

VISTA Supervisor Café: Who Are the VISTAs

Preparation

➤ **Materials**

- Food for Thought Packets
- Chart pack
- Table tents
- Markers
- Sticky notes

➤ **Session Set up:**

- Chart paper for each table to record ideas, and take notes.
- Four table tents (four topic areas), one per table.
- Markers and sticky notes (color coded by topic) placed in a cup, mug, or bowl on each table. Sticky note colors (lime, purple, yellow, blue, pink) correspond to table tents and “Food for Thought” envelopes.
- Four sealed “Food for Thought” envelopes, one for each table, by topic. Each envelope contains Food for Thought Instructions and eight to nine color-coded copies of that topic’s “Food for Thought” content (enough for each participant at the table).

➤ **Session outcomes:**

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

- Describe the diversity of participants who choose to become VISTAs
- Explore ways that supervisors can enhance their recruitment and marketing efforts to attract a diverse and talented applicant pool
- Identify ways that supervisors can support a diverse population of VISTAs
- Identify opportunities for member support

Step-by Step Guidelines

Timing	Content: Topic/Steps/ Activities	Notes to Facilitator	Resources/ Materials
<p>90 minutes total</p>	 <p>WHO ARE THE VISTAS AND HOW CAN YOU BEST SUPPORT THEM?</p> <p>Introduction 5 min.</p> <p>a. Introduce the activity and its intended outcomes.</p> <ul style="list-style-type: none"> This activity is an adaptation of the “conversation café” format: we will explore who VISTAs are and how you can best support them throughout their year of service via a series of small group conversations. <p>Café Conversations 55 min.</p> <p>b. Participants will start by reading the materials found in their “Food for Thought” packet at their first table, then discuss the contents with one another.</p> <p>c. Participants are encouraged to write, draw, or doodle about the key ideas/ on the sticky notes provided. (The chart paper will serve as the poster for the large group report out at the end of the session.)</p> <p>d. After considering the first topic for approximately 15 minutes, the participants move to a new table to discuss a new topic area. They will review the insights recorded by the previous group, as well as the</p>	<p><i>The 55 minutes breaks down to 15 minutes per table/issue area with 2 minutes transition time – encourage participants to transition quickly!</i></p> <p><i>The four topic areas are:</i></p> <ul style="list-style-type: none"> <i>Differences between a VISTA Member and an Employee - required</i> <i>Local and National Recruits - required</i> <i>Portraits of VISTAs - optional</i> <i>Generational Differences and Work Experience - optional</i> <p><i>Participants will choose one of the optional tables for their third choice.</i></p>	<p>Visual Aids:</p> <ul style="list-style-type: none"> Member Development and Support Visual Aids Welcome to the Supervisor Cafe VISTA Snapshot <p>Materials:</p> <ul style="list-style-type: none"> VISTA Café Table Tents (for each table grouping) Food for Thought Packets

Timing	Content: Topic/Steps/ Activities	Notes to Facilitator	Resources/ Materials
	<p>information in new “Food for Thought” packet.</p> <p>e. This rotation continues until all participants have visited three of the four tables.</p> <p>Report Out 25 min. <i>Approximately 5 min. per poster</i></p> <p>f. Starting with “Differences between a VISTA Member and an Employee,” have the participants describe the key ideas gleaned from each round of conversation. Use the key questions on the visual aid to frame the report outs.</p> <ul style="list-style-type: none"> • How does what you learned impact your role as a VISTA supervisor? • What are the implications for recruitment? • What training needs do you have for the member/staff? <p>g. Ask the others in the room if there is anything else they would like to add from their time at that table/topic area.</p> <p>h. Continue this report out through the three other topic areas. You can have all groups answer all three questions or just one:</p> <ul style="list-style-type: none"> • Local and National Recruits • Portraits of VISTAs • Generational Differences and Work Experience 		<p>Visual Aid: Café Conversations Debrief</p>

