

# **Annual Report to the Suzanne and Richard Pieper Foundation: 2012**

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## *Executive Summary*

Lawrence University continues to advance the values of the Pieper Family Foundation by educating students for lives of responsible citizenship and committed altruism. Ongoing measurement of Lawrence students and alumni indicates continued solid performance on previously established metrics of success.

<b>Award Criteria</b>	<b>Accomplishments</b>
Category 1 Baseline data	Previously awarded
Category 2 Acceptance of SL	Previously awarded
Category 3 Outcomes measures	Data shows results above or similar to peer institutions in most categories
Category 5 Breakthrough venture	Collaborations with Housing Partnership of the Fox Cities and Boys and Girls Club
Category 6 “Excellent year”	Multiple successful initiatives
Category 7 Exemplary servant leader	Kathleen Fuchs

We continue to pursue a *student-centered* approach. Rather than impose servant leadership on Lawrence faculty, staff and students from the top down (power model), we strive to respond to the campus community’s requests and needs (service model).

- Connecting formal teaching and learning in the curriculum with service to the broader community
- Commitment to the values of service and altruism, particularly for the least fortunate among us
- Encouraging students to seek to live out their values in college and beyond in their professions and community

### Criterion 3: Outcomes Measures

Since the establishment of the Chair at Lawrence, we have surveyed alumni on character and engagement. In this, the fifth year of our tracking, we have continued to employ measures that suggest the impact of our work. Our survey focuses on characteristics defined as desired outcomes by the Pieper Foundation.

1. Graduates will be known for their moral values.
2. Graduates will enrich and lead by serving their community and profession.
3. Graduates will apply their moral values in both their professional and personal lives.
4. Graduates, according to their moral values, will serve those who are the least privileged among us.

For 2012, we again used questions from the Higher Education Data Sharing (HEDS) survey. The survey asks respondents to rate various traits such as “understanding moral/ethical issues” and “functioning well as members of a team” along with evaluating their levels of involvement in community service both as an undergraduate and after graduation. For each question, the respondent chooses a rating from among four possibilities ranging from “not at all” to “greatly” (see Appendix 1).

As previously, we used available Higher Education Data Survey (HEDS) data from alumni from institutions similar to Lawrence to provide comparative data.

We administered the survey to a random sample of Lawrence alumni from three different classes.

The results shown in Figures 1, 2, and 3 suggest that Lawrence University alumni report that their education impacted them at levels similar to, or above, the levels reported by peer institution alumni. A number of alumni also shared narrative responses in the space provided by the survey form (see Appendix 2).

Figures 4, 5, and 6 show alumni survey results over the last 4 years, which is as long as we have been collecting this data. Several points must be kept in mind when examining these charts:

1. Every year’s survey gathers data from *randomly chosen* members of graduating classes from three different years.
2. Data therefore does *not* show the change over time of specific individuals nor of the same group of alumni.
3. Lawrence only began gathering this data in 2009.
4. As the tenets of servant leadership become ever more firmly established at Lawrence, we anticipate seeing an upward trend.

### Personal Life - Highest Two Ratings

