

Discover: Self-Directed Learning Guide through the VISTA Campus 2012



VISTA

Volunteers In Service To America

This resource was developed by the

Resources for Training VISTAs Action Learning Team

Cassandra Maurer

Chante Wallace

Christina Giorgio

Geoffrey Hickox

Marta Baran

Rabi Vandergon

Stefana Soitos

Victoria Malaney

Special Thanks to

Project Mentor Kapila Wewegama

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Introduction

We've all been there. Trust me on this. So you probably have completed your PSO training if you're reading this, and I'm guessing you probably were cheesing like a Cheshire cat as you took that oath, huh? You stepped into the VISTA shoes thinking you would be like superman and save the world as soon as your plane landed back in your town. Oh, but then reality hit didn't it? The enthusiasm quickly vanished as soon as you thoroughly read your VAD. Your head began to spin, and your hands shook as you held that death sentence –I mean VAD. Volunteer recruitment? Fundraising? Capacity building? Partnerships? What does this all mean? How will you ever get this all done? Go ahead. It's okay. You can scream.

This is where we come in, my friend. A team of eight VISTA Leaders from across the country have experienced these same feelings. We decided that we wanted to make your life a little easier to get these tasks done. We participated in an Action Learning Challenge project entitled, "Resources for Training," also known as your saving grace. This curriculum provides online training resources that are accessible for all VISTAs who need them. We have taken the time to create a document that will walk you through beneficial courses and readings that will help you with tasks you may have been assigned on your VAD. So relax, sit back, and do a little exploring in our curriculum. We're pretty sure this will make your service year much more enjoyable since you will have a place to go to gain knowledge for your projects. Use this training tool for any concerns that you have. Take the time to read over the recommended handouts, and do the flash courses. These tools are for you from us. Good luck! We're sure you will do great!

Section One - Poverty in America

Training Goals

- To learn about historical perspectives on poverty
- To understand who is in poverty today
- To familiarize VISTAs with the causes of poverty

Handouts and Resources

Websites

- The US Census Bureau (www.census.gov)
- Institute for Research on Poverty, University of Wisconsin-Madison (www.irp.wisc.edu)
- National Center for Children in Poverty (www.nccp.org)
- Dr. Donna Beegle's Communication Across Barriers site (www.combarriers.com)



Handouts and Resources Continued

Websites Continued

- To look up the latest on your community, go to <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Enter the city, county or zip under “Community Facts”.

- Individual Development Accounts (IDAs) in your area, go to www.idanetwork.org. Click on “Find an IDA Program Near You” in the right column.

Books:

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

Articles:

- “Relatively Deprived” by John Cassidy (The New Yorker, April 3, 2006)
- “Overcoming the Silence of Generational Poverty” by Dr. Donna M. Beegle (Talking Points, Oct/Nov 2003)
- “Getting to Why’ to solve for ‘How’: Kids in Poverty Now on Radar.” An extended interview with national expert Dr. Donna Beegle on breaking through the barriers of generational poverty. From Northwest Education, Fall 2004, at <http://educationnorthwest.org/resource/1036>

Reports:

- “Getting Out — and Staying Out — of Poverty: The Complex Causes of and Responses to Poverty in the Northwest” (Dec. 2004) by David Harrison and Bob Watrus for the Northwest Area Foundation

Session 1 - Conversations about Poverty with Dr. Stephen Pimpare

Session Overview



In the fall of 2011 and early 2012, renowned poverty expert Stephen Pimpare, author of *A People's History of Poverty in America*, engaged VISTAs in a series of conversations about poverty in the United States that examined poverty using a variety of lenses and viewpoints. In this session you can access archived video recordings of and handouts for the three webinars he held.

Learning Objectives



- To learn about historical perspectives on poverty
- To understand who is poor today
- To familiarize VISTA with causes of poverty

Session Steps



This session should be viewed first in the VISTA Campus series on Poverty in America. Within this session called: “Conversations about Poverty” with Dr. Stephen Pimpare you are able to access 3 video recordings of webinars and handouts to each webinar:

Historical Perspectives on Poverty

This webinar introduced a range of perspectives on poverty in the U. S., with an emphasis on how people living with poverty, hunger, and homelessness have described those experiences for themselves. Using history as a jumping-off point for our discussion, we looked at how the experience of being poor has or has not changed over time, as well as how the perspective of people living in poverty may differ from the perspectives of others.

Who’s Poor Today? What Every VISTA Should Know

This webinar examined the most recent Census Bureau data on poverty in the U.S., paying special attention to the ways in which rates vary by age, race, gender, and geography. We also reviewed the brand-new Supplemental Poverty Measure to see how it differs and how it provides another look at how poverty is distributed among Americans.

Causes of Poverty: The Economic Crisis and Beyond

This webinar discussed the Great Recession, looking at its effects upon employment, household wealth, access to health care, and more. We examined efforts by the federal government to reduce poverty during this period, evaluated its success, and talked about whether the causes of poverty today are different than the causes during “normal times.”

Points to Remember



- Describe some common views about people living in poverty and identify three common explanations about why people are poor
- Describe the experience of poverty as viewed by poor Americans themselves
- Compare the perspectives of people experiencing poverty and those not in poverty, and offer hypotheses about why they might differ
- Begin to evaluate how this affects your own views, or challenges any preconceptions you might have had
- Identify the groups that are most likely to live in poverty in the U.S. today
- Describe how poverty rates have changed over time, and how they have varied from group-to-group (by age, race, geography, and more)
- Explain how poverty is calculated using the official standard and the new Supplemental Poverty Measure
- Identify ways in which poverty knowledge can help inform your VISTA service
- Recount the causes and effects of the Great Recession, with emphasis on its impact on the well-being of individuals and families
- Describe how this compares with why Americans are poor in non-recessionary periods
- Begin to evaluate the Recession’s effects upon your agency and community
- Use this information to consider short-term and longer-term solutions to poverty in the U.S.

Appendix



1. http://vistacampus.org/file.php/37/PovertyInAmerica/Perspectives_on_Poverty_Webinar.pdf
2. http://vistacampus.org/file.php/37/PovertyInAmerica/Whos_Poor_Today_Webinar.pdf
3. http://vistacampus.org/file.php/37/PovertyInAmerica/Causes_of_Poverty_Webinar.pdf
4. http://vistacampus.org/file.php/37/ResourcesfromPSO/PovertyinAmerica/External%20Documents/Poverty_Asset_Dev.pdf
5. http://vistacampus.org/file.php/37/ResourcesfromPSO/PovertyinAmerica/External%20Documents/Working_with_People_in_Poverty.pdf
6. http://vistacampus.org/file.php/37/ResourcesfromPSO/PovertyinAmerica/External%20Documents/Measuring_Poverty_Data_Maps.pdf
7. http://vistacampus.org/file.php/37/ResourcesfromPSO/PovertyinAmerica/External%20Documents/Models_and_types.pdf

Session 2 - PSO Resources, Poverty in America

Session Overview



At PSO you discussed poverty in America, including what causes it and what it looks like. You also explored how the government defines poverty and what it means to live in poverty. In this section you would be able to access materials you received at your PSO on Poverty in America.

Learning Objectives



- Use these materials as you work to eliminate poverty in your community
- Learn about Poverty and Assets
- Gain understanding how to work with People in Poverty Working with People in Poverty
- Learn how to Measure Poverty - Data, Maps, and Thresholds
- Access Models and Types of Poverty
- Access Poverty Resource List

Session Steps



This session should be viewed second in the VISTA Campus series on Poverty in America. Within this session called: "PSO Resources – Poverty in America" you are able to documents presented at your PSO.

Download PDFs from that training to read, print out, and share with others as you work to eliminate poverty in your community.

Points to Remember



- It is easy to make assumptions and not be aware of them.
- Often our perceptions are based on feelings, judgments, stereotypes, and underlying beliefs.
- It is important to examine our assumptions and judgments so we can make informed choices about what we believe.
- It is important to gather evidence to support how we see and perceive different aspects of life.
- The truth is that none of us has the truth about poverty.

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http://vistacampus.org/file.php/37/ResourcesfromPSO/PovertyinAmerica/External%20Documents/Poverty_Resource_List.pdf

Session 3 - Briefcase for Success

Session Overview



The Briefcase for Success GIZMO (Giving Information for Zooming Mission Objectives) is a collection of electronic tools and links to relevant websites to help you make sense of financial development in communities. Topics include financial literacy, individual development accounts, home ownership, microfinance, small business development and entrepreneurship. Learn who the major players are and the resources available to you.

Learning Objectives



- Learn about Home Ownership Program
- Understand Microenterprise Finance/ Micro Credit
- Know how to host Entrepreneurship Training
- Know what are the Individual Development Accounts
- Gain ability to assist with Small Business Development
- Learn about Financial Literacy

Session Steps



This session should be viewed third in the VISTA Campus series on Poverty in America. Because the term “Financial Asset Development” can be approached from many vantage points, the Briefcase contains information on:

- Financial Literacy
- Home Ownership
- Individual Development Accounts
- Micro Finance/ Micro Credit
- Entrepreneurship
- Small Business Development

Points to Remember



Whether your assignment involves teaching members of your community about financial literacy or building the financial security of a community institution, the Briefcase contains the information you will need from leading organizations in these fields to help you successfully advance a financial asset development agenda.

Appendix



<http://vistacampus.org/mod/resource/view.php?id=1546>

Session 4 - Strategies for Impacting Wealth and Poverty in America

Session Overview



This 8 pages PDF document identifies core issues related to wealth and poverty. This session can serve as a great small group activity on identifying risk factors.

Learning Objectives



- Identify a core issue related to wealth and poverty in your community you would like to address, e.g., youth dropout rates.
- Understand Wealth Paradigms

Session Steps



This session should be viewed fourth (lastly) in the VISTA Campus series on Poverty in America. Within this session called: “Strategies for Impacting Wealth and Poverty in America” you are able to download PDF document to read, print out, and share with others to understand core issues related to wealth and poverty in your community. You can use this session:

a) as a handout for individual

b) as small group activity... use chart (pg. 5/8) to brainstorm the key contributing “risk” factors which cause individuals, families, communities and societies to slip into/remain in poverty and the key contributing “protective” factors which cause individuals, families, communities and societies to develop/maintain assets and wealth. [If time is short: Divide into eight work groups. Each group should take a sheet of newsprint representing one of the eight cells from the chart. Work on your cell and then pass the paper to the next group until each group has contributed to all of the work sheets.]

Points to Remember



- Main Causes of Wealth and Poverty In America are: Market Forces, Institutions of Wealth and Poverty Concentration, Individual Responses, Class and Cultural Structure, Catastrophe and Crisis, Physical, Developmental and Mental Limitations.
- Paradigms are a system of beliefs that guide and influence behavior at the individual and social levels. In order to impact the broad range of factors that impact wealth, we must begin with an examination of the paradigms that affect our choices.

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http://vistacampus.org/file.php/37/PovertyInAmerica/Strategies_Wealth_Poverty.pdf

Section Two - Workplace and Service Site

Training Goals

- Understand the phases of the VISTA Lifecycle
- Begin to think about how and why we make assumptions
- Develop strategies for working in different communities
- Learn tips for running effective meetings
- Examine the different types of workplace values and communication styles

Handouts and Resources

Flash courses

- Navigating the VISTA Lifecycle (<http://vistacampus.org/mod/book/view.php?id=1507>)
- Not Always What You Think (<http://vistacampus.org/mod/book/view.php?id=1502>)



Handouts and Resources Continued

Other Sessions

- Community Entry: Culture Matters (http://vistacampus.org/file.php/37/ResourcesfromPSO/Community_Entry/External%20Documents/Culture_Matters.pdf) and Strategies for Entering Communities (http://vistacampus.org/file.php/37/ResourcesfromPSO/Community_Entry/External%20Documents/Comm_Entry_Strats.pdf)
- Workplace Values (http://vistacampus.org/file.php/37/ResourcesfromPSO/Workplace_Values/External%20Documents/Workplace_Values.pdf)
- How to Run Effective Meetings and Give Effective Feedback:: Effective Feedback (<http://vistacampus.org/file.php/37/ManagingUrYear/EffectiveFeedback.pdf>)
- 12 steps to Time Management (<http://vistacampus.org/file.php/37/ManagingUrYear/12StepsTimeMgmt.pdf>)
- Tips for Running an Effective Meeting (http://vistacampus.org/file.php/37/CommunicationsandMarketing/CommunicationSkills/Eff_Meetings.pdf)
- Communication Styles (<http://vistacampus.org/mod/resource/view.php?id=1505>)

Other Helpful Materials:

- Project Plan and VAD (<http://vistacampus.org/mod/resource/view.php?id=1584>)
- Organizational Culture and Entry Journal (http://vistacampus.org/file.php/37/About_VISTA_Journals_final.pdf)
- Vibeswatcher (<http://vistacampus.org/file.php/37/CommunityDevelopment/5Cs/Community/VibesWatcher.pdf>)
- Decision-making Models (<http://vistacampus.org/file.php/37/CommunityDevelopment/5Cs/Control/DecisionMakingModels.pdf>)
- VISTA forums (<http://vistacampus.org/course/view.php?id=20>)

Session 1 - Navigating the VISTA Lifecycle

Session Overview



This flash course gives an overview of the VISTA year.

Learning Objectives



- Understand the lifecycle stages of learning, doing, and teaching.
- See the importance of making a plan at all stages of your service year

Session Steps



Click on this link and follow the steps in flash course:
<http://vistacampus.org/mod/book/view.php?id=1507>

Points to Remember



- Your VISTA year will definitely have its ups and downs, but it will be rewarding if you prepare well.
- Remember that other VISTAs and VISTA Leaders might be going through similar feelings as you!

Session 2 - Not Always What You Think

Session Overview



This flash course delves into how and why we make assumptions.

