



Oregon | **Campus Compact**

# Oregon Campus Compact AmeriCorps\*VISTA



**RFP Resource Guide  
2011-2012**

*The ORCC AmeriCorps\*VISTA RFP & Resource Guide  
may be downloaded from:  
[www.oregoncampuscompact.org](http://www.oregoncampuscompact.org)*

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# ORCC AmeriCorps\*VISTA 2010-2012 Program Calendar

## 2010

November RFP Released for 2010-2011 Service Year  
December 10 Letter/Email of Intent Due

## 2011

January 13 RFP Technical Assistance Conference Call  
January 26 RFP Technical Assistance Conference Call  
February 18 Proposals Due to ORCC  
March 15 Proposal Decisions Released (tentative)  
March 29 Site Supervisor Orientation (mandatory for selected sites)  
April 15 Signed MOU and Cash Match Due to ORCC  
April 15 Position Announcements Posted  
June 24 All ORCC Members Recruited and Placed  
August VISTA Members attend Pre-Service Orientation  
August First Day at Service Site  
September VISTA Member Orientation, location TBD  
October First Progress Report Due  
November Site Supervisor Gathering  
December VISTA Team In-Service Training, location TBD

## 2012

January Progress Report Due  
February & March Formal Site Visits  
February Mid-year VISTA Member Evaluation  
April Progress Report Due  
June VISTA Team In-Service Training, location TBD  
June Life After AmeriCorps, PSU  
July Progress Report Due  
August End-Of-Year Celebration, location TBD  
August Final Progress Report Due  
August End of Year VISTA Member Evaluation  
August Last Day of Service

# **ORCC AmeriCorps\*VISTA Suggested Activities**

For inclusion in the VISTA Member Assignment Description (VMAD)

## **Indirect Service (typical YEAR 1 activities)**

- Recruit, train, and/or place student volunteers
- Coordinate and/or promote a campus-wide day of service, an alternative spring break, a federal work-study program, or other volunteer initiative
- Assist in the planning and implementation of local community service projects
- Advise students and student organizations on service
- Act as a resource for students seeking funds for service
- Write articles and/or press releases to publicize campus service efforts
- Compile volunteer opportunity listings and other service-based newsletters
- Coordinate student reflection events and/or support sessions led by others
- Conduct follow up with students attending one day events
- Recruit faculty to develop service-learning courses
- Assist faculty members in service-learning course and community partnership development
- Make class presentations introducing service-learning to students
- Design and/or assign service projects for service-learning students
- Connect faculty members with community partners for community-based research
- Develop a survey for assessing student civic engagement
- Develop additional assessment tools for community partner and service recipient feedback
- Plan issue-based educational forums and events
- Conduct community orientations to educate students on the local community
- Present to campus groups about the needs of those in poverty and potential strategies to meet such needs
- Find creative ways to educate students, faculty, and staff about the needs of those in poverty in the community (e.g. essay contest, web page, community partner spotlight, bulletin board, regular section in campus publications)
- Give interested individuals updates on the status of partnerships and statistics related to needs and progress in the community
- Recognize publicly through press releases, newsletters, etc. community partner progress
- Recognize students, faculty, staff, and community partners during a formal ceremony
- Nominate students, faculty, staff, and community partners for external recognition (i.e. ORCC and National Campus Compact awards, Governor's Service Awards)
- Document effective practices to share with other VISTAs
- Present effective practices at local and/or state-wide conferences
- Create and distribute an annual report highlighting campus-community partnerships

## **Capacity Building (typical YEAR 2 activities)**

- Design service opportunity/office brochures or website
- Collaborate with Financial Aid and other campus offices on administrative procedures for Community Service Federal Work Study
- Advise/Train others to recruit, train, and/or place student volunteers
- Advise/Train others to coordinate service programs
- Provide leadership development training to student leaders on service
- Create a structure for student leadership for service
- Develop a system for identifying student leaders in service, including steps of increasing responsibility
- Use survey results to strengthen programs and education of students

