



WASHINGTON CAMPUS COMPACT
AMERICORPS VISTA PROGRAM

Proposal Guidelines
&
Resource Guide

2018-19

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2018-19 WACC VISTA RFP TIMELINE

January 17, 2018	WACC VISTA RFP released
March 9, 2018	Full Proposal Priority due – electronic submission (WACC will continue to accept proposals after this date, but will give priority to proposals received by March 28th)
March 15, 2018	WACC VISTA Program partners notified
March 19, 2018	WACC VISTA Members recruitment begins (positions posted on AmeriCorps electronic portal and through local site sources)
May 21, 2018	WACC VISTA Member Application Deadline. All enrollment paperwork and documentation MUST be completed and submitted to WACC by this date
June 2018	Mandatory Supervisor Training (dates and venue TBD)
August 7-10, 2018	Pre-Service Orientation for new VISTA members
August 11, 2018	First day on-site for new VISTA members

PROGRAM ELIGIBILITY

Host Eligibility

- Applicants must be a member in good standing with Washington Campus Compact
- Applicants agree to pay a **participation fee of \$8,000** per full-time AmeriCorps VISTA member
- Applicants agree to retain and make available **\$500 in emergency funds** to the VISTA member
- Applicants agree to comply with [AmeriCorps VISTA Terms and Conditions](#)

Host Responsibilities

- Participate in all program activities such as orientation, training, site visits, conference calls, and assessments
- Attend WACC supervisor training in June (days and venue TBD)
- Recruit WACC AmeriCorps VISTA member
- Create a Volunteer Assignment Description (VAD) for WACC AmeriCorps VISTA member
- Meet weekly with WACC AmeriCorps VISTA member
- Complete member performance evaluations (mid-year and final)
- Provide ongoing professional development to WACC AmeriCorps VISTA member
- Provide materials, supplies, and adequate working space to permit WACC AmeriCorps VISTA member to perform her/his assigned duties
- Provide mileage reimbursement for work related travel
- Support WACC AmeriCorps VISTA member to network with other national service participants in their community and participate in local emergency disaster relief efforts, if needed
- Support WACC AmeriCorps VISTA member participation in National Days of Service, i.e., 9/11 Day of Remembrance, MLK Day, National Volunteer Week and Make a Difference Day
- Notify Program Manager immediately regarding unscheduled termination of WACC AmeriCorps VISTA member and unscheduled changes of status and conditions of WACC AmeriCorps VISTA member such as arrest, hospitalization, and unapproved absences
- Participate in WACC program assessment efforts including campus data collection and progress reports
- Recognize WACC AmeriCorps VISTA member at end of program year (certificate of completion, letter of appreciation from president, recognition event, etc.)
- Use Washington Campus Compact and AmeriCorps VISTA logos and names in marketing materials including website, brochures, etc.
- Provide link to [Washington Campus Compact](#) website on department website

Member Eligibility

- Associate or Bachelor's Degree
- At least 18 years of age, U.S. citizen, U.S. national, lawful permanent resident, or person residing legally in Washington State
- Ability to make a full-year commitment
- Interest and/or experience in community service and/or community development
- Effective oral and written communication skills with diverse populations, including multicultural experience and cross-cultural communication skills
- Proficient in Google platform, MS Office, Adobe products, social media, and database management

- Ability to organize, prioritize and perform multiple work assignments
- Ability to work evenings and weekends as necessary
- Ability to pass criminal background check

Member Responsibilities

- Participate in all program activities such as orientation, training, site visits, conference calls and assessments
- Comply fully with all provisions outlined in AmeriCorps VISTA Prohibited Activities
- Complete and submit all required reports and timesheets
- Regularly update WACC on project successes and challenges
- Communicate regularly with other team members via email, WACC VISTA Facebook Page, VISTA Blog, etc.
- Complete WACC VISTA member evaluations
- Notify Site Supervisor and Program Manager immediately regarding early termination or other change of status including arrest, sickness, or accident
- Participate in Days of Service, i.e., MLK Day, National Volunteer Week, Make a Difference Day, should activities be organized in the communities where the members are in service

PROPOSAL EVALUATION

Each proposal will be evaluated by external reviewers who have expertise and interest in VISTA programming, as well as internal staff reviewers.

Strong proposals will demonstrate comprehensive alignment of goals, interventions, and outcomes in all sections of the application. The proposal should flow from a broad, three-year project design to specific member roles and responsibilities for the current year of the project.



Proposal Evaluation is based on the following criteria:

10%	Project Abstract
10%	Statement of Need
20%	Logic Model - Project Design (separate file)
10%	Community Partnerships
10%	Recruitment Plan
5%	Organizational Capacity and Sustainability
5%	Member Development and Support
70%	Narrative
20%	Volunteer Assignment Description
10%	Detailed Position Description
30%	Supplemental Information
100%	Total

Final site selection may also be based on type of institution, geographic location and/or population diversity. Additionally, priority will be given to high quality proposals that:

- Partner with recipients of Title I school improvement grants ([SIG](#))
- Increase opportunities in rural communities
- Increase opportunities in tribal communities

WASHINGTON CAMPUS COMPACT AMERICORPS VISTA PROGRAM

I. INTRODUCTION AND OVERVIEW

Washington Campus Compact

Washington Campus Compact (WACC) Washington Campus Compact is a coalition of higher education institutions committed to advancing the public purpose of colleges and universities, educating students for civic and social responsibility, and working in partnerships to cultivate vital and sustainable communities across the state.

AmeriCorps VISTA

AmeriCorps VISTA (Volunteers in Service to America) Founded in 1965, Volunteers in Service to America (VISTA) is a federal national service program designed to provide needed resources to nonprofit organizations and public agencies to increase their capacity to lift Americans out of poverty.

AmeriCorps VISTA supports efforts to alleviate poverty by recruiting US Citizens and people with United States work authorization aged 18 years and older from a diverse range of backgrounds to dedicate a year of full-time service with a sponsoring organization (“sponsor”) to create or expand programs designed to empower individuals and communities in overcoming poverty.

AmeriCorps VISTA Members serve in community organizations, higher education institutions, local governments, and other agencies to leverage human, financial and material resources to develop sustainable solutions to critical community needs.

All AmeriCorps VISTA projects must incorporate the four key principles outlined by CNCS:

1. Anti-Poverty Focus

The statutory purpose of AmeriCorps VISTA programs is to strengthen and support efforts to eliminate and alleviate poverty and address poverty-related problems in the United States. Each VISTA project should focus on empowering individuals to emerge out of poverty, not simply make poverty more tolerable. VISTA projects focus on long-term solutions to poverty rather than short-term services.