See Also Improving Communication

Learning Objectives



- Define what an assumption is
- Reflect on your assumptions and why you make them
- Manage your assumptions more effectively, as well as those that other people might make about you

Session Steps



Click on this link and follow the steps in flash course:
<http://vistacampus.org/mod/book/view.php?id=1502>

Be sure to note the headings and the main points of each section.
This can be a helpful tool for any stage in the VISTA term.

Points to Remember



- Remember that by broadening our experiences, we can begin to breakdown assumptions
- Reflection is key to analyzing assumptions
- During your service year, you will encounter many new people and situations.
- Remember to reflect and celebrate as your assumptions change with your broadening experiences!

Appendix



Difference between inference and assumption
<http://www.criticalthinking.org/pages/distinguishing-between-inferences-and-assumptions/484>

Session 3 - Community Entry

Session Overview



These readings will prepare you for entering and working in different communities.

Learning Objectives



- Understand the fundamentals of culture
- See how communication and culture are connected
- Develop strategies for working with people from different backgrounds

Session Steps



Although the Culture Matters document is directed towards Peace Corps volunteers, it still holds valuable information about culture, communication and working in different types of communities. Skim the document to find the activities that will be most helpful for you.

Read the Community Entry do's and write out which strategies will be most helpful at your work site.

Points to Remember



- One way to learn more about a community is to volunteer at local organizations. Try to break out of your comfort zone!
- Write in a journal as frequently as possible – try to make it a habit to write daily for one hour. It will become part of your day and you will be able to remember more details!

Appendix



Culture Matters

http://vistacampus.org/file.php/37/ResourcesfromPSO/Community_Entry/External%20Documents/Culture_Matters.pdf

Strategies and suggestions for effective community entry

http://vistacampus.org/file.php/37/ResourcesfromPSO/Community_Entry/External%20Documents/Comm_Entry_Strats.pdf

Session 4 - Workplace Values

Session Overview



This session examines different workplace values.

Learning Objectives



- Understand that there are many different elements to workplace values.
- Begin to think about how your workplace values compare to your co-workers.

Session Steps



- Exercises to do after reading the Workplace Values article:
Think about where you stand on each of the workplace value spectrums, and write it down. Now, thinking about your values, how do they compare or differ from your co-workers?
- It also might be helpful to lead a discussion with your co-workers on this article. It could be a casual discussion about where people see themselves, and how as a team you can work better together.

Points to Remember



- Understanding your values will allow you to work more effectively and be happier at work!
- It is important to think about your values, but also your co-workers' as well.

Appendix



Workplace Values

http://vistacampus.org/file.php/37/ResourcesfromPSO/Workplace_Values/External%20Documents/Workplace_Values.pdf

Session 5 - How to Run Effective Meetings and Provide Productive Feedback

Session Overview



This session outlines tips for running meetings and providing feedback.

Learning Objectives



- Become familiar with the 12 steps to managing your time effectively
- Understand that both positive and corrective feedback should be given as close as possible to the relevant experience
- See that the learning and development of feedback is best when documented
- Be better prepared to handle meeting “roadblocks”

Session Steps



Exercise to do after reading all three pieces:

Think about a time you were at a meeting, and you didn't feel engaged. Using the strategies for time management and navigating meeting roadblocks, how could the meeting have been facilitated differently?

Other questions to consider:

- Which strategies will be most helpful for you?
- How do you plan to implement them?

Points to Remember



- Plan to go into meetings with agenda and facilitation strategies
- Always give constructive and productive feedback!

Appendix



- Effective feedback (<http://vistacampus.org/file.php/37/ManagingUrYear/EffectiveFeedback.pdf>)
- 12 Steps to time management (<http://vistacampus.org/file.php/37/ManagingUrYear/12StepsTimeMgmt.pdf>)
- Tips for running an effective meeting (http://vistacampus.org/file.php/37/CommunicationsandMarketing/CommunicationSkills/Eff_Meetings.pdf)

Session 6 - Communication Styles

Session Overview



This session provides an overview of communication styles.

Learning Objectives



- Be able to identify the different types of communication styles
- See that directness, context, the importance of face, the person and task are all important factors in communication

Session Steps



Read the case study and answer the subsequent questions:

http://vistacampus.org/file.php/37/ResourcesfromPSO/Communication_Styles/External%20Documents/Communication_Styles.pdf

Points to Remember



- Remember that there is no “right” way to communicate
- Reflecting on your own communication styles is key to communicating better with others!

Session 7 - VADs at OSOT (PDF)

Session Overview



Use the VAD at your on-site orientation training to build understanding and connection to your organization and community.

Learning Objectives



At Pre-Service Orientation (PSO) VISTAs have the opportunity to review and develop a basic understanding of their VAD. At OSOT they should dig deeper into their VAD to connect it to the organization and community they'll be serving. To achieve this, OSOT should provide opportunities for the Supervisor and VISTA to: analyze their VADs and Develop a 90-day action plan.

Session Steps



This session is in the Supervisor's navigation panel under The VISTA Assignment section and VADs at Training subsection. This PDF is the second session in this subsection.

http://vistacampus.org/file.php/50/VAD/VADsatTraining/VADs_at_OSOTs.pdf

Points to Remember



Do not rush these discussions. The VISTA will need time to process the information and connect it to the actualities of the community. Some organizations will provide opportunities for the VISTA to connect with the community after reviewing the project plan and before analyzing their VADs.

Section Three - Project Management

Training Goals

- Learn how to plan and organize your project through interactive online courses.
- Learn how to utilize volunteers to manage projects.

Handouts and Resources

- Evaluating Programs/Measuring Outcomes - Focus on the collection of the accurate information to learn what it is you want to know about your program.
http://vistacampus.org/file.php/37/ProjectManagement/Evaluating_Programs_and_Measuring_Outcomes.pdf
- 12 Steps to Time Management (PDF) - <http://vistacampus.org/mod/resource/view.php?id=1755>
- Effective Feedback (PDF) - <http://vistacampus.org/mod/resource/view.php?id=1549>
- Defining (What is) Strategic Planning (PDF) - <http://vistacampus.org/file.php/37/ProjectManagement/WhatisStrategicPlanning.pdf>



Session 1 - Using Volunteers for Project Planning (Course)

Session Overview



In this course, you will explore the steps to developing projects that put volunteers in the middle of the community and result in measurable community impact. These tips will keep volunteers coming back while simultaneously increasing your program's ability to deliver services.

See Also Working with Volunteers

Learning Objectives



This course was developed for national service programs to learn how to plan and implement high-impact, well-managed projects. The content in this course is organized into action-oriented sections that will help you work with the community to meet needs, effectively plan and manage projects, and develop a framework for projects.

- Upon completion of this course, you will be able to:
- Work with the community to identify the community issues/needs
- Discover avenues for finding a project

Session Steps



There are no prerequisites for this course; however, you may find the Researching Potential Projects, Partnership Development, Resource Planning, and Program Assessment courses very helpful.

<http://vistacampus.org/mod/scorm/view.php?id=1589>

After you have taken this course, you may want to answer these questions:

- Do you know what the specific needs facing your community are? If not, do you know how to find those needs and whom you need to talk to?
- What are the STRENGTHS in your community? Remember to build upon great work that is already happening within the community, rather than try to build everything from the ground up.
- Who are the stake-holders in this project?

Points to Remember



- Careful planning is critical to the overall success of your service project.
- By working with the community instead of for the community, you will identify true needs and issues to address through service.
- Thorough research of the issue will lead you to develop community partners and a service project that can make a strong, meaningful impact.
- After mapping out the details and the resources needed for the project, you will be able to work with individuals, groups, and businesses to recruit volunteers and secure the other needed resources.
- Remember it's the tiny details that make a real difference to the project, as you collect research/information for the service event, and work to change your community.

Session 2 - On-Site Project Management

Session Overview



In this course, you will learn how to manage volunteers, logistics, time, and conduct a reflection so that you can implement high-impact, well-managed projects.

Learning Objectives



Successful projects exhibit a good balance between logistics, time, and people. As a program or project manager, you will need to balance these three elements effectively in order to implement a successful, productive service project. This course discusses the various elements of a service project and how they can be managed effectively.

- In this course, we discuss how to manage:
 - Planning
 - Project logistics
 - Volunteers
 - Time
 - Reflection
 - Closure

Session Steps



Go To <http://vistacampus.org/mod/scorm/view.php?id=1588> and click Enter

There are no prerequisites for this course. However, we suggest that you also complete the Project Planning course. Project Planning assists you in creating a high-impact service project, while On-site Project Management helps ensure that volunteers have a quality service experience during your project.

After you have taken this course, you may want to answer these questions:

- Are the stake-holders and key volunteers helping you to plan your event? If not, why?
- Have you made a through list of everything you will need the day of? Do you need to serve lunch? Do you need snacks, water, sunscreen, etc.?
Are there restrooms available? Do you have enough equipment, I.E. do you have enough gloves, bags, etc. if you are doing a park clean up?
- How are you going to thank your volunteers? How are you going to let everyone know that their time is extremely important to you and the project?

Points to Remember



- Reflection is strongly encouraged after every service experience - A group conversation or other reflection exercise provides structured time for volunteers to think and talk about what occurred during the project.
- Pre-project reflection should provide an introduction to the community where they will be serving and/or the issue the project will address.
- No matter when you facilitate a reflection activity, your goal should be to help volunteers express their thoughts about the project and answer three questions: What? So What? and Now what?

Session 3 - Utilizing Volunteers as Project Leaders

Session Overview



In this course, you will learn how to develop a framework for volunteer leadership as well as recruit, select, equip, support, and recognize your project leaders. Project leaders who are properly trained and supported can strengthen your program and expand the work you are able to do in the community. A project leader is a volunteer who:

- Takes charge of a project or program by coordinating it and being accountable for its successful completion
- Communicates the details of the project or program and serves as a resource for other volunteers
- Organizes, leads, and inspires a group of volunteers before, during, and after their service
- May initiate new projects or programs
- Represents the organization to other volunteers

Learning Objectives



- Assess your project leadership needs
- Develop a framework for project leaders
- Define meaningful leadership roles
- Recruit and select project leaders
- Orient and train project leaders
- Delegate responsibilities
- Coach and mentor project leaders
- Recognize project leaders

Session Steps



There are no prerequisites for this course.

<http://vistacampus.org/mod/scorm/player.php>

After you have taken this course, you may want to answer these questions:

- Do you have leaders identified within your community? If not, how do you find and engage them in your project?
- Before you approach potential leaders, think why you need their help. Do you already have a fully developed project that you need help implementing, or do you need help with the planning stages of the project?
- Do your new leaders need any training or equipment to carry out their new roles?

Points to Remember



- Your community is full of potential leaders, including your current volunteers, teachers, senior citizens, and more.
- At the start, assess your volunteer leadership needs
- Develop a framework for project leaders
- Remember to effectively prepare and equip your leaders
- Recognize leaders for their efforts!

Section Four A - VISTA Program Area

Training Goals

Sub-section of VISTA Program Area

- Strategies and Resources for serving youth
- Build and manage a national service program for youth
- Strengthen the skills of your tutors or homework coaches.

Handouts and Resources

<http://www.nationalservicerresources.org/files/legacy/filemanager/download/NatlServFellows/bolivar.pdf>

<http://www.nationalservicerresources.org/files/legacy/filemanager/download/NatlServFellows/bolivar.pdf>

http://www.ppv.org/ppv/publications/assets/185_publication.pdf

http://www.nationalservicerresources.org/files/legacy/filemanager/download/homeland_security/OperationBlueRoof/OBR_protocol.pdf

<http://vistacampus.org/mod/resource/view.php?id=1511>

<http://www.youtube.com/watch?v=npGnWka8kFc>

<http://www.nationalservicerresources.org/videos/webshop-discussion-vista-experience-poverty>



Session 1 - Youth Impact: Starting and Strengthening Quality Programs (Course)

Session Overview



Take this course if you are interested in starting or strengthening a national service program serving youth. Key elements will help you find, prepare, and keep the right members and volunteers to work with youth.

Learning Objectives



- By the end of this course, you will be able to:
- Identify elements of successful youth-serving programs
 - Recruit and retain volunteers to work with youth
 - Access additional resources, training, and support

Session Steps



This session should be viewed first in the VISTA Campus series on VISTA Program Areas in subsection called: Tutoring and Mentoring Youth. Begin course by clicking on the name of a topic in the image above that you would like to learn more about. For example, if you need to partner with others in your community, click on “Forging Partnerships.” If you’d like to enhance your in-service training, click on “Providing Ongoing Support.”

You can also move through the topics in sequence using the “Next” and “Previous” buttons at the top of each page. Or go straight to the information you need using the left-hand navigation menu.

Definitions and documents referenced in each course module can be found in (respectively) the Glossary (http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Glossary/GlossaryComplete.htm) and Downloads (http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Downloads/DownloadsPopUp.html).

Points to Remember



Make sure you review Downloads section to access list of articles, resources, and tools referenced in this course that you can download and use. Click a file’s link to open it for viewing, saving, and printing in sections: Recruiting Volunteers, Screening and Placing Volunteers, Preparing and Orienting Volunteers, Providing Ongoing Support, Measuring Success, Forging Partnerships.

http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Downloads/DownloadsPopUp.html

Appendix



http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Downloads/DownloadsPopUp.html

National Service - http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Glossary/Glossary_Items/National_Service.htm

Youth - http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Glossary/Glossary_Items/Youth.htm

Members - http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Glossary/Glossary_Items/Member.htm

Volunteers - http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Glossary/Glossary_Items/Volunteer.htm

Session 2 - Web-Based Tutor Training (Course)

Session Overview



The CNCS/LEARNS Web-Based Tutor Training (WBTT) was designed to make it easier for you to provide training to tutors in your program and meet CNCS guidelines. Even if you lack literacy or tutoring content knowledge, you can still provide quality tutor training. Although the WBTT is not a substitute for training at the school or site where volunteers or members serve, you can use it to supplement quality training.