- Document and present the results of service programs to local businesses, community and educational leaders, and those on campus to garner further support
- Participate in local radio and television broadcasts to increase awareness of the needs of those in poverty in the community and opportunities to meet such needs
- Promote effective models and practices for recruitment, training, and placement among partners
- Recruit ambassadors for community partnerships and community issues
- Create a system to regularly update interested individuals
- Develop selection criteria and a process for student placement with volunteer programs such as Students in Service alternative breaks or Community Service Federal Work Study
- Determine procedures and systems for all volunteer initiatives (i.e. procedures for responding to community requests for student volunteers, procedures for fundraising, communication systems)
- Develop a system for continuous feedback from all constituents (student volunteers, community partners, faculty and staff)
- Develop and host an email listserv for those involved in the partnership
- Create service-learning forms and handouts (i.e. contracts, placement information, faculty expectations, liability, etc.)
- Develop campus-specific service-learning procedures and systems
- Organize service-learning orientations, workshops, learning circles, and/or fellowships for faculty
- Develop, diversify, and expand a library and/or website of service-learning resources, available to faculty, staff, students, and community partners
- Develop a database tracking service-learning faculty, courses, placements, and hours
- Develop a database with community-based organization profiles, opportunities, needs
- Implement a co-curricular transcript or graduation certificate program to highlight student service experiences
- Meet with various student programs on campus to strengthen and/or combine community service or service-learning goals
- Foster cross-campus service programming and share knowledge of community needs through service consortia and collaboration with other campus offices (alumni relations, career services, outreach, development, government relations, etc.)
- Work with an advisory board to determine the leadership structure for campus service-learning
- Develop a strategic plan and leadership structure for a community task force, advisory board, and/or coalition
- Develop a communication plan or strategy within a campus-community partnership
- Use data from service program evaluations and/or an audit of campus-community programs to develop new strategies for collaboration

### **Sustainable Endeavor (typical YEAR 3 activities)**

- Write a handbook or guide for alternative break programs, one-day service events, Community Service Federal Work Study program administration, etc.
- Create a campus procedural guide for volunteer management
- Formalize a curriculum to train/advise others, develop a training handbook
- Create a student leaders handbook or manual
- Cultivate appropriate campus advisory relationships for student organizations in service
- Develop a mechanism for service program evaluations
- Develop student, faculty, and community partner handbooks for service-learning
- Create a mechanism for consistent service-learning program evaluation, including community outcomes

- Develop a system to indicate all service-learning opportunities to students in course catalogs
- Find creative ways to implement community service and/or service-learning into existing programs
- Create a community partnership handbook or guide to developing and maintaining mutually beneficial partnerships
- Document a process or policy for conflict management within a campus-community partnership
- Seek financial resources to support the partnership through grantwriting or other fundraising strategies
- Establish ways to track student, class, or program progress over time
- Complete and distribute a map of campus-community partnerships
- Train and recognize ambassadors for community partnerships and community issues
- Complete a white paper with recommendations to the campus host site on the future of service programs and community partnerships, as well as an outline of VISTA accomplishments for the year.

## **CNCS Strategic Initiatives & VISTA Programming Initiatives**

- **Anti-Poverty Focus**  
Any private nonprofit organization, educational institution, tribal or public agency with a program idea that is poverty-related in scope can apply for an AmeriCorps\*VISTA Member. The goals of the AmeriCorps\*VISTA project should address helping individuals and communities out of poverty rather than focusing on making poverty more tolerable.
- **Community Empowerment**  
Organizations must ensure that their project engages residents of the low-income community in planning, developing, and implementing the project to ensure that it is responsive and relevant to low-income residents' ownership and self-help initiatives tapping inherent community strengths.
- **Capacity-Building**  
AmeriCorps\*VISTA achieves its mission by assigning Members to organizations in order to expand the ability of those organizations to fight poverty. Through activities such as fundraising, volunteer recruitment and management, outreach, and collaborative development, AmeriCorps\*VISTA Members mobilize community resources and increase the capacity of organizations to better address the needs of the communities in which they serve.
- **Sustainable Solutions**  
AmeriCorps\*VISTA Members help organizations address a new or existing program area related to their mission. However, it is crucial to the concept of local self-reliance that organizations plan for the eventual phase out of AmeriCorps\*VISTA Members and the absorption of their functions by other facets of the organization. AmeriCorps\*VISTA projects are encouraged to develop a long-term sustainability plan beginning the first year of the project's existence.

