies and procedures to account for a VISTA member’s actual work schedule and hours served.
- h. Schedule regular meetings (preferably weekly) with the VISTA member(s) to discuss the project and other concerns.
- i. Provide adequate working space, materials, supplies, and access to a phone and computer to permit the VISTA member to perform his/her assigned duties.
- j. Ensure that the VISTA member is reimbursed for all local travel associated with the project. Mileage reimbursement should be done in accordance with the Project Host Site’s existing policies and procedures. Ensure the Form V-81 is completed in My AmeriCorps.
- k. Allow the VISTA member to participate in scheduled professional development and training opportunities, site visits, and conference calls. It is recommended that Project Host Sites budget \$750 in professional development and training funds for their VISTA member. The VISTA member will be required to attend a training identified by the **[insert name of project sponsor]** Director for the purposes of completing In-Service Training (IST) requirements as set forth by CNCS.
- l. Allow the VISTA member to participate in disaster relief/emergency response efforts as directed by CNCS.
- m. Allow the VISTA member to participate in Days of Service (e.g., MLK Day of Service, National Volunteer Week, Make A Difference Day) should activities be organized by the **[project sponsor]** or in the community where the VISTA member is serving.
- n. Inform the Director of **[insert name of project sponsor]** of any changes in status of the VISTA and other concerns related to the VISTA Project.
- o. The Project Host Site agrees to provide project updates via quarterly Project Progress Reports (PPR) with VISTA member input. Updates are due according to the following schedule:

Reporting Periods and Due Dates

October 1 through December 31.....	[insert report due date]
January 1 through March 31.....	[insert report due date]
April 1 through June 30.....	[insert report due date]
July 1 through September 30.....	[insert report due date]

3. Joint Responsibilities

Both parties to the Memorandum of Understanding shall:

- a. Make every reasonable effort to ensure that the health and safety of the VISTA members are protected during the performance of their assigned duties. Neither the Project Sponsor nor the Project Host Site shall assign or require VISTA members to perform duties which would jeopardize their safety or cause them to sustain injuries.
- b. Ensure that persons selected as VISTA members are not related by blood or marriage to Project Host Site staff, Project Sponsor staff, officers or members of the Project Host Site's or the Project Sponsor Site's boards of directors, or responsible program staff at CNCS.
- c. Neither the Project Sponsor nor the Project Host Site has the discretion or authority to dismiss or separate a VISTA member from service; CNCS is the sole authority that can terminate a VISTA member's term of service. The Project Site should document any performance or behavior issues and immediately report them to **[insert name of project sponsor]**. The Director of **[insert name of project sponsor]** will report such incidences to the state CNCS office and resolve them in accordance with rules governing the grant. This is necessary to provide VISTA members due process.

4. Non-Discrimination and Sexual Harassment

- a. No person with responsibilities in the operation of the project shall discriminate against any VISTA member, member of the staff of, or beneficiary of the project with respect to any aspect of the project on the basis of race, religion, color, national origin, sex, sexual orientation, age, disability, political affiliation, marital or parental status, or military service.
- b. Sexual harassment is a form of discrimination based on sex, which is prohibited as addressed directly above. As a recipient of federal financial assistance from CNCS, the Project Sponsor and Project Host Site are responsible for violations of the prohibition against sexual harassment and for taking corrective action and/or disciplinary action if violations occur. Such sexual harassment violations include:
 - i. Acts of "quid pro quo," sexual harassment where a supervisor demands sexual favors for service benefits, regardless of whether the Project Sponsor or Project Host Site, their agents, or supervisory employees should have known of the acts.
 - ii. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature which have the purpose or effect of creating an intimidating, hostile, or offensive service environment.
 - iii. Acts of sexual harassment toward fellow AmeriCorps VISTA members or non-employees, where the Project Sponsor or Project Host Site, their agents, or supervisory employees knew or should have known of the conduct, unless they took immediate and appropriate corrective action.

5. Legal Restrictions

VISTA members should work to emphasize the mobilization of local human, financial, and material resources, the transference of skills to community residents, and the expansion of the capacity of the low-income community to solve its own problems. VISTA members should NOT perform administrative duties except for those related to the goals and objectives identified in their work plan.

The Project Host Site agrees that no VISTA member assigned under this MOU shall participate in:

- a. Partisan and non-partisan political activities, including voter registration.
- b. Direct or indirect attempts to influence passage or defeat of legislation or proposals by initiative petition.

- c. Labor or anti-labor organization or related activities.
- d. Religious instruction, worship services, proselytization, or any other religious activity as an official part of their duties.

The Project Host Site further agrees not to:

- e. Carry out projects (related to VISTA) resulting in the identification of such projects with partisan or non-partisan political activities, including voter registration activities or providing voters transportation to the polls.
- f. Assign VISTA members to activities that would result in the hiring or displacement of employed workers, filling-in for absent employees or supervisors, or impairing existing contracts for services.
- g. Approve the involvement of any VISTA member assigned to it in planning, initiating, participating in, or otherwise siding or assisting in any demonstrations whatsoever.
- h. Accept, or permit the acceptance of, compensation from the VISTA members or from beneficiaries for the service of the VISTA members.

6. Modifications

This Memorandum of Understanding may be amended at any time by an agreement in writing executed by authorized representatives of the Project Sponsor and Project Host Site.

7. Termination

- a. The **[insert name of project sponsor]** will use the above provisions to determine continued eligibility of the **[insert name of host organization]** to be a Project Host Site. Failure to comply with any of the roles and responsibilities as outlined in this MOU will result in responsive and corrective action to include removal of the VISTA member placed at your site. In this case, the **[insert name of project sponsor]** Initiative will provide 14 days' notice of termination of and/or VISTA removal/transfer from the project.
- b. Any termination of the Memorandum of Understanding between **[insert name of project sponsor]** as the Project Sponsor and the Corporation for National and Community Service will result in the termination of all provisions of this Memorandum of Understanding.

Signatures for MEMORANDUM OF UNDERSTANDING between the **[insert name of project sponsor]** and the **[insert name of host organization]**.

Signature _____
[insert director name]
[insert title]
[insert name of project sponsor]

Signature _____
[insert director name]
[insert title]
[insert name of host organization]

Date _____

Date _____

VISTA Project Design Worksheet

Instructions: Work with a partner to discuss this worksheet. Using the materials presented during the session and in the workbook, discuss the items below. Take 10 minutes to discuss the answers with your partner.

1. How many service or placement sites do you have in your VISTA project? Where are they located?

2. Where are the administrative offices of your project (i.e., the CEO or Executive Director, Budget Director, etc.)?

3. How are site staff trained at your project? What is the schedule for training site staff? Who delivers the training?

4. Who is responsible for designing evaluation plans, systems, and data collection tools for the project, including sub-sites? Who is responsible for collecting, verifying, analyzing, and compiling reports for your VISTA project?

5. What are the strengths of your site management plan?

6. What are the greatest challenges of your site management plan?

Sub-Site Training Syllabus

As an intermediary sponsor, you have primary responsibility for managing the VISTA project, but many of the day-to-day responsibilities of running a project rests with sub-site supervisors. It is your job to ensure that sub-site supervisors are trained and supported.

Use this syllabus when planning training for your sub-site supervisors so they can learn about the mission and purpose of VISTA; the terms, conditions, and benefits of VISTA service; strategies for recruiting, orienting, coaching, and supervising members, and for guiding their end of service transitions.

In each section below, you'll find the title and purpose of the resource as listed on the Supervisors section of the VISTA Campus, along with ideas on how to use it when working with your sub-sites.

VISTA Program Overview

- A. VISTA Program Overview Customizable PowerPoint Presentation: A comprehensive slide set to help understand programmatic engagement with VISTA and your unique VISTA project structure.
- B. The Role of Sub-Site Supervisors – A Mini-Supervisor Orientation Webinar: A recorded webinar that serves as an introductory orientation for sub-site supervisors.
- C. VISTA Sponsor and Sub-Site Supervisor Major Tasks At-A-Glance: An overview of key project tasks that can be customized to distinguish responsibilities between intermediary sponsors and sub-sites.
- D. Memorandum of Understanding (MOU) Sample: An example of a well-crafted MOU to formalize the sub-site role.
- E. New Site Orientation Agenda Sample: An agenda to orient new sub-sites to working with VISTA members.

VISTA Assignment Descriptions

- A. Training Your Sub-Site Supervisors about the VAD: A guide to train your sub-site supervisors on crafting good VADs.
- B. Using VADs throughout Your Project: Ideas for how to leverage the VAD to guide the entire year of VISTA service.
- C. Creating Effective VADs: A short course (Flash) on creating and using VADs; all who will write VADs should review this course.
- D. Adapting VADs: A short guide on when and how to adapt a VAD during the service year.

Recruitment and Selection

- A. Recruitment Team Training and Process Enhancement: This PDF will help organize your sub-site team(s) to assist and collaborate in the recruitment process. Self-assessment questions can help identify areas to enhance the recruitment process.
- B. Getting the Word Out—Recruitment Avenues: Explore this list of places and techniques for sharing open VISTA opportunities with your sub-sites.
- C. VISTA Recruitment Checklist: Use this checklist as a reference to plan for and assign recruitment tasks with your sub-sites.
- D. Creating a Recruitment Plan: Use this worksheet to create a plan with your sub-site supervisors for organizing your recruitment efforts.
- E. Marketing for Recruitment: Share this worksheet with your sub-site supervisors so they can write recruitment materials that will attract strong VISTA applicants.
- F. Screening VISTA Applicants: A crucial element in selecting candidates is thoughtful screening. Use this worksheet to ensure sub-sites are properly screening VISTA applicants for fit and persistence.

G. Interviewing VISTA Applicants: A guide to conducting a thorough VISTA candidate interview.

H. Selecting VISTA Members: Use this set of criteria to help sub-site supervisors make good acceptance decisions.

I. AmeriCorps VISTA Applicant Tracking Tool and Applicant Tracking Tool Guide to Getting Started: Field-tested by VISTA Leaders, this spreadsheet and “how to” PDF will help your project stay organized throughout the recruitment process.

J. VISTA Member Recruitment Calendar: Use this tool to generate a list of recruitment milestones based on your members' start dates.

Reporting

A. Reporting Task List: Use this customizable spreadsheet to track due dates for VISTA project progress reports (PPR), report supplements (VPRS), sponsor-verification forms, and member milestones.

B. Completing Sponsor Verification Online: A PDF document with instructions to complete member verification.

C. Sponsor Verification Due Dates: A handy list of due dates to post for easy reference.

D. The AmeriCorps VISTA Impact App: Share this app with members so they can track service activities using their mobile device or a computer.

Coaching and Supervision

A. Successful Member Coaching and Supervision for Sub-Site Supervisors: Download and adapt this slide set to train your sub-site supervisors on the importance and skills of good supervisory communication.

B. Coaching and Supervision Checklist: An essential resource for sub-site supervisors to keep on hand throughout the year.

