



SERVICE PLAN FOR SUCCESS GUIDANCE

As of September 2011, the Corporation announced they would begin a random selection of 350-400 Member files to review per quarter. Because of the large number of Members who enroll in Compact Service Corps, our Member files have been selected for each quarter's random list thus far. Of particular concern to the Corporation is a review of the Member's Service Plan for Success. Their review includes (but is not limited to): ensuring the goals of the project align with the Compact Service Corps RFP (and is meeting a community need), ensuring the service activities align with the Compact Service Corps RFP, the Member is not performing (nor perceived to be performing) prohibited activities, the Member is not displacing volunteers nor employees, and if the Member is serving through an internship, how the AmeriCorps project differs from a non-AmeriCorps internship position. The purpose of this guidance is for Coordinators to provide training to Members in developing service projects that meet Compact Service Corps requirements and also assist Members in submitting well-written Service Plans for Success.

SERVICE PLAN FOR SUCCESS, ALL MEMBERS (page 1):

1. Name – the Member enters their full name (first and last).
2. Compact Service Corps Participating Campus – the Member enters the name of the campus through which they are participating in Compact Service Corps Program.
3. Academic/Co-curricular Program: the Member enters the academic or co-curricular program through which they are enrolling, i.e. nursing program, teacher education program, nonprofit management program, service-learning program, leadership program, club, etc.
4. Member Demographics – the Member checks all appropriate boxes.
5. Project Qualifications – the Member **MUST** check **ALL** boxes to ensure that their service project qualifies as a Compact Service Corps project. Coordinators must determine that the project meets all qualifications; if all boxes are not checked, this is not a qualifying project.
 - Capacity Building – the Member must understand the difference between direct service hours and capacity building hours and check the box they understand that no more than 20% of their hours per month can be spent completing direct service hours.
6. Service Site Placement – the Member enters the name of the nonprofit or government agency where they will complete their service project.
7. If the service site placement is located on campus, the Member must explain how their project is “community”-based. Community is defined as serving those outside of faculty, staff or students. It is not enough that the site placement is open to the public; this project must be focused on community needs. **The college or university cannot be the beneficiary of a Member's service project.**

- Education – For example, it would be allowable if the Member served through a center on campus in which their project was to work with at-risk, K-12 youth to decrease their drop-out rate through engagement in literacy activities.
 - Healthy Futures – For example, it would be allowable if the Member served through a center on campus in which their project was to provide mental health counseling to senior citizens in the community.
 - Capacity Building – For example, it would be allowable if the Member served a nonprofit that is housed on-campus, but otherwise, on-campus service is not allowable.
8. Service Site Placement Qualifications (Education and Healthy Futures) – the Member must indicate the way in which their site placement qualifies for participation in Compact Service Corps.

EDUCATION MEMBERS (page 1):

For Members who will serve as a tutor (as defined in the Member Handbook), they must check the box indicating they will complete a tutoring project. Coordinators must complete the Tutoring Project Checklist (found in the Enrollment Packet) and include all required supporting documentation in the Members' files. If the Member is not serving as a tutor (as defined in the Member Handbook), please make sure this box is NOT checked.

HEALTHY FUTURES MEMBERS (page 1):

If the Member is serving through a social work program (or other non-healthcare specific program), the Member must check the box that states their service is focused on mental health counseling. The Member must explain how their service meets the criteria as a mental health counseling project.

CAPACITY BUILDING MEMBERS (page 1):

The Member must develop, improve, or implement at least three volunteer management practices. In addition, the Member must describe how the activities they will complete will assist the organization in development of volunteer management resources (i.e. what makes this a Compact Service Corps capacity building project?). Coordinators should review that the Member has set realistic goals to complete for their capacity building term of service.

SERVICE PLAN FOR SUCCESS, ALL MEMBERS (bottom of page 1):

All Members must confirm (by initialing) that they understand they cannot perform any activities that have been identified as prohibited (as per the list in the Member Handbook).

SERVICE PLAN FOR SUCCESS, ALL MEMBERS (page 2):

1. Name – the Member enters their full name (first and last).
2. Start Date – the Member enters the start date of their term of service.
3. Timeframe – the Member enters the number of hours they will serve a week and the total number of weeks they will serve. Coordinators must review that the Member will be able to complete the term of service they have chosen to enroll in the timeframe they have indicated they have to serve.
4. Community Need – the Member enters the community need to be addressed through their service project and the process that was used to identify that need. Responses cannot include a need because of a shortage of financial or staffing resources.
 - Education – why is there a need to engage K-12 students academically? For example, are students not advancing to the next grade? Are test scores below the state average?

Is there a high rate of drop-out or truancy? What is the need for the group of students that this Member will serve?