## **Suggested VISTA Project Focus Areas for Poverty Alleviation**

- College Access
- Environment
- Financial Literacy
- Food Security
- Housing
- Health
- Prisoner-Reentry
- Veterans Services

## **ORCC AmeriCorps\*VISTA Program Goals**

Goal: ORCC AmeriCorps\*VISTA Members will increase the capacity of university and college campuses in Oregon to address poverty through service (totals are goals for the entire ORCC AmeriCorps\*VISTA team).

### Outputs:

- By the end of the service year, ORCC AmeriCorps\*VISTA Members will recruit and support 2,500 students in service activities that address community poverty
- By the end of the service year, ORCC AmeriCorps\*VISTA Members will assist 50 faculty in the creation of service-learning courses that address community poverty
- By the end of the service year, ORCC AmeriCorps\*VISTA Members will establish and strengthen 100 campus-community partnerships with agencies that address community poverty

### Intermediate Outcomes:

- Community partners will express an increased capacity to address community needs
- Students will express a commitment to further service
- Students will express greater interaction with faculty in service-learning courses

### End Outcomes:

- Students will serve in their community at least once per year after graduation
- Service-learning courses will improve the likelihood of students successfully completing their college careers

# Sample ORCC VISTA Project Model #1 – YEAR 1 Example

*Campus & Community Organization-Based VISTA Member*

## Project Summary:

This VISTA position will work to facilitate a strong partnership between Small Oregon Metro College (SOMC) and Large Underserved High School (LUHS). This project was developed to address community poverty through improving college access resources to underserved students at LUHS, to increase SOMC student participation and volunteerism at LUHS, and to foster a long-term partnership between LUHS and SOMC.

## Project Logistics:

SOMC will provide the cash match for year 1 and will work with LUHS to develop a plan for sharing the cost of the cash match for year's 2 and 3. In year 1, the VISTA Member will spend two days at LUHS and three days at SOMC. The VISTA Member will be supervised by the Director of the Office of Service-Learning at SOMC. During the first month, the VISTA will meet weekly as a team with the Vice Principal of LUHS and the Director. After the first month, the team will meet monthly and the VISTA Member will act as a liaison between LUHS and SOMC.

## Oregon Campus Compact VISTA Member Assignment Description (VMAD) Small Oregon Metro College (SOMC), Office of Service-Learning

<b>Goal: ORCC VISTA Members will increase the capacity of university and college campuses in Oregon to address poverty through service.</b>			
<b>ACTIVITIES</b>	<b>STEPS TO COMPLETE ACTIVITIES</b>	<b>EXPECTED OUTCOMES</b>	<b>TIMELINE</b>
Activity 1: Become familiar with Large Underserved High School (LUHS) and Small Oregon Metro College (SOMC)	<ol style="list-style-type: none"> <li>1. VISTA will spend two days per week on-site at LUHS and three days at Small Oregon Metro College (will adjust as appropriate)</li> <li>2. Understand school structures and policies at both sites</li> <li>3. Develop relationships with staff members and teachers at LUHS and with departments, students, faculty, and staff at SOMC</li> <li>4. Become a school district certified volunteer</li> <li>5. Attend LUHS staff meetings</li> <li>6. Meet weekly with LUHS Vice Principal</li> <li>7. Meet weekly with SOMC supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. VISTA Member will become oriented to both school sites, gain knowledge of school processes, and be able to work within school bureaucracy</li> <li>2. LUHS staff will identify VISTA Member as a resource</li> <li>3. VISTA will have time during LUHS and SOMC staff meetings to report out and conduct business</li> <li>4. SOMC and LUHS will maintain strong relationship and consistent communication</li> </ol>	August 2011 – October 2011