Employee
VS
VISTA Member



VISTA Member
vs
Employee

National Recruits Local and



Local and National Recruits

VISTAS Portraits of



Portraits of VISTAS

Generational Differences and Work Experience



Generational Differences and Work Experience

“Food for Thought” Instructions

Current Members N=1805			
DEMOGRAPHICS			
Age Group		Ethnicity (top three)	
1946-1964	10%	White	72%
1965-1981	12%	African-American	11%
1982-present	78%	Latino/Hispanic	6%
		All other	11%
Education		Military Experience	3%
Less than a Bachelor’s	14%		
Bachelor’s Degree	65%		
Graduate Experience	21%		
% Female	82%	Parent Status	19%

VISTA members are a diverse group. When recruiting, you might encounter college students/recently graduated, single parents in their mid- to late 30s, and retirees. Some VISTAs may have graduate degrees or 4-year college degrees, while others might only have a high school diploma. Some travel to serve, while others might be members of your organization’s target population. But these characteristics are not predictive of which VISTAs will “work out well” for your organization. In general, successful VISTAs work hard, get along with others, have good communication skills, are creative, and are well-supported by their sites and supervisors. The VISTA Café provides you with a few examples of people you might encounter when looking for a VISTA and some of the unique characteristics they bring with them. Reflect on these characteristics when trying to determine the “goodness of fit” for the candidate and your organization.

Instructions

1. Start by reading the materials found in the “Food for Thought” packet at your table. After you reflect on the materials for a couple minutes on your own, discuss the contents with your tablemates.

2. There are two formats for the table discussions:

For the two required topic areas—Differences between a VISTA Member and an Employee & Local and National Recruits, you will need to “digest” the information in your “Food for Thought” packet, follow any instructions on the handout, and then reflect, discuss, and chart highlights from your conversation around the questions presented at the end of the handout.

For the other two topic areas—Portraits of VISTAs & Generational Differences and Work Experiences, the “Food for Thought” packet contains a packet with three different member types you might encounter when recruiting and supporting VISTA members. For these two table discussions, pick one of the three member types to read about and reflect upon. (If more than one person at the table has chosen the same member type, reflect and discuss together.) After about 3-5 minutes of reading and reflecting, share with each other

what you have read and the reflections you had about the member type focusing on recruitment (including marketing) and training/supporting.

3. You are encouraged to write, draw, or doodle about the key ideas on the paper provided—or use the sticky notes found on each table to record your key insights and post them on the paper.
4. After considering the first topic for approximately 15 minutes, you will move to a different table to discuss this new topic area. You will review the insights shared by the previous group that are written on the paper and sticky notes, as well as the information in the new “Food for Thought” packet for that table topic.
5. This rotation continues until you have visited three of the four tables.

Café Etiquette

Please observe these simple guidelines to ensure a rich conversation at each table discussion:

- Focus on what matters
- Contribute your thinking
- Speak your mind and heart
 - Listen to understand
 - Link and connect ideas
- Listen together for insights and deeper questions
 - Play, doodle, draw (writing is encouraged)!
 - Have fun!

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Food for Thought - Differences between a VISTA and an Employee

It's key to understand the differences between a VISTA member and a regular employee. The differences provide a frame for how to meet the unique needs of the VISTA member.

Some Key Differences include:

- Motivation for applying
- Potential need for greater support and coaching
- Compensation -- live at 105% of poverty line with the living allowance
- Tenure in position
- Commitment and sacrifices
- Conditions of VISTA service-- cannot hold a second job, need approval from supervisor to take a class, and must abide by the Hatch Act
- Budget
- Expectations/goals from the experience
- Ability to terminate