C. VISTA Member Performance Review Template: Adapt and use this template to review a VISTA member's performance.

D. Civil Rights Summary: Refer to and share this document with your sub-site supervisors it outlines civil rights law and how it applies to VISTA members.

E. VISTA Civil Rights and Responsibilities: Share this course link—essential content on civil rights and responsibilities for all VISTA members and supervisors.

Onboarding/OSOT and Ongoing Training

A. On-Site Orientation and Training Guidebook: This guide is an essential tool for designing and delivering OSOT, a key sub-site supervisor responsibility.

B. OSOT Planning Worksheet: Share this planning tool with your sub-sites for creating and delivering effective OSOTs.

C. OSOT Checklist: A simple checklist to ensure sub-site supervisors are covering all the important OSOT topics.

D. Community Entry Worksheets: A set of tools for supervisors to identify cultural and community norms to plan successful community entry for VISTA members.

E. VISTA Member Safety Resources: A list of emergency contacts and how members can find support if they are feeling unsafe at their service sites.

VISTA Transitions

A. Transitions Talking Points: Follow this guide to have meaningful, substantive conversations during a VISTA member's transition out of service.

B. VISTA Member Handbook: End-of-Service Checklist: A guide to ensure a smooth transition for both the member and the project site.

Scheduling Site Visits

Adapted from the Minnesota Alliance With Youth Promise Fellows (Minneapolis, MN)

Sample Email to Set Up Visit to Host Site

Hi,

I hope this finds you well! I was hoping we could schedule a site visit for next week or sometime during the week of <<date>>.

The visit would need to include the following:

- 45- to 60-minute interview with the member
- 60-minute interview with member and supervisor
- 20- to 30-minute interview with the supervisor
- Tour of facilities (if appropriate)

The interviews can be scheduled in any order, but the visit typically takes 2½ hours to 3 hours to complete.

If you could let me know what date and whether a morning or afternoon visit would work best for you, that would be great. I will confirm with you the time and date as well as directions to your site once I hear from you. Please let me know if you have any questions; I've attached some general information about site visits that you may want to look over. I look forward to seeing you soon.

Thank you!

Site Visit (attachment to email)

What is a site visit?

At least once a year, one member of our staff conducts a site visit at each site. A site visit provides the member, supervisor, and staff an opportunity to reflect on the year and address any pressing issues. We focus both on the individual development of the member and on the capacity building of the site. It also gives our program staff a chance to learn more about the site and its work.

What can I expect?

Each site visit consists of four parts:

- One-on-one meeting with the site supervisor (30 minutes)
- One-on-one meeting with the member (45–60 minutes)
- A tour of facilities/program (15–30 minutes)
- A meeting with program staff, member, and site supervisor (60 minutes)

Each visit typically takes 2½–3½ hours to complete. Scheduling will be coordinated by the program staff and member in conjunction with the supervisor. We strongly suggest that members and supervisors jot down answers to the following questions in preparation for our discussions.

Discussion questions for site supervisors:

- What has been a highlight of the year so far?
- How has hosting a VISTA member impacted your organization?
- How do you ensure the safety of your VISTA member?

- How is your community being mobilized to think about and work on building educational equity and excellence?
- What partnerships/collaborations have evolved out of the work of the member?
- How will you sustain the work of the member after this year?
- ***We will also discuss the following topics:*** program administration (how well does the site support the program with resources), member support, program sustainability, program mobilization (how well the site mobilizes resources/volunteers), and site-specific issues. The member, supervisor, and program staff will work together to determine in what areas the site is already successful and brainstorm possible approaches to areas that may need improvement.

Discussion questions for the VISTA member:

Personal Development

- What is a high point moment that you have been involved with since you began your work? What happened? What made it memorable? What personal qualities did you bring to make this event happen?
- What do you value most about yourself as a VISTA member? How do you contribute to the work of your site?
- How has your sense of community engagement and involvement been impacted by your work as a VISTA member?

Community Change and Capacity Building

- What are you learning about *community mobilization* and change through this experience? What partnerships have evolved out of your work? Who has become involved in your organization/site as a result of your work? What businesses, schools, faith communities, etc., have been engaged?
- What is the best thing happening in your community/organization? What are its best assets? How are you using those assets in your work?
- What is one small change that could make a big difference in your organization/community? How might you take the initiative to bring about that change?
- Describe what you hope to see happen between now and the end of the year at your site. What will be the best possible outcome? What will it take for you to achieve this? What will you need to do?

Program Feedback

- What does our state-wide program do well?
- What should we do more of?
- Do you have any suggestions for training, outreach, recognition, etc.?
- Have you received adequate information and training about member safety during your service?

Reporting Task List

The VISTA Reporting Task List is an organizing tool for VISTA reports and member tasks. Sponsors may use it to organize and track due dates for VISTA project progress reports, report supplements, sponsor-verification forms, and member milestones.

The form will auto-populate dates based on the project milestones set in eGrants when the project is approved. Sponsors may work closely with the Corporation State Office (CSO) to ensure the dates that are generated for project tasks are accurate, as due dates may change.

Tip: Populate the Reporting Task List and send it to your CSO to review for accuracy.

You will find the following sheets in the document:

- Task List
- Members
- Reports
- Sponsor Verification Due Dates

Find the full Reporting Task List on the [VISTA Campus](#).

Sub-Site Management Recommendations for Success

Invest in creating strong Memoranda of Understanding (MOU) with sub-sites

- Require training for all supervisors before approving members
- Update the MOUs annually or when there is a change in the VISTA member supervisor
- Use the MOU as a monitoring tool during regular communications, site visits, desk reviews, etc.

Deliver extensive training for sub-site staff

- Include all staff who will interact with the VISTA members
- Ensure they are fully briefed on the project goals and requirements and able to provide support as soon as the VISTAs arrive
- Provide refresher trainings regularly and orient and train any new staff when there is turnover
- This is one of the most important roles of the VISTA Sponsor: VISTA members often report extreme disappointment and frustration when they arrive at their service sites and no one knows who they are, what VISTA is, or what the VISTA project is designed to accomplish

Establish a consistent site visit schedule and include project evaluation tools and processes as part of the site visits

- Collecting and verifying data from multiple sites is one of the more complex responsibilities of a multi-site or intermediary project model; it is especially challenging for organizations with sites in different states, time zones, etc.
- Design standard evaluation tools that will allow you to collect the same data from similar projects throughout the project period
- Train sub-site staff and VISTA members on the evaluation tools and processes at regular staff trainings and site visits

Maintain consistent communication with all sites and CNCS

- The frequency and method of communication will vary by Sponsor and community; be sure to include requirements for routine communications as well as what is required when a sub-site is having a problem with their project or VISTA member
- Include grievance procedures and conflict resolution procedures in your MOUs and reinforce the emphasis on member safety with all sub-sites and staff who will interact with and support VISTA members

Learn More About Sub-Site Management

CNCS MATERIALS

- VISTA Member Handbook:
<https://www.vistacampus.gov/lessons/vista-member-handbook-0>
- VISTA Program Code of Federal Regulations:
<https://www.ecfr.gov/cgi-bin/text-id?SID=b7993cd9f70e5fcac51cb550db648937&mc=true&node=pt45.4.2556&rgn=div5>
- VISTA Sponsor Handbook:
<https://www.vistacampus.gov/lessons/vista-sponsor-handbook>
- VISTA Terms and Conditions of Service:
<https://www.nationalservice.gov/resources/financial-management/terms-conditions-and-certifications-assurances-cnccs-grants>
- Webinars for Supervisors: Introduction to Training Sub-site Supervisors
<https://www.vistacampus.gov/resources/webinars-supervisors-introduction-training-sub-site-supervisors?id=13471>

OTHER SOURCES

- Going to Scale:
https://ssir.org/articles/entry/going_to_scale
- Managing Multi-Site Nonprofits:
http://www.socialimpactexchange.org/files/Managing_MultiSite_Nonprofits_0.pdf
https://www.thenonprofittimes.com/npt_articles/multi-site-nonprofits/

Training throughout the VISTA Lifecycle

SESSION GOAL

This session will strengthen initial orientation and training as well as ongoing professional development for diverse VISTA members.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

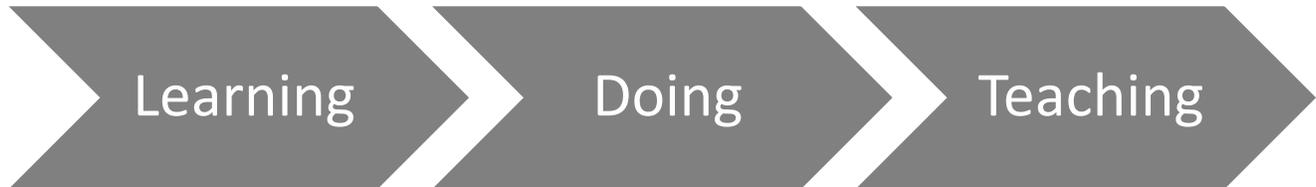
- Summarize the VISTA training program.
 - Define the sponsor requirements for providing on-site orientation and training for new members as well as ongoing professional development.
 - Access examples and resources to support your member training plans and activities.
-

NOTES

What is training?

Training is the process of equipping VISTAs with the skills, knowledge, and attitudes they need to successfully perform the duties of their VISTA Assignment Description. Training focuses on improving performance in a specific role.

The VISTA Lifecycle



Phase 1: Settling in

VISTAs are excited to begin their service and may bring a lot of questions to their supervisor and co-workers on site. Sponsors will need to create a welcoming environment and make sure that all project and site staff know what VISTA is, what the VISTA project goals are, and what is required in the VISTA Assignment Description.

Phase 2: Learning the ropes

This is where the on-site training becomes most critical. Sponsors will need to assess each VISTA's skills and knowledge and help train them for the specific duties in their VISTA Assignment Descriptions.

Phase 3: Cautiously contributing

VISTAs will be eager to get started on their projects; Sponsors and supervisors must build in interim steps to test their knowledge and skills and make any adjustments to the members' work in this early part of the service year.

Phase 4: Performing at the highest level

Help the VISTAs see their progress at this phase and stay focused on their work plans and project goals.

Phase 5: Transferring capacity

As the service year winds down, VISTAs will update or create transition materials to transfer their knowledge, tools/materials, and relationships to project site and/or new VISTAs coming into the project.

VISTA's Training Program

The VISTA Training Unit is located at VISTA Headquarters; staff work with internal and external partners to provide member training throughout the year

- Activities:
 - VISTA Campus: Online resource center for all things VISTA
 - In-Service Trainings: Regional in-person trainings for up to 200 VISTAs; topics include resource development, meeting facilitation, and establishing partnerships
 - Live webinars: Monthly 90 minutes presentations; topics include using social media to recruit volunteers, capacity building
 - VISTA Member Orientation (VMO): Monthly onboarding; required for all new VISTAs; includes 2 live webinars, self-directed study on the VISTA Campus, and onboarding paperwork

VISTA Member Orientations are required for new members. Sponsors must communicate VMO requirements to candidates at the time they offer them the service position and confirm they are available and able to fully participate.