2. Capacity-building

VISTAs create systems that remain long after their term of service ends. VISTA projects, expand the scale, impact, and resource-leveraging ability of programs and organizations that work to eliminate poverty. VISTA members strengthen sponsors by building infrastructure, expanding community partnerships, securing long-term resources and more, as determined by local needs, with all activities focused on creating pathways out of poverty for low-income communities

3. Community Empowerment

Prospective and current AmeriCorps VISTA project sponsors must engage people of the communities to be served by the project in planning, developing, implementing and evaluating the project. Each project must be responsive and relevant to the lives of community residents and should tap into inherent community assets, strengths and resources.

4. Sustainable Solutions

AmeriCorps VISTA members serve as short-term resources that serve to build the long-term sustainability of anti-poverty programs. Projects should be developed with a goal to phase out the need for VISTA members within three years and have the project to continue without them.

Washington Campus Compact (WACC) VISTA Program

WACC serves as an intermediary sponsor through the Washington State office of CNCS. The [WACC AmeriCorps VISTA Program](#) recognizes the power of campus-community partnerships in addressing critical community needs.

Program goals:

- Develop sustainable *campus-community partnerships* that improve educational access, persistence and completion, and increase access to secure and nutritional food.
- Develop sustainable local *campus-community projects* that improve educational access, persistence and completion, and increase access to secure and nutritional food.
- Leverage human, financial and material resources that improve educational access, persistence and completion, and increase access to secure and nutritional food.

WACC AmeriCorps VISTA members serve full-time, for one year, *building the capacity of higher education institutions and community-based organizations* to improve educational equity and increase access to fresh, nutritional food for economically disadvantaged and other at risk children, students and their families across Washington State.

II. PROGRAM PRIORITIES FOR 2018-19

In 2018-19 the WACC AmeriCorps VISTA Program will prioritize two [CNCS focus areas](#), [Education](#) and [Healthy Futures](#).

Focus Area 1: Education

WACC AmeriCorps VISTA members will develop, build, support, and deepen campus-community partnerships that directly impact the educational access, persistence and completion for economically disadvantaged and other at risk children and youth, as well as veterans and their families.

Partnerships should focus on:

- **School Readiness:** helping economically disadvantaged and other at risk pre-K students enroll in, maintain enrollment in, and succeed in early childhood education programs
- **Success in School:** helping economically disadvantaged and other at risk students in grades K–12 maintain enrollment in, and succeed in school
- **College Access:** helping economically disadvantaged and other at risk students in grades 6–12 prepare for and access college
- **College Persistence and Completion:** helping economically disadvantaged and other at risk college students persist toward graduation and beyond through coaching, tutoring, mentoring, enrollment support, learning communities and community engagement initiatives
- **Pathways to College and Careers:** helping economically disadvantaged and other at risk youth persist through college and beyond through coaching, tutoring, mentoring, enrollment support, learning communities and community engagement initiatives
- **DREAMers Support:** helping undocumented students persist toward graduation through coaching, tutoring, mentoring, enrollment support, learning communities and community engagement initiatives
- **STEM Programming and Support:** helping increase the number of economically disadvantaged and other at risk youth engage in and obtain STEM degrees

Additionally, priority will be given to high quality proposals that:

- Partner with recipients of Title I school improvement grants ([SIG](#))
- Increase educational opportunities in rural communities

- Increase educational opportunities in tribal communities

Focus Area 2: Healthy Futures

WACC AmeriCorps VISTA members will develop, build, support, and deepen campus-community partnerships that contribute to an equitable, sustainable and healthy food system for economically disadvantaged children, youth and adults, as well as veterans and military families.

These partnerships will focus on:

- **Obesity and Food:** supporting anti-hunger efforts that increase access to healthy food through food pantries, food banks and pantries, farmer’s markets, community gardens and collective impact, multi-sector initiatives
- **Nutritional Education:** supporting campus and community efforts that teach healthy eating and nutrition through research-based education programs

Additionally, priority will be given to high quality proposals that:

- Partner with recipients of Title I school improvement grants (SIG)
- Increase healthy futures programming in rural communities
- Increase healthy futures programming in tribal communities

What do VISTA members do to build capacity?

- Develop partnerships with local community agencies and Title I schools
- Conduct community asset mapping
- Develop student leadership to sustain impactful community service
- Recruit and mobilize volunteers to serve at Community Based Organizations (CBOs) in activities related to focus areas
- Develop and coordinate programs and services to meet the needs of economically disadvantaged children and youth
- Create new systems and processes
- Leverage cash and in-kind resources
- Plan, coordinate and implement community-service projects (focused on education or healthy futures) for National Days of Service
- Report on project accomplishments

III. WACC VISTA PERFORMANCE MEASURES

All host sites will track capacity building outputs (activities) and outcomes using monthly progress reports and Pre/Post Surveys.

These include the following aligned outputs and outcomes:

Capacity Building Outputs:

- [G3-3.1](#) # of community volunteers recruited by AmeriCorps VISTA members
- [G3-3.4](#) # of organizations that receive capacity-building services by AmeriCorps VISTA members that lead to effective partnerships focused on improving educational outcomes and improving access to secure and nutritious food sources.
- [G3-3.8](#) # of volunteer service hours contributed by volunteers recruited by AmeriCorps VISTA members

Capacity Building Outcomes:

- [G3-3.3](#) # of organizations implementing three or more effective volunteer management practices as a result of capacity building services provided by AmeriCorps VISTA members.
- [G3-3.11](#) # of new systems and business processes (databases, websites, curricula development, training, etc.) or enhancements to existing systems and business processes put in place as a result of capacity building services provided by AmeriCorps VISTA members .
- [G3-3.16](#) Dollar value of cash resources leveraged by AmeriCorps VISTA members
- [G3-3.17](#) Dollar value of in-kind resources leveraged by AmeriCorps VISTA members

Anti-Poverty Performance Measures

All host sites will also track outputs (activities) in their chosen focus area. These will include the following aligned outputs:

Education Outputs:

- # of educational activities completed by AmeriCorps VISTA members
- # of students (beneficiaries) engaged in VISTA-supported programming

Healthy Futures Outputs:

- # of healthy futures activities completed by AmeriCorps VISTA members.
- # of students (beneficiaries) engaged in a VISTA-supported programming

How does the VISTA Grant work?

All WACC AmeriCorps VISTA projects must be designed with a three-year timeline in mind to support sustainability. VISTA projects typically span three years, *however, host sites must re-apply each year*. Contingent upon available funding and project performance, host institutions will be eligible to renew each year of the three-year grant period.