Learning Objectives



By the end of this course, you will be able to help tutors make choices about what's best for their students and practice and reinforce your knowledge of reading and homework help strategies.

Session Steps



This session should be viewed second in the VISTA Campus series on VISTA Program Areas in subsection called: Tutoring and Mentoring Youth. Some suggestions how to use this site:

- Assign tutors to work through individual units on their own. Have tutors print out their reflections at the end of the unit or, if multiple tutors work on the same unit, conduct a group reflection at your next team meeting.
- If you have access to a computer lab through your school or program site, schedule an in-service training for tutors to work through the training in the lab while you or a staff member with reading expertise circulate to answer questions and provide support
- Create a plan tailored to your own purposes. Because every tutoring program is different, we encourage you to be flexible as you use this tool. Writing up a brief document for your members and volunteers that describes your expectations for how they will use the site will provide clarity and consistency. You can also use this document to highlight features of the training you would like to emphasize, such as the tutoring planner or support materials. Feel free to incorporate ideas from the “For tutors” section below.

Points to Remember



Make sure to visit : Tutor Tote Bag. As you work through the website, you will find some words and phrases that are highlighted. Click on these for additional strategies, tips, and ideas. Add the ones that interest you to your tutor tote bag. When you’re finished, you can print the contents of your tote bag in one document. Your Tutor Tote Bag page is already printer-friendly. Just print it from your browser and see!

Appendix



<http://legacy.nationalserviceresources.org/learns/web-based/support.php>

Session 3 - Tutoring Videos (Flash)

Session Overview



Observe best practices in tutoring elementary students in reading and homework help. This session has three videos:

- **Built for Success: Good Practice in Volunteer Tutor Programs** (DVD, 30 minutes, closed captioned) Features four tutoring projects that include community and national service volunteers. Video portraits highlight characteristics of successful programs, identified through research and supported by practitioners.
- **Tutoring Video Compilation** (DVD, 60 minutes total, closed captioned)
A collection of four separate tutor-training videos with a companion guide containing discussion questions and tips for training tutors: Learning to Read, Reading Comprehension, Reading in English, Reading for Meaning: Good Practice in Volunteer Tutoring (22 minutes)
- **Beyond the Right Answer: Effective Homework Help** (DVD, 32 minutes, closed captioned)
Highlights best practices for providing homework help in out-of-school time programs. The video has a companion guide with discussion questions and tips for training homework coaches.

Learning Objectives



By the end of this course, you will be able to strengthen the skills of your tutors or homework coaches and liven up training with these three LEARNS-produced videos. Actual tutors and youth demonstrate common literacy and homework help challenges and practical strategies to address them.

Session Steps



This session should be viewed third in the VISTA Campus series on VISTA Program Areas in subsection called: Tutoring and Mentoring Youth. Some suggestions how to use this site:

Show a whole video as part of your orientation for new volunteers, or use selected segments in in-service trainings to improve specific practices.

Points to Remember



Show a whole video as part of your orientation for new volunteers, or use selected segments in in-service trainings to improve specific practices.

Session 4 - Talking it Through: Communications Skills for Mentors (Flash)

Session Overview



This course promotes successful mentor/youth interactions and relationship-building. Once mentors learn about the complexities of their role, they often wish they were better prepared. Watching and reflecting on the examples in this course can help you be ready for sticky situations. The videos in this series are based on experiences of actual mentoring pairs.

Learning Objectives



At the end of this course you will be able to:

- Handle difficult situations and challenges through consistent recommended approaches
- Empathize with mentees by noticing verbal and non-verbal cues
- Redirect mentee requests that are outside the boundaries of the mentor-mentee relationship and know when to refer them to program staff and/or adhere to mandatory reporting requirements
- Help youth identify their options and provide recommendations without judgment or coercion

Session Steps



This session should be viewed fourth in the VISTA Campus series on VISTA Program Areas in subsection called: Tutoring and Mentoring Youth. You will need to have the latest Adobe Flash Player (<http://get.adobe.com/flashplayer/>) installed on your computer and the sound enabled. In order to access the course you will have to create your own/new account: <http://talkingitthrough.educationnorthwest.org/user/register> . Course Elements include: 13 video stories running 3-7 minutes each, Tips and resources, Printable journal feature and Learning checks.

Points to Remember



Mentors commit to filling a unique role. They:

- Are friends with limitations
- Listen, interact, and advocate like counselors but are not professional clinicians
- Act as confidants, but are sometimes required to report certain secrets

Appendix



<http://talkingitthrough.educationnorthwest.org/site/journal-entry>

Session 5 - The Tutor (HTML)

Session Overview



Youth Impact (formerly The Tutor) is a free electronic publication released several times a year by LEARNS. Each edition discusses a particular topic of need or interest to staff and volunteers of tutoring, mentoring, literacy, or out-of-school time programs. Profiles of innovative national service programs provide field-tested programming ideas and training tips.

Learning Objectives



Youth Development

- **Connecting With Kids: Communication Strategies for Volunteers (Winter 2007)**

Discusses effective communication and relationship-building strategies for tutors and mentors working with youth.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/Connecting_With_Kids_Winter_2007.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/Connecting_With_Kids_Winter_2007.pdf)

- **The Ripple Effect: When Mentors and Mentees Volunteer Together (Fall 2007)**

Describes the benefits when adults and youth volunteer together as part of mentoring relationships, and offers suggestions for finding or creating service opportunities.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/The_Ripple_Effect_Fall_2007.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/The_Ripple_Effect_Fall_2007.pdf)

- **A Great Fit: Recruiting Volunteers to Work With Youth (Summer 2007)**

Provides an in-depth discussion of recruiting volunteers for youth-serving programs, along with recruitment tips.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/A_Great_Fit_Summer_2007.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/A_Great_Fit_Summer_2007.pdf)

- **Savvy Traveling: Volunteers Engaging With School Culture (Fall 2004)**

Helps volunteers in school-based tutoring and mentoring programs better understand and work within the unique culture of K-12 education.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/Savvy_Traveling_Fall_2004.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/Savvy_Traveling_Fall_2004.pdf)

Learning Objectives Continued



Literacy

- Reading for Meaning: Tutoring Elementary Students to Enhance Comprehension (Spring 2004)

Provides proven techniques for helping students acquire comprehension skills and strategies.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/Reading_for_Meaning_Spring_2004.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/Reading_for_Meaning_Spring_2004.pdf)

- It's All in the Family: Planning High-Quality Family Literacy Events (Summer 2003)

Offers guidance for planning events such as reading nights that enlist parents and siblings in supporting the literacy development of youth.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/All_in_the_Family_Summer_2003.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/All_in_the_Family_Summer_2003.pdf)

- Power of Story Re-telling (Spring 2003)

Discusses story retelling, a tutoring strategy to improve a child's reading comprehension.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/Power_of_Story_Retelling_Spring_2003.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/Power_of_Story_Retelling_Spring_2003.pdf)

- The Verdict Is In: Trained Tutors=Increased Student Learning (Summer 2001)

Offers tips and best practices for training tutors, with a sample training calendar you can adapt.

[http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External Documents/The_Verdict_Is_In_Summer_2001.pdf](http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/The_Verdict_Is_In_Summer_2001.pdf)

Session Steps



This session should be viewed fifth in the VISTA Campus series on VISTA Program Areas in subsection called: Tutoring and Mentoring Youth. This section can be used resource section with field-tested programming ideas and training tips.

Points to Remember



View the current and archived Youth Impact issues online at the Resource Center (<http://nationalserviceresources.org/learns/tutor>). If you'd like more information about LEARNS, contact Nicky Martin at Nicky.Martin@educationnorthwest.org.

Section Four B - Financial literacy

Training Goals

Sub-section of VISTA Program Area

The training goal is to assist your community with financial literacy, individual development accounts, home ownership, microfinance, small business development, and entrepreneurship.

See Poverty in America - Briefcase for Success

Handouts and Resources

American Savings Education Council (ASEC) - <http://www.asec.org>

Consumer Federation of America - <http://www.consumerfed.org/>

National Reinvestment Coalition - <http://www.ncrc.org>

National Endowment for Financial Education (NEFE) - <http://www.nefe.org>

Woodstock Institute - <http://www.woodstockinst.org/>



Section Four C - Disaster Recovery

Training Goals

Sub-section of VISTA Program Area

AmeriCorps*VISTA has created the VISTA Ready Kit to help you and others work more effectively in times of community crisis. The tools and resources contained in the Ready Kit will help you quickly and effectively begin to meet people's needs in any community crisis—be it recovery from a tornado, flood, landslide, hurricane, or any other event.

Handouts and Resources

http://www.nationalservicerresources.org/files/ORD_DisasterVolunteerRoles_2010_HON.pdf
<http://www.disasterrecoveryresources.net/VOAD-LTRRecoveryManual.pdf>
<http://www.cert-la.com/education/ManagingSpontaneousVol.pdf>
<http://store.samhsa.gov/shin/content//SMA99-3323/SMA99-3323.pdf>
<http://www.westga.edu/~vickir/MentalHealth/MH04%20DMHTraining/Emotional%20and%20Spiritual%20Care.pdf>
<http://www.cert-la.com/education/disasterbook.pdf>



Session 1 - VISTA Ready Kit (Flash)

Session Overview



Those of you on the ground during a community crisis should have immediate access to field-tested resources and tools to help you address the unique challenges in your community. Find all of the necessary tools to work effectively in times of community crisis compiled specifically for VISTAs: tip sheets, guides, templates, best practices, and training materials to support VISTA projects in challenging situations. You should not have to rediscover or reinvent these critical materials.

Learning Objectives



As an organic resource, the Kit's maximum value will be realized as you adapt, improve upon, and populate it with additional materials as new experiences arise, new lessons are learned, and new resources are acquired.

Session Steps



This is the only session on the VISTA Campus that shares relevant information pertaining to handling crisis. Use and share these materials to help build community and organizational capacity to work effectively in crisis.

Points to Remember



As people serve, they will continue to learn lessons, come across resources, etc. They can add those resources to their own Ready Kits, and by using OLINC: The VISTA Discussion Board they share them with others. Not only will this create a library of information and resources on-line, but will pull from those resources to build the next generation of the Ready Kit. Also, OLINC is now accessible through the VISTA Campus, which has two main components:

1. Discussion Forum: VISTAs come together to discuss what is important to them.
2. Resource Directory: An interactive map of the US, where VISTAs can map community resources

Appendix



For more, complete information about the Ready Kit, its content, and how you might use it download the full PowerPoint presentation ([http://vistacampus.org/file.php/37/Program_Areas/DisasterRecovery/ReadyKit/External Documents/VISTA_ReadyKit_campus.ppt](http://vistacampus.org/file.php/37/Program_Areas/DisasterRecovery/ReadyKit/External_Documents/VISTA_ReadyKit_campus.ppt)) and notes and also visit <http://www.nationalservicerresources.org/>.

Section Five - Community Development

Training Goals

In the Community Development section on VISTA campus there are 2 main sub-sections.

- Building Capacity
- Building Community: The Five C's Model

Goals:

- To teach VISTAs strategies to grow sustainable projects.
- To give VISTAs an outlook on approaching community development.

Handouts and Resources

Flash Courses:

- What Is Capacity Building? (Course, Flash) - <http://vistacampus.org/mod/book/view.php?id=1488>
- Capacity Building in Action (Course, Flash) - <http://vistacampus.org/mod/book/view.php?id=1489>
- Strengthening Your Organization, Your Community and Your Projects (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1508>
- The Five Cs: Strategic Factors for Building Community and Sustaining the Initiative (Course, Flash) - <http://vistacampus.org/course/view.php?id=30>



Session 1 - What is Capacity Building? (Flash Course)

Session Overview



This course gives VISTAs a better idea of the differences between capacity building and direct service –which we are not permitted to do. This is a suggested course for VISTAs who want to better understand their limitation as a VISTA in regards to doing direct service. As a VISTA your primary responsibility is to build the capacity of your site by giving them a sustainable system that will continue after your service term ends.

Learning Objectives



To be able to:

- Distinguish between direct service and capacity building.
- Identify when direct service may be a necessary task for your site.

Session Steps



Click on this link and follow the steps in this flash course:
<http://vistacampus.org/mod/book/view.php?id=1488>

Points to Remember



- VISTAs have an important task of building the capacity of their organizations.
- Systems are needed to be in place to help with the sustainability of the organization.
- Capacity building is essential to the running of organizations.

Appendix



Other Helpful Resources:

- Leadership for Communities (PDF) - http://vistacampus.org/file.php/37/CommunityDevelopment/Leadership_for_Serving_Communities.pdf
- Canvassing the Community (PDF) - <http://vistacampus.org/file.php/37/CommunityDevelopment/5Cs/CollectiveAction/CanvassingCommunity.pdf>
- Fieldstone Alliance Framework - PSO Resources (HTML) - <http://vistacampus.org/mod/resource/view.php?id=1585>

Session 2 - Capacity Building in Action (Flash Course)

Session Overview



This is a follow up session to the “What is Capacity Building?” course. This examines how you will know whether a system or project you have implemented is a successful capacity building piece.

Learning Objectives



To be able to:

- Identify elements of successful capacity building.
- Describe certain systems that won't be as successful at capacity building.
- Learn how to fine tune projects to get them to sustain once VISTAs leave.

Session Steps



This session provides scenarios for you to read and then decide if the systems that the VISTAs created are going to function once they are gone. Are they good capacity building projects? Click on this link and follow the steps in this flash course:

<http://vistacampus.org/mod/scorm/view.php?id=1590>.

Points to Remember



1. Successful capacity building is demonstrated by the work being carried on after the VISTA leaves.
2. During your VISTA year it is important to question whether the project you are working on can be transferred to the community once your term ends.
3. The only way to determine whether your project is sustainable is through trial and error. Don't give up! Every project needs to be fine tuned in order for it to be carried on.