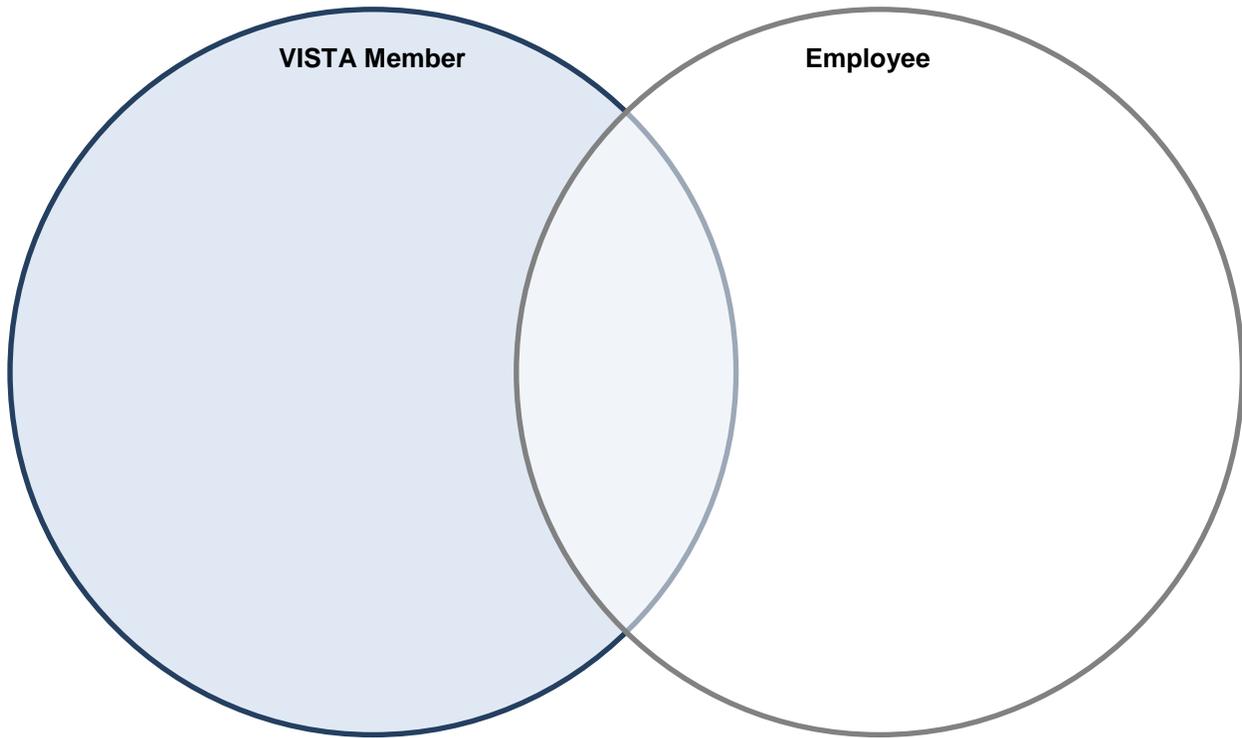
The Implications of These Differences:

- Start up and orientation might be different. With a VISTA member, supervisors may have to help them meet some basic needs that a regular employee wouldn't require. For example, VISTAs can't focus on the task at hand if they don't know where they will live. A supervisor may want to assist the VISTA in finding a place to stay.
- VISTAs are working their way out of a "job." This might create stress for the VISTAs as they have a limited amount of time to accomplish goals set forth in the VAD.
- There's a potential need for greater support. The VISTA may be young, in her first office position, transitioning from the corporate world to a nonprofit or from a managerial position to a lesser one. The supervisor may need to help the VISTA adjust to both the nonprofit world and to the cultures of the organization and community.
- The supervisor should share with the VISTA how the organization works—its culture. Give the VISTA as much upfront information as possible and articulate the non-negotiables.