Supervisors are also encouraged to join the Launching Your VISTA Service webinar on the first day of service.

Sponsor Training Responsibilities

All Sponsors share responsibilities to fully orient and train VISTA members. Specific requirements include:

- Ensure VISTAs can fully participate and complete all aspects of the VISTA Member Orientation
- Develop an On-Site Orientation and Training (OSOT) plan that is consistent with project goals and that meets minimum desired outcomes
- Submit the OSOT plan to the CNCS State Office 30 days before the VISTA start date
- Adjust the OSOT plan, as necessary, to meet individual VISTA's needs
- Assess members' needs and adjust ongoing training, as necessary
- OSOT is a critical base to the VISTA's experience
- Prepares and supports VISTAs as they settle in and begin implementing the VISTA Assignment Descriptions
- Member outcomes:
 - Understand history, structure of agency and VISTA project
 - Get to know the staff and community
 - Know where and how to begin implementing the VAD; complete a work plan for the year
 - Identify skills training needed to implement the VAD and build a clear learning path for the service year
- NOTE: For multi-site VISTA projects, Sponsors should provide a general OSOT to all VISTAs to orient them to the organization, the larger VISTA project, and relevant policies and procedures of the VISTA project. Sub-sites should then provide site-specific orientation and training for their VISTAs.

On-Site Orientation and Training Worksheet

Instructions: Working on your own and using the materials presented during the session and in the workbook, answer the questions below.

1. **Settling In:** How will you orient the VISTA to your cause? How will you orient the VISTA to your project's systems and people? What will your VISTAs do on their first day? What will your VISTAs do in their first week?

2. **Learning the Ropes:** Who is the VISTAs' direct supervisor? When will the supervisor meet with the VISTAs to review their VISTA Assignment Descriptions and begin their work plans? What project-specific skills and knowledge will your VISTAs need? How and when will they acquire it?

3. **Cautiously Contributing:** What is the first deadline your VISTAs will have to meet? What structure will be in place to assess the VISTAs' performance early in the service year? How will the supervisors correct and help improve the VISTAs work? Who is required to review and approve the VISTAs' work?

4. **Performing at the highest level:** How will you document progress on the VISTA Assignment Description and work plan? How will you support the VISTAs' professional development and life after VISTA plans? What informal and formal mechanisms exist to recognize the VISTAs' accomplishments? When is the mid-year performance appraisal?

5. **Transferring Capacity:** What are the final deliverables and deadlines for the VISTAs? How will project staff work with the VISTAs to capture the full year's results? How will the VISTAs hand off their project materials, recommendations, and contacts? How will you celebrate and thank the VISTAs for their service?

On-Site Orientation and Training Schedules: Example

OSOT Design: Example 1

AmeriCorps VISTA On-Site Orientation

Community Action Agency of ABDville

I. Prior to First Day at [PROJECT]

- Send VISTA Assignment Description to the VISTA member
- Send VISTA information required to serve at [PROJECT] including [Examples: Oath of Confidentiality; code of conduct, etc.]
- Add VISTA to relevant communications and invite him/her to events and/or trainings
- Send first day logistical information including what time to arrive, where to arrive, what they may need to bring, and the expected dress code.
- Prepare VISTA workspace:
 - Secure phone access, a computer, and desk space
 - Secure any keys the VISTA may need
 - Prepare email account
 - Provide instructions and prepare access to software and relevant accounts the VISTA will be using (i.e., shared file drive or network, Survey Monkey, Constant Contact, social media accounts, etc.)
- Inform other organization staff of the VISTA member's arrival and role.

II. First Day

- Human Resources
 - Introduce to staff/key partners
 - VISTA receives the program and Employee Handbook (with clarification on policies that may not apply to VISTA)
- Review with supervisor general policies:
 - Personal and medical leave
 - Recordkeeping
 - Office hours
 - Breaks and lunch
 - Dress code
 - Office/building tour and general housekeeping
 - Tour of the building and parking lot
 - Tour of offices and host institution
 - Kitchen guidelines
 - Review location of office/bathroom supplies
 - Provide office and any other relevant keys
 - Basic review of calendar and schedule

- IT & New Employee Set Up
 - Set up computer and review email and other primary software usage
 - Basic review of phone system
- VISTA
 - Review Terms and Conditions with VISTA member
 - Explain how VISTA fits into the organization
 - Attend Launching your VISTA Service webinar at 3:00-4:30 pm Eastern
 - Submit completed Oath form after webinar

III. First Week

- Human Resources
 - Review VAD with VISTA – ensure expectations are clear and questions are answered
 - Review check-in schedule and processes to communicate progress on projects outlined in VAD
 - Review additional meetings VISTA is expected or encouraged to attend
 - Review with Supervisor formal office policies/procedures:
 - Time sheet
 - Time off request
 - Transportation
 - Business cards
 - Expenditure process
- VISTA
 - Completes Early Service Coursework from the VISTA Campus, which includes:
 - i. Make the Most of Your Onsite Orientation and Training (1 - 2 hours)
 - ii. Learn about Theory of Change (10 minutes)
 - iii. Introducing Yourself and Your Organization: The Minute Intro (1 hour)
 - iv. How Poverty is Measured in the United States (5 minutes)
 - v. VISTA Assignment Description (VAD) Worksheet (1 hour)
 - vi. Creating a Community Profile (1 - 2 hours)
 - vii. Thirteen Lessons About Poverty (1 - 2 hours)
- IT and New Employee Set Up
 - Frequently used software training and best practices
 - VISTA added to all relevant electronic lists/calendar invites
- Program and Content Orientation
 - One-on-one meeting with site supervisor to answer questions from VMO
 - Shadow Director/support staff to gain better understanding of program
 - Organization website review
 - Organizational chart
 - List of board members and bios
 - Sample grants and/or common grant language

- Board meeting committee descriptions (to gain understanding of the board's relationship and role with the program)
- Outline of program goals and policies
- Organization resource library

IV. First Two Months

- Meet with stakeholders - Director/VISTA will schedule time to have introductory and information gathering meetings with:
 - [INSERT STAKEHOLDER HERE]
 - [INSERT STAKEHOLDERS HERE]
 - Board Chair/members (as applicable)
 - Important staff with whom the VISTA will interact with most often
 - Important community members the VISTA will build relationships with
- Community tour – Take the VISTA, or recruit someone to take him/her, on a tour (a walking tour can be powerful) of the community. Point out important landmarks, community resources, homes, etc.
 - Questions to answer/address:
 - Who runs the community?
 - How do decisions get made?
 - What are the key partnerships and who are the contacts for each?
 - What has worked and not worked?
 - Review Strategic Plan, if applicable
 - Gain a deep understanding of project history, mission
- [INSERT ASSIGNMENT SPECIFIC TASKS] Examples:
 - Research best practices in volunteer management and recognition
 - Research best practices in alumni engagement
 - Identify gaps in database and begin to develop plan to address gaps
 - Attend grant writing training
- Field trips – Assign VISTA field trips with strategic tasks the VISTA member needs to complete that will help him/her understand nuances of the program, families, the community
- VISTA participates in professional development trainings (webinars, conferences, etc.)
- VISTA keeps a “Fresh Eye” Notebook to list questions and jot down observations
- Conduct meetings weekly with supervisor to discuss observations, questions, and review the VAD

OSOT Design: Example 2

AmeriCorps VISTA On-Site Orientation

United Way of XYZ County

Week 1

Day 1 – Wednesday, July 5

8:30 AM – 9:00 AM	Welcome and Housekeeping Rules
9:00 AM – 9:30 AM	Official Welcome - President and CEO United Way
9:30 AM– 10:30 AM	United Way AmeriCorps VISTA Project VISTA Evolution
10:30 AM – 11:00 AM	Professionalism and Office Expectations
11:00 AM– 11:45 AM	United Way VISTA Reference Booklet (Pt. 1)
11:45 AM – 1:00 PM	Lunch
1:00 PM – 1:15 PM	Building and Office Tour
1:15 PM – 1:45 PM	United Way VISTA Reference Booklet (Pt. 2)
1:45 PM – 2:45 PM	Bold Goals Presentation - VP Community Impact
2:45 PM – 3:00 PM	Break
3:00 PM – 4:30 PM	Launching Your VISTA Service Webinar and Oath of Service

Day 2 – Thursday, July 6 (Focus: External Engagement)

8:00 AM– 9:00 AM	United Way VISTA Reference Booklet (Pt. 3)
9:00 AM– 9:45 AM	Elements that Make for a Successful Year – Exercise
9:45 AM – 11:00 AM	Complete Make the Most of Your Onsite Orientation and Training (Early Service coursework from VISTA Campus)
11:00 AM – 11:15 AM	Break and prepare for group transition
11:15 AM - 12:00 PM	iC.A.R.E. VISTAs APS Technical Preparations
12:00 PM – 1:00 PM	Lunch and Background Checks
1:00 PM – 1:30 PM	Engagement Calendar
1:30 PM – 2:00 PM	Affinity Group and Volunteers - Director Corporate Engagement and Manager Corporate Engagement
2:00 PM – 3:00 PM	VP Corporate Engagement
3:00 PM – 3:30 PM	Marketing and Brand Management –VP Marketing
3:30 PM – 4:00 PM	Community Impact and Organizational Charts
4:00 PM – 4:30 PM	Office 365 Demo – Manager, IT

Day 3 – Friday, July 7

8:30 AM – 8:45 AM	Overview and Agenda
8:45 AM – 9:30 AM	Policy and Strategic Affairs – VP, Strategic Affairs

AmeriCorps VISTA Sponsor Convening

9:30 AM– 10:30 AM	United Way World Wide and Major Gifts – Director, Major Gifts
10:30 AM– 10:40 AM	Break
10:40 AM– 12:00 PM	Plan Your Professional Development Webinar
12:00 PM – 1:30 PM	Lunch
1:30 PM – 2:00 PM	Travel to Site
2:00 PM – 3:00 PM	Financial Planning for a Year of Service
3:00 PM – 4:00 PM	Team Building Activity
4:00 PM – 4:30 PM	Circling Back to a Successful VISTA Year and Closing Remarks

Week 2

Monday

- Mentoring – Value, individual perceptions, what it is/isn't
- Complete Learn about Theory of Change (Early Service Coursework from VISTA Campus)
- Complete Introducing Yourself and Your Organization: The Minute Intro (Early Service Coursework from VISTA Campus)
- Introduction to iC.A.R.E. Luncheon (11:30 AM – 1:00 PM) – History of program - Vision/Mission/Scope of program
 - Steering committee members will share about program history and inaugural roles
- Weekly Huddle/meet existing VISTA (2:00 PM – 2:45 PM)