Each year is meant to build upon the previous year:

- Year One: Member creates project foundation and begins implementation process
- Year Two: Member continues to implement project and begins to create structure for sustainability
- Year Three: Member focuses on project institutionalization

The natural progression from project creation to institutionalization is illustrated below:



Projects should incorporate all three aspects with increasing emphasis on sustainable endeavors in Year Two and Three. Fourth year applications may be considered on a case-by-case basis. Fourth year applications will need to illustrate a combination of significant community need and strong program results.

AMERICORPS VISTA MEMBER BENEFITS

In-Service Benefits:

- Bi-weekly living allowance, dependent on project location:

WA County	VISTA Bi-Weekly Living Allowance
King County	\$674.66
Pierce County	\$491.96
Snohomish County	\$674.66
Spokane County	\$472.22
Thurston County	\$472.22
Whatcom County	\$472.22
Whitman County	\$472.22
Yakima County	\$472.22

- AmeriCorps VISTA Members have the option to receive the Segal Education Award of \$5,920 (taxable) or a \$1,800 cash stipend (taxable) upon successful completion of their year of service. The education award can be used to cover the costs of future education or to repay qualified student loans.
- Basic healthcare programs (not insurance)
- Student loan forbearance on eligible student loans
- Basic child care assistance when applicable
- Relocation allowance, if moving *more than* 50 miles to serve
- Reimbursed travel expenses (when applicable)
- Extensive training and professional development opportunities
- Professional networking opportunities
- Access to institutional resources
- Access to AmeriCorps network
- Non-competitive eligibility for Federal Government service (for one year after service)
- Mileage reimbursement for work related travel

Site specific benefits (varies by campus):

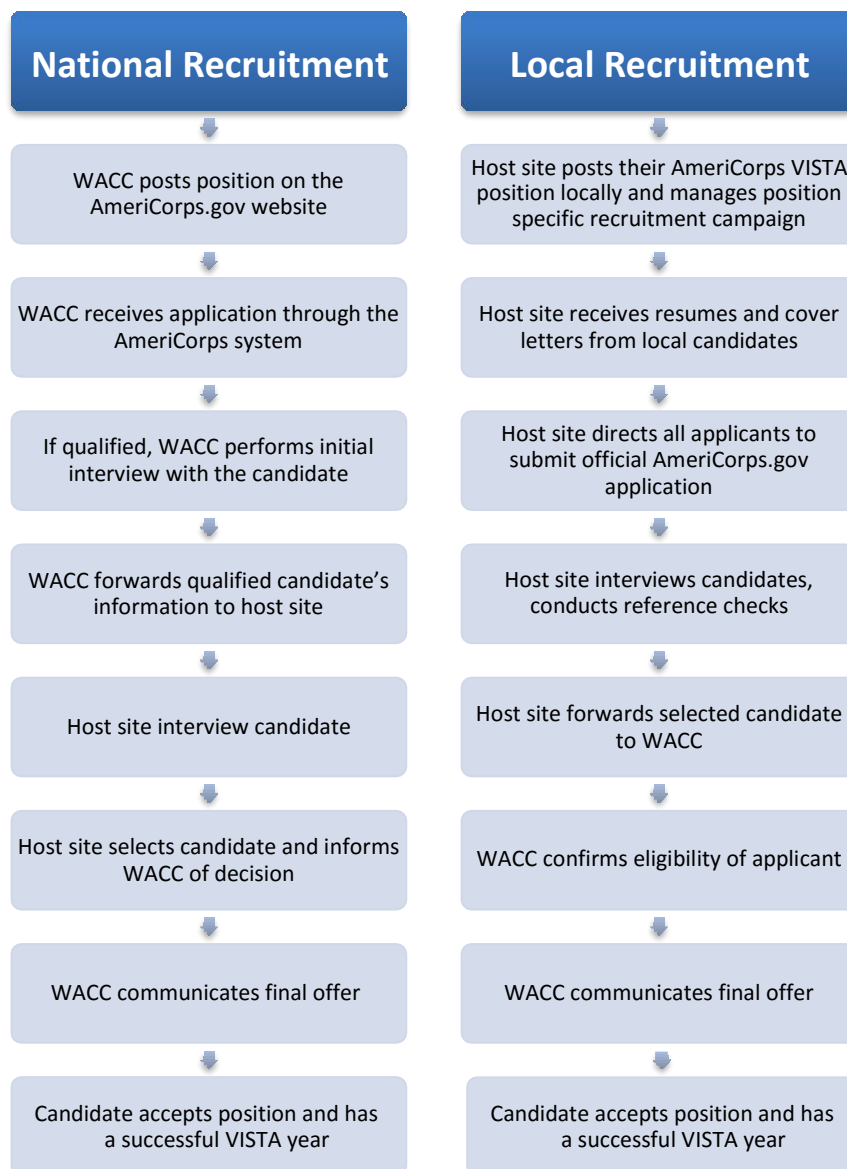
- Campus bus pass
- Access to campus resources such as library, technical support, fitness center
- Meal plan (if available)

MEMBER RECRUITMENT

During AmeriCorps WACC VISTA member recruitment Washington Campus Compact (WACC) and the host site work in tandem to select the best VISTA candidate for the project.

Roles and Responsibilities

- **Host Sites:** Management of local campus and community outreach, application review, interviewing, member selection
- **WACC:** National outreach, management of WACC recruitment web page and AmeriCorps application database, application review, screening interviews, reference checks, communication of final offer



Recruitment Timeline and Process

Outreach

- VISTA Leader enters information from host site proposal into AmeriCorps online application database and makes position description available, sharing corresponding links with host site supervisor in charge of recruitment
- Site Supervisor reviews posting and position description notifying VISTA Leader of any necessary changes
- Additionally, VISTA Leader posts position to applicable WACC listservs, discussion forums, and job search websites
- Simultaneously, Site Supervisor promotes position locally using campus and community communication channels, directing interested people to [My AmeriCorps](#) and [Recruitment page of WACC VISTA Program website](#)

Application

- **All applicants** whether recruited locally by host site or nationally by the WACC office must submit an AmeriCorps online application
- VISTA Leader monitors AmeriCorps site and sends an e-mail to all applicants, acknowledging submission. The e-mail states what application parts (if any) are missing and explains that they need to e-mail a resume and cover letter to vista.wacc@gmail.com
- VISTA Leader inputs applicant information into the database and begins review of completed applications

Screening

- VISTA Leader invites qualified applicants to participate in initial phone interview
- During this interview, candidates are informed about both the expectations and benefits of VISTA service, including:
 - Start date and end date
 - Pre-service Orientation
 - Importance of commitment
 - Explanation of Prohibited Activities
- VISTA Leader forwards qualified candidates to Site Supervisor at applicable host sites

Host Site Interview

- Site Supervisor reviews the forwarded materials, and if interested, conducts a site specific interview
- If Site Supervisor is not interested in an applicant, the VISTA Leader should be contacted by phone or email
- **The interview process should be conducted within one week of receiving application materials, to ensure a successful placement.**

Please note: As illustrated in the graphic above, if a host site identifies a candidate locally, a site specific interview may precede the candidate speaking with the VISTA Leader. However, all applicants must submit the full AmeriCorps.gov application and speak with the VISTA Leader at some point.