Session 3 - Strengthening Your Organization, Your Community, and Your Projects (Flash Course)

Session Overview



This session relays information from the Asset-Based Community Development Institute. They promote the idea of foundations and communities improving communities and strengthening community based organizations.

Learning Objectives



To be able to:

- Identify who and what your local residents, associations, institutions, physical spaces, economies, stories, and bridges to outside resources are; what they do well; and how they can connect to your projects.
- Identify the assets of your organization and how to capitalize upon them to strengthen your work.

Session Steps



Click on this link and follow the steps in this flash course:
<http://vistacampus.org/mod/scorm/view.php?id=1508>

Points to Remember



- Local residents play an important role in strengthening the community.
- It is also imperative to identify who your outside resources are and how they play an important role in your organization.

Appendix



The following links are about asset-based community strengthening.

- The ABCD Institute - <http://www.northwestern.edu/ipr/abcd.html>
- Public Allies - <http://www.publicallies.org/>
- The Coady Institute - <http://www.coady.stfx.ca/>

Session 4– The Five C’s: Strategic Factors for Building Community and Sustaining the Initiative (Flash Course)

Session Overview



This session explores the five strategic factors that are linked to successful and sustainable community development campaigns.

Learning Objectives



To be able to:

- Better understand the definition of civic engagement
- Create a framework for understanding civic involvement as it relates to volunteering
- Investigate ways to apply civic skills and related concepts to volunteering
- Deepen the civic commitment of volunteers through reflection and other activities

Session Steps



This session should be viewed when trying to understand how to maintain volunteerism in the community. Click on the link and follow the directions given in the flash course.

<http://vistacampus.org/course/view.php?id=30><http://vistacampus.org/mod/scorm/view.php?id=1587>

Points to Remember



- Meaningful volunteer engagement can lead to civic engagement.
- Giving volunteers the opportunity to reflect on their actual service can have a positive impact.
- When volunteers understand social issues and how they are helping to contribute to a positive cause they will feel more rewarded.

Appendix



- Guide to Working with the Media: Sharing Your National Service Story - http://nationalservice.gov/pdf/Media_Guide.pdf
- Service Reflection Toolkit (PDF) - <http://www.nationalserviceresources.org/files/legacy/filemanager/download/615/nwtoolkit.pdf>
- Active Citizenship Today Field Guide - <http://www.nationalserviceresources.org/library/items/R0269>
- By the People: Citizenship and National Service - <http://nationalserviceresources.org/library/items/R1273>

These are resources from the Resource Center about applying civic skills to national service. The Resource Center is a very helpful tool that shares a great amount of beneficial information regarding volunteerism.

Section Six - Working with Volunteers

Training Goals



In the Working with Volunteers section on VISTA campus there are 3 main sub-sections: Planning, Recruiting, and Managing

Goals:

- To teach VISTAs the necessity of volunteerism and how to incorporate it into their work.
- To learn how to properly recruit volunteers through different methods.
- To learn the fundamentals of management skills to oversee the duties of the volunteers.

Handouts and Resources



Flash Courses:

- (Using Volunteers for) Project Planning (Course) - <http://vistacampus.org/mod/scorm/player.php?a=143&scoid=465>
- Utilizing Volunteers as Project Leaders (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1590>
- The 4 Keys of Special Events Fundraising Kit (Course) - <http://vistacampus.org/mod/book/view.php?id=1527>
- Engaging College Students as Volunteer Leaders (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1586>



Handouts and Resources Continued

Flash Courses Cont.

- Moving Volunteers from Service to Civic Engagement (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1587>
- Working with Diverse Volunteers (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1592>
- Youth Impact: Starting/Strengthening Quality Programs (Course) - <http://vistacampus.org/mod/book/view.php?id=1515>
- Volunteer Management (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1591>
- On-Site Project Management (Course) - <http://vistacampus.org/mod/scorm/view.php?id=1588>
- Advanced Volunteer Management (Course) - <http://vistacampus.org/course/view.php?id=44>

Other Helpful Resources:

- Successful Volunteer-led Phonathons (HTML) - <http://vistacampus.org/mod/resource/view.php?id=1655>
- Approaching Unfamiliar Communities (PDF) - http://vistacampus.org/file.php/37/WorkingWithVolunteers/Recruiting/Approaching_Unfamiliar_Communities.pdf
- A Great Fit: Recruiting Volunteers to Work with Youth (PDF) - http://vistacampus.org/file.php/37/Program_Areas/Youth/The_Tutor_Newsletters/External_Documents/A_Great_Fit_Summer_2007.pdf

- Interview Tips (for finding the right volunteers) (PDF) - http://vistacampus.org/file.php/37/WorkingWithVolunteers/Recruiting/Interview_Tips.pdf
- Volunteer Management - PSO Resources (HTML) - <http://vistacampus.org/mod/resource/view.php?id=1593>

- Developing Volunteer Champions (PDF) - http://vistacampus.org/file.php/37/WorkingWithVolunteers/Managing/Developing_Vol_Champions.pdf
- Effective Feedback (PDF) - <http://vistacampus.org/file.php/37/ManagingUrYear/EffectiveFeedback.pdf>

- 12 Steps to Time Management (PDF) - <http://vistacampus.org/file.php/37/ManagingUrYear/12StepsTimeMgmt.pdf>
- Tips for Running an Effective Meeting (PDF) - http://vistacampus.org/file.php/37/CommunicationsandMarketing/CommunicationSkills/Eff_Meetings.pdf
- Volunteer Management - PSO Resources (HTML) - <http://vistacampus.org/mod/resource/view.php?id=1593>

Session 1 - Utilizing Volunteers for Project Planning (Flash Course)

Session Overview



This course gives an outline on how to assess community needs to plan a project that will be implemented by volunteers.

Learning Objectives



To be able to:

- Work with the community to identify community issues/needs
- Discover avenues for finding a project
- Plan a high-impact service project
- Secure human, financial, and educational resources
- Finalize the project plan

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/scorm/player.php?a=143&scoid=465>

Points to Remember



- Assessing community needs are critical to designing a service project.
- If your organization has partnerships already in place, they may serve as a catalyst for your potential project.
- Before recruiting volunteers, it is imperative to first determine how they will be used. It is essential to have a job description to avoid recruiting either too many or too few individuals.

Appendix



(See Other Helpful Resources)

Session 2 - Utilizing Volunteers as Project Leaders (Flash Course)

Session Overview



This session teaches how to develop a framework for volunteer leadership as well as recruit, select, equip, support, and recognize your project leaders.

Learning Objectives



To be able to:

- Assess your project leadership needs
- Develop a framework for project leaders
- Define meaningful leadership roles
- Recruit and select project leaders
- Orient and train project leaders
- Delegate responsibilities
- Coach and mentor project leaders

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/scorm/view.php?id=1590>.

Points to Remember



- Be sure to first determine how volunteers will fit into your organization before determining how they will be leaders.
- Define clear goals and objectives for the project's leadership program.
- Have a drafted volunteer description to ensure volunteers are aware of what's expected of them.
- Build on the skills and talents of the potential leaders.

Appendix



Hands on Network offers a guidebook to help volunteers plan, organize, and carry out projects while leading a team of other volunteers:
<http://www.handsonnetwork.org/volunteer-leader-guidebook>

Session 3 - Engaging College Students as Volunteer Leaders (Flash Course)

Session Overview



This session teaches how to reach college students and get them to engage in volunteerism as well as practice leadership roles.

Learning Objectives



To be able to:

- Create a student volunteer leader program
- Recruit and support student volunteer leaders
- Build teams of student leaders
- Connect service with learning
- Build student volunteers' skills through service

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/scorm/view.php?id=1586>.

Points to Remember



- Think about how the community can benefit from the energy of college students.
- Do you have opportunities that will appeal to them?
- Students are learning and developing skills that should be sharpened through their volunteer experience.

Appendix



(See Other Helpful Resources)

Session 4 - Moving Volunteers from Service to Civic Engagement (Flash Course)

Session Overview



This session explores ways to create meaningful service opportunities for volunteers in order to increase their sense of civic responsibility.

Learning Objectives



To be able to:

- Better understand the definition of civic engagement
- Create a framework for understanding civic involvement as it relates to volunteering
- Investigate ways to apply civic skills and related concepts to volunteering
- Deepen the civic commitment of volunteers through reflection and other activities

Session Steps



This session should be viewed when trying to understand how to maintain volunteerism in the community. Click on the link and follow the directions given in the flash course <http://vistacampus.org/mod/scorm/view.php?id=1587>.

Points to Remember



- Meaningful volunteer engagement can lead to civic engagement.
- Giving volunteers the opportunity to reflect on their actual service can have a positive impact.
- When volunteers understand social issues and how they are helping to contribute to a positive cause they will feel more rewarded.

Appendix



- Guide to Working with the Media: Sharing Your National Service Story - http://nationalservice.gov/pdf/Media_Guide.pdf
- Service Reflection Toolkit (PDF) - <http://www.nationalserviceresources.org/files/legacy/filemanager/download/615/nwtoolkit.pdf>
- Active Citizenship Today Field Guide - <http://www.nationalserviceresources.org/library/items/R0269>
- By the People: Citizenship and National Service - <http://nationalserviceresources.org/library/items/R1273>

These are resources from the Resource Center and discuss applying civic skills to national service. The Resource Center is a very helpful tool that shares a great amount of beneficial information regarding volunteerism.

Session 5 - Working With Diverse Volunteers (Flash Course)

Session Overview



This session explores how to effectively enhance communication with people of diverse backgrounds, which helps to lay a foundation that is critical for community building.

Learning Objectives



To be able to:

- Enhance communication with volunteers from diverse ethnic, socio-economic, and cultural backgrounds
- Sensitively discuss with volunteers social and cultural issues that influence a community's decision process
- Apply the principles of diversity to improve innovation, creativity, and teamwork in your program
- Creatively recruit a diverse set of volunteers to enhance your program

Session Steps



This session is especially helpful for those who are managing volunteers in a newly started project. “Working with Diverse Volunteers” will help to understand ways of integrating differences into the work place in order to gain a sense of innovation and creativity.

Click on this link and follow the steps in this course
<http://vistacampus.org/mod/scorm/view.php?id=1592>.

Points to Remember



- Diverse volunteers bring a variety into the organization.
- Recruiting diverse volunteers helps the organization gain cultural competence.
- Diversity enriches the organization’s programs.

Appendix



The following are additional resources provided by the Resource Center that go into further exploration of diversity within volunteerism.

- Recruiting diverse volunteers- <http://nationalservicerresources.org/node/17132>
- Developing eight core competencies for successful volunteer programs - <http://nationalservicerresources.org/node/17723>
- Partnering with a tribal Boys and Girls Club to serve youth - <http://nationalservicerresources.org/node/17557>
- Volunteering by, with, and in low-income communities - <http://nationalservicerresources.org/node/17500>

Session 6 - Youth Impact: Starting and Strengthening Quality Programs (Flash Course)

Session Overview



This session explores working with youth and ways to ensure programs are efficient in serving this population.

Learning Objectives



To be able to:

- Describe the ideal volunteer for your youth program
- Create an effective recruitment message and flyer
- Develop and implement a targeted recruitment plan

Session Steps



This session should be used if you are working with an organization that serves youth, and you are interested in strengthening their programs.

Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/book/view.php?id=1515>.

Points to Remember



- It is important to remember that certain youth may be experiencing hardships that require a special mentor/volunteer who can work with them.
- Positive attitudes are important when taking on working with youth.
- There must be a commitment to youth development and success.

Appendix



If you are interested in obtaining more information/handouts, then Downloads will be a helpful tool.
http://vistacampus.org/file.php/37/Program_Areas/Youth/Youth_Impact_Files/8_Course_Resources/Downloads/DownloadsPopUp.html

Session 7 - Volunteer Management (Flash Course)

Session Overview



This session thoroughly goes over the necessary steps for VISTAs to take to ensure that they are utilizing volunteers to the fullest capacity, while delegating duties as a volunteer manager.

Learning Objectives



To be able to:

- Better manage volunteers, their personalities, and their skills
- Understand volunteer motivation
- Develop a recruitment strategy
- Recruit and schedule volunteers
- Effectively motivate, engage, and communicate with volunteers
- Connect volunteers to the mission of the project

Session Steps



VISTAs may want to first take the “Project Development” and “On-site Project Management” courses to get an idea on preparing for and working with volunteers.

Click on the link and follow the directions in the flash course
<http://vistacampus.org/mod/scorm/view.php?id=1591>.

Points to Remember



- Poorly managed volunteers are less likely to enjoy their experience or volunteer again.
- If volunteers feel appreciated they are likely to volunteer on a long term basis.

Appendix



The History, Culture, and Cause Worksheet helps VISTAs to better understand their program and how volunteers will help the cause.

Volunteer Position Description Worksheet helps to define the roles of the volunteer.

Recruitment Strategy Worksheet will aid in developing a strategy to recruit volunteers.

Volunteering in America: Resources for Retention is a great resource with information on volunteer retention. - <http://www.nationalserviceresources.org/volunteerweek>

Session 8 - Advanced Volunteer Management (Flash Course)

Session Overview



This session focuses on effective volunteer program design, enhancing the volunteer experience, and recognizing and retaining volunteers for VISTA Leaders.

Learning Objectives



- To be able to:
- Describe the benefits of developing a partnership
 - Identify at least two types of partnerships
 - Define the term "policies"
 - Describe the purpose of developing policies
 - List current trends in volunteer recruitment
 - Describe the importance of creating volunteer work plans
 - Describe the connection between volunteers' motivations and effective volunteer recognition
 - Describe the benefits of tracking volunteer data
 - Define program evaluation
 - Describe the purpose of volunteer program evaluation
 - Identify the persons responsible for evaluating volunteer programs
 - List the benefits of utilizing volunteer feedback
 - List the benefits of reflection
 - Develop a connection to reflection in your project
 - Describe the components of the Service-to-Civics model
 - Create a personal definition for civic involvement
 - Describe the concept of reflection as it pertains to civic involvement

Session Steps



This section serves as a continuous training piece for VISTA Leaders. It is necessary to have been working with volunteers prior to taking this training.