Tuesday

- Teamwork building exercise (8:00 AM – 9:45 AM) – Current VISTA will facilitate
- Communication Dept. Meeting (10:00 AM – 11:30 AM)
- Lunch (11:30 AM – 12:30 PM)
- Intro to the iC.A.R.E. Program (1:00 PM – 3:00 PM)
- Focus Group VISTA tasks meeting (3:00 PM – 4:00 PM)

Wednesday

- Complete VISTA Assignment Description (VAD) Worksheet (Early Service Coursework from VISTA Campus)
- Focus Groups (11:00 AM – 4:30 PM)

Thursday

- The iC.A.R.E. Mentoring way – Service mentality (8:00 AM – 2:00 PM, with lunch included)
 - Location: XYZ County Community Partnership; guest speaker
 - Service project
- Complete How Poverty is Measured in the United States (Early Service Coursework from VISTA Campus)
- Complete Thirteen Lessons About Poverty (Early Service Coursework from VISTA Campus)
- Trolley ride and tour of city and community agencies (12:00 PM – 4:30 PM)

Week 3

Monday

- Program Plans/Scoreboards
- Weekly huddle
- Complete Creating a Community Profile (Early Service Coursework from VISTA Campus)

Tuesday

- UWSC Staff meeting (9:00 AM – 10:00 AM)
- iC.A.R.E. Database/SharePoint/eSchool training
- Scenarios and assignments to practice using the software and databases
- Systems and processes (Activation – Matching – Mentoring) – how it works
- Summer program observations (evening 6:30 PM – 9:00 PM)

Wednesday

- Bridges Training
- Summer program observations (evening 5:00 PM – 8:00 PM)

Thursday

- Professionalism/Teamwork
- VADs (Roles and Responsibilities)
- Systems and processes/Bold Goal – group activity and facilitation

Friday

- Debrief of Early Service Coursework from the VISTA Campus (9:00 AM-10:30 PM)
- CRM Training

Week 4

Monday

- Valuing strengths and appreciating differences training (8:30 AM – 10:30 AM)
- Previous week's recap and question and answer session
- Recap database scenarios (practicing using the software – A.I. Video on practice)
- Weekly Huddle

Tuesday

- Family Engagement – Akron Public Schools perspective (10:30 AM – 11:30 AM)

Wednesday

- School calendar, closures, in-service, holidays, spring breaks, etc.
- Chain of command (PTO/Schedules)
- Mileage reimbursements/Time Sheets

Thursday

- Scoreboard development

Friday

- Community Scavenger Hunt

Week 5

Monday

- Strategic Planning session (8:00 AM – 12:00 PM) Use Project Charter model from PMI
- Lunch
- Extended Weekly Huddle (2:00 PM – 4:30 PM)

Tuesday

- Summer program evaluation and assessment (morning)
- Database cleanup and updates (afternoon)

Wednesday

- Passing the baton/project completion presentation – interface old with new (Q&A)

Thursday

- VAD Review with timeline emphasis and evaluation of work (8:00 AM– 10:30 AM)
- Office resources/Organization
- UWSC All-Staff meeting (2:00 PM - 4:30 PM)

Friday

- School integration and alignment - becoming part of the APS family (9:00 AM 11:00 AM)
- Hold for VISTA celebration event

Week 6

Monday

- Presentations/public speaking (practicing trainings and public speaking – informational, initial visits, training sessions, etc.)
- Weekly Huddle (2:00 PM – 3:00 PM)

Tuesday - Wednesday

- Smaller individual presentations to 1 person scenarios (1ST half of day practice, 2nd half of day present and record)

Wednesday

- Summer project assessments (prep for printing) (individual work with assistance)

Thursday – Friday

- Global Leadership Summit

Week 7

- Satisfaction Survey/Focus group (World Café) evaluations
- Project management
- Get on school calendars for presentations
- Steering committee meeting (Wednesday, 8:00 AM)
- Knight Breakfast (Thursday, 8:00 AM)
- Strengths Finder facilitation of results (Thursday, time to be confirmed)
- Teambuilding – Escape Room (Thursday, 3:00 PM - 4:30 PM to be confirmed)

AmeriCorps VISTA Sponsor Convening

- Summit for Kids (Saturday, 9:00 AM – 3:00 PM)
- Community mentor training sessions and observations – (confirm dates and locations)
- Mentor, parent, steering committee, partner speakers (schedule and confirm)

Week 8

- Implementation
- Stuff the bus – All-Staff meeting (Tuesday, 11:00 AM)
- Sort-a-thon (Wednesday, 8:00 AM – 1:30 PM)
- Valuing strengths and appreciating differences training (Thursday, 9:00 AM – 11:00 AM)

Week 9

- Game time – implementation
 - Identify school contacts and space for upcoming start of program (mentor/mentee sessions)

Learn More About Training throughout the VISTA Lifecycle

CNCS MATERIALS

- VISTA Member Handbook:
<https://www.vistacampus.gov/lessons/vista-member-handbook-0>
- VISTA Program Code of Federal Regulations:
<https://www.ecfr.gov/cgi-bin/text-idx?SID=b7993cd9f70e5fcac51cb550db648937&mc=true&node=pt45.4.2556&rgn=div5>
- VISTA Sponsor Handbook
<https://vistacampus.gov/member-management>
- On-Site Orientation and Training Guidelines:
<https://vistacampus.gov/resources/osot-guidelines>
- On-Site Orientation and Training Ideas:
<https://www.vistacampus.gov/resources/site-orientation-and-training-idea-book>

OTHER SOURCES

- America's Service Commissions:
<https://www.statecommissions.org/>
- National Service Training Resources:
<http://virginiashervice.virginia.gov/ameri-corps-national-service/ameri-corps-program-resources/program-director-training-materials/>

VISTA Assignment Descriptions

SESSION GOAL

This session will equip VISTA sponsors with key concepts and tools to design strong VISTA Assignment Descriptions that can be used to recruit members, design work plans, track project activities, and evaluate member performance.

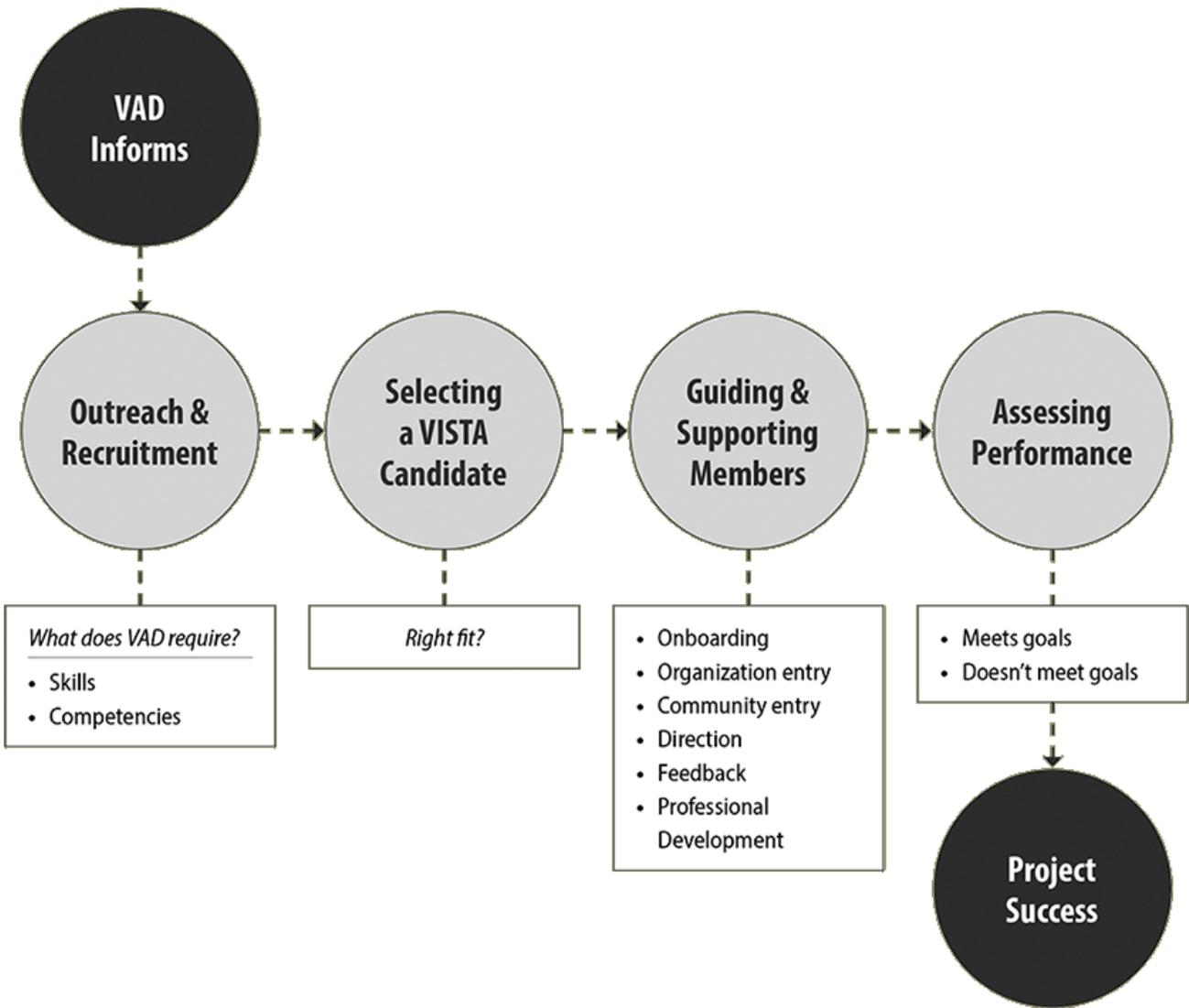
TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- List all elements of a VISTA Assignment Description (VAD).
- Explain the use and benefits of a well-designed VAD.
- Differentiate between strong and weak VADs and explain what makes a VAD most effective.
- Identify ways to improve your project VADs.
- Complete a plan to improve your VADs.

NOTES

Use Your VISTA Assignment Description All Year Round



Key Elements of VISTA Assignment Descriptions

The VISTA Assignment Description (VAD):

- Details activities a VISTA member will perform
- Customized for each VISTA member
- Foundation on which the entire member experience is built

All VADs:

- Serve as a position description and work plan
- Translate VISTA project milestones into a realistic set of activities
- Help VISTAs identify a course of action
- Evolve to fit the VISTA member and project needs
- Help with member recruiting, tracking performance, and reporting on project activities and outcomes

All VADs must include these elements:

1. Title

Unique to the position; should not be 'Volunteer' or 'VISTA' only

2. Details

Project details pulled from eGrants

3. Project Goal

Addresses poverty and defines how the VISTA member activities will build capacity

4. Objectives

Identify what the VISTA member will achieve

5. Member Activities

Specify what VISTA members will be doing to achieve objectives

Build Strong VISTA Assignment Descriptions

Tip:

When creating multiple VADs for VISTA members performing similar service, you can save time by copying and pasting some elements of the text into those VADs.