- Healthy Futures – why is there a need for primary and preventive healthcare? For example, are there a number of uninsured or underinsured members in the community? Is there a high rate of diseases that go untreated in the community because of lack of health insurance? What is the need for the patients/clients that this Member will serve?
 - Capacity Building – what is the capacity building need related to development of infrastructure for resources for volunteer management? Why is there a need by the organization for this project?
5. Beneficiaries – the Member enters the population to be served through their service project. Examples:
- Education – I will serve a class of fourth grade students who attend a school in which 60% of the students live in poverty and statewide testing scores are rated as “unsatisfactory.”
 - Healthy Futures – I will serve in a community clinic in which 60% of its clients are uninsured or underinsured and the rate of heart disease is 50% over the national average.
 - Capacity Building – I will serve a nonprofit women’s shelter that has 3,000 volunteers in its database, yet only 200 serve on a regular basis. The direct beneficiary of my service project will be the nonprofit organization to complete an assessment on how to better engage volunteers for the nonprofit to meet its mission and provide more effective services to the women and children who access this shelter.
6. Service Activities – the Member describes the services they will provide and activities they will complete (i.e. duties and responsibilities) during their service project. The activities described must address the community need identified above. This section should read like a job description and clearly meet the goals of the Compact Service Corps Program.
- a. The Corporation is scrutinizing the Service Plan for Success to ensure the Member’s service project aligns with the Compact Service Corps program application and that the Member is not performing prohibited and/or unallowable activities. There are certain “trigger” words that the Coordinator should request clarification about the Member’s project. This does not mean that the activity is not allowable, but it needs to be explained how the service qualifies. Some examples of “trigger” words are below.
- Prohibited activities include:
- Political Activities (trigger words: advocate/advocacy, legislation, legislator/elected official, vote/voting, voter registration)
 - Religious Activities (trigger words: church, religion/religious)
 - For-profit Businesses (trigger words: partnering with the Chamber of Commerce)
 - Union Activities
 - Abortion Services (trigger words: women’s health, pregnancy, sexual health)
 - Safety Factors (trigger words: description of an unsafe environment)
 - Fundraising not directly related to the Member’s service project.

Unallowable activities include:

- Clerical/administrative duties (trigger words: answering phones, re-stocking supplies, filing, other duties as assigned,)
 - Assisting clients obtain public benefits as the primary service
 - Performing activities that do not address Compact Service Corps performance measures
 - Performing activities that do not clearly demonstrate community impact
 - Employee duplication/displacement: performing activities that would otherwise be performed by an employee as part of their assigned duties, duties formerly performed by another employee, or duties conducted by an employee who is subject to reduction in force, who is on leave, who is on strike or is being locked out (trigger words: staffing shortage, not enough staff, no one on staff assigned to..., not enough resources/funding, shortage, staff)
 - Volunteer duplication/displacement: performing activities that would otherwise be performed by a volunteer (for example, a volunteer cannot enroll in AmeriCorps and perform the same duties to obtain the education award)
 - Recruiting, training and/or managing volunteers to perform prohibited activities
 - For capacity building projects: development of web pages or social media for the organization in general (development of web pages or social media must be for the purpose of improving volunteer management practices)
 - For capacity building projects: performing activities related to organizational marketing (marketing can only be completed for the purpose of improving volunteer management practices)
- b. Challenge Members to write a description of their duties and responsibilities without using the title of the profession they are studying. For example, if they are studying to become a nurse, challenge them not to use the word “nurse” or “nursing” to describe the activities they will perform. If they are studying to become a teacher, challenge them not to use the word “teach” or “teacher.” (If Members use the word “tutor” to describe their service activities, they must have checked the box on page 1 indicating they are completing a “tutoring” project and supporting documentation must be in the file attached to the completed Tutoring Project Checklist. If they are not completing a “tutoring” project as defined by the Corporation, please instruct them not to use the words “tutor” or “tutoring.”)
- c. Please ensure that the Member is not performing prohibited activities (nor that there is the perception that the Member is performing prohibited activities). For example, if a Member is completing a women’s health nursing rotation, that might have the perception that the Member may make referrals for abortions. In this case, please make sure there is a note in the file from the Site Supervisor that the Member is not performing any prohibited activities related to performing nor making referrals for abortions. Please note that the Member also cannot recruit, train or manage volunteers to perform prohibited activities (nor should there be the perception that the Member might train/manage volunteers to perform prohibited activities). For example, if a Member is recruiting and training volunteers to organize a campaign to influence legislation, this would be unallowable service. Please review the list of prohibited and unallowable activities as there are clues to the words that Coordinators should ask for further clarification from the Member to avoid any perception that the Member might perform prohibited or unallowable activities: women’s health, teen

- pregnancy, advocate/advocacy, voter, campaign, business (Chamber of Commerce), church, fundraising, public benefits, website development, marketing, clerical/administrative, etc.
- d. Members cannot perform service that benefits the college/university (i.e. serves students, faculty or staff of a campus). For example, development of a service-learning for a course would be unallowable service. If the Member is developing service-learning opportunities related to a course, the project needs to focus on how the Member is serving a nonprofit organization to develop infrastructure for improved volunteer management resources. The development of service-learning opportunities for a course (as stated in this way) would be unallowable service (because it appears to be a benefit to a college/university).