Click on this link and follow the steps in this flash course
<http://vistacampus.org/course/view.php?id=44>.

Points to Remember



- Advanced volunteer management is best suited for those who have already practiced managing volunteers before.

Appendix



The National Service Resources website offers great tools and readings on expanding the skill set of managing volunteers. It is extremely helpful for VISTA Leaders who are familiarized with VISTA.

www.nationalserviceresources.org/program-management/partnerships
www.nationalserviceresources.org/volunteer-member-staff-management/training
www.nationalserviceresources.org/volunteer-member-staff-management/recruitment

Section Seven - Communications/Marketing

Training Goals

Learn how to create solid professional networks. Learn how to give an effective, concise overview of the community need to potential partners. This session will prepare the learner how to manage different communication styles, test assumptions, and effectively run meetings. Gain a solid understanding of different styles of media communication and techniques for getting the intended message delivered correctly.

Handouts and Resources

Tips for Running an Effective Meeting (http://vistacampus.org/file.php/37/CommunicationsandMarketing/CommunicationSkills/Eff_Meetings.pdf)
Leadership for Communities (<http://vistacampus.org/mod/resource/view.php?id=1550>)
VISTA Forums: You and the Work (<http://vistacampus.org/mod/forum/view.php?id=1905>)
Principles of Powerful Presentations (http://vistacampus.org/file.php/37/CommunicationsandMarketing/Marketing/Principles_of_Powerful_Presentations.pdf)
Communicating with News Media (http://vistacampus.org/file.php/37/CommunicationsandMarketing/TheMedia/Communicating_with_the_News_Media.pdf)
Tips for News Releases (http://vistacampus.org/file.php/37/CommunicationsandMarketing/TheMedia/Tips_for_news_Releases.pdf)
VISTA Forums: You and the Work (<http://vistacampus.org/mod/forum/view.php?id=1905>)



Session 1 - Business World Travel Kit

Session Overview



An important tool for making connections within and beyond your community, the Business World Travel Kit GIZMO (Giving Information for Zooming Mission Objectives) provides innovative strategies for meeting your program's goals.

The interactive learning format includes a Virtual Guide Book, Map, Passport, and Checklist to take you through a variety of activities that will help you communicate effectively with potential businesses and partners.

Learning Objectives



Learn techniques for effective networking and establishing business connections.

Session Steps



This is a flash course, which can be accessed here. Cover this section when the host organization is ready to begin outreach into the community for support.

<http://vistacampus.org/mod/resource/view.php?id=1535>

Points to Remember



Network with companies that seem to fit well with your organization's mission, and don't be deterred by rejection!

Appendix



See the Help section in the flash course in the submenu CNCS Distance Learning Opportunities.

<http://vistacampus.org/mod/resource/view.php?id=1535>

Session 2 - Building Your Case for Support

Session Overview



This program is designed to help you produce your case for support by connecting the right pieces - of the proverbial puzzle - with the right reasons why people would want to support your program. Whether you're starting from scratch or improving upon what you already have, the contents of Building Your Case for Support will help you create the message that generates public response.

Learning Objectives



Learn how to effectively pitch your community need by giving a big picture look to the issue.

Session Steps



This is a flash course, which can be accessed here. Cover this section when the host organization is ready to begin outreach into the community for support.

<http://vistacampus.org/mod/resource/view.php?id=1553>

Points to Remember



A successful case for support answers donor's questions before they are asked.

Appendix



Use the Q & A template to draft answers to prospective donor's questions.

Session 3 - e-Organizer

Session Overview



The e-Organizer will show you how to maximize free and inexpensive online tools and resources to mobilize people around issues and within organizations.

Learning Objectives



VISTA member will be proficient at utilizing tools located within the e-Organizer.

Session Steps



Follow the directions and use the tabs provided by the flash software. This tool would be helpful to utilize early on in a VISTA service term.

<http://vistacampus.org/mod/resource/view.php?id=1616>

Points to Remember



Organization breeds success!

Appendix



See "Browse Index" for a list of all the resources available within this tool.

Section Eight - Building Partnerships

Training Goals

Learn how to make business connections. Understand the importance of partnerships to a volunteer program. Learn how to build trust in business relationships and learn consensus style group decision making. Recognize and identify resistance, support the complete and direct expression of resistance, and address resistance appropriately.

Handouts and Resources

Building Trust and Consensus - http://vistacampus.org/file.php/37/BuildingPartnerships/Building_Trust_and_Consensus.pdf

Responding to Resistance - <http://vistacampus.org/mod/resource/view.php?id=1763>

VISTA Forums: You and the Work - <http://vistacampus.org/mod/forum/view.php?id=1905>



Session 1 - Business World Travel Kit

Session Overview



An important tool for making connections within and beyond your community, the Business World Travel Kit Giving Information for Zooming Mission Objectives (GIZMO) provides innovative strategies for meeting your program's goals.

The interactive learning format includes a Virtual Guide Book, Map, Passport, and Checklist to take you through a variety of activities that will help you communicate effectively with potential businesses and partners.

Learning Objectives



Learn techniques for effective networking and establishing business connections. Learn categories of business support. Learn winning outcomes of strategic alliances. Learn how to find the right business partner. Lastly, learn the nine keys to strategic alliance success.

Session Steps



Follow the instructions on the flash course.

<http://vistacampus.org/mod/resource/view.php?id=1535>

Points to Remember



Network with companies that seem to fit well with your organization's mission, and don't be deterred by rejection!

Appendix



See the Help section in the submenu CNCS Distance Learning Opportunities.

Session 2 - Leveraging Partnerships for Community Impact

Session Overview



As you engage volunteers in service, you may find many opportunities to broaden your work by partnering with other community-based organizations. In this course, you will find tools to help you evaluate your organization's capacity for establishing and building these partnerships. Learn how to determine your organization's readiness, assess potential partnerships, and contact community organizations in order to establish and build relationships.

Learning Objectives



Understand the importance of partnerships to a volunteer program, assess your organization's readiness for taking on partnerships, identify potential partners, and establish and support partnerships.

Session Steps



Use the table of contents and the paragraph headers to locate information that is pertinent to your VISTA project. Keep potential partners that your organization may want to team up with in mind while going through this course.

Points to Remember



When considering partnering with an organization, keep in mind the following points about the organization. Consider the type of organization, the mission and culture, the issue area, the resources, the location, and the policies and provisions.

Appendix



Building Sustainable Partnerships Between Businesses and Nonprofits
<http://www.triplepundit.com/2010/07/sustainable-partnerships-business-non-profit/>

Section Nine - Fund Raising

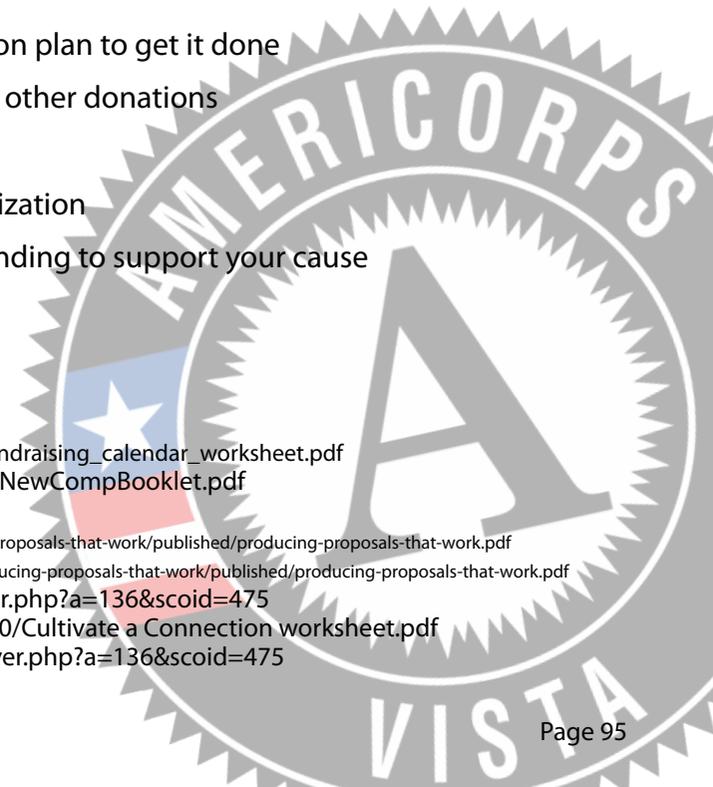
Training Goals

Raising Funds from Individuals, Planning Events, Writing Grants

- To learn how to attract and receive support from individuals and donors
- To understand how to conduct an annual donor appeal
- To learn how to utilize board members and volunteers to raise funds for your organization
- To organize a mail campaign to reach prospective donors
- To lead a phone-a-thon from beginning to end
- To develop a strategy to plan and organize a successful event—as well as create an action plan to get it done
- To learn a variety of ways to cultivate a relationship with donors and receive in-kind and other donations
- To draft grant proposals that will help your organization's proposal stand out
- To sharpen your approach in asking corporate sponsors or donor to support your organization
- To learn how to connect with donors' concerns while developing a strategy to ask for funding to support your cause

Handouts and Resources

Fundraising Activities Planning Calendar - http://vistacampus.org/file.php/37/moddata/scorm/135/html/10/47/fundraising_calendar_worksheet.pdf
Power of Direct Mail PDF - http://s3.amazonaws.com/resource_center_video/ci/the-power-of-direct-mail/NewCompBooklet.pdf
Build Your Case for Support pgs. 8-20 - <http://vistacampus.org/mod/resource/view.php?id=1553>
Producing Proposals that work, "Dos & Don'ts" chart pg. 16 - http://s3.amazonaws.com/resource_center_video/ci/producing-proposals-that-work/published/producing-proposals-that-work.pdf
Writing Proposals (all of it) especially their "Prospect Worksheet" - http://s3.amazonaws.com/resource_center_video/ci/producing-proposals-that-work/published/producing-proposals-that-work.pdf
Additional Resource list from Corporate Motivation & Response - <http://vistacampus.org/mod/scorm/player.php?a=136&scoid=475>
"Cultivating a Connection Worksheet" - http://vistacampus.org/file.php/37/moddata/scorm/136/html/10/40/Cultivate_a_Connection_worksheet.pdf
Connecting with Businesses Tips, (Corporate Motivation Section) - <http://vistacampus.org/mod/scorm/player.php?a=136&scoid=475>



Session 1 - Individuals Writing to Individuals (Flash Course)

Session Overview



This is the first session under Raising Funds from Individuals. In this section, we will examine how to create and write an individual appeal. We'll also determine what we want our direct mail materials to look and feel like. This section will also explain how to craft an appeal that will engage the reader, give clear communication to the reader on your organization's mission and instructions on how to respond to the individual appeal.

Learning Objectives



- Describe how the “look” and “feel” of the direct mail materials should impact the recipients.
- Craft a written appeal that catches readers’ attention.
- Identify effective communication methods for successful fundraising appeals.
- Describe an effective reply device to secure gifts by mail.

Session Steps



Click on this link and follow the steps in this flash course afterwards answer these reflective questions:

<http://vistacampus.org/mod/scorm/player.php?a=138&scoid=469>

- What themes and colors need to be on your direct mail materials in order to represent your organization?
- Who will review your written appeal before sending it out to donors?

Points to Remember



- Establish the elements of your individual appeal (package, timing, audience, the ask)
- Include a teaser (could be a story, fun fact) to engage the reader
- Be sure to provide an easy reply device (ex: QR code to online donation website, reply card with provided postage and return address)
- Develop a prospect list and organize your prospect using a timeline of the seasons
- Compel the reader to feel a sense of urgency that connects to your mission
- Send thank you note within a 24-hour period.

Appendix



Blackbaud's Prospect Research (A great website made from the developers of Raiser's Edge)

<http://www.prospectresearch.com/>

8 Steps to Writing Successful Fundraising Letters (This is a fundraising website that offers free e-newsletters every month!)

<http://www.malwarwick.com/learning-resources/articles/8-steps-to-writing.html>

Session 2 - Building Fundraiser Volunteer Champions (Course)

Session Overview



This is the second session under Raising Funds from Individuals. In this section, we will learn how to help your board and volunteers assume responsibility and have a stake in your program's success. Discover best ways to raise unrestricted funds and better utilize your board and volunteer members.

Learning Objectives



- Package the program from a donor's perspective
- Identify the most successful fundraising methods / Develop Clear Case for Support
- Cultivate donors for long-term relationships
- Create an action plan for sustainable fundraising.

Session Steps



Click on this link and follow the steps in this flash course

<http://vistacampus.org/mod/scorm/player.php?a=135&scoid=471>

Then after the flash course answer these questions:

- Who are you targeting in your community as prospective donors? How will you cultivate a relationship with them?
- How will you evaluate your fundraising goals/action plan?

Points to Remember



- Refer to the 6 strategic tactics for fundraising
- Remember to tell your donor the story you want them to hear (Testimonials)
- Include staff, important facts and budget information in your fundraising information
- Find prospective donors & don't be afraid to ask!
- Develop a fundraising calendar

Appendix



10 Tips for Successful Donor Database Implementation

<http://forums.techsoup.org/cs/community/f/18/t/31647.aspx> (Electronic article resource)

5 Donor Tips to Save Your Nonprofit

<http://www.mynonprofitmatch.com/docs/5DonorTips.pdf> (Handout)

Session 3 - The Power of Direct Mail (Flash Course)

Session Overview



This is the third session under Raising Funds from Individuals. In this section, we will examine techniques on creating a direct mail campaign for your nonprofit organization.