Tip:

Copy and paste the goal of the project directly from the goal statement in your project plan (part of the project application).

Tip:

Check that your member activities align with your goal statement and that you've included a completion date.

Tips for member activities:

- Start with the performance milestones in the action plan section of your VISTA project application and edit into appropriate member activities.
- Start sentences with active verbs.
- Be clear and specific.
- Avoid too much detail.
- Be realistic and delineate activities for the full year of the VISTA's service.

Prohibited Activities

What should not be in a VAD:

- Direct Service
- Displacing employed workers and supplanting staff
- Political activities, including but not limited to:
 - Attempting to influence legislation by lobbying
 - Voter registration activities
 - Lobbying
 - Being involved with political contributions for election activities
 - Advocacy pertaining to political candidates or proposed legislation
- Religious instruction or worship

VISTA Assignment Description Example 1

This example is for training purposes; the information below does not reflect an actual VISTA project.

TITLE	Mentor Recruitment and Management Systems Designer
SPONSORING ORGANIZATION	Waketa Community Services (WCS)
PROJECT NAME	MentorCorps
PROJECT NUMBER	12ABCD345
PROJECT PERIOD	08/20/2017 - 08/19/2018
SITE NAME	If applicable
FOCUS AREA(S)	Education (Primary)
NOTE	CNCS State Office Notes: None
PROJECT GOAL	<i>To help ensure that children of incarcerated parents receive the educational, social, and emotional support they need to 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.</i>
OBJECTIVE	By December 20, 2017, assess the current state of WCS's 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	<ol style="list-style-type: none"> 1. Research the history of volunteer programs at WCS. <ol style="list-style-type: none"> a. Review and become familiar with internal policies, procedures, and documents related to the mentor recruitment and matching system by September 20, 2017. Identify the current program's strengths and challenges. b. In collaboration with WCS leadership, develop a written plan for improvement by October 20, 2017. 2. Refine or develop systems for screening and matching mentors. <ol style="list-style-type: none"> a. Develop or revise documents related to internal policies and procedures regarding mentor recruitment and matching by November 20, 2017. b. If needed, participate in online training on how to build a database in Excel by November 20, 2017. c. Create WCS Excel database to track mentor screening and matching by December 20, 2017.

<p>OBJECTIVE</p>	<p>By August 19,2018, set up outreach systems and build partnerships with community organizations—and then develop targeted marketing materials—to spread the word about the mentor program.</p>
<p>MEMBER ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Plan for outreach and recruitment. <ol style="list-style-type: none"> a. Identify the skills, abilities, and experiences sought in volunteer mentors by January 30, 2018. b. Write volunteer task descriptions that include qualifications, activities, benefits, the time commitment, and other expectations by February 28, 2018. c. Attend 10 community events, as well as identify and develop partnerships with 10 community organizations whose members are possible mentors or who can otherwise support the organization, by March 30, 2018. Continue to update the internal database to track mentor screening and matching. 2. Market the program to targeted audiences. <ol style="list-style-type: none"> a. Develop community organization-specific marketing emails by May 15, 2018. b. Design marketing materials to post on five social media sites by May 31, 2018. c. Create WCS marketing binder/electronic folder with updated marketing materials by June 30, 2018.

What is great about this VAD?

How could this VAD be improved?

VISTA Assignment Description Example 2

This example is for training purposes; the information below does not reflect an actual VISTA project.

TITLE	Employment and Housing Services Coordinator
SPONSORING ORGANIZATION	Veterans Assistance Network (VAN)
PROJECT NAME	VAN Leaders
PROJECT NUMBER	67EFGH890
PROJECT PERIOD	12/10/2019 - 12/09/2020
SITE NAME	Community Services Center
FOCUS AREA(S)	Economic Opportunity (Primary)
NOTE	CNCS State Office Notes: None
PROJECT GOAL	<i>To support programs that help veterans find secure housing and adequate employment so they have the resources to support their families and be productive and healthy members of the community. The VAN Leaders AmeriCorps VISTA project will expand resources and internal systems and materials to support the growth of the Veterans Assistance Network across the county and double the number of veterans served in three years. In our county, there are currently 9,000 veterans, and over 80% of them live below the poverty line.</i>
OBJECTIVE	By March 31, 2020, design a plan to expand the employment network and housing resources available to VAN clients, and lead the development of new partnerships in target areas of the county.
MEMBER ACTIVITIES	<p>Research the current agency and VAN Leaders resources and partnerships; design a development plan</p> <ol style="list-style-type: none"> Review and become familiar with all VAN Leaders internal policies, procedures, and documents related to veterans' housing and employment services by January 31, 2020. In collaboration with VAN leadership, develop a written plan for resource and partnership development by February 28, 2020. Pilot test the first phase of outreach; with VAN leadership, refine and finalize the development plan.
OBJECTIVE	By July 31, 2020, implement a full outreach strategy to acquire agency partners to support VAN Leaders' clients.
MEMBER ACTIVITIES	<p>Build relationships with local companies willing to hire veteran participants in the VAN Leaders job readiness program.</p> <ol style="list-style-type: none"> Design outreach materials. Schedule, attend/lead when appropriate, and document meetings with local companies. Follow up on all requests for information or resources. Write a grant to acquire outreach supplies for local job fairs. <p>Design a guide for veterans seeking affordable housing.</p> <ol style="list-style-type: none"> Research existing materials in the agency and in outside organizations. Attend homeless resource committee meetings to meet all service providers in the county and promote the VAN Leaders project.

What is great about this VAD?

How could this VAD be improved?

VISTA Assignment Description Example 3

This example is for training purposes; the information below does not reflect an actual VISTA project.

TITLE	AMERICROPSE
SPONSORING ORGANIZATION	Gardens Are Us
PROJECT NAME	Gardens Are Us
PROJECT NUMBER	19IJKL000
PROJECT PERIOD	04/30/2020 - 04/30/2020
SITE NAME	Gardens Are Us
FOCUS AREA(S)	Healthy Futures/Food Security (Primary)
NOTE	The State Office requested revisions before approving the VISTA project and member placements.
PROJECT GOAL	<i>Gardening</i>
OBJECTIVE	Gardens Are Us is a nonprofit organization in the Highland neighborhood. GAU was founded to showcase the gardening talents of the local 4-H club and encourage local markets to buy their produce. There are five employees. The state funds GAU each year, and the office provides meeting space for local nonprofits. GAU's director is one of the leading authors of Nutrition and Your Family, a quarterly journal that provides new scientific research on farming and gardening and encourages citizens to plant gardens in their own homes and communities. Gardens Are Us has recently acquired a livestock permit and will be incorporating goats into the 4-H club activities and curriculum.
MEMBER ACTIVITIES	Research the history of the 4-H in America; recruit students and parent leaders to join 4-H; prepare supplies for 4-H projects; drive participants to 4-H meetings and service activities; teach 4-Hers about the goat herd; feed, water, and groom the goats

What is great about this VAD?

How could this VAD be improved?

VISTA Assignment Description Development Plan

VAD Title	
VISTA Project Dates	
Author(s) and Date Completed	
Strengths	
Areas for Improvement	
Staff Responsible and Deadline	

Learn More About VISTA Assignment Descriptions

CNCS MATERIALS

- VAD Training Manual:
<https://www.vistacampus.gov/resources/vista-assignment-description-training-manual-vista-sponsors>
- VISTA Member Handbook
<https://www.vistacampus.gov/chapter-15-basic-laws-federal-regulations>
- Writing Fabulous VADs
<https://www.vistacampus.gov/resources/writing-fabulous-vads>

OTHER SOURCES

- Idealist:
<https://idealistcareers.org/>
- Indeed:
<https://www.indeed.com/hire/how-to-write-a-job-description>
- Service Year:
<https://serviceyear.org/serviceyearalliance/>

VISTA Member Recruitment and Retention

SESSION GOAL

This session will enable VISTA sponsors to design and implement effective VISTA member recruitment plans to enroll highly motivated and qualified candidates and to retain members for the full term of service.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Describe VISTA sponsor responsibilities for member recruitment.
- Identify diverse strategies and methods for recruiting member positions.
- Analyze your current recruitment strategy and tools and detect opportunities to improve your approach.
- Write effective Service Opportunity Listings that appeal to VISTA candidates and align with your VISTA Assignment Descriptions.

NOTES

What do we know about AmeriCorps VISTA member recruitment and retention?

VISTA Headquarters compiles data on VISTA members each year and analyzes annual data over time to detect trends in service enrollment, completion rates, and member satisfaction.

- We know how VISTAs hear about the program
 - The top ways are: From a friend, job search website, or current or former AmeriCorps member
 - What this means to Sponsors: Invest in communication, relationship building with current members, alumni; maximize online posting opportunities
- We know when the most people apply to serve in VISTA
 - The most applications are submitted in the My AmeriCorps Portal in March-August
 - What this means to Sponsors: Prepare and launch recruitment by the first day of spring
- We know the general pattern of member attrition
 - Members early terminate for a variety of reasons and at any point during the service year; however, the chances of them dropping out go down as the year progresses
 - What this means to Sponsors: Invest heavily in good recruitment, onboarding, and On-Site Orientation and Training to secure the members' connection to the agency mission and project

Sponsor Responsibilities for VISTA Recruitment

Sponsors are responsible for recruiting qualified and committed VISTA members within the approved project timeline. There are five key stages of VISTA recruitment:

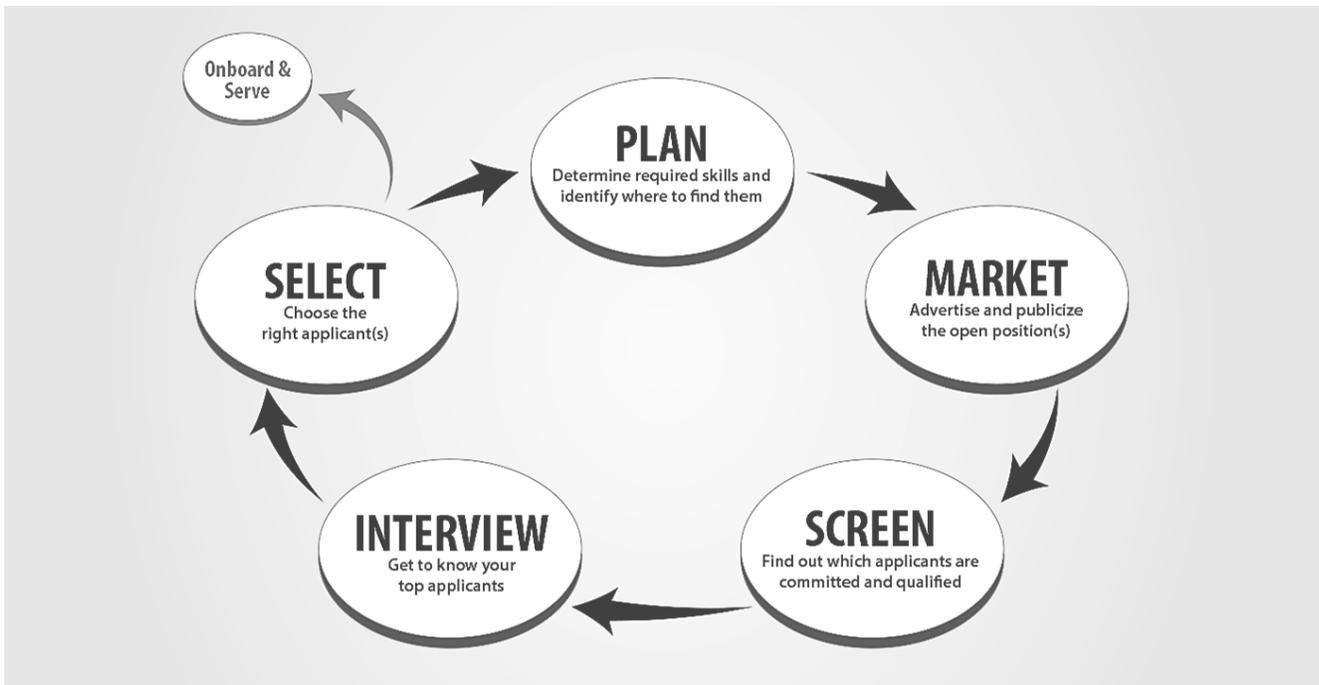
1. Plan: Determine required skills; develop a clear VISTA Assignment Description; create a compelling Service Opportunity Listing; develop a strategy to find qualified applicants; and determine, along with the CNCS State Office, the appropriate VISTA Member Orientation, which will set the VISTA member's start date and term of service
2. Market: Advertise and publicize the open position(s)
3. Screen: Review applications in eGrants and identify committed and qualified applicants
4. Interview: Get to know top applicants, assess their fit for the position through whatever interview method is appropriate, and conduct reference checks
5. Select: Make recommendation(s) to the CNCS State Office for approval through the Sponsor Recommendation/Rejection tab in the applicant's eGrants application

Each Sponsor will delegate recruitment roles and responsibilities differently depending on what works best given the structure of the organization and the project. The important thing is to make sure these roles are clearly delineated and everyone knows their responsibilities.

The CNCS State Office is responsible for final approval and selection of all applicants. Supervisors must submit their recommendations via the Portal in eGrants. It is important to note that applicants are not guaranteed approval by the CNCS State Office. Sponsors should explain this process and the timing of the steps required to complete it to all candidates for their service opportunities.

In addition to these tasks, Sponsors may be asked to work with candidates to provide information on disclosed criminal convictions or secure documentation to verify their citizenship and Social Security Number. Details on all of the steps necessary to enroll an AmeriCorps VISTA in service are located in the VISTA Sponsor Handbook.

Elements of a Strong Recruitment Plan



1. Plan:
 - Begin as early as possible – ideally, eight months before the intended VISTA start date
 - Prepare staff for their roles in recruitment
 - Set up tracking systems to monitor outreach and the results and track applicants as they come in
2. Market:
 - Develop targeted and warm-body strategies and tools; be explicit about the duties and requirements
 - Engage current VISTAs and alumni in marketing available service positions
 - Train staff on the recruitment process
3. Screen:
 - Know the VISTA requirements; work with the CNCS State Office to verify processes and deadlines
 - Screen applications carefully for project-specific requirements; do not settle for an unqualified candidate just to meet the start date
 - Check references; verify education and certifications listed in application
4. Interview:
 - Take your time; work with an interview team to get multiple opinions
 - Check references thoroughly; do not assume prior AmeriCorps service means a good fit for you
5. Select:
 - Be sure to let candidates know about the CNCS process and timeline as well as the requirements of onboarding for all VISTA members (online course work on the VISTA Campus, enrollment paperwork, two live webinars)
 - Stay in contact with candidates while you wait for CNCS to complete enrollment

Service Opportunity Listings

Approved VISTA Sponsors are required to submit Service Opportunity Listings in eGrants so they are available for candidates to access through the My AmeriCorps Portal. Opportunity listings must be approved by the CNCS State Office. While they are a project requirement (no member can be enrolled unless they apply through listings in the Portal), Service Opportunity Listings are also great recruitment resources for Sponsors. They require a brief and clear snapshot of the VISTA position, and that information can be used in other online postings, advertisements, and recruitment messages.

Unfortunately, this brief recruitment tool can be challenging to complete quickly and well. Here are a few common mistakes seen regularly in the listings:

- Sponsors do not provide an appropriate position title (it should not be Volunteer or VISTA only)
- Sponsors do not include the correct service period dates in the listing (the dates should be the start/end date for the member, not the project)
- The listings are poorly written (e.g., incomplete sentences, unclear descriptions, acronyms, jargon)
- The summary statement (i.e., two-line teaser) is not crafted to catch attention; this statement should compel the reader to open the full listing

Two-Line Teaser Examples

- Join Helpers of America to fight the opioid epidemic in southeast Kentucky. VISTA members will create an outreach program and raise funds to support the Harlan County Wellness Clinic.
- Help children succeed! As our VISTA, you will raise funds from multiple channels and tell our story in our public materials. Great opportunity for a writer or budding fundraiser to serve in an after-school and mentoring program.
- As a VISTA member at New Connections, you will help end poverty by creating a program that links low-income ex-offenders with employment.

Recruitment Plan and Service Opportunity Listing Worksheet

Instructions: Working on your own and using the materials presented during the session and in the workbook, answer the questions below and draft a portion of an opportunity listing.

1. Plan: What resources do you have to support recruitment? What staff are involved and what are their roles? What is the target date for VISTAs to start service?

2. Market: What are the ideal characteristics or qualifications to serve as your project's VISTA? Where could you find people with those characteristics or qualifications?

3. Screen: How are site staff trained at your project? What is the schedule for training site staff? Who delivers the training?

4. Interview: Who is responsible for interviewing VISTA applicants? How are they trained and supported in this process? How will you assess applicants' motivation to serve in your project?

5. Select: How can you stay in touch with the candidate while you wait for CNCS to complete enrollment?

6. Focus on a portion of the Service Opportunity Listing: Using the template below, draft a compelling two-line teaser for your project. There is a 200-character limit.

As a VISTA member at [your project/agency name], you will help end poverty by [summary of capacity building role; may correspond to project goal in VAD]. Your major functions will include [core activities; may correspond to objectives in VAD].

Learn More About VISTA Member Recruitment and Retention

CNCS MATERIALS

- Creating a Recruitment Plan:
<https://www.vistacampus.gov/resources/creating-recruitment-plan>
- Getting the Word Out:
<https://www.vistacampus.gov/resources/getting-word-out-inclusive-recruitment-avenues>
- Marketing for Recruitment:
<https://www.vistacampus.gov/resources/marketing-recruitment>
- Retention Strategies:
<https://www.vistacampus.gov/resources/8-vista-member-retention-strategies-you-cant-ignore>
- VISTA Recruitment Checklist:
<https://www.vistacampus.gov/resources/vista-recruitment-checklist>
- VISTA Sponsor Handbook:
<https://www.vistacampus.gov/lessons/vista-sponsor-handbook>
- VISTA Sponsor Orientation Materials:
<https://www.vistacampus.gov/%3Cnolink%3E/vista-sponsor-orientation-materials>
- VISTA Sponsor Resource Guide:
https://www.vistacampus.gov/sites/vistacampus/files/VISTA_Resource_List.pdf

OTHER SOURCES

- Bridgespan:
<https://www.bridgespan.org/insights/library/hiring/nonprofit-hiring-toolkit>
- Service Year Alliance:
https://about.serviceyear.org/recruitment_best_practices

VISTA Member Supervision and Management

SESSION GOAL

This session will help VISTA sponsors refine their member management plans and respond effectively to difficult supervisory situations.

TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Describe your VISTA member management structure.
 - Recognize the CNCS requirements for member supervision.
 - Analyze the strengths of and opportunities to improve your approach to member management.
 - Determine the timing and factors that require intervention on a member management or performance issue.
-

NOTES

VISTA Member Management

Invested and well-equipped supervisors are key to any successful project, and they can be the most important factor in determining whether a VISTA is successful and completes the project goals and service year. Yet VISTA supervisors may struggle to balance the demands of the unique service project and members' needs with the other components of their jobs. Few designated VISTA supervisors are focused on VISTA member management 100% of the time; VISTA supervision is usually one piece of a very full job description. Even so, VISTAs routinely express gratitude and admiration for the support of their supervisors, and that support is the largest contributing factor to a positive member experience (as reported in member exit surveys).

Sponsor VISTA Member Management Requirements

Each VISTA must be assigned a supervisor to provide in-person direct supervision and support on a day-to-day basis. In many projects, there will also be a VISTA Project Director who oversees the project as a whole.

Core direct supervisor responsibilities include:

- Deliver On-Site Orientation and Training
- Consistently apply VISTA policies, project policies, and site policies. Direct any questions about VISTA policies and project policies to the VISTA Project Director, who should answer them or escalate them to the CNCS State Office
- Meet regularly to assess project progress and member development; weekly 30-minute meetings are highly recommended
- Ensure that the VISTA member is supported in adhering to the VISTA Assignment Description, including providing relevant training and assistance in working toward goals, as well as ensuring the VISTA is not redirected to unrelated or unallowable activities
- Familiarize key stakeholders, including staff and partners, with the VISTA project's goals and the member's role
- Ensure site staff have adequate knowledge to welcome the VISTA, orient them to the agency and community, and support the project and member's service throughout the year
- Facilitate access to administrative support and site resources as needed
- Recognize accomplishments and improvements made as a result of the VISTA's service; help the VISTA see her/his impact on the project or community
- Document the facts and measures taken to address a performance or conduct issue
- Help the VISTA design a sustainability and transition plan at the end of the year to hand off project responsibilities
- Support the VISTA's ongoing professional development and life after VISTA plans

Core VISTA Project Director responsibilities include:

- Educate all site staff on VISTA's mission, rules and structure, and the VISTA member's role on site
- Participate in training delivered by CNCS
- Train supervisors, including and especially new staff when there is turnover at the project
- Provide training and technical assistance on project policies
- Consistently apply VISTA policies and project policies
- Maintain records and submit project reports as required
- Direct any questions about VISTA policies or procedures to the CNCS State Office

Case Studies

Instructions: These examples are combinations of common VISTA project management experiences. The names and projects listed are for training purposes only; they do not represent actual VISTA members or projects. Using the session and workbook materials, discuss the assigned Case Study with the small working group and answer the questions below.

1. New Beginnings Financial Literacy Program

Victor is the AmeriCorps VISTA member serving at New Beginnings Financial Literacy Program (NBFLP). During his service year, Victor will develop material and conduct outreach for the NBFLP's money management series for men in the Bronx, NY who were released from prison in the last three months.