Continue on reverse side →

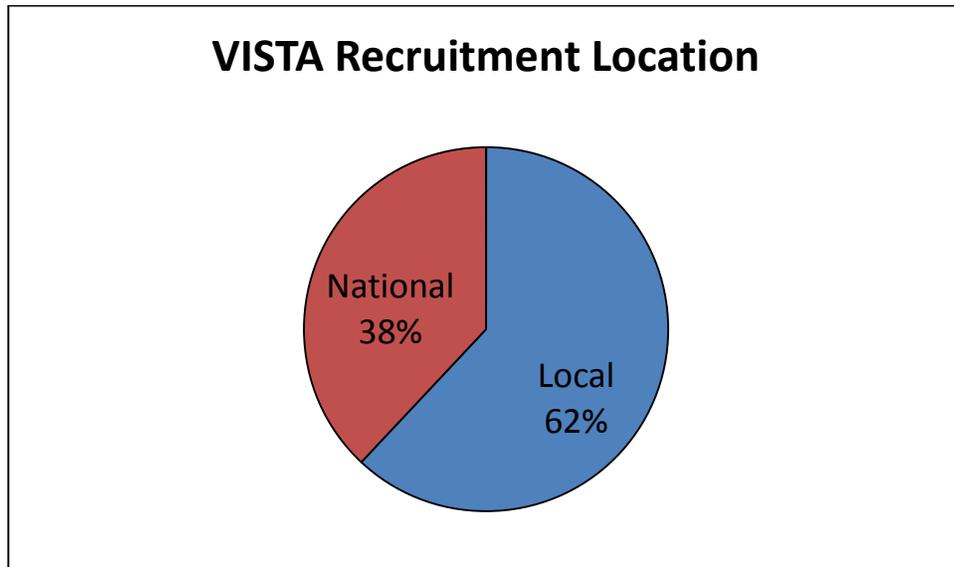
Reflect and Discuss (and chart!)

1. Think about the differences that have been outlined and the VISTA members who serve (or will serve) at your organization. Take a bit of time to write about the differences and similarities on the butcher paper at your table. (Write the differences in the distinct section of the circles and the similarities in the center overlap portion!)



2. Next discuss (and capture) the ways that you will need to support your VISTA members differently for them to have a successful year.
3. Last, it is essential that other staff (and sub-site supervisors) are aware of these differences. You may need to work with your staff (and sub-site supervisors) and may want to coach them on the differences. Spend a couple of minutes discussing how you may debrief them on these differences and explore options for getting them to assist you in making sure that your VISTA members have a successful year of service.

Food for Thought - Local and National Recruits



Source: CNCS AmeriCorps VISTA agency data 2011-13.

Local Recruits

Local recruits are drawn from the community they will be serving. They may come from the local community college, a local organization, or be a member of the target population being served by your project.

National Recruits

National recruits often hear about a position via the online recruitment and placement system, the My AmeriCorps portal, or from another job posting site, instead of through local contacts. National recruits will need to move to your community to serve.

The Implications of These Differences:

- Onboarding might be different.
- Training around community entry might be different.
- Introductions to the community might be different.

Reflect and Discuss (and chart!)

1. Discuss some of the opportunities and challenges that national and local recruits might bring to their year of service and what different supports these two diverse populations might require. (Post on chart paper.)
2. How does this impact your recruitment (including your marketing - who do you target?)?
3. How does this impact your training and support plan? And that of your sub-site supervisors?

Food for Thought - Generational Differences and Work Experience

Generational Differences

Statistical Snapshot and Tendencies of Baby Boomers (1946-1964):

“Baby Boomers” refers to 76 million Americans born between 1945 and 1964 who grew up in a period of economic prosperity and educational opportunities. Many Boomers became leaders in the civil rights movement, the feminist cause in the 1970s, gay rights, disability rights, and the right to privacy. Boomers are sometimes called the “Sandwich Generation” because they often care for grown children (who may still live at home or move back in) and their elderly parents (who may also live with them). Between 2009 and 2011, the average Boomer national volunteer rate was 29.2% per year. According to VISTA data, only 10% of VISTA members come from this group.

Sources: Corporation for National and Community Service, Volunteering and Civic Life in America, 2012 and Del Webb Baby Boomer Surveys.