Matching

- Site Supervisor decides, if candidate is good choice for host site, and communicates decision to VISTA Leader.

Selection

- The VISTA Leader is responsible for communicating all position offers or rejections. This ensures consistency in the information provided to all candidates regarding WACC and AmeriCorps expectations
- When a candidate accepts the position, VISTA Leader confirms selection in the AmeriCorps database
- VISTA Leader sends the WACC Welcome packet to the newly selected VISTA
- Site Supervisor prepares on-site orientation and training plan (OSOT) and submits to VISTA Leader

If a host site is unable to place a VISTA member through local/national recruitment by the final deadline, or if a selected candidate backs out after the deadline has passed, the host site may lose their placement until the following program year.

VOLUNTEER ASSIGNMENT DESCRIPTION (VAD) SAMPLE ACTIVITIES BY YEAR

The following are examples of appropriate *VISTA activities*:

YEAR One: Project Creation & Management

- Become familiar with community resources, assets and needs around *focus area* (FA)
- Conduct community assessment or develop community asset map
- Plan community outreach events to potential community-based organizations (CBOs/Title 1 schools) working in FA
- Work with new CBOs to identify organizational needs
- Recruit faculty interested in working with CBO in FA
- Facilitate collaboration between faculty members and CBO in developing service project
- Recruit, train, and/or place student volunteers at CBOs working in FA
- Develop and manage activities for on-campus programs serving low-income students and veterans
- Develop website and web-related tools to promote FA program
- Assist in the planning and implementation of local community service projects in FA
- Collaborate with student organizations on service activities and opportunities
- Write articles and/or press releases to publicize service efforts
- Plan and coordinate MLK Day and/or other National Days of Service
- Make class presentations on FA and aligned service opportunities
- Connect faculty members with community partners for community-based research
- Plan issue-based educational forums and events
- Present to campus groups about the needs of those in poverty and potential strategies of FA
- Develop outreach materials for campus and community about FA
- Present to stakeholders on the status of partnerships and statistics related to needs and progress in the community
- Recognize publicly through press releases, newsletters, etc. community partner progress
- Recognize students, faculty, staff, and community partners during a formal ceremony
- Document effective practices to share with other VISTAs
- Present effective practices at local and/or state-wide conferences
- Create and distribute an annual report highlighting campus-community partnerships
- Begin a handbook for Y2 and Y3 VISTA members
- Participate in WACC assessment and reporting

YEAR Two: Improvement & Process

- Become familiar with Year Two community resources, assets and needs around *focus area* (FA).
- Use Year One program assessment to strengthen programs and partnerships
- Sustain and enhance campus/community partnerships established in first year
- Conduct outreach to potential new community partners
- Design brochures or website materials to promote FA
- Recruit, train, and/or place student volunteers in designated CBOs or Title I schools

- Document and present the results of FA service programs to local businesses, community and educational leaders, and those on campus to garner further support
- Promote effective models and practices for recruitment, training, and placement among FA partners
- Recruit FA ambassadors for community partnerships
- Determine procedures and systems for FA volunteer initiatives (i.e. procedures for responding to community requests for student volunteers, procedures for fundraising, communication systems)
- Develop a system for feedback from all constituents (student volunteers, community partners, faculty and staff)
- Develop and host an email listserv for those involved in partnerships
- Organize FA service orientations, workshops, learning circles, and/or fellowships for faculty
- Develop, diversify, and expand a library and/or website of FA resources, available to faculty, staff, students, and community partners
- Meet with various student programs on campus to strengthen and/or leverage community service FA goals
- Foster cross-campus FA programming
- Develop a strategic plan and leadership structure for a community task force, advisory board, and/or coalition
- Develop an advisory board to determine structure for campus/community partnerships
- Develop a communication plan or strategy within a campus-community partnership
- Use data from service program evaluations and/or an audit of campus-community programs to develop new strategies for collaboration
- Create a structure for student leadership within FA
- Provide leadership development training for FA student leaders
- Participate in WACC assessment and reporting

YEAR Three: Project Institutionalization

- Write a handbook or guide for one-day service events in FA
- Formalize a curriculum to train/advise others in FA, develop a FA training handbook
- Create a FA student leaders handbook or manual
- Cultivate appropriate campus advisory relationships for student organizations in service
- Find creative ways to integrate FA community service and/or service-learning into existing programs
- Institutionalize faculty fellows program
- Standardize volunteer policies and procedures for FA CBO
- Find permanent sponsorship or funding for campus/community garden project
- Work with student organization to take on ownership of campus garden
- Document a process or policy for conflict management within a campus-community partnership
- Seek financial resources to support partnerships through grant-writing or other fundraising strategies
- Train and recognize ambassadors for community partnerships and community issues
- Complete a white paper with recommendations to the campus host site on the future of service programs and community partnerships, as well as an outline of VISTA accomplishments for the year
- Create two-year program calendar of events, days of service, recognition and advisory board meetings
- Attend and present project work at conference
- Participate in WACC assessment and reporting

Developing a WACC VISTA Assignment Description (VAD)

The VISTA Assignment Description (VAD) is a roadmap for the VISTA member's year of service. It should capture the overall goal of the project (**Project Goal Statement**), priorities that the VISTA member is expected to achieve (**Objectives**) during the current project year, and the incremental steps needed to complete each objective (**Activities**). It should also include **Anticipated Results, Targets, and Measurement Tools**. The VAD should be clear, succinct, and without jargon, so that even someone outside the program can use it to gain a solid understanding of what the WACC VISTA member will do, how they will do it, and what the results will be once they have completed their work.

The VAD is a working document, used by the WACC VISTA member, their site supervisor, and WACC program staff to share project plans with the State Office and to frame project reporting. As with many grant applications, your project plan and results need to be aligned. All anticipated VISTA activities should be documented here.

The VAD can be modified and may change as the project progresses. Changing needs, new opportunities, and the VISTA member's unique skills will influence the way the VAD is structured. The Supervisor should review the VAD with the WACC VISTA member at least once a month, and any changes submitted to the WACC program director for approval as they are proposed.