In this position, Victor will:

- Assess current training materials
- Modify the course materials to strengthen programming
- Develop training manuals and supporting materials
- Train NBFLP staff on the use of newly developed materials
- Develop/improve presentations, communication tools and methods of conducting outreach to potential participants
- Recruit participants for the money management series
- Help ensure program is relevant to potential participants

You are Victor's direct supervisor and work in the same office with him. Victor is very active on social media and has sent you requests to be friends on Facebook and to follow him on Twitter and Instagram. You have accepted the invitations and regularly read his posts. Victor is a very high energy, talkative, and passionate person. He is quick to share his opinions about community or political issues, talk about his religious faith, and express his commitment to social justice. He shares this in the office and in his social media posts.

In the last month you have become concerned because you heard or saw three situations that made you uncomfortable. In the first situation, Victor posted a cartoon and comment that included profanity on his Facebook page. The subject of the post was the Congressional representative for the Bronx. In the second, you overheard Victor wishing volunteers for the money management course a 'blessed day' at the end of a conference call. In the third instance, you saw a series of photos Victor posted following a political rally in Washington, DC. In the photos, he is marching and posing with friends and wearing his AmeriCorps VISTA gear.

Victor's mid-year performance appraisal is coming up next week.

- a. As the supervisor, what action(s) would you take to address your concerns?
- b. Where would you look for guidance or rules that govern this situation (e.g., VISTA or project administrative policies, Terms and Conditions, federal laws, etc.)?
- c. What documentation would you collect?
- d. Would you contact CNCS about this situation? Why or why not?

2. Henry County Food Bank

Viviane is the AmeriCorps VISTA member serving at the Henry County Food Bank (HCFB) in Martinsville, VA. The Food Bank serves approximately 40,000 people living in poverty across the county and provides a variety of programs and services for individuals, families, and schools.

Viviane is the Volunteer Resource Coordinator; in this role, she will:

- Improve the HCFB's volunteer recruitment and management system
- Expand the pool of volunteers for all HCFB programs
- Help the organization and other stakeholders recognize need for and use of volunteers
- Review and improve volunteer position descriptions
- Expand the volunteer generation plan
- Develop partnerships for recruiting volunteers
- Develop volunteer program materials, including volunteer policies and procedures, training manual, etc.
- Assess and improve the volunteer intake/tracking/recognition system
- Train staff to manage volunteers

The work environment at the Food Bank is very fast paced and staff must be constantly moving around a large warehouse to manage stock, supplies, and groups of volunteers and clients. As Volunteer Coordinator, Viviane routinely interacts with five different groups of volunteers (15-25 people in each group) from businesses and churches in the community each day – and more on the weekends. Volunteers work along staff to unload donations from delivery trucks, move supplies around the warehouse, box and bag food delivery packages, load delivery trucks, and clean the warehouse.

You are the Food Bank Manager and directly supervise Viviane's supervisor (the Volunteer and Grants Manager). You have noticed that Viviane does not keep up with the fast pace of the warehouse – she arrives late to team meetings and group huddles and often sits down when staff and volunteers are standing and moving around to work with the food supplies and materials. Viviane has been serving as a VISTA since July, and it is now early October. You are concerned because the pace of work will increase dramatically as Thanksgiving and the winter holidays approach, and you are not sure if Viviane will be able to manage the demands of the volunteer program at that time.

The winter holiday season is a major fundraising season for the agency, and it is also a time when the demand for the HCFB programs increases sharply.

- a. In this situation, what action(s) would you take?
- b. Where would you look for guidance or rules that govern this situation (e.g., VISTA or project administrative policies, Terms and Conditions, federal laws, etc.)?
- c. What documentation would you collect?
- d. Would you contact CNCS about this situation? Why or why not?

3. Building a Future Together

Vera is the AmeriCorps VISTA member serving at a new project called Building a Future Together (BAFT), a newly formed public-private partnership in Kansas City, Missouri. BAFT is a project of the Mayor's Office; it is made up of a coalition of 11 organizations, including city service offices, nonprofits, and local businesses. Together, BAFT will launch a housing program for low-income citizens in the new year. BAFT applied for a VISTA project and member placement in the spring and was awarded the project in July. Vera was recruited at the end of her first year of VISTA service from a local nonprofit. She began her second year of service on August 15.

Vera is the Funding Resource Coordinator for the new VISTA project; in this role, she will:

- Develop a fundraising plan
- Recruit a fundraising committee from all members of the coalition and broader community
- Help establish a fundraising unit within the nonprofit host of BAFT
- Identify resources for fundraising
- Help develop an individual donor cultivation plan and approach donors
- Draft and submit funding proposals
- Plan ongoing fundraising events

You are Vera's direct supervisor and the BAFT Development Manager. Your office is at the Mayor's Office, along with the other executive level staff of the project. Vera works at the office of the lead nonprofit partner, Volunteer Kansas City. You were delighted to find Vera so quickly after you began recruitment; she came highly recommended from a contact at the Kansas City Action Committee, the project where Vera served her first VISTA year. You spoke with Vera over the phone once and offered her the position right away. Vera began service two weeks later.

In late September, a colleague at Volunteer Kansas City shared some troubling news: Vera does not seem to know very much about the BAFT project or her role in it. At a recent staff meeting, your colleague reported that Vera could not clearly describe the project when asked for an update. Worse still, Vera also was not able to explain what VISTA is. When a staff member referenced her VAD, Vera asked, 'What is that?' You are very concerned since this is a new project with a very tight start-up timeline (the project needs to launch in January). In addition, it is an extremely high-profile project, and its success or failure will be a direct reflection on your leadership.

- a. As the supervisor, what action(s) would you take?
- b. Where would you look for guidance or rules that govern this situation (e.g., VISTA or project administrative policies, Terms and Conditions, federal laws, etc.)?
- c. What documentation would you need to collect?
- d. Would you contact CNCS about this situation? Why or why not?

Learn More About VISTA Member Supervision and Management

CNCS MATERIALS

- Administrative Policies:
<https://www.vistacampus.gov/chapter-13-administrative-policies>
- Basic Laws and Federal Regulations:
<https://www.vistacampus.gov/chapter-15-basic-laws-federal-regulations>
- Challenges with VISTA Members:
<https://www.vistacampus.gov/challenges-members>
- Coaching and Supervision Checklist:
<https://vistacampus.gov/resources/coaching-and-supervision-checklist>
- Disability and Inclusion Resources:
<https://www.nationalservice.gov/resources/disability-inclusion>
- Distinctions between VISTA Members and Employees:
<https://www.vistacampus.gov/distinctions-between-vista-members-and-employees>
- Terms and Conditions of Service:
<https://www.vistacampus.gov/chapter-14-terms-conditions-service>
- VISTA Member Management:
<https://vistacampus.gov/member-management>
- VISTA Sponsor Handbook:
<https://vistacampus.gov/lessons/vista-sponsor-handbook>

OTHER SOURCES

- Job Accommodation Network, <https://askjan.org/>
- Supporting Members with Special Needs, <http://www.serviceandinclusion.org/>

VISTA Project Development

SESSION GOAL

This session will provide an overview of VISTA project staff responsibilities, project models, and the VISTA project year.

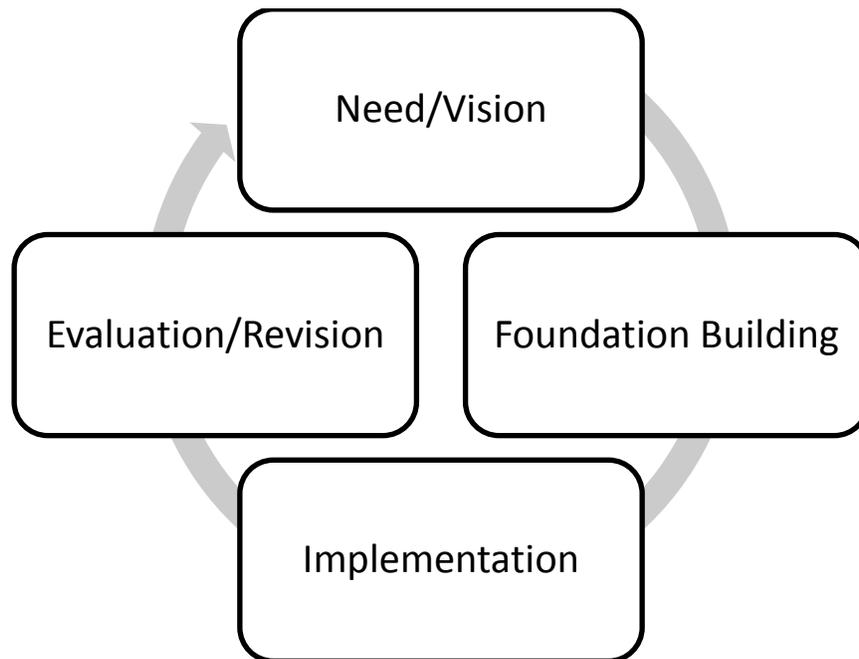
TRAINING SESSION OBJECTIVES

By the end of this session, you will be able to:

- Define the phases of a VISTA project development cycle and their corresponding characteristics.
- Determine the status of your project within the project cycle framework.
- Identify at least three projects that are similar to your project.
- Assess the strengths of and opportunities to improve your project.
- Describe short- and long-term VISTA project developmental goals.

NOTES

VISTA Project Development Cycle



Phase 1: Need/Vision

In this phase, VISTA Sponsors identify local unmet needs and create a project proposal to address that need with AmeriCorps VISTA service. Sponsors submit VISTA Concept Papers, full Project Applications, and VISTA Assignment Descriptions in this phase.

Key activities may include community needs assessments, research, collaborative meetings and planning within the Sponsor agency and with key stakeholders.

Phase 2: Foundation Building

In the foundation building phase of project development, VISTA Sponsors create the systems and materials that will support all future VISTA project and member activities. Here again, Sponsors will work with key stakeholders and internal colleagues to establish all necessary systems and materials to implement the VISTA project and support VISTA members.

Key activities include job description development (for VISTA supervisors), creating policies and procedures to govern the project, determining the VISTA training and supervision plan, and determining the process and resources needed to successfully recruit, screen, train, and deploy VISTA members in the project.

Phase 3: Implementation

In this phase of the VISTA project development cycle, Sponsor staff will take the majority of the visible steps and actions to implement and manage the VISTA project. In this phase, Sponsors will recruit and screen VISTA candidates, promote the project internally and in their communities, and launch the project activities once the VISTAs are on board.

Key activities include VISTA recruitment, interviewing and selection, orientation and training, supervision, and recognition.

Phase 4: Evaluation/Revisioning

The next phase of the VISTA project development cycle is the evaluation or revisioning phase. In this phase of project development, Sponsors will work with their VISTA members to assess the implementation of the projects and measure the results of the project activities and member service. They will assess the strengths and weaknesses of the VISTA project, identify opportunities for improvement, and share results with internal and external stakeholders. The results of the evaluation phase will be used to re-assess the VISTA project goals, structure, roles, and resources needed in the next project cycle or year.