Learning Objectives



- To choose members from your organization to create a direct mail team
- To create well defined direct mail goals that match your nonprofit's mission statement
- To establish a fundraising database (create or buy one)
- To determine what kind of appeal will be most effective for this campaign (Acquisition, Renewal, Lapsed-Donor Appeal, Year-End, and Special Appeals)

Session Steps



Click on this link and follow the steps in this flash course

<http://vistacampus.org/mod/resource/view.php?id=1536>

Then after the flash course answer these questions:

- How will you keep track/organize donations from the direct mail campaign?
- Who are you going to approach for help, if needed?

Points to Remember



- Refer to the PDF in the course if you forget any of these steps!
- Use creativity to craft your appeal, but remember that timing is everything.
- Log donor's gift, date, and contact information in your fundraising database
- Remember to follow up by sending a thank you note!

Appendix



Raiser's Edge (A fundraising database that many nonprofits use. There is a cost associated with the program)

<https://www.blackbaud.com/fundraising-crm/raisers-edge-donor-management.aspx>

Fundraising Success Magazine (This is a great Nonprofit Magazine that focuses on all areas of nonprofit management. This article is a great resource for Direct Mail Campaigns).

<http://www.fundraisingsuccessmag.com/article/12-ideas-raise-response-your-nonprofit-direct-mail-67410/1>

Session 4 - Power of Individual Giving & Sources of Giving “See Also”

Session Overview



This is under the See Also section in Raising Funds from Individuals. In this section, we will learn about philanthropy giving trends, the power of individual giving and we will also use the “Source of Giving” chart to find appropriate donors for your organization.

Learning Objectives



- Enhance your fundraising team’s awareness of individual giving as a valuable source of funds;
- Facilitate the establishment of fund raising goals;
- Help your team plan for action to raise critical resources; and
- Generate tasks along a timeline for success

Session Steps



In the section Raising Funds from Individuals the “See Also” section is at the bottom of the screen.

Click on the PowerPoint link and charts. It will direct you to follow the presentation slides. Use this session an extra supplement and direct your fundraising self-learning goals.

Points to Remember



- The presentation guide is comprised of the five pieces.
- Use the compelling data to learn about philanthropy trends in the United States
- Follow the tools and tips to guide you through an action planning (DOC) session with your fundraising committee.

Appendix



The Chronicle of Philanthropy (This wonderful online resource is catered to the nonprofit world connecting jobs and maintains up-to-date news on philanthropy in the U.S.)
<http://philanthropy.com/section/Home/172>

Sources of Giving Chart (This handout from VISTA Campus is printable and can be hung in your office to remind you of the best sources in your community to ask for funds).
<http://vistacampus.org/file.php/37/Fundraising/Individuals/SourcesofGiving.pdf>

Session 5 - (Event Planning) – Build Fundraiser Volunteer Champions (Course)

Session Overview



This is a repeated session that is also located as the second session under Raising Funds from Individuals and now the first session under Event Planning. In this section, we will learn how to help your board and volunteers assume responsibility and have a stake in your program's success. Discover best ways to raise unrestricted funds and better utilize your board and volunteer members.

Learning Objectives



- Package the program from a donor's perspective
- Identify the most successful fundraising methods / Develop Clear Case for Support
- Cultivate donors for long-term relationships
- Create an action plan for sustainable fundraising.

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/scorm/player.php?a=135&scoid=471>

Then after the flash course answer these questions:

- Who are you targeting in your community as prospective donors? How will you cultivate a relationship with them?
- How will you evaluate your fundraising goals/action plan?

Points to Remember



- Refer to the 6 strategic tactics for fundraising
- Remember to tell your donor the story you want them to hear (Testimonials)
- Include staff, important facts and budget information in your fundraising information
- Find prospective donors & don't be afraid to ask!
- Develop a fundraising calendar

Appendix



10 Tips for Successful Donor Database Implementation
<http://forums.techsoup.org/cs/community/f/18/t/31647.aspx> (Electronic article resource)

5 Donor Tips to Save Your Nonprofit
<http://www.mynonprofitmatch.com/docs/5DonorTips.pdf> (Handout)

Session 6 - The Keys to Success: Everything Events (Flash Course)

Session Overview



This is under the Planning Events section in Fundraising. In this section, we will learn about the four key tips in event planning: Community Problem, Response, Event goals, Event audiences, and Finding the Right Event.

Learning Objectives



- To write a response articulating the community problem for donors, attendees, and to develop logistics
- To link your event planning needs to fulfill funding needs for the organization
- To select Volunteers for help with Event Planning Event & Develop committees
- To learn how to develop multiple goals for your event (show urgency, response needed, and desired event outcome)
- To use the mock scenarios to learn how to plan your successful event

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/resource/view.php?id=4339>

Then after the flash course answer these questions:

- How will the mock scenarios help you in developing your event planning goals?
- Do you think you'll face similar challenges?

Points to Remember



- Define your Nonprofit's mission in your event planning goals. Your goals should raise awareness about the community's problem and also indicate the amount of funds you are planning to raise.
- Select volunteers, board members, and develop a planning committee to plan logistics, look and feel of the event, and a timeline for achieving your fundraising goals.
- Develop an action plan of accountability to have volunteers and staff members follow through with event planning needs.

Appendix



Event Planning Tips (This online website provides some easy tips to follow when planning an event in different places).
<http://www.eventplanning.com/events/planning-an-event/>

Developing an Event Planning Committee (This website from Oregon State University has a list of responsibilities and items to assist you in organizing an effective event planning committee).
<http://oregonstate.edu/ua/events/guide3>

Session 7 - PSO Resources-Resource Mobilization/Culture of Philanthropy (PDF)

Session Overview



This is under the Planning Events section in Fundraising. In this section, we will utilize the Pre-Service Orientation (PSO) forms to learn how to create a Resource Mobilization Plan.

Learning Objectives



- Research the history of your organization and the community in which resides. Know your community's problems and how your organization helps to solve problems.
- Create a plan to raise funds for the organization
- Develop a strategy to implement your Resource Mobilization Plan
- Assign tasks to team members to start fundraising for your event
- Use an evaluation tool (e.g. survey or feedback form) to assess your resource mobilization plan

Session Steps



Click on this link to get access the PSO PDF

<http://vistacampus.org/mod/resource/view.php?id=1596>

- Use questions on pages 4-7 in the PDF to plan and define and plan your event planning goals.

Points to Remember



- Define your Nonprofit's mission in your event planning goals. Your goals should raise awareness about the community's problem and also indicate the amount of funds you are planning to raise.
- Select volunteers, board members, and develop a planning committee to plan logistics, look and feel of the event, and a timeline for achieving your fundraising goals.
- Develop an action plan of accountability to have volunteers and staff follow through with event planning needs.

Appendix



- <http://www.event360.com/resources/> (This website has downloadable PDFs with great tips and checklists when planning a large event for your nonprofit).
- <http://www.minnesotanonprofits.org/nonprofit-resources/fundraising-communications/planning-an-event/event-planning-basics> (General tips from the Minnesota Council of Nonprofits on Event Planning. They have some useful questions to ask yourself when planning an event).

Session 8 - (Writing Grants & Proposals)– Building Your Case for Support (Flash Course)

Session Overview



This is under the Writing Grants and Proposals section in Fundraising. In this section, we will learn about how to develop a well-written proposal that builds a case for support for a nonprofit's organizational mission and programs.

Learning Objectives



- Will understand how to answer the question of your community's problem
- Articulate to the grant funder that your program's method and objectives are measurable and time-specific
- Gather the research/testimonials needed to support your grant application
- Articulate how your organization is addressing the community's problem
- Learn suggested formatting and tips to present a clear, compelling application

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/resource/view.php?id=1553>

Then after the flash course answer these questions:

- What research do you need to collect from your organization in order to properly address questions that need to be answered in the Request for Proposal?
- Who will help you edit, revise, and draft the grant?

Points to Remember



- Make sure you have appropriately answered all of the RFP's questions
- Make sure and follow all of the applications guidelines!
- Follow the tips in the "Building Your Case for Support PDF"
- Revise and edit your proposal numerous times
- Research your organization and the community's histories
- Tell a story to the reader that depicts the community problem clearly. Weave the story into your application.
- Submit your proposal on time while cultivating a great relationship with the funder!

Appendix



Foundation Center (This online website provides some great grant searching techniques and help for finding foundations to fit your organization's mission).
<http://www.foundationcenter.org/>

Proposal Writer (This website is very helpful since it lists grant writing resources for the first timer grant writer to the more advanced. It also links the resources to the webpage for easy access and researching).
<http://www.proposalwriter.com/grants.html>

Session 9 - Producing Proposals that Work (Flash Course)

Session Overview



This is under the Writing Grants and Proposals section in Fundraising. In this section, we will learn about how to prepare a grant proposal, become familiar with the components of a grant proposal, and understand how to answer the questions in the Request for Proposal to ensure that your grant application successful.

Learning Objectives



- Develop your proposal's goals, objectives, method, and evaluation
- Articulate to the grant funder that your program's method and objectives are measurable and time-specific
- Identify great funder matches
- Learn tips on how to appropriately evaluate your program
- Use the funder's application guidelines to format your grant solicitation
- Learn the Do's and Don'ts of cultivating a relationship with your prospective and current donors

Session Steps



Click on this link and follow the steps in this flash course
<http://vistacampus.org/mod/resource/view.php?id=1554>

Then after the flash course answer these questions:

- What type of system will you need to develop in order to properly evaluate your program or funding request?
- How will you continue to develop a relationship with your donor throughout the life of your grant's funding? Will you send any updates? Include any pictures or testimonials about the impact of the grant.

Points to Remember



- Be clear and specific of how your organization's goals will meet the grant funder's application
- Carefully craft, your proposal and have another member of your organization read it before you submit it.
- Make sure and follow all of the applications guidelines!

Appendix



- <http://www.stepbystepfundraising.com/20-free-grant-writing-resources-non-profits/> (This website has 20 Free Grant Writing Resources with direct web links to their recommended books and articles to read)
- <http://managementhelp.org/nonprofitfundraising/index.htm> (Overall, this website is a great fundraising resource with tips on grant writing).

Session 10 - Writing Proposals (Course)

Session Overview



This is under the Writing Grants and Proposals section in Fundraising. In this section, we will define “case for support” learn how to identify foundations and corporations to apply for support for your nonprofit organization.

Learning Objectives



- Outline an internal case for support
- Identify a foundation or corporation to approach for support
- Write a proposal to a foundation or corporation for support

Session Steps



Click on this link and follow the steps in this course

<http://vistacampus.org/mod/scorm/player.php?a=139&scoid=473>

Then after the course answer these questions:

- Which corporations are foundations currently operate in your community? How will you make them aware of your nonprofit's mission and impact in the community?
- How will you contact the corporation or foundation? What has your organization done in the past? Who can you talk to about this?

Points to Remember



- Know the difference between private and public foundations. Private foundations funds usually come from one source (individual, family, or corporation). Public foundations funds come from many sources (individuals, government, individuals, and even private foundations).
- Use your Prospect Worksheet to track your donors
- Follow the 10-step proposal writing process to structure and write your proposal
- Create an outline for the proposal
- Edit and revise your proposal with the support of several staff members at your organization
- Develop a clear budget that is mathematically correct and justified in the amount of money that you are seeking to have granted.

Appendix



- <http://www.fundsnetsservices.com/> (This is a free grant database to search for current request for proposals).
- <http://grantadviser.com/sponsors.html> (This article talks about how to gear your proposal to appeal to corporate donors).

Session 11 - Corporate Motivation and Response (Course)

Session Overview



This is under the Writing Grants and Proposals section in Fundraising. In this section, we will be able to identify one-way corporations and foundations can support nonprofits. We will also learn the six typical responses that business and corporations follow when receiving a request for support from a nonprofit organization.

Learning Objectives



- Identify and select who to approach in your area
- Research each company to identify its:
 - o Corporate mission
 - o Brand identity in the community
 - o Target customers
 - o Community “good will” reading
 - o Business objectives
 - o Employee base
 - o Other background information
- Focus your research by gathering information about the business leadership and staff regarding:
 - o Who the company has given to in the past
 - o What boards, community initiatives, and other activities the CEO, business owner, or gifts manager participates in
 - o Who makes decisions about fund or in-kind giving
 - o Who you may know that knows those who make the decisions

Session Steps



Click on this link and follow the steps in this course

<http://vistacampus.org/mod/scorm/player.php?a=136&scoid=475>

Then after the course answer these questions:

- Who in your organization has contacts with local corporations and foundations? Use the system of networking to introduce yourself and the non-profit to the corporation or foundation's contact person.
- How are you going to implement your action plan?

Points to Remember



- Articulate the value of your program using business terms
- Think like a CEO in order to gain the attention of a CEO
- Understand the value of the corporation's mission and their need to donate
- Make sure that your organization's mission is relevant to the business mission
- Implement your action plan to engage your local business leaders in your nonprofit by researching the business
- Keep track of how you engage the business owners and corporations in a database
- Continue cultivating a relationship with the corporation or business to ensure future funding gifts!

Appendix



Corporate Philanthropy (This online website provides some great techniques for CEOs or nonprofit staff learning how to develop corporate partnerships).

<http://www.corporatephilanthropy.org/>

Grants Space (This website is affiliated with the Foundation Center and offers wonderful tips to follow when approaching corporations or businesses for funds).

<http://grantspace.org/Tools/Knowledge-Base/Funding-Resources/Corporations/Corporate-giving>

Section Ten - Life After VISTA

Training Goals

- Learn how to successfully navigate the transition from VISTA to graduate school, establishing a career, and beyond.
- Learn how to use the skills that you have gained during your year of service to guild your next steps.
- Learn how to build a resume that capitalizes upon your year of service.