Tips for Developing a Solid VISTA Member Assignment Description:

1. The **Project Goal Statement** reflects what you hope to accomplish overall and ensures that your project aligns with the WACC VISTA Program goals. You **must state** how your project will help break the cycle of poverty through sustainable, capacity-building activities. Be ambitious but realistic about what the VISTA can accomplish in one year of the project. No more than 750 characters.
2. **Objectives:** are what the VISTA member will need to accomplish to reach the anticipated results for their year of service. Avoid generalities by adding "in order to..." Most projects will have 3-4 Objectives.
3. **Activities** are the specific steps needed to achieve the Objectives. Focus on tasks that build organizational capacity. Be clear and include target numbers. Examples may include: developing processes, creating materials, planning workshops, and supporting events. There should be 3-4 Activities per Objective.
 - **Do not include:** On-site orientation and training, direct service, or administrative tasks.
4. The **Anticipated Results** are tangible, substantial outputs. They are what you expect to achieve if the activities are completed. Most VISTA projects will have 2-3.
5. The **Target** is the measurable quantity of the results. Examples: 1 community assessment, 30 volunteers, 1,000 hours, \$200 in-kind donation, or 300 beneficiaries. These are the numbers you will be reporting monthly.
6. **How Measured** defines the instrument that will be used. Example: activity log, sign-up sheet, or pre/post survey, agreements, feedback forms, etc.

SAMPLE VISTA ASSIGNMENT DESCRIPTION (VAD) 2018-2019

Host Site: Fir Tree College	Project Title: Food for Firs	Supervisor Name: Ann Chang
VISTA Position Title: Food for Firs VISTA Coordinator	Primary Anti-Poverty Focus Area: <input type="checkbox"/> Education <input checked="" type="checkbox"/> Healthy Futures Secondary Anti-Poverty Focus Area: <input type="checkbox"/> Education <input type="checkbox"/> Healthy Futures	Project Year: <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3
VISTA Member Objectives and Activities		
<p>Project Goal Statement: “Food for Firs” is a new initiative of Fir Tree College that aims to increase the number of food secure students, families, and youth in Apple County by uniting campus and community resources. In Year 1, the VISTA member will complete a community assessment, gather campus-community support from stakeholders through the creation of an advisory committee, plan for a new on-campus food pantry distribution site, and develop a community nutritional education program in conjunction with FTC Nutrition Education students. With increased collaboration between campus and community partners, “Food For Firs” will help increase access to healthy foods and nutritional knowledge for Apple County residents, thereby breaking the cycle of poverty.</p>		
<p>Objective 1: Complete a community assessment of current community food security resources in order to establish best practices for new on-campus food pantry site.</p> <p>Activity 1: Research community assessment practices.</p> <p>Activity 2: Complete community assessment with local food pantries.</p> <p>Activity 3: Create a handbook of best practices for three new distribution sites.</p>		<p>Enter the date or time period for completion: August 2018 – February 2019</p>
<p>Anticipated Results: Sustainable knowledge of best practices for future distribution sites implementation through the creation of a handbook.</p> <p>Target Number: 1 community assessment created and implemented; 1 handbook of best practices created and revised, 5 volunteers</p> <p>How Measured: Community assessment, shared research folder, handbook, volunteer database</p>		
<p>Objective 2: Establish an advisory committee composed of campus and community partners in order to establish stakeholder support for future campus-community programs.</p> <p>Activity 1: Research and create a database of campus departments and offices, food banks/pantries, transitional and long-term shelters, farms, community gardens, other community organizations related to food access/justice, businesses/entrepreneurs, and any other local individuals or agencies.</p> <p>Activity 2: Plan a focus group composed of individuals from database to gather input about the direction of the “Food For Firs” project.</p> <p>Activity 3: Invite faculty, community members, leaders, and other individuals to join advisory committee and plan meeting agenda based on action items from focus group discussion.</p>		<p>Enter the date or time period for completion: August 2018- December 2019</p>

<p>Activity 4: Coordinate and help facilitate regular advisory committee meetings.</p>	
<p>Anticipated Results: Creation of an advisory committee that meets regularly to discuss action items for project. Target Number: 1 new database of community contacts; 1 new focus group; 1 new advisory committee; 8-10 new advisory committee members (volunteers) How Measured: Shared database of community contacts, focus group and meeting agendas</p>	
<p>Objective 3: Create communication and marketing plan in order to regularly update stakeholders on project progress.</p> <p>Activity 1: Assess department’s current communication procedures.</p> <p>Activity 2: Create monthly feedback form for partners to add project updates.</p> <p>Activity 3: Create 3-5 marketing materials/templates for print and electronic/social media.</p> <p>Activity 4: Document best practices and schedule regular communication efforts with Student Services Marketing staff member.</p>	<p>Enter the date or time period for completion: December 2018- August 2019</p>
<p>Anticipated Results: Project stakeholders will be regularly updated about project progress and successes. Target Number: 1 new communication/marketing plan created; 1 new feedback form created; 2-5 templates created; 2 new social media updates/week and 1 new monthly newsletter sent, 3 new volunteers. How Measured: Best practices handout; list of contacts/subscribers; log of communication efforts</p>	
<p>Objective 4: Establish partnership with Nutrition Education faculty and students in order to plan a spring community workshop series.</p> <p>Activity 1: Plan classroom visits explaining the “Food For Firs” project and mobilize five student volunteers for community workshop series.</p> <p>Activity 2: Meet with students and faculty to plan community workshop series and curriculum. With students, create curriculum for three community workshops.</p> <p>Activity 3: Coordinate workshop dates, location, outreach, and other logistics.</p> <p>Activity 4: Create and distribute a pre/post survey to assess twenty workshop participants increase in knowledge of nutrition education.</p>	<p>Enter the date or time period for completion: January 2019-June 2019</p>
<p>Anticipated Results: Nutrition education community workshop series will result in an increase in knowledge for workshop participants. Target Number: 5 student volunteers recruited; 3 workshops planned; 3 lesson plans created; 20 participants; 20 surveys completed How Measured: Volunteer sign-up sheet/hour tracking; participant sign-up/contact sheet; pre/post survey.</p>	

SAMPLE VISTA ASSIGNMENT DESCRIPTION (VAD) 2018-2019

Host Site: Mountain View Community College	Project Title: Growing STEM	Project Supervisor: Paul Muñiz
VISTA Position Title: VISTA STEM Mentoring Coordinator	Primary Anti-Poverty Focus Area: <input checked="" type="checkbox"/> Education <input type="checkbox"/> Healthy Futures Secondary Anti-Poverty Focus Area: <input type="checkbox"/> Education <input type="checkbox"/> Healthy Futures	Project Year: <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3

VISTA Member Objectives and Activities

Project Goal Statement: “Growing STEM” is an initiative of Mountain View Community College that aims to increase the number of low-income, underrepresented students in the STEM disciplines in Rainier School District. This project will establish a peer to youth STEM mentoring program that will engage and encourage middle and high-school students, providing them with the resources and knowledge they need to pursue education in STEM fields. In Year 1, the VISTA member will gather campus-community support through the creation of a STEM advisory committee, create communications and marketing plan, develop curriculum for a STEM mentoring program, and partner with RSD schools for classroom recruitment. As a result of these activities, more Rainier students will pursue careers in the STEM fields, thus breaking the cycle of poverty.