	8. Act as a liaison between SOMC and LUHS		
Activity 2: Conduct a college access resources needs assessment for LUHS	<ol style="list-style-type: none"> <li>1. Organize staff and administrator, student, and community focus groups to develop list of needs</li> <li>2. Develop a committee to create a plan to address identified school needs</li> <li>3. Research school performance reports to better understand where students are underperforming</li> </ol>	<ol style="list-style-type: none"> <li>1. VISTA Member will generate a comprehensive list of needs for distribution to stakeholders</li> <li>2. A 3 year plan for engagement between LUHS and SOMC to improve underserved student access to higher education</li> </ol>	September 2011 – January 2012
Activity 3: Organize college-wide Martin Luther King, Jr. Day of Service project at LUHS	<ol style="list-style-type: none"> <li>1. Work with LUHS personnel to determine day of service activities and needs</li> <li>2. Complete and submit mini-grant application to fund activities and purchase supplies</li> <li>3. Lead effort and work with SOMC Office of Service-Learning staff to recruit students, publicize event, and manage day-of activities</li> <li>4. Recruit student leaders to lead certain activities during project</li> </ol>	<ol style="list-style-type: none"> <li>1. There will be 5 different activity options during the service project managed by 10 student leaders</li> <li>2. 100 SOMC students and staff will participate in project</li> <li>3. 50 LUHS students and staff will participate in event</li> <li>4. 20 community members will participate in project</li> <li>5. Participants will report project satisfaction through an after service survey</li> <li>6. Community partner feedback will be gathered through a post service survey</li> <li>7. VISTA will create a project binder to help with future event coordination</li> </ol>	October 2011 – January 2012
Activity 4: Develop strategic partnerships with college access programs both at SOMC and in the community	<ol style="list-style-type: none"> <li>1. Meet with departments at SOMC that work with underserved populations, as well as admissions, advising, and others. Brainstorm and coordinate engagement opportunities with LUHS</li> <li>2. Meet and network with community organizations and other higher education institutions working to improve college access and success</li> <li>3. VISTA will publicize</li> </ol>	<ol style="list-style-type: none"> <li>1. SOMC departments will gain understanding regarding issues affecting LUHS and will work with VISTA to increase engagement with LUHS students and staff</li> <li>2. SOMC departments will give 5 presentations to LUHS students and/or staff</li> <li>3. VISTA will develop 20 relevant community partnerships that will increase LUHS student access to college prep</li> </ol>	November 2011 – June 2012

	community college prep opportunities	<ul style="list-style-type: none"> <li>4. VISTA will organize 5 college access related field trips/opportunities for students</li> <li>5. VISTA will keep list of all community partnerships</li> </ul>	
Activity 5: Develop formal volunteer program placing SOMC students in meaningful volunteer roles at LUHS	<ul style="list-style-type: none"> <li>1. Work with LUHS staff to determine appropriate positions for SOMC students</li> <li>2. Recruit students to participate in volunteer program at LUHS</li> <li>3. Talk with faculty at SOMC about opportunities at LUHS and encourage service-learning partnerships, extra credit options, etc</li> <li>4. VISTA will work with faculty and students to conduct service reflection</li> </ul>	<ul style="list-style-type: none"> <li>1. 5 different student positions will be developed at LUHS</li> <li>2. 25 SOMC students will engage in on-going and episodic volunteer opportunities at LUHS</li> <li>3. 2 service-learning classes will offer LUHS as a partner for coursework and 10 faculty will offer extra credit for student volunteer activities</li> <li>4. Through formal reflection activities, SOMC students and staff will gain better understanding of community poverty and ways to address issues</li> <li>5. VISTA will administer an end-of-year volunteer program evaluation for all LUHS staff and student participants</li> </ul>	November 2011 – August 2012



## **ORCC AmeriCorps\*VISTA Position Description**

**Small Oregon Metro College  
Office of Service-Learning  
NE Portland, OR 97208**

**Position Title:** College Access Liaison, Oregon Campus Compact AmeriCorps\*VISTA

**Summary of Position:** The AmeriCorps\*VISTA Member will work to facilitate a strong partnership between Small Oregon Metro College (SOMC) and Large Underserved High School (LUHS). The AmeriCorps\*VISTA will address community poverty through improving college access resources to underserved students at LUHS, to increase SOMC student participation and volunteerism at LUHS, and to foster a long-term partnership between LUHS and SOMC.