Handouts and Resources

Good to Know: AmeriCorps Alumni Information - http://www.americorps.gov/for_individuals/alumni/index.asp

Peace Corps - <http://www.peacecorps.gov/>

VISTA Campus Alumni Area - <http://vistacampus.org/course/view.php?id=58>

The College Cost Reduction and Access Act - http://www.americorps.gov/pdf/08_1210_ccraa_faqs.pdf

Close of Service Travel Fact Sheet - http://vistacampus.org/file.php/37/LifeAfterVISTA/Close_of_Service_Travel.pdf



Handouts and Resources Continued

Checklist for Completing Service (DOC), (PDF) - http://vistacampus.org/file.php/50/Transitioning/PassingTorch/checklist_for_completing_service.doc
Use this sample checklist to help your VISTAs wrap up their work and communicate where they left off.

Exit Binder (DOC), (PDF) - http://vistacampus.org/file.php/50/Transitioning/PassingTorch/exit_binder.doc
Review a sample table of contents for a thorough record of service that a former member leaves for an incoming one.

Letter from a Former Member (HTML) - <http://vistacampus.org/mod/resource/view.php?id=2090>
Listen to how a former VISTA's experiences can help inspire and encourage his/her replacements. Some programs ask departing members to write letters read at orientation, to those taking their place.

Self-assessment Question Bank (DOC) - http://vistacampus.org/file.php/50/Transitioning/GatheringFeedback/self_assessment_question_bank.doc
Use the following sample question bank to customize your own VISTA self-assessment tool that helps VISTAs identify the skills, abilities, and interest they've developed during their service.

Exit Questionnaire & Interview Survey Template (DOC), (PDF) - http://vistacampus.org/file.php/50/Transitioning/GatheringFeedback/exit_questionnaire_and_interview_survey_template.doc
Use this easy-to-adapt template to create an open-ended questionnaire for graduating VISTAs and a data-driven survey to capture end-of-service data for improving your program.

End of Year Project (DOC), (PDF) - http://vistacampus.org/file.php/50/Transitioning/GatheringFeedback/end_of_year_project.doc
Use or adapt this resource for your VISTAs to create a record of their service year and reflect on the impact they've made.

Translating Service into Job Speak (PDF) – Use this resource to prepare for post-service job hunting.

Session 1 - What's Next: Life After Your Service Year (Tutorial)

Session Overview



This is the third link in the “Life After VISTA Section. This tutorial will help you plan for transitions after your service term. You will find resources tailor-made for AmeriCorps and VISTA members on:

- Going to school
- Establishing a career
- Continuing in service

Even more, this tutorial includes exercises that assist you in forming a strategy to use your education award wisely.

Learning Objectives



- Plan your transition
- Reflect on the personal and professional growth you’ve experienced as a result of your AmeriCorps or VISTA service
- Assess your skills and accomplishments
- Weigh your choices for what comes next
- Identify resources and strategies to help you take the next steps

Session Steps



Use this session to reflect upon your year of service and make both short-term and long-term plans.

<http://encorps.nationalserviceresources.org/whatsnext/index.shtml>

After you have taken this course, you may want to answer these questions:

- How did your VISTA experience effect what you want to do after VISTA? Did your idea for “life after VISTA” change, or has your VISTA experience given new meaning to your life goals?
- Has VISTA changed the way you view your community?
- What skills have you gained through VISTA that potential employers might find attractive?
- Do you want to go to grad school to expand upon some of the skills you’ve learned in your VISTA year?

Points to Remember



Remember, whatever decisions you face:

- Gather as much information as you can before making up your mind
- Consider the pros and cons of each option
- Get feedback from others whose opinions you respect

Appendix



Alumni Information - http://www.americorps.gov/for_individuals/alumni/index.asp (Website)

Peace Corps - <http://www.peacecorps.gov/> (Website)

Non-Competitive Eligibility FAQ http://vistacampus.org/file.php/37/LifeAfterVISTA/Non-Competitive_Eligibility_Frequently_Asked_Questions.pdf (PDF)

Session 2 - Using Your Ed Award Effectively & Ed Award Guidebook

Session Overview



First link in the Life After VISTA Section. Learn how to maximize the benefits of your Ed Award. The Ed Award Guidebook is a comprehensive resource that provides in depth information on the Education Award and its application.

Learning Objectives



- Learn how to effectively use your Ed Award
- Learn about taxes that affect your Ed Award
- Learn how to use Ed Award to pay for past or future schooling or existing federal loans.

Session Steps



Click on these links and follow the steps in the tutorial:

Stories to learn from - <http://edaward.org/>

Guidebook - <http://edaward.org/content/vistas>

After you have taken this course, you may want to answer these questions:

- Do you want to go back to school to use your Ed award?
- If you do go to school, are you going to choose a school from the list of institutions that will match the Ed award?
- Do you want to use your Ed award to attend an outdoor leadership school?
- Do you want to use your award to pay off student loan debt?

Points to Remember



- The Ed Award is taxable.
- Some Colleges and Universities can match the Ed Award.
- The Ed Award funds are available for up to 7 years after you complete your service term
- Ed Awards can only be used to pay federally backed loans, even the loan was taken out for educational reasons
- To use your Award, go to My AmeriCorps Portal online and click on the section header entitled, "My Education Award.

From here you'll be able to submit requests to the Corporation for National and Community Service to pay Interest Accrual, and create a Educational Award Payment Request - <https://my.americorps.gov>

Appendix



http://www.americorps.gov/for_individuals/alumni/ed_award_match.asp - Institutions that Match the Education Award

http://www.americorps.gov/pdf/08_1210_ccraa_faqs.pdf - FAQs for AmeriCorps Members and Alums on the Public Service Loan Forgiveness Program and the Income-Based Repayment Plan

<https://my.americorps.gov/mp/login.do> - Login to your MyAmeriCorps portal to make payments and check on your Educational Award balance

Session 3 - VISTA Works – Finding a Job after VISTA (Course, Flash Course)

Session Overview



Forth link in the Life After VISTA Section. Jump-start your career exploration process with activities, tools, assessments, and tips across five sections: hot trends, assessments, job search, resume building and interview skills.

Learning Objectives



Learn how to network, assess where you want to go, build your resume, search for jobs, and excel in job interviews

Session Steps



Click on this link and follow the steps in the flash course:
<http://vistacampus.org/mod/resource/view.php?id=1519>

After you have taken this course, you may want to answer these questions:

- Do you want to work in the same field as your VISTA position?
- Have you gained any inside connections during your year of service? Can you use these connections to get a job?
- Have you attended any trainings as a VISTA that you should add to your resume?
- What is your VISTA story? How will you speak about the work that you did in a job interview?

Points to Remember



- Networking is the most proven way to get a job
- Reflection is a good way to help shape your job search
- Creating a strong resume and cover letter is critical in any job hunt
- Use the “Winning Interviews” section before each interview to help you better prepare!

Appendix



<http://www.linkedin.com> – Create an account and search for jobs, post your resume, and search for AmeriCorps Alums to connect with the alum community.

<http://www.idealists.org/> - Find jobs, internships and volunteer opportunities with a social and environmental conscious.

Section Eleven - VISTA Orientation

Training Goals

- Gain a solid understanding of the different types of learning styles
- Develop a tool box of team building, icebreaker, and facilitation activities
- To teach VISTAs the necessity of volunteerism and how to incorporate it into their work.
- To learn how to properly recruit volunteers through different methods.
- To learn the fundamentals of management skills to oversee the duties of the volunteers.

Handouts and Resources

“Exercises to Enhance Facilitation” (pdf) http://vistacampus.org/file.php/50/Orienting/exercises_to_enhance_facilitation.pdf

“Icebreakers for Orientations” (pdf) http://www.teampedia.net/wiki/index.php?title=Main_Page

“Learning Styles” (pdf) http://vistacampus.org/file.php/50/Orienting/learning_styles.pdf



Handouts and Resources Continued

Flash Courses:

Core Competencies of a Supervisor Tutorial (Course, Flash) - <http://vistacampus.org/mod/resource/view.php?id=2266>

Other Helpful Resources:

Introduction to Coaching (HTML)- <http://vistacampus.org/mod/resource/view.php?id=2085>

Field Insights - <http://vistacampus.org/mod/glossary/view.php?id=2234>

Potential Member-Supervisor Sticking Points (PDF) -

http://vistacampus.org/file.php/50/CoachingandSupport/potential_member-supervisor_sticking_points.pdf

Ideas for Addressing Member-Supervisor Sticking Points (PDF) -

http://vistacampus.org/file.php/50/CoachingandSupport/ideas_for_addressing_supervisory_sticking_points.pdf

Common Retention Challenges for VISTAs (PDF) -

http://vistacampus.org/file.php/50/CoachingandSupport/common_retention_challenges_for_VISTAs.pdf

VISTA Resource Board (Flash) - <http://vistacampus.org/mod/resource/view.php?id=1495>

Your Rights & Responsibilities (PDF) - http://vistacampus.org/file.php/50/CoachingandSupport/your_rights_and_responsibilities.pdf

Help Members Make Ends Meet (HTML) - <http://vistacampus.org/mod/resource/view.php?id=2084>

Living on the Living Allowance (Course, Flash) - <http://vistacampus.org/mod/book/view.php?id=1611>

An Early Introduction to the Living Allowance (HTML) - <http://vistacampus.org/mod/resource/view.php?id=2089>

National Service Stress Survival Guide (PDF) -

http://vistacampus.org/file.php/50/CoachingandSupport/the_national_service_stress_survival_guide.pdf

Session 1 - Learning Styles

Session Overview



In this session, you will delve into the different types of learning styles, and learn how to apply this knowledge.

Learning Objectives



- Become familiar with the different types of learning styles
- Begin to think about which learning style(s) fits you

Session Steps



“Learning Styles” (http://vistacampus.org/file.php/50/Orienting/learning_styles.pdf)

After reading the Learning Styles article, please think about the following questions:

- Which learning style(s) best fits you?
- How can you incorporate this knowledge into your work? How can you share this knowledge with your colleagues?

Points to Remember



- Understanding your learning styles will allow you to work better with others!
- Taking the time to discuss learning styles with co-workers will create a more productive working environment.

Session 2 - Core Competencies of a Supervisor (Flash Course)

Session Overview



This course explores the importance of maintaining a positive VISTA-supervisor relationship in order to accomplish relevant tasks during the VISTA service year. It is used as a guidance tool with stories from supervisors. This is especially beneficial for those who have not supervised anyone before, or for those who feel the VISTA program may be too much for them to handle.

Learning Objectives



To be able to:

- Understand the importance of a member-supervisor relationship
- Realize that a positive relationship with members has an effective impact on service
- Utilize learned coaching skills to guide members during their service term

Session Steps



Click on this link and follow the steps in this flash course: <http://vistacampus.org/mod/resource/view.php?id=2266>.

Points to Remember



Four styles of communication are:

- Degree of Directness
- Verbal vs. Nonverbal Communication
- Protecting One's Self Image (or Face)
- Work vs. Relationships

Appendix



- http://www.noogenesis.com/game_theory/johari/johari_window.htmlJohari window is a model used to describe the process of human interaction.
- <http://www.nationalserviceresources.org/e-mail-discussion-lists>An email discussion list is utilized when someone wants to start a common thread with a topic for others to give advice about or voice their opinion. This is extremely helpful for supervisors who need feedback from others who are also supervising members. http://vistacampus.org/theme/flash_activities/20101115_ednw_supervisors_core_competencies/pdf/styles_of_communication_worksheet.pdf The Styles of Communication worksheet is important to understand how different people have different ways of communicating. It will help you to understand how to effectively maintain a positive chain of communication with members.
- http://vistacampus.org/theme/flash_activities/20101115_ednw_supervisors_core_competencies/pdf/Multilayer_benefits_of_an_effective_member-supervisor-relationship.pdfThis is a summary of the benefits of an effective member supervisor relationship.

Section Twelve - Ongoing Training

Training Goals

- Learn how to facilitate trainings
- Build capacity for member development
- Plan VISTA training cycle
- Exchange ideas

Handouts and Resources

PSO Agenda: http://vistacampus.org/file.php/50/Training/GettingPrepared/pso_agenda.pdf

PSO resources: <http://vistacampus.org/course/view.php?id=37&page=13>

Community Awareness: http://vistacampus.org/file.php/50/Training/TrainingResources/community_awareness.pdf

Hiring Diversity Trainers: http://vistacampus.org/file.php/50/Training/TrainingResources/hiring_diversity_trainers.pdf

VISTA Supervisors Discussion List: <http://www.nationalserviceresources.org/vista-supervisors-list>

Icebreakers for Orientation: http://www.teampedia.net/wiki/index.php?title=Main_Page



Session 1 - Getting Prepared: “Building a Training Calendar (Flash)”

Session Overview



After spending 10-20 minutes with this resource, you’ll have the tools to:

- Create a simple service-term training calendar in MS Word
- Strategize the best time to deliver specific trainings
- Choose a free online calendar to share with your team and project partners

Learning Objectives



- Starting a training calendar
- Calendar strategy—when to book certain trainings in the year
- Conceptualize ideal training dates
- Learn about online calendars

Session Steps



Follow this link to the flash course:

<http://vistacampus.org/mod/resource/view.php?id=2267>.

Points to Remember



- The other 2 resources in the “Getting Prepared” section are not relevant to our curriculum. They only give an overview to supervisors about what VISTAs are doing at PSO.
- This calendar would be really useful for VL’s to plan when and what trainings should be presented to their VISTAs at certain times of the year.

Appendix



The National Service Stress Guide, a training to schedule during the service year. http://vistacampus.org/theme/flash_activities/20101115_ednw_building_training_calendar/pdf/national_service_stress_survival_guide.pdf

What’s Next, an online tutorial to assist members in post-national service planning. <http://encorps.nationalserviceresources.org/whatsnext/index.shtml>

Session 2 - Adult Learner: “Facilitating Learning”

Session Overview



Experience is the key: The more active the learning process, the greater the retention of knowledge or skills.