<p>Objective 1: Establish an advisory committee composed of campus and community partners in order to establish support and guide the direction of the program.</p> <p>Activity 1: Create a database of current people and projects working in the STEM fields to gauge interest in program development.</p> <p>Activity 2: Plan a focus group of individuals to gather input about potential projects and direction.</p> <p>Activity 3: Invite faculty, community members, leaders, and other individuals to join advisory committee and plan meeting agenda based on action items from focus group discussion.</p> <p>Activity 4: Coordinate and help facilitate regular advisory committee meetings</p>	<p>Enter the date or time period for completion: August 2018 – February 2019</p>
<p>Anticipated Results: Working group and knowledge of current individuals and best practices within STEM field locally</p> <p>Target Number: 1 Community Advisory Committee, 1 Focus group, Quarterly meetings, 5-6 volunteers</p> <p>How Measured: Research folder, database</p>	
<p>Objective 2: Create communication and marketing plan to keep all stakeholders apprised of progress and gather project feedback</p> <p>Activity 1: Develop website for project resources, contacts and marketing.</p> <p>Activity 2: Train staff and community partners on how to update website.</p> <p>Activity 3: Develop print and digital marketing materials for target audiences for dissemination</p>	<p>Enter the date or time period for completion: December 2018- August 2019</p>

<p>through weekly newsletter, social media, and campus opportunity boards.</p> <p>Activity 4: Document best practices in a shared resource folder.</p>	
<p>Anticipated Results: Project stakeholders will be regularly updated about project progress and successes.</p> <p>Target Number: 1 new communication/marketing plan created; 1 new website update form created; 1 website training developed; 3 trainings delivered, 10 staff trained, 2 community partner trained, 2-5 marketing templates created; 2 new social media updates/week</p> <p>How Measured: Best practices document, contact list, program materials, website database</p>	
<p>Objective 3: Partner with Rainier School District middle and high schools in order to recruit classrooms for a pilot STEM mentoring program.</p> <p>Activity 1: Meet with high school and middle school administration to assess best classrooms for pilot program.</p> <p>Activity 2: Create outreach materials for pilot program.</p> <p>Activity 3: Meet with RSD teachers to pitch participation in pilot program for following year.</p> <p>Activity 4: Create partnership agreements for middle and high school classrooms.</p>	<p>Enter the date or time period for Completion: September 2018-April 2019</p>
<p>Anticipated Results: Rainier School District classrooms will partner for a pilot STEM mentoring program.</p> <p>Target Number: 1 middle school and 1 high school partnership established; 4 classrooms recruited; 2 new outreach materials created, MOU created</p> <p>How Measured: Outreach materials, partnership agreements.</p>	
<p>Objective 4: Develop curriculum for a STEM Mentoring Pilot Program in order to spark interest in STEM fields for middle and high school aged youth.</p> <p>Activity 1: Meet with partner classrooms to assess best fit for new curriculum.</p> <p>Activity 2: Meet with MVCC STEM faculty for curriculum development guidance.</p> <p>Activity 3: Create 4 age-appropriate lesson plans for middle and high school classrooms.</p> <p>Activity 4: Present curriculum to advisory committee for feedback and approval.</p>	<p>Enter the date or time period for completion: January 2019-June 2019VISTA</p>
<p>Anticipated Results: Create middle and high school STEM curriculum to be implemented in pilot mentoring program.</p> <p>Target Number: 4 new age-appropriate lesson plans</p> <p>How Measured: Classroom assessment of current curriculum; committee feedback forms</p>	



SAMPLE WACC AmeriCorps VISTA Position Description

Host Site Name: Fir Tree College Department: Student Services	Project Title: Food For Firs
Position Title: Food For Firs Coordinator	Project Supervisor: Cassandra Garrett

Position Summary:

The VISTA member will unite campus and community resources to increase the number of food secure low-income students, families, and youth in Apple County. In Year One, the VISTA member will coordinate major project activities such as: complete a community assessment, gather campus-community support from stakeholders through the creation of an advisory committee, create a communication and marketing plan, plan for new food pantry distribution sites, and develop a community nutritional education program in conjunction with FTC Nutrition Education students.

Major responsibilities and activities:

- Complete a community assessment with partners for new on-campus food distribution site
- Create a website of community contacts
- Coordinate a focus group with campus and community members
- Create an advisory committee of campus and community members
- Help facilitate regular advisory committee meetings
- Identify and establish future food pantry distribution sites
- Create a communication and marketing plan to regularly update stakeholders on project
- Establish partnership with Nutritional Education program faculty and students to develop curriculum and plan community workshops

Term of service: 365 days, averaging 40 hrs /week

Qualifications:

- Associate or Bachelor’s Degree
- At least 18 years of age, U.S. citizen, U.S. national, lawful permanent resident, or person residing legally in Washington State
- Ability to make a full-year commitment
- Interest and/or experience in community service and/or community development
- Effective oral and written communication skills with diverse populations, including multicultural experience and cross-cultural communication skills
- Proficient in Google platform, MS Office, Adobe products, social media, and database management
- Ability to organize, prioritize and perform multiple work assignments
- Ability to work evenings and weekends as necessary
- Ability to pass criminal background check

AmeriCorps VISTA benefits:

- Bi-weekly living allowance
- Relocation and settling-in allowance, if moving more than 50 miles to serve
- Post-service \$5,920 Education Award or \$1,800 end-of-term cash award
- One year of non-competitive eligibility (NCE) for federal government jobs



- Basic health coverage, student loan forbearance, and basic child care assistance when applicable
- Paid round-trip ticket to pre-service orientation and reimbursed travel expenses when applicable
- Extensive training, professional development, and networking opportunities
- Access to AmeriCorps network

Site specific benefits:

- Staff transit pass
- Library card
- Gym pass

Equal Opportunity and Non-discrimination

Western Washington University/Washington Campus Compact and sub-granted campus programs, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces equal opportunity, diversity and inclusiveness, does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information, and veteran status in its programs or activities, including employment, admissions, and educational programs. See Western's [Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation](http://www.wwu.edu/policies/policy1000.shtml) (POL-U1600.02): <http://www.wwu.edu/policies/policy1000.shtml>

As such, the subcontracted campus programs agree not to discriminate against any client, student, employee, or applicant for employment or services in administering personnel actions such as employment, promotion, demotion, transfer, recruitment, layoff, termination, compensation and training opportunities, on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information, and veteran status.