### **Essential Responsibilities/Activities:**

- Maintain service hours at both SOMC as well as a high school partner site
- Work with school staff at the high school site to understand school structures
- Build relationships on both campuses and act as a liaison between the schools
- Conduct needs assessment for high school site through talking with school staff, administrators, and the community at large in order to create a comprehensive list of needs
- Develop a committee to plan and implement solutions to identified needs
- Lead day of service partnership event between the college and the high school
- Develop strategic partnerships with college access programs at SOMC

### **Marginal Responsibilities:**

- Ability to work occasional evening and weekend hours
- Willingness and ability to drive a college-owned 12-passenger van
- Ability to lift 40 pounds

### **ORCC AmeriCorps\*VISTA Responsibilities:**

- Attend all ORCC required trainings and events
- Complete and submit all required ORCC and AmeriCorps\*VISTA progress reports

### **Required Qualifications:**

- Associates or Bachelors degree
- At least 17 years of age
- A U.S. citizen, U.S. national, or lawful permanent resident
- Able to serve full-time for one year (365 days)
- Ability to pass a criminal history background check

### **Preferred Qualifications:**

- Higher education leadership experience
- Proficient in all Microsoft Office software
- Project management experience
- Event coordination experience

**AmeriCorps\*VISTA Benefits:**

- A living allowance, dispersed bi-weekly
- An education award of \$5,550 OR a stipend of \$1,500 upon successful completion of service
- Health care
- Relocation allowance if moving more than 50 miles to serve
- Loan forbearance on qualified student loans
- Interest accrual payment on qualified student loans
- Child care (if eligible)
- Training and professional development opportunities
- Access to an extensive network of AmeriCorps Alums
- Non-competitive eligibility for federal government service (for one year after service)

**Site Specific Benefits:**

- Subsidized on campus housing
- Meal plan

# Sample ORCC VISTA Project Model #2 – YEAR 2 Example

## Campus-Based VISTA Member

### Project Summary:

The VISTA will work to address community food security and hunger issues while increasing student civic engagement and leadership. LRNWU maintains a strong partnership with the local food banks and the community gardens. The VISTA Member will work with student groups, faculty and staff, and community members to develop community infrastructure to decrease food insecurity and raise awareness of the root causes of hunger.

### Project Logistics:

The VISTA Member will be based at LRNWU and will often be out in the community working with existing partners, developing new partnerships, and collaborating to identify and develop opportunities for LRNWU students to engage in fighting hunger in the local community.

## Oregon Campus Compact VISTA Member Assignment Description (VMAD) Large Rural Northwest University (LRNWU), Civic Engagement Dept.

Goal: ORCC VISTA Members will increase the capacity of university and college campuses in Oregon to address poverty through service.			
ACTIVITIES	STEPS TO COMPLETE ACTIVITIES	EXPECTED OUTCOMES	TIMELINE
Activity 1: Work with the campus and local community to decrease food insecurity, increase knowledge of the root causes of hunger, and provide more opportunities for students to serve with organizations that alleviate poverty	<ol style="list-style-type: none"> <li>1. Plan community garden volunteer activity as part of new student week</li> <li>2. Work with community garden and food bank staff to identify on-going student volunteer opportunities</li> <li>3. Recruit and train volunteers to fill on-going positions</li> <li>4. Recruit and gather advisory board to help direct service initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. 100 new students will participate in community garden service project during orientation</li> <li>2. VISTA will develop and fill 20 on-going volunteer positions for students</li> <li>3. VISTA will administer community partner project evaluation</li> <li>4. VISTA will add to existing project binder to assist with future event coordination</li> <li>5. Advisory board will take on a leadership role in determining future service activities</li> </ol>	August 2011 – August 2011
Activity 2: Work with faculty who are teaching service-learning courses to expand partnerships. Help faculty not currently engaged in service-learning to incorporate service-learning into courses	<ol style="list-style-type: none"> <li>1. Identify faculty currently teaching service-learning courses and help them develop new partnerships</li> <li>2. Identify faculty that teach poverty related courses that are not currently offering a service-learning</li> </ol>	<ol style="list-style-type: none"> <li>1. 5 existing service-learning courses will partner with community gardens and food banks</li> <li>2. 1 new service-learning courses will be developed that specifically address hunger security issues</li> </ol>	October 2011 – August 2012