Statistical Snapshot and Tendencies of Gen Xers (1965-1981):

“Generation X” refers to people born between 1965 and 1981. Most Gen Xers grew up as “latchkey kids” (raised by a divorced/single parent or both parents who worked and/or furthered their education). As they came of age, Gen Xers witnessed limited economic prospects (corporate downsizing, offshoring, inflation, increased college loan debt) and social crisis (AIDS, crack, tripled divorce rate). Gen Xers are more educated for their age than any other generation: 43% hold a bachelor’s degree and 11% hold graduate degrees. 70% work more than 40 hours weekly and those with advanced degrees work 50 or more hours per week. Between 2009 and 2011, the average Gen Xer national volunteer rate was 29.4% per year. According to VISTA data, only 12% of VISTA members come from this group.

Sources: Corporation for National and Community Service, Volunteering and Civic Life in America, 2012 and “Generation X: Overlooked and Hugely Important”, The Center for Work-Life Policy (2011).

Statistical Snapshot and Tendencies of Millennials (1982-2000):

“Millennials” refers to the generation born between 1981 and 2000 who have grown up with personal computers, cell phones, and the Internet. They are taking their place in a world where the only constant is rapid change; however, they are generally happy with their lives and optimistic about the future. They are more ethnically and racially diverse than older adults; 41% are Hispanic or non-white. Between 2009 and 2011, the average Millennial national volunteer rate was 21.6% per year. According to VISTA data, 78% of VISTA members come from this group.

Sources: Corporation for National and Community Service, Volunteering and Civic Life in America, 2012; “Millennials: Confident, Connected and Open to Change”, Pew Research Center, 2010

***Note:** Because the boundaries that separate generations are indistinct, the descriptions of Baby Boomers, Generation X and Millennials are approximate and may overlap.

Reflect and Discuss (and chart!)

1. Think first about yourself. Are you a Boomer, Gen X-er, or Millennial (or something else)? How does that impact your supervisory style and what you expect of your VISTA member (especially if they are from a generation that is different from yours)?
2. Discuss (and chart) the opportunities and challenges of recruiting someone who is new to the world of work and someone who is experienced. Reflect on the different types of supports required by each--discuss and chart.
3. Think now about your VISTA member(s) – both current and those to be recruited...
 - How does this impact your recruitment (including your marketing - who do you target)?
 - How does this impact your training and support plan? And that of your sub-site supervisors?

Food for Thought - Generational Differences and Work Experience

New to the Work World/ Experienced

You'll find that VISTA members have varying levels of work experience, from recent college graduates who have no workplace experience to retired school teachers, lawyers, and paraprofessionals. Those with work experience and those without require different supports and levels of training. For instance, someone who has a lot of experience and has held a very responsible position might feel that he knows a lot and doesn't require as much training. But, he might be new to an office culture or be from the private sector and new to the nonprofit world. This would require a different level of support and training than someone new to the world of work.

Consider the following advantages for offering a VISTA position to a less-experienced candidate:

- **Less-experienced members have room for growth.** They are fresh and eager to prove themselves
- **Less-experienced members have no bad habits to break; only good habits to learn.** You don't have to un-train them on the paradigms they've put in place somewhere else. They can blossom into anything.
- **Less-experienced members often have the right attitude.** With attitude, as they say, the aptitude will come.
- **New blood, whether young or old, can bring fresh ideas and perspectives to old problems.** The enthusiasm of less-experienced members can be infectious. Their naiveté is some of the gold that they bring. They're not afraid to ask, "Why do you do it this way?" From the most innocent questions, you may go back to your roots and say, "That's a good point. Why do we do that?" The newest member may be the one who prompts a positive change.
- **You can build lifelong relationships.** When your organization is the place a VISTA member has been permitted to blossom and shine, they will love working with you. This may prompt them to continue to work with you longer if the opportunity arises.