SAMPLE WACC AmeriCorps VISTA Position Description

Host Site Name: Mountain View Community College
Department: Community Engagement Office
Position Title: VISTA STEM Mentoring Coordinator

Project Title: Growing STEM
Project Supervisor: Paul Muñiz

Position Summary:

This project will establish a peer to youth STEM mentoring program that will engage and encourage middle and high-school students, providing them with the resources and knowledge they need to pursue education in STEM fields. In Year 1, the VISTA member will gather campus-community support through the creation of a STEM advisory committee, create communications and marketing plan, develop curriculum for a STEM mentoring program, and partner with Rainier School District schools for classroom recruitment.

Major responsibilities and activities:

- Create a database of current campus and community members working in STEM fields
- Coordinate a focus group with campus and community members
- Create an advisory committee of campus and community members
- Help facilitate regular advisory committee meetings
- Create a communication and marketing plan, including a program website
- Train staff, faculty, and community partners on how to update program website with news and opportunities
- Identify and establish partner classrooms in Rainier School District for participation in pilot STEM mentoring program
- Create age-appropriate curriculum for pilot STEM mentoring program

Term of service: 365 days, averaging 40 hrs/week

Qualifications:

- Associate or Bachelor's Degree
- At least 18 years of age, U.S. citizen, U.S. national, lawful permanent resident, or person residing legally in a state
- Ability to make a full-year commitment
- Interest and/or experience in community service and/or community development
- Effective oral and written communication skills with diverse populations, including multicultural experience and cross-cultural communication skills
- Excellent computer skills, including MS Office, social media, Adobe products, and database management
- Ability to organize, prioritize and perform multiple work assignments
- Ability to work evenings and weekends as necessary
- Ability to pass criminal background check before employment begins

AmeriCorps VISTA benefits:

- Bi-weekly living allowance, rate dependent upon project location
- Relocation and settling in allowance if moving more than 50 miles to serve
- Post-service \$5,920 Education Award or \$1,800 end-of-term cash award
- One year of non-competitive eligibility for federal government jobs



- Basic health coverage, student loan forbearance, and basic child care assistance when applicable
- Paid round-trip ticket to pre-service orientation and reimbursed travel expenses (when applicable)
- Extensive training, professional development, and networking opportunities
- Access to AmeriCorps network

Site specific benefits:

- On-campus housing
- Meal plan
- Library card
- Recreation Center pass

Equal Opportunity and Non-discrimination

Western Washington University/Washington Campus Compact and sub-granted campus programs, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces equal opportunity, diversity and inclusiveness, does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information, and veteran status in its programs or activities, including employment, admissions, and educational programs. See Western's [Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation](http://www.wvu.edu/policies/policy1000.shtml) (POL-U1600.02): <http://www.wvu.edu/policies/policy1000.shtml>

As such, the subcontracted campus programs agree not to discriminate against any client, student, employee, or applicant for employment or services in administering personnel actions such as employment, promotion, demotion, transfer, recruitment, layoff, termination, compensation and training opportunities, on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information, and veteran status.

SAMPLE #1 Logic Model – Project Design

Project Title: Food for Firs

Problem Statement: *Nearly 30% of residents of Apple, WA live below the poverty line and lack access to secure and nutritious food. In 2010, the USDA identified Apple, WA as a food desert area, lacking grocery stores, farmers’ markets and healthy food providers.*

Goal Statement: *“Food For Firs” will significantly increase the number of low-income children and their families in Apple, WA who have access to regular, nutritious food, improving their overall health and breaking the cycle of poverty.*

INPUTS	ACTIVITIES/INTERVENTIONS	OUTPUTS	OUTCOMES Evidence of Change	
What project resources will we invest?	What will we do?	What and how many services and products will we deliver because of our activities?	Short-term: What changes in knowledge, skills, attitudes, opinions will occur?	Medium-term: What changes in participants’ behavior or action do we anticipate?
<ul style="list-style-type: none"> • WACC VISTA members • Office Space • Computer/Telephone • 1 Supervisor • 2 Faculty/Staff • Office materials • Community Partners/Stakeholders 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • Create community assessment plan • Create food access advisory committee • Develop communication plan between stakeholders • Research and plan for future distribution sites <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • Develop volunteer recruitment plan • Create community outreach/marketing plan • Implement new distribution sites and hours • Develop nutritional education workshop series 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • 1 community assessment plan • 1 food access advisory committee • 1 communication plan • 1 community database • 3 new distribution sites identified • 1 distribution plan • 6 volunteers <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • 3 distribution sites established • 30 new distribution hours established • 60 volunteers recruited • 300 low-income students/families served • Print and digital marketing/resource materials • 3 community outreach events • 3 workshops implemented by Nutritional Education Dept. • 3 nutritional education curriculum 	<ul style="list-style-type: none"> • Increased collaboration and coordination among partners • Improved access to regular and nutritious food • Increased number of clients using food pantries • Increased knowledge of healthy food choices and nutrition • Higher volunteer recruitment and retention 	<ul style="list-style-type: none"> • Participants report a reduction in hunger • Participants report making more fresh and nutritious meals • Volunteers report increased motivation • Community has integrated system of services and resource sharing (reports increased efficiency and effectiveness)

	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Train community organizations to utilize community website • Create volunteer management handbook • Secure community foundation funding • Assess distribution sites and write white paper report 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Quarterly website training • 1 website manual • 1 volunteer management manual • 1 volunteer coordinator recruited • \$15,000 community foundation grant • 1 white paper report written and disseminated 		
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Evidence for your intervention: According to The Urban Institute, over 40 million nonelderly low-income families used a food pantry in the past 12 months. Food pantries help to reduce hunger and hardship in the United States. Many families, including working families with children, use these local resources to supplement their income.