	<p>component</p> <p>3. Help faculty develop service-learning components and plan for incorporating into curricula</p>		
Activity 3: Work with student clubs and organizations to increase their capacity to serve	<ol style="list-style-type: none"> <li>1. Meet with student clubs and make presentations about the value of service and speak to community hunger issues</li> <li>2. Develop guidelines to help systematize student group service</li> <li>3. Assist student leaders in taking on more responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Student service projects increase and are more effective</li> <li>2. 5 student clubs not currently participating in service will participate in at least one group activity</li> <li>3. More students take on leadership roles and are able to mentor other members of their groups to take on leadership roles</li> </ol>	October 2011 – June 2012
Activity 4: Plan and implement Cesar Chavez Day of Service event	<ol style="list-style-type: none"> <li>1. Work with student groups and Civic Engagement Office staff to determine day of service activities and needs</li> <li>2. Complete and submit mini-grant application to fund activities and purchase supplies</li> <li>3. Lead event planning process, recruit students, publicize event, and manage day-of activities</li> <li>4. Recruit student leaders to lead certain activities during project</li> <li>5. Manage project reflection activities for participants</li> </ol>	<ol style="list-style-type: none"> <li>1. With direction from the VISTA Member, 8 student leaders will collaborate to develop service day activities</li> <li>2. 200 LRNWU students and staff will participate in project</li> <li>3. 50 community members will participate in project</li> <li>4. Participants will report increased understanding of the Chavez movement, increased knowledge related to hunger issues, and project satisfaction through an after service survey</li> </ol>	November 2011 – March 2012
Activity 5: Plan and advise one alternative break trip focused on hunger issues	<ol style="list-style-type: none"> <li>1. Recruit student leaders to help plan and lead trip</li> <li>2. Help select location and oversee fundraising efforts</li> <li>3. Manage student leaders in organizing trip logistics</li> <li>4. Assist leaders in recruiting and training student participants</li> <li>5. Attend trip and support student leaders to reflect and connect service to hunger issues at home</li> <li>6. Conduct debrief and help connect participants to local initiatives</li> </ol>	<ol style="list-style-type: none"> <li>1. 2 students will receive intensive coaching and leadership experience</li> <li>2. 15 students will participate in trip</li> <li>3. All participants will report increased understanding of hunger issues through post trip evaluation</li> <li>4. Host site for trip will report that the trip helped meet significant need</li> </ol>	January 2012 – April 2012



## **ORCC AmeriCorps\*VISTA Position Description**

**Large Rural Northwest University**  
**Civic Engagement Department**  
**Springfield, OR 97477**

**Position Title:** Food Security Education Coordinator, Oregon Campus Compact AmeriCorps\*VISTA

**Summary of Position:** The AmeriCorps\*VISTA will work to address community food insecurity while increasing student engagement and leadership. The AmeriCorps\*VISTA Member will build and maintain strong partnerships with local food banks and community gardens. The AmeriCorps\*VISTA Member will work with student groups, faculty, staff, and community members to develop community infrastructure to decrease food insecurity and raise awareness of the root causes of hunger.