Reflect and Discuss (and chart!)

1. Discuss some of the opportunities and challenges of recruiting "new to the world of work" and "experienced" individuals. What different supports might these populations require? (Post on chart paper.)
2. If you would like to recruit for one of these specific populations, how would you market? How would this impact your overall recruitment plan?
3. If you were to recruit an individual that was "new to the world of work," how would that impact your training and support plan? And that of your sub-site supervisors?
4. If you were to recruit an "experienced individual," how would that impact your training and support plan? And that of your sub-site supervisors?

Food for Thought – Generational Differences and Work Experience

Seniors/Retirees

Older volunteers are finding ways to use their lifetime of skills and experience to make an impact on issues they really care about and be agents for change in their communities. They contribute to the health and vitality of their communities by tutoring at-risk students, providing job training to veterans, supporting independent living, or responding to natural disasters.

Since they have more time in their lives now, they feel there is more time available to give back. That is just one of the reasons many volunteer. Other motivations include wanting to help others, wanting to make a meaningful difference in their communities, and wanting to provide assistance to causes they care about. Many seniors also reported that they enjoyed the social aspects of volunteering.

In addition, they say they experience significant health and emotional benefits from volunteering—commenting that they feel that those who volunteer are healthier and happier.

The specific personal benefits include:

- Gaining a sense of purpose
- Staying active and feeling better physically
- Feeling better mentally and emotionally
- Being able to overcome feeling isolated
- Being able to overcome feeling depressed

Seniors report relatively few barriers that prevent them from volunteering; with disabilities, health issues, and physical limitations the most common barriers mentioned.

Additionally, volunteering benefits the economy as much as it does the individuals. Recent data from CNCS indicated that one of four Americans 55 and older—that's 18.7 million people—makes a positive impact on their local communities through volunteering. Between 2008 and 2010, these adults contributed more than 3 billion hours of service per year in their communities. The economic benefit of their service to communities totaled more than \$64 billion. During the recession (Sept. 2008 to March 2009), nearly 80 percent of organizations experienced some level of fiscal stress. To cope with this stress, one of every three organizations reported increasing its reliance on volunteers.

Source: The Salute to Senior Service Website (www.salutetoseniorservice.com/)

Reflect and Discuss (and chart!)

1. Discuss some of the opportunities and challenges of recruiting Seniors/Older Volunteers and what different supports this population might require. (Post on chart paper.)
2. If you would like to recruit Seniors/Older Volunteers, how would you market? How would this impact your overall recruitment plan?
3. If you were to recruit Seniors/Older Volunteers, how would that impact your training and support plan? And that of your sub-site supervisors?

Food for Thought – Portraits of VISTAs

Veterans/Military Families

According to VISTA data, approximately 3% of VISTAs have military experience. Serving those who served us, **as well as engaging** the talents of our veterans and military families is a strategic priority for the Corporation for National and Community Service (CNCS). Although this is a new strategic priority, it has a long and proud history:

- Since AmeriCorps' inception, more than 16,000 veterans have served, helping other veterans and military families access benefits and services; obtain job training and conduct job searching; provide safe and affordable housing; and mentor and tutor children of service members.
- More than 500 projects and 8,000 volunteers serve at Veterans Affairs facilities every year, assisting elderly and disabled veterans, helping military retirees acclimate to life after service, and providing transportation to those in need of medical treatment.
- More than 50,000 veterans have supported US communities through special service projects, special events, and disaster relief/recovery such as the 2,000+ veterans who supported the relief services in the Gulf after hurricane Katrina.

Veterans: Our service members often have a difficult time transitioning from military life to civilian life after they return from deployment. They often miss the camaraderie, the sense of mission, the desire to serve their country. But national service has proven to be an effective way to bridge the gap and to allow them to use their leadership skills and talents to serve our country stateside as they make this transition!