Examples of service activities:

- Education – In a fourth grade classroom, I will work in the classroom to organize and develop strategies to improve student achievement, attendance and self-efficacy, thereby possibly increasing achievement levels. I will develop lesson plans to provide students with curriculum instruction, lead small groups and will use various enrichment activities to improve struggling students' achievement. This will include small group activities such as reading or math and meeting with parent groups. I will also work with students with special needs to provide individualized instruction as well as work with them to help reach their individualized goals as listed on their educational plans. Desired outcomes of these service activities are increased levels of student participation and achievement.
 - Healthy Futures – I will provide clinical care, provide illness management and disease prevention education, and provide health screenings to patients in acute care, long-term care and in community settings. My duties will include assessing physical/psychosocial needs and preparing individualized plans of care (comprehensive health assessments) for each patient. I will provide personal care and evaluate that care, administer medications, and provide health maintenance. In community settings, I will serve through immunization clinics, perform screenings for diabetes and heart disease, as well as provide vision and hearing screenings for school children.
 - Capacity Building – I will focus my service on developing a volunteer manual for my nonprofit site placement. This will be a comprehensive manual that will be given to all new and existing volunteers which will include: an orientation to the organization, policies and procedures for volunteer involvement, and a list of volunteer opportunities that outlines roles and responsibilities for each and a list of required trainings for each opportunity. Orientation: this section will include the history, mission and vision of the organization, along with a value statement about volunteer involvement. Policies and Procedures: this section will include information on dress code for volunteers, attendance requirements, how to record and track volunteer hours and involvement, and proper protocols for staff interaction. Volunteer Opportunities: this section will include a list of volunteer opportunities with a job description for each. In addition, it will list the required trainings that volunteers must attend before being eligible to serve in each capacity. As a part of my service project, I will work with the volunteer coordinator to ensure that all active volunteers have proper training as outlined in the volunteer manual to perform their duties.
7. Community Benefit – the Member describes how the community will benefit because of their service. The benefit described must address the community need identified above.
8. The Coordinator and the Site Supervisor must review and sign the Service Plan for Success BEFORE the Member begins their service project at their site placement.

9. If the Member is participating in Compact Service Corps in conjunction with requirements for an academic program (i.e. student teaching, nursing/healthcare clinical rotations, co-curricular program, etc.), Coordinators must attach a statement explaining how the AmeriCorps position differs from a non-AmeriCorps position.

Examples:

- Education – This position differs from other non-AmeriCorps student teaching positions because AmeriCorps Members are required to attend a training and reflection session that helps student teachers understand the relationship between themselves and a Title I school, its students and underserved communities. Through attending this training in which students will learn about community issues and social injustices facing K-12 students living in poverty, Members will be more successful in serving their students because they have a better understanding of their challenges and the best way to approach them.
- Healthy Futures – This position differs from other non-AmeriCorps nursing rotations because this Member is focused on providing respite care specifically to medically underserved patients, in medically underserved areas or in designated rural communities. Non-AmeriCorps positions do not complete rotations that involve respite care.

10. The Coordinator must also confirm that the Member is not displacing volunteers nor employees by checking the box on the Member's Service Plan for Success. The Coordinator will need to attach a statement explaining that the Member is not displacing volunteers or employees. It is unallowable for volunteer positions to be made into AmeriCorps positions. AmeriCorps Members must complete service projects which are defined projects that have a specific end goal that determines when the project has been completed. The service the Member is providing must be an appropriate AmeriCorps service project (not a job normally completed by a staff person nor volunteer) which includes goals and outcomes specific to a term of service, not a staff nor volunteer position.

Example: AmeriCorps Members neither displace volunteers nor employees by completing this service project because they are specifically focused on increasing academic engagement in K-12 students which means working with identified student on understanding the homework assignments, completing homework assignments on time, addressing behavioral issues and decreasing behavioral referrals. Since classroom teachers would not be as focused on these issues, AmeriCorps Members add value to their classrooms by being able to spend more time and attention to individual students. As well, AmeriCorps Members are not displacing volunteers due to the high specificity and training required of this service project that Members receive through their academic coursework.

11. For Capacity Building projects, the Coordinator must confirm that the Member is not recruiting, training and/or managing any volunteers to participate in any activities that are prohibited by AmeriCorps by checking the box on the Member's Service Plan for Success. The Coordinator will need to attach a statement explaining what the Member will recruit, train and/or manage volunteers to do for the site placement. It is unallowable for Members to recruit, train and/or manage volunteers to perform activities that are prohibited by AmeriCorps.

In addition to the Service Plan for Success, the Corporation will also want to review the following documentation during the quarterly Member file audits:

- Member Contract
- Proof of citizenship or legal residency
- Monthly time logs with reflections that support the Service Plan for Success