### **Essential Responsibilities/Activities:**

- Plan community garden volunteer projects including a new student week project
- Recruit and train volunteers
- Work with faculty to incorporate service into courses and build community partnerships
- Deliver presentations on hunger issues and related service opportunities
- Promote leadership and service opportunities
- Plan and implement the Cesar Chavez day of service event
- Plan and advise a hunger-related alternative break trip

### **Marginal Responsibilities:**

- Ability to work occasional evening and weekend hours
- Willingness and ability to drive a college-owned 12-passenger van
- Ability to lift 40 pounds

### **ORCC AmeriCorps\*VISTA Responsibilities:**

- Attend all ORCC required trainings and events
- Complete and submit all required ORCC and AmeriCorps\*VISTA progress reports

### **Required Qualifications:**

- Associates or Bachelors degree
- At least 17 years of age
- A U.S. citizen, U.S. national, or lawful permanent resident
- Able to serve full-time for one year (365 days)
- Ability to pass a criminal history background check

### **Preferred Qualifications:**

- Higher education leadership experience
- Proficient in all Microsoft Office software
- Project management experience
- Event coordination experience

**AmeriCorps\*VISTA Benefits:**

- A living allowance, dispersed bi-weekly
- An education award of \$5,550 OR a stipend of \$1,500 upon successful completion of service
- Health care
- Relocation allowance if moving more than 50 miles to serve
- Loan forbearance on qualified student loans
- Interest accrual payment on qualified student loans
- Child care (if eligible)
- Training and professional development opportunities
- Access to an extensive network of AmeriCorps Alums
- Non-competitive eligibility for federal government service (for one year after service)

**Site Specific Benefits:**

- Payment of personal cell phone bill
- Meal plan
- Free access to university gym

# ORCC On-Site Orientation & Training Checklist

On-Site Orientation and Training (OSOT) should be completed in the **first month** of the VISTA's service. The following template is provided to assist site supervisors in planning an effective OSOT.

## BEFORE THE VISTA ARRIVES:

- Explain role of VISTA to other staff members
- Inform partners and other departments about the VISTA and what this means for them
- Order VISTA business cards
- Contact VISTA. Provide housing resources, directions to office, and expectations for first day

## FIRST DAY:

- Introduce VISTA Member to other office staff
- Provide a tour of the campus
- Introduce to the VISTA Member Assignment Description (VMAD)
- Share what previous VISTA Member's have worked on, if applicable
- Set up email, voicemail, get college ID, complete necessary paperwork, etc
- Instruct VISTA on use of phone, fax, copier, mail process, ordering office supplies, etc
- Get VISTA keys to access campus office/building and school building

## WEEK ONE:

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

- The supervisor's other roles and responsibilities
- The supervisor's management style
- The VISTA Member's learning style
- A clear understanding of the lines of communication between VISTA Member and supervisor
- A clear understanding of the support provided to the VISTA Member
- Introduction to the chain of command for the organization
- Establish a weekly meeting time.

Day of the week:

Time:

Discuss professional behavior expectations and office policies, to include, but not limited to:

- VISTA Member's schedule: hours in the office, arrival/departure time
- Office attire
- Attendance expectations: who to call if sick, what to do if running late, etc
- Office behavior: what is appropriate, what is not
- Employee policies: computer use, working with the media, etc.
- Mileage reimbursement procedure

Provide VISTA Member with the culture and mission of the institution, to include, but not limited to:

- History
- Mission
- How the institution functions
- The institution's role in the community
- Introductions to staff, faculty, and administrators

Provide VISTA Member with an introduction to the campus/community, to include, but not limited to:

- The socio-economic and political structure
- The physical boundaries of the service area

- How the VISTA project will impact the campus/community
- Tour of community and introductions to key community partners
- Potential resources that can help achieve project goals

### **WEEKS TWO – FOUR**

Allow the VISTA Member to learn about their project and develop their skills. This may include:

- Professional development training
- An office/campus/community scavenger hunt
- Signing up for appropriate listservs
- Research
- Sitting in on a service-learning class

### **OTHER OSOT ACTIVITIES:**

- Get VISTA approved to drive organization vehicles
- Familiarize VISTA with office and campus emergency protocols