

Service Plan for Success Coordinator Statements - EXAMPLES

Statement 1: 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, etc.), Coordinators must attach a statement explaining how the AmeriCorps position differs from a non-AmeriCorps position.

Example 1. The AmeriCorps program adds value to the student teaching curriculum because our Members attend training and reflection opportunities that focus on working with high-needs students that other teacher education students do not. During the training session(s), Members are asked to reflect on their experiences so that they can build on their past experiences for greater success.

AmeriCorps helps student teachers understand the relationship between themselves and a Title I school, its students, and underserved communities. Through attending 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. The training will have student teachers explore and name the specific challenges that underprivileged students and schools face. The training will focus on the population Members will serve which will develop their ability to meet their responsibilities and expectations as student teachers.

This year, AmeriCorps Members will attend a training that engages them in a lecture, discussion and reflection on the Arizona Common Core Standards that will be implemented by the Arizona Department of Education via standardized testing in 2014-2015. In particular, the speaker and discussion will focus on how the new state standards affect students in high-needs areas and their academic achievement. The Common Core is expected to be more rigorous than the current AIMS (Arizona's Instrument to Measure Standards) tests to better prepare students for college and their careers. Because students in high-needs areas have historically struggled with AIMS, the speaker(s) will be asked to explore the implications of the more rigorous Common Core on these students' academic achievement and how educators can work with students to help them succeed.

At the close of this training, Members will participate in a reflection session to think critically about the experiences they've had while serving at their service site placements. By gaining a stronger understanding of the unique struggles that high-needs students face and tying those experiences to their teaching strategies, Members will be able to relate and address academic achievement issues more readily and efficiently.

Example 2. Compact Service Corps Members have additional opportunities to participate in service within rural communities and regions, as they are required to participate in a National Day of Service activity. By participating in National Days of Service opportunities and reflection sessions, Members become more aware of the significant need and impact of service organizations and projects on communities. The partnership with AmeriCorps has enhanced the nursing program, instilling the values not only of nursing, but also of the service of AmeriCorps. Nursing is considered a caring profession and is extremely service oriented. AmeriCorps has assisted in bringing the caring portion of the profession back to the patient or client that is

seeking care and services not only within the walls of a healthcare facility, but within the community where there is a lack of resources for the under-served and under-insured. During reflection, Members will be asked to consider how the experiences from this day will impact the way in which they approach their own service projects and to better connect with the populations of community members they serve.

The nursing Members will participate in a National Day of Service at an assisted living facility in the Minot community. Members will complete blood pressure screenings and will complete a medication list review for residents of this facility. Following participation in this opportunity, Members will attend a reflection session that will focus on why service is an important component in today's world and how the Member plays a particularly important role. This will include a self-reflection relating to Members' service experiences, obstacles observed and support received that impacted their ability to achieve a positive service learning experience. Other techniques will include group discussion, brain storming and critical incident reflection.

Statement 2: Attach a statement confirming that the AmeriCorps Member is neither displacing volunteers nor employees by completing this service project.

Example 1. 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.

The AmeriCorps Coordinators at ASU work with students' Site Supervisors to ensure that Supervisors understand the purpose of the Members' service projects, including limitations for the scope of what activities Members can fulfill. AmeriCorps Coordinators and Site Supervisors also work with Members to develop their Service Plans to ensure that Member activities fall within AmeriCorps guidelines.

Example 2. To ensure the Compact Service Corps Member is neither displacing volunteers or employees by completing this service project, the Coordinator has worked closely with the Site Supervisor to make sure they understand the limitations of the Member's service project and to address employee displacement. The Site Supervisor then works closely with the Member to ensure they are neither displacing volunteers nor employees through the project and the Member has a clear idea of their specific roles and responsibilities to complete their service project. The Coordinator has made it clear with the site placement that the Member is never to be used to address staffing shortages, duplicate staff responsibilities nor supplant staff. Members are also not displacing volunteers because of the specific training required for this Member to complete this capacity building project to develop infrastructure for the organization to better manage its volunteers.

Statement 3 (for Capacity Building projects only): Attach a statement confirming that the AmeriCorps Member is not recruit, training and/or managing any volunteers to participate in any activities that are prohibited by AmeriCorps.

Example 1. After attending an orientation session, the Member is familiar with the list of AmeriCorps prohibited activities. This is a statement confirming that the Member will not recruit, train or manage any volunteers to participate in any activities that are prohibited by AmeriCorps. The Member will train volunteers in surveying areas impacted by a recent fire for volunteers to attempt to relocate known populations of rare species of bats. The volunteers will be trained to focus on one species, the Townsend's Big Eared Bat, which is a species of concern in Colorado and is considered rare. We do not know if populations within the fire area remain extant after the fire. The Member will train volunteers to use GPS and acoustic bat monitoring equipment to revisit known roosting sites of these bats so they may attempt to detect them using standard field methods for bat detection and documentation.