¹ US Census Bureau, 2015

¹ USDA, American Nutrition Association, 2015

¹ Briefel, Ronette, Jonathan Jacobson, Nancy Clusen, Teresa Zavitsky, Miki Satake, Brittany Dawson, and Rhoda Cohen. 2003. The Emergency Food Assistance System—Findings from the Client Survey

SAMPLE #2 Logic Model – Project Design

Project Title: Growing STEM

Problem Statement: *In the last 10 years, growth in STEM jobs has been three times greater than non-STEM jobs. However, only 9 out of 100 children/youth born in WA will go on to be employed in a STEM-related field. For low-income children/youth only 6 out of 100 will be employed in a STEM-related field.*

Goal Statement: *Increase the number of low-income youth in Rainer school district who enter the STEM fields by creating a peer to youth mentoring program, enabling families to see increased employment, enhanced productivity and economic vitality, and the generation of substantial incremental tax revenues.*

INPUTS	ACTIVITIES/INTERVENTIONS	OUTPUTS	OUTCOMES Evidence of Change	
What project resources will we invest?	What will we do?	What services and products will we deliver?	Short-term:	Medium-term:
<ul style="list-style-type: none"> • 1 VISTA member • Office Space • Computer/Telephone • 1 Supervisor • 2 Faculty/Staff • Office materials • Community Partners/Stakeholders 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • Create STEM advisory committee • Develop communication and marketing plan between stakeholders • Recruit Rainier SD classrooms • Develop curriculum <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • Create STEM mentor recruitment and training plan • Implement pilot STEM mentoring program • Develop STEM education workshop series • Plan STEM community events <p align="center"><u>Year 3</u></p> <ul style="list-style-type: none"> • Develop website training 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • 1 STEM advisory committee • 1 communication and marketing plan • 1 website created • 1 high school & 1 middle school partnership • 4 classrooms recruited • 4 lesson plans for middle and high school classes <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • STEM mentoring program volunteer recruitment and training plan • 10 peer mentors recruited • 50 low-income youth mentees served • 3 workshops implemented by STEM faculty • 3 community events with STEM businesses 	<ul style="list-style-type: none"> • Increase knowledge about the STEM field for low-income youth • Increase number of low-income students interested in STEM careers • Increase in low-income youth preparation for STEM post-secondary education 	<ul style="list-style-type: none"> • Increased access to post-secondary STEM education by low-income youth • Increased persistence and graduation in post-secondary STEM education for low-income youth • Increased economic well-being for low-income youth

	<p>manual</p> <ul style="list-style-type: none"> • Create volunteer management handbook • Secure community foundation funding • Assess pilot program and write white paper report 	<ul style="list-style-type: none"> • 100 youth and families attending workshops and events <p><u>Year 3</u></p> <ul style="list-style-type: none"> • 1 training manual • 1 volunteer management manual • \$15,000 community foundation grant • 1 white paper report written and disseminated 		
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Evidence for your intervention: U.S. Chamber. of Commerce, U.S. Bureau of Labor Statistics, Raytheon Corporation, ACT, Inc., National Center for Education Statistics, Georgetown University Center on Education and the Workforce, U.S. Bureau of Labor Statistics and U.S. Census Bureau, America's Edge, TechAlliance, National Assessment of Educational Progress (NAEP)

On-Site Orientation and Training (OSOT)

On-Site Orientation and Training (OSOT) must be completed in the first month of the AmeriCorps VISTA member's service. The following worksheet is provided to assist site supervisors in planning an effective OSOT. Please review the OSOT best practices listed below to assist with planning. Templates available on [WACC VISTA's Program Resources webpage](#).

First Day:

- Introduce AmeriCorps VISTA member to staff, faculty, and administrators
- Provide a tour of the campus
- Introduce the VAD to the AmeriCorps VISTA member
- Share what previous VISTA members have worked on, if applicable
- Set up email, voicemail, get college ID, complete necessary paperwork, etc.
- Instruct member on use of phone, fax, copier, mail process, ordering office supplies, etc.
- Get AmeriCorps VISTA member keys to access campus office/building and school building
- Communicate office attire

Week One: Discuss common expectations and agreements for a working relationship including, but not limited to:

- The supervisor's other roles and responsibilities
- The supervisor's management style
- The AmeriCorps VISTA member's learning style
- A clear understanding of the lines of communication between member and supervisor
- A clear understanding of the support provided to the member
- Chain of command for the organization
- Weekly meeting time
- Professional behavior expectations and sign WACC Standards of Performance Agreement
- Office policies, include, but not limited to: AmeriCorps VISTA member's schedule (hours in the office, arrival/departure time, AmeriCorps Prohibited Activities)
- Attendance expectations: who to call if sick, what to do if running late, etc.
- Employee policies: computer use, working with the media, etc.
- Mileage reimbursement procedure
- Culture and mission of the institution
- Provide member with an introduction to the campus/community, to include, but not limited to:
 - The socio-economic and political structure
 - The physical boundaries of the service area
 - Tour of community and introductions to key community partners
 - Potential resources that can help achieve project goals such as the WACC VISTA Grant Proposal

Weeks Two-Four:

- Allow the AmeriCorps VISTA Member to learn about their project and develop their skills. This may include: professional development training, project-related research, and attending meetings.

WACC VISTA Glossary of Terms

Activity: The capacity-building activities engaged in by VISTA members to achieve the project's goals. See "*Capacity Building*".

Beneficiaries: The individuals, groups, and organizations that benefit from services supported by the efforts of VISTAs. Although VISTAs do not engage in direct provision of services to people in need, the capacity-building efforts of VISTAs provide indirect support to service delivery.

Capacity Building: Refers to efforts by VISTA members to increase the ability of community-based organizations (CBOs) to provide services to the community. Capacity-building activities should expand resources, increase the number of beneficiaries served, improve service utilization, develop new programs and services, expand existing programs and services and/or improve service coordination among organizations.

Community Need: The problem or issue in the community that the VISTA project will address.

Community Volunteer: An individual from the community who offers their time and talents to assist CBOs. Community volunteers may be, but are not limited to: students, seniors, baby boomers, veterans and their families. Community volunteers differ from VISTAs, in that they are under no formal obligation to provide a specified amount of assistance (e.g., as measured by service hours), and do not receive a stipend, education award or health benefits.

Data: The numbers and other raw factual information systematically collected to measure results.

Data Source: Identifies the origin (place, organization, or group of individuals) of the information collected to measure results.

Input: A resource the program will use to achieve anticipated results. Examples include: staff, VISTAs, community volunteers, facilities, equipment, curricula, and money.

Logic Model: A diagram or chart that outlines the poverty-related community needs that the VISTA project will address and key results that will be measured along the way. The logic model reveals the basic thinking behind the project and how resources will be used to help solve a problem in the community.

OSOT: Required onsite orientation and training by the host site.

Project Goal: Reflects what you hope to accomplish overall and ensures that your project aligns with the WACC VISTA Program goals of breaking the cycle of poverty in communities through sustainable, capacity-building activities.

Stakeholder: An individual, group, or organization with an interest in the success of the VISTA project. Stakeholders may include VISTAs, project staff, partner agencies, boards, funders, community partners, and program beneficiaries.

Sustainability: The ability of programs, services, and other program infrastructure developed to endure beyond the completion of the VISTA project.

Target: A concrete, measurable number that specifies progress toward reaching the project goal. It answers the question "What is my *evidence* that the anticipated results have been reached?"

VISTA Assignment Description (VAD): Identifies key objectives of VISTA project and the major activities needed to accomplish these objectives. Projects develop a VAD for each VISTA.