Being in the military provides a very diverse experience which gives service members a diverse skill set. Veterans have a strong work ethic, discipline, motivation. They respect authority. They show up to work on time and are used to putting in the hours needed to get the job done. They know how to get stuff done and meet the mission, even when they have limited information, resources, and support. They are often leaders, as well as effective members of a team. It is often said that service members are either fighting or training, so they know how to train, how to adapt, and how to pick up information and skills when needed.

Military Spouses: With the constant moves and deployments of the military lifestyle, military spouses frequently face challenges in maintaining a career. But, military spouses volunteer at a very high rate since volunteering is a great way to support the community, create new networking opportunities, learn and hone important job skills, and position themselves to find a paying job when the time is right.

Military spouses are highly desirable candidates for employment and volunteer situations. They are a relatively young group, often with young children. Much like their service member spouse, they often have a strong desire to serve their country and their community. They are more likely to have graduated from high school and have completed more college than their civilian counterparts. Statistics show that 84% have some college, 25% have a bachelor's degree, and 10% have an advanced degree. Military spouses also have a plethora of transferrable functional skills. To survive as a military spouse, they have to be highly organized, able and willing to take initiative absent clear guidance, and be smart enough to use their network to obtain information on how to accomplish unfamiliar tasks (often within very tight timelines!).

Sources:

- Veteran Statistics: CNCS Website, Focus Areas: Veterans and Military Families (VMF) (<http://www.nationalservice.gov/focus-areas/veterans-and-military-families>)
- Veterans: CNCS VMF Webinar (March 19, 2013), Veterans in Service to Your Organization: Debunking the Myths about Wounded Warriors
- Military Spouses: CNCS VMF Webinar (October 30, 2013), We Serve, Too: Supporting and Engaging Spouses, Parents and Significant Others

Reflect and Discuss (and chart!)

1. Discuss some of the opportunities and challenges of recruiting veterans and military spouses and what different supports this population might require. (Post on chart paper.)
2. If you would like to recruit a veteran or military spouse, how would you market? How would this impact your overall recruitment plan?
3. If you were to recruit a veteran or military spouse, how would that impact your training and support plan? And that of your sub-site supervisors? What new skills and training might you need to best support them?

Food for Thought – Portraits of VISTAs

Members with Disabilities

People with disabilities serve for the same reasons as anyone else: to give back to their communities, and to become more active and engaged. Many find that service offers real-life work experience, allowing opportunities to test career paths, sharpen skills, and define employment goals and interests. The individuals profiled here represent a small sampling of the many people with disabilities engaged in national and community service. These stories illustrate the diversity of members with disabilities and their service experiences, and show how a national service experience can contribute to employment.

Lise Pace

AmeriCorps VISTA Service: Bosma Enterprises, Indianapolis, Indiana

During her service year, Lise Pace volunteered for Bosma Enterprises, an organization that supports individuals with visual disabilities. Lise, who has retinitis pigmentosa, trained and recruited many volunteers. Lise talks about being very shy and uncertain when she began her VISTA service. She thought that her newly-acquired disability precluded her from employment entirely. In spite of this, Lise went on to design and implement a volunteer program that allowed people with disabilities to serve in programs such as Habitat for Humanity. After her service year, Lise was hired as a full-time employee for an AmeriCorps program. She is now very comfortable with public speaking. In fact, through the corporate volunteering program, Lise trained volunteers from all levels within the 150-employee company. Lise said of her VISTA experience, "I really was just like a flower that hadn't been watered...Once I got watered, I just really blossomed and started standing up straighter." Her service experience improved her confidence and provided an opportunity for her to rejoin the workforce.