Key activities include data collection, compilation and aggregation, analysis, and reporting on project financial activities.

Return to phase 1. Project development never ends.

Key Terms

Sponsor: A public agency or private nonprofit organization that receives assistance under the federal Domestic Volunteer Service Act of 1973. Sponsors are responsible for operating and overseeing a VISTA project. A public agency may be a federal, state, local, or tribal government.

Site: The location where a VISTA member performs her/his service. This entity may also be called a Service Site or Host Site, depending on the Sponsor's organizational structure. In most cases, VISTA supervisors will also work in the same location/site as the VISTA members.

Intermediary: A type of VISTA sponsoring organization that helps provide Corporation for National and Community Service (CNCS) resources to other eligible organizations that may not have the capacity to access those resources on their own. The intermediary is an organization that has the capacity to develop and support VISTA sites across a wide geographic area or among a group of organizations that address a common need. They provide administrative services, technical support, training, and oversight of the sub-sites.

VISTA member: An adult over 18 years of age enrolled in a 12-month, full-time national service position.

VISTAs receive a modest living allowance that aligns with the community they are serving. Many VISTAs serve in their own communities (they do not relocate to another city or state), and their perspectives and experiences provide a unique lens from which they view the world and tackle issues at the community level.

VISTA members pursue their assignments for a variety of reasons, ranging from wanting to make a difference and eliminating poverty, to learning new career skills and networking.

VISTA leader: An adult over 18 years of age enrolled in a 12-month, full-time national service position. VISTA leaders must have served at least one year in AmeriCorps or be a Returned Peace Corps Volunteer who has demonstrated exemplary skills and leadership in community service. Leaders are approved by projects that support six or more first-year VISTA members. Leaders cannot provide staff functions, including supervising AmeriCorps members, but they can coordinate, facilitate, and support the efforts of VISTAs in their communities.

VISTA HQ: A department of the Corporation for National and Community Service. Located in the CNCS Washington, DC office, VISTA HQ monitors progress toward achieving national program goals and priorities, allocates AmeriCorps VISTA resources among the states; ensures CNCS staff and sponsoring organizations adhere to AmeriCorps VISTA policies and procedures; researches and shares effective program models; develops and implements training, professional development, and technical assistance for members, leaders, and sponsors; administers member support services, such as health care, child care, payments and reimbursements for living allowances and travel, and enrollment for the Segal AmeriCorps Education Award or end-of-service stipend; and oversees national recruitment, marketing, and outreach efforts to attract potential members and provides training and technical assistance to assist sponsors in local recruitment practices.

CNCS Field Offices (State or Regional after 2019): Local CNCS offices that manage all aspects of VISTA project placements and grants. CNCS Field Office staff support supervision of VISTA members and intervene in emergencies or difficult situations. They connect Sponsors to resources and provide training and technical assistance. They are the only staff members who can approve and place suitable and eligible candidates into service or terminate members from service.

VISTA's Mission and Annual Impact

AmeriCorps VISTA's mission is to engage members in a year of full-time service to strengthen organizations that eliminate or alleviate poverty through the mobilization of community volunteers and resources. VISTA members establish systems, institutionalize knowledge, and develop community relationships to better generate resources, encourage volunteer service at the local level, and empower individuals and communities to lift themselves out of poverty.

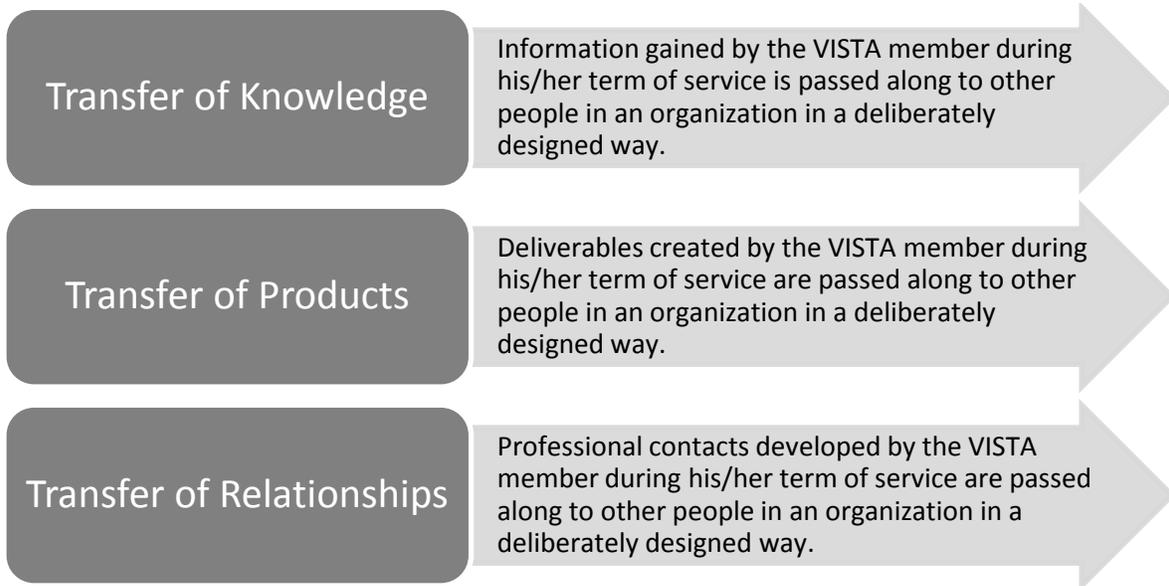
ANNUAL IMPACT OF AMERICORPS VISTA

- 1 8,500+ *Members Serving*
- 2 4,500+ *Locations Across the U.S.*
- 3 800,000 *Volunteers Leveraged*
- 4 \$206M *Raised from Other Sources*
- 5 220,000 *Members Since 1965*

VISTA
Volunteers in Service to America

Capacity Building Definition and Concepts

Capacity Building: Tasks and activities to create, expand, or strengthen an organization's systems or processes. Capacity building allows the organization and the community to sustain the VISTA's project activities once the project period has ended.



Capacity Building versus Direct Service Worksheet

Instructions: Below you will see brief descriptions of activities that may be provided by AmeriCorps members serving in programs that address employment, housing, education, and food security.

- Which of these activities represent capacity building (CAP), and which are direct service (DIR)?
- Indicate CAP or DIR in each item.

1 The AmeriCorps member builds relationships with local companies willing to hire job readiness clients.	6 The AmeriCorps member helps veterans identify affordable housing units.	11 The AmeriCorps member takes students to local church to access free winter coats.	16 The AmeriCorps member manages a service club for students at the elementary school next door to the service site.	21 The AmeriCorps member organizes a fundraiser to help pay for a new food delivery van.
2 The AmeriCorps member helps veterans with job searches.	7 The AmeriCorps member helps clients complete applications for affordable housing units.	12 The AmeriCorps member tutors students in the after-school math club.	17 The AmeriCorps member helps high school students apply for financial aid.	22 The AmeriCorps member processes bi-weekly share delivery requests at the food co-op.
3 The AmeriCorps member teaches workplace competency skills classes to veterans.	8 The AmeriCorps member writes curriculum to teach volunteers how to inspect and weatherize homes.	13 The AmeriCorps member delivers meals to homebound senior citizens.	18 The AmeriCorps member develops screening and background check procedure for staff to use to screen volunteer tutors.	23 The AmeriCorps member teaches students to be master gardeners.
4 The AmeriCorps member helps clients with resume edits.	9 The AmeriCorps member conducts weatherization inspections for low-income seniors.	14 The AmeriCorps member distributes blankets to homeless veterans.	19 The AmeriCorps member attends parent-teacher conferences with students enrolled in the after-school math club.	24 The AmeriCorps member plants vegetables and tends the community garden.
5 The AmeriCorps member searches for safe and affordable housing posts online for specific clients each week.	10 The AmeriCorps member picks up students and brings them to the after-school program in the nonprofit's van.	15 The AmeriCorps member designs a tip sheet to explain the affordable housing process.	20 The AmeriCorps member paints a mural on the wall of the food bank.	25 The AmeriCorps member leads weekly healthy cooking classes.

VISTA Project Assessment Worksheet

Instructions: Find your small group as directed by the facilitator. Using the materials presented during the session and in the workbook, discuss the items below. Take 15 minutes to discuss the answers to each question with your group.

1. What type of VISTA project do you work in (i.e., single site, multi-site, or intermediary)? What is your role? Is your project new or existing?

2. How many VISTAs will serve with you in the 2019-2020 project year? What will be their major objectives?

3. If you work in an existing project, what are your member enrollment and retention rates for your project? Who is responsible for recruiting, screening, and managing VISTAs at your project?

4. Who is responsible for designing evaluation plans, systems, and data collection tools? What type of data do you regularly collect about your project? Who collects the data you use?

5. Who is responsible for submitting progress and financial reports to CNCS?

6. What are the greatest strengths of your VISTA project? What are the greatest challenges?

Learn More About VISTA Project Development

CNCS MATERIALS

- Concept Paper Instructions:
https://www.nationalservice.gov/sites/default/files/documents/VISTA_Concept%20Paper.pdf
- Full Application Instructions:
https://www.nationalservice.gov/sites/default/files/documents/VISTA_Application_website02122019.pdf
- Grant Terms and Conditions:
<https://www.nationalservice.gov/resources/financial-management/terms-conditions-and-certifications-assurances-cnccs-grants>
- Program Guidance:
<https://www.nationalservice.gov/sites/default/files/documents/2019-AmeriCorps-VISTA-Annual-Notice-FINAL-508-10-12.pdf>
- Strategies for Sustaining Your VISTA Project:
www.vistacampus.gov/resources/strategies-sustaining-your-vista-project
- The Domestic Volunteer Service Act of 1973 as amended by the Serve America Act (PDF - as of 12/1/2010):
https://www.nationalservice.gov/sites/default/files/documents/1973_domesticvolunteer_service_act_endedthroughpl111_13.pdf
- The National and Community Service Act of 1990 as amended by the Serve America Act (PDF - as of 12/1/2010):
https://www.nationalservice.gov/sites/default/files/documents/1990_serviceact_as%20amended%20through%20pl%20111-13.pdf

OTHER SOURCES

- Center for Public Health Systems Science: Program Sustainability Assessment Tool, sustaintool.org
- Community Foundation of Jackson Hole: Building Sustainability for Nonprofit Organizations, www.cfjacksonhole.org

AmeriCorps VISTA Sponsor Convening Takeaway Tool

Session	I was surprised to learn/hear...	I will take this action...
Building and Sustaining the VISTA Member-Supervisor Relationship		
Evaluation and Evidence-Based Programming		
Member Screening and Suitability for Service		
Reporting and Data Collection		
Sub-Site Management		
Training throughout the VISTA Lifecycle		
VISTA Assignment Descriptions		
VISTA Member Recruitment and Retention		
VISTA Member Supervision and Management		
VISTA Project Development		

Notes

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