Learning Objectives



Learning happens when a person experiences information, an activity, or a situation and walks away with new insights and new knowledge. An effective facilitator will:

- Remain content neutral
- Listen actively
- Ask the right questions
- Stay on track
- Be flexible
- Engage participants in experiential learning opportunities

Session Steps



There are reflective questions and ways to facilitate learning throughout this PDF.

http://vistacampus.org/file.php/50/Training/AdultLearning/facilitating_learning_experiential_learning_cycle.pdf

Points to Remember



5 stages to process learning

- 1) Involve Learners
- 2) Have learners share
- 3) Have learners interpret
- 4) Have learners generalize their experience
- 5) Have learners apply their insights

Session 3 - Adult Learning: “Principles of Adult Learning”

Session Overview



VISTA training strives to be consistent with the principles of adult learning. These principles, firmly established among those who provide adult education, have a tremendous impact on the effectiveness of trainings.

Learning Objectives



Learn how to effectively engage adults in order to maximize learning.

Session Steps



Principles of Adult Learning: http://vistacampus.org/file.php/50/Training/AdultLearning/principles_adult_learning.pdf

- Create an evaluation for trainings and leave room for “comments.”
- Survey VISTAs prior to training asking if they have any initial questions on the subject of the workshop. Then, let the trainer know the questions so he/she can dictate their presentation directly to the VISTAs’ questions.
- Incorporate icebreakers to introduce everyone to one another and make a comfortable environment.
- Set up the room to facilitate discussion and make everyone on an equal level.

Points to Remember



- Adult learners need to be engaged and should incorporate different learning styles
- Know your audience before facilitating a workshop

Session 4 - Adult Learner: “Understanding Learning Styles (PDF)”

Session Overview



This session showcases the different learning styles, how each style works best, what is comfortable; frustrating; and best methods of learning for each style, and how to recognize which learning style you are.

Learning Objectives



Understand the different styles of learning. Know how to interact and teach to different learning styles

Session Steps



Understanding Learning Styles: http://vistacampus.org/file.php/50/Training/AdultLearning/principles_adult_learning.pdf

Reflective Questions:

- How can you group individuals by learning style? City Year has a great training called the Leadership Compass that may be a good start to group people by learning styles. You can also have your VISTAs take a test and group them after that.
- Once you know your VISTA's styles, you can set them up in groups made for success by incorporating different styles that work well together for certain projects, such as service days.

Points to Remember



- There are 9 different learning styles
- The "Life Clues" section is beneficial in understanding what a certain learner responds to and likes

Appendix



Original Source: Gorde Bloom, P. (2000) Workshop essentials: planning and presenting dynamic workshops. Lake Forest, IL: New Horizons.
Strengths Finder 2.0: <http://strengths.gallup.com/110440/About-StrengthsFinder-2.aspx>

Session 5 - Training Resources: “Leadership Training”

Session Overview



This session has links to many different modules discussing many situations VISTAs are placed in throughout their term.

Learning Objectives



VISTAs are called to take a prominent role in the community: facilitating meetings, collaborating on vision and action plans, resolving conflicts, and more. Taken together, these skills amount to one thing: leadership. These modules can be used as stand-alone training sessions or as multi-day leadership training for VISTAs.

Session Steps



Follow the links to the training modules: <http://vistacampus.org/mod/resource/view.php?id=2218>.

Points to Remember



Three sections the modules focus on:

- 1) Getting Started
- 2) Skill Building
- 3) Interpersonal Leadership Skills

Session 6 - Training Resources: “Maximizing your Training Budget”

Session Overview



This session helps your provide “top notch training” with limited funds.

Learning Objectives



In this session you will learn how to provide trainings to your members with a limited budget by following the learning outcomes listed below.

Session Steps



Maximizing your Training Budget:

http://vistacampus.org/file.php/50/Training/TrainingResources/maximizing_your_training_budget.pdf

Reflective Questions:

- Do you have enough space to offer workshops to the community? If so, where should you advertise?
- Who in your organization or within your network has the skills to offer the training you desire for free? Create a standard “in-kind training ask” email to send to possible presenters. Local college professors, after hours business events, and clubs like Toastmasters are a great place to start looking for professional development opportunities.
- Are you friendly with any other AmeriCorps organizations within your state? Band together to offer a free or cheap Life After VISTA training/orientation/graduation.

Points to Remember



When finding trainings:

- Look within your organization
- Recruit second-year members and recent grads
- Partner with another organization to share expenses
- Open your training session up to the general public for a fee
- Let your supporters know what you need

Session 7 - Communicating Through the VISTA Life Cycle

Session Overview



In this tutorial, we will explore the most common communication challenges at each stage of the VISTA Life Cycle. Our goal is to address these challenges and help VISTA members, leaders and supervisors work through their problems.

Learning Objectives



To create an interactive tool that all members of the VISTA program can and will use to build quality relationships by solving current communication problems and preventing future ones.

Session Steps



Follow this link to the tutorial: http://vistacampus.org/file.php/87/Action_Learning/Team_Products/Communicating_Through_the_VISTA_Life_Cycle.pdf.

Appendix



“Differences in Communication Styles” (VISTA One-Pack Resource Toolkit) http://vistacampus.org/file.php/11/TrainingandDevelopment/Community_Building_One_Pak/02_CONNECTIONS/DifferencesCommStyles.pdf

“Leadership Styles” (VISTA One-Pack Resource Toolkit) http://vistacampus.org/file.php/11/TrainingandDevelopment/Community_Building_One_Pak/03_CONTROL/LeadershipStyles.pdf

“The Leadership Compass”:

Bonner Curriculum: http://www.bonner.org/resources/modules/modules_pdf/BonCurLeadershipCompass.pdf

Action Without Borders: <http://www.idealists.org/ioc/learn/curriculum/pdf/Leadership-Compass.pdf>

EnCorps: <http://encorps.nationalservicerresources.org/resources/documents/LeadershipCompass.pdf>

Session 8 - VISTA Leader Stress Guide

Session Overview



The following guide has been put together to help you better deal with the stress of your VISTA Leader year.

Learning Objectives



Utilizing this VISTA Leader Stress Guide, you will be able to:

- Assess the degree of stress you are experiencing at any given time during your year
- Identify specifically the stressors in your life
- Analyze the negative and positive coping mechanisms you possess, and
- Learn how to better manage and cope with your internal and external stressors

Session Steps



VISTA Leader Stress Guide: http://vistacampus.org/file.php/87/Action_Learning/Team_Products/VISTA_Leader_Stress_Guide.pdf.

- Tons of tests available to rank your stress and figure out how to solve it in this PDF. Take a stress test in the beginning, middle, and end of year and talk about how you are managing your stress and if you've found ways to improve upon high stress levels. What works? What doesn't?
- At what point in the year would be the most successful time to talk about stress management?
- How can this translate into helping not only VISTA Leaders, but VISTA members?

Points to Remember



- Identify your stressors
- There are positive and negative coping mechanisms
- Utilize not only for yourself, but other VISTA members as well

Appendix



<http://stress.about.com/od/generaltechniques/tp/toptensionacts.htm>. This is one of the resources the appendix section was taken from.
www.Discoveryhealth.com. Same thing as above.
<http://www.cdc.gov/niosh/docs/99-101/>

Session 9 - Leaders Transition Passport

Session Overview



Leader Transition Passport hopes to provide tools, strategies, and resources to assist Leaders along their journey. Each page is stamped with information to help individuals arrive effectively and efficiently into the VISTA Leader role

Learning Objectives



Define yourself as a VISTA Leader with:

- Your supervisor
- Your VISTA members
- Yourself
- Host Sites
- Sponsoring organization

Session Steps



Click this link and then find the document titled “Leaders Transition Passport” to follow the tutorial:
<http://vistacampus.org/mod/resource/view.php?id=4629>.

Points to Remember



- If you’re struggling with transition to VISTA Leader, focus on the “strategies” section on each page
- There are a lot of great references to refer to

Appendix



- Review Supervisor v. Leader Chart from VISTA Campus
http://vistacampus.org/file.php?file=%2F14%2FPreparingForTraining%2FPrepare_Training_Appropriate_Leader_and_Supervisor_Roles.pdf
- Learn the Leader role with eGrants on VISTA Campus
http://vistacampus.org/file.php/14/VISTA_Leader_Roles_Responsibilities/VISTALeaders_and_MyAC_recruitment.pdf
- Read about the Member/Leader/Supervisor relationship in the article, “Managing Up” on VISTA Campus



http://vistacampus.org/file.php/14/Self_Management_Development/VL_SMD_Lib_Managing_Up.pdf

- Explore the Leader Roles and Responsibilities

<http://vistacampus.org/mod/resource/view.php?id=1144>

- Sign-Up for a Webinar on leadership, handling conflict, etc.

<http://vistacampus.org/mod/resource/view.php?id=1397>

- Try the “Expressive Pie Chart” to find out about your Members’ feelings as they begin service

http://encorps.nationalserviceresources.org/2007/08/expressive_pie_chart.php

- Learn about “Productive Conflict” on the EnCorps Site

http://encorps.nationalserviceresources.org/2008/06/how_to_have_a_productive_confl.php

- Read about Project Management on VISTA Campus

http://vistacampus.org/file.php/14/VISTA_Leader_Roles_Responsibilities/PROJECT_MANAGEMENT_E_Williams.pdf

- Refresh on VISTA policies with the Member Handbook

<http://www.nationalservice.gov/help/vistahandbook/chapter1.html>

Session 10 - Your First 30 Days as an AmeriCorps VISTA Leader

Session Overview



The VISTA Leader area of the campus is being enhanced to include a new section of resources and training for new leaders to guide them from the time they start their leader term until they attend Leaders Orientation.

Learning Objectives



Identify critical information new leaders need in the first 30-60 days of service, outline the content for specific resources that do not yet exist, and create 1-3 new resources for VISTA Leaders.

Session Steps



Click link and find the document, “Your First 30 Days as an AmeriCorps VISTA Leader”
<http://vistacampus.org/mod/resource/view.php?id=4629>.

Identify critical information new leaders need in the first 30-60 days of service, outline the content for specific resources that do not yet exist, and create 1-3 new resources for VISTA Leaders.

Points to Remember



Section Thirteen - Reflection & Storytelling

Training Goals

Reflection is a guided process that leads volunteers through a careful examination of their service experience to help them realize the deeper and broader meaning and impact of their service. There are various types of reflection activities but they all share the same objective: to prompt deep thinking in regards to the service and oneself, and empower the individual to affect positive change.

Handouts and Resources

Reflection Guide, Methods and Activities
<http://www.micampuscompact.org/reflection.aspx>

Volunteer or Member Recognition Ideas
http://vistacampus.org/file.php/50/Transitioning/Reflection/recognition_ideas.pdf



Session 1 - Introduction to Reflection

Session Overview



Reflection is a guided process that leads volunteers through a careful examination of their service experience to help them realize the deeper and broader meaning and impact of their service.

Learning Objectives



- Understand the three basic components of reflection: What? So What? Now What?
- Understand the different methods and approaches for facilitating reflection
- Be equipped with various activities to effectively lead reflection

Session Steps



Access the Introduction to Reflection guide here.

http://vistacampus.org/file.php/50/Transitioning/Reflection/introduction_to_reflection.pdf

As you review this resource, ask yourself the following questions:

1. What experience and “take-aways” do I want my volunteers to have when they are done?
How can I use reflection to help facilitate that experience and those conclusions?
2. How can I use reflection to help empower my volunteer’s to continue to be involved? Or increase their involvement?
3. Are there any learning outcomes or realizations that I want my volunteer’s to have through this experience?
How can I use reflection to facilitate those?

After you have reviewed this resource, check this website for a detailed list of different reflection ideas, activities and methods!

What activities would be best for the different volunteer projects and volunteers that you organize?

<http://www.micampuscompact.org/reflection.aspx>

Points to Remember



- Reflection is purposeful
- Reflection has three basic components:
 - o What? (Examining the facts and experiences)
 - o So what? (Examining the meaning and personal implications)
 - o Now What? (Examining solutions and particularly one’s own role in those solutions)
- Reflection is not one size fits all, choose activities based on the age groups, service experience, and time allotments

Appendix



Reflection Guide, Methods and Activities

<http://www.micampuscompact.org/reflection.aspx>

Session 2 - The VISTA Leader Story: A Resource Guide for your Journey

Session Overview



Originally developed for VISTA Leaders, this resource outlines all the components and considerations of digital story telling. This guide will equip you to tell an effective, compelling story through a digital medium.

Learning Objectives



- Learn and understand the important qualities and components of storytelling
- Understand your audience and how to tell the story to them
- Understand the tools and resources available to you to tell your digital story

Session Steps



The resource can be accessed here.

http://vistacampus.org/file.php/87/Action_Learning/Team_Products/Leader_Story_Resource_Guide_FINAL.pdf

As you review this resource, ask yourself the following questions:

1. What is the goal of the story that I'm trying to tell? And to what audience?
2. What aspects will this audience be interested in? What will make my story relevant to them?
3. What medium and strategy will be the best for my audience?

Points to Remember



- Identify your Audience and focus your story with them in mind!
- Don't use Jargon or Acronyms!
- Make sure your story is simple, clear, and compelling enough to be re-told.
- ENGAGE EMOTIONS!

Appendix



VISTA YouTube Channel: Digital Storytelling Resource Guide Playlist - <http://www.youtube.com/user/VISTAO Outreach#p/c/F6CEC1FCD8105F9D>

Andy Goodmans 'Power of Storytelling' Workshop - <http://www.agoodmanonline.com/workshop/storytelling.htm>

Storytelling as a Best Practice: How Stories Strengthen Your Organization, Engage Your Audience and Advance your Mission -
<http://www.agoodmanonline.com/publications/storytelling/index.html>

Believe Me: A Storytelling Manifesto for Change Makers and Innovators - <http://www.believethebook.com/>