Dwight Owens

AmeriCorps State: Linking Individuals to Neighborhoods and Communities (LINC), Collins, Mississippi

Dwight Owens won the 2010 Spirit of Service Award given to an outstanding AmeriCorps member. Dwight served as a member of LINC, where he helped connect people with disabilities with resources and supports to facilitate independence. Dwight remarks that he was proud to help others to gain independence while working to gain independence himself. In 2005, Dwight was a teacher and football coach when he sustained a spinal-cord injury after being struck by a drunk driver. He says that service increased his self-confidence and taught him he could inspire others through his own struggle for independence. Since his accident, Dwight has used his teaching experience to conduct many presentations in schools, churches, and prisons to discourage drinking and driving. Reflecting on his national service experience, Dwight says, "You can't help but feel good when you are helping other people smile." He says his national service experience has helped to develop his own self-awareness that he now uses in his public speaking and advocacy.

Jennifer Wayne Byerly

AmeriCorps State: GRADD Senior Connections, Owensboro, Kentucky

Jennifer Wayne Byerly never imagined that joining AmeriCorps would turn into what she calls “the catalyst to change my life.” Jennifer used her professional experience and the training she received in AmeriCorps to work with organizations including the Red Cross, the Medical Reserve Corps, and the Community Emergency Response Team to help seniors and people with disabilities prepare for disasters and other emergencies. Jennifer became one of the first Red Cross Disaster Response Team members to self-identify as a person with a disability. As a result, she became the first person with a mental health-related disability to serve as a consumer representative on a psychiatric response team. Jennifer credits her experiences in AmeriCorps as contributing to her being awarded a grant that will enable her to, as she says, “do even more service in my rural community.”

Source: Stories of American with Disabilities in National Service, CNCS Website (www.nationalservice.gov/fact-sheet/stories-americans-disabilities-national-service).

Reflect and Discuss (and chart!)

1. Discuss (and chart) the opportunities and challenges that might be encountered by a person with a disability when serving as a VISTA in your project. Reflect on the different types of supports required--discuss and chart.
2. If you were to recruit a VISTA member with a disability, how would that impact your training and support plan? And that of your sub-site supervisors? What new skills and training might you need to best support them?

Food for Thought – Portraits of VISTAs

Single Parents

According to VISTA data, 19 percent of VISTA members are parents. Of that number, we don't know how many are single, but we can be sure that some are.

According to *Custodial Mothers and Fathers and Their Child Support: 2011*, a report released by the U.S. Census Bureau every two years (and most recently in December 2013), approximately 14.4 million single moms and dads are currently raising their 23.4 million children in the U.S. Historically, mothers have long borne -- by far -- most of the responsibility for raising their children, and that trend continues today. In 2011, mothers represented 81.7% of all custodial parents, while fathers represented 18.3%.

Employment is often an issue for single parents. The level of full-time, year-round employment in 2011 was 47.0 percent for custodial mothers and 65.9 percent for custodial fathers. For single-parent families below poverty in 2011, about 15.1 percent were employed full-time, year-round and about half (49.0 percent) were not employed.

The poverty rate for all single-parent families in 2011 was 28.9 percent which is about twice as high as that of the total population (15.0 percent). Poverty rates varied greatly among types of single-parent families. The poverty rate of custodial-mother families in 2011 (31.8 percent) was about double the poverty rate for custodial-father families (16.2 percent). Some of the highest poverty rates (about 57 percent) were found among custodial-mother families in which the mother had less than a high school education, participated in one or more public assistance programs, or had three or more children. Families in which custodial mothers had full-time, year-round employment or who had a bachelor's degree or higher tended to have much lower levels of poverty (10.0 percent and 9.3 percent, respectively).

The educational level of custodial mothers has increased during this period. By 2012, the proportion of custodial mothers who had not graduated from high school decreased to 15.6 percent, and the proportion with at least an associate's degree increased to 30.4 percent.

Reflect and Discuss (and chart!)

1. Discuss (and chart) the opportunities and challenges single parents face when doing their year of service. Reflect on the different types of supports required--discuss and chart.
2. If you would like to recruit a single parent, how would you market? How would this impact your overall recruitment plan?
3. If you were to recruit a single parent, how would that impact your training and support plan? And that of your sub-site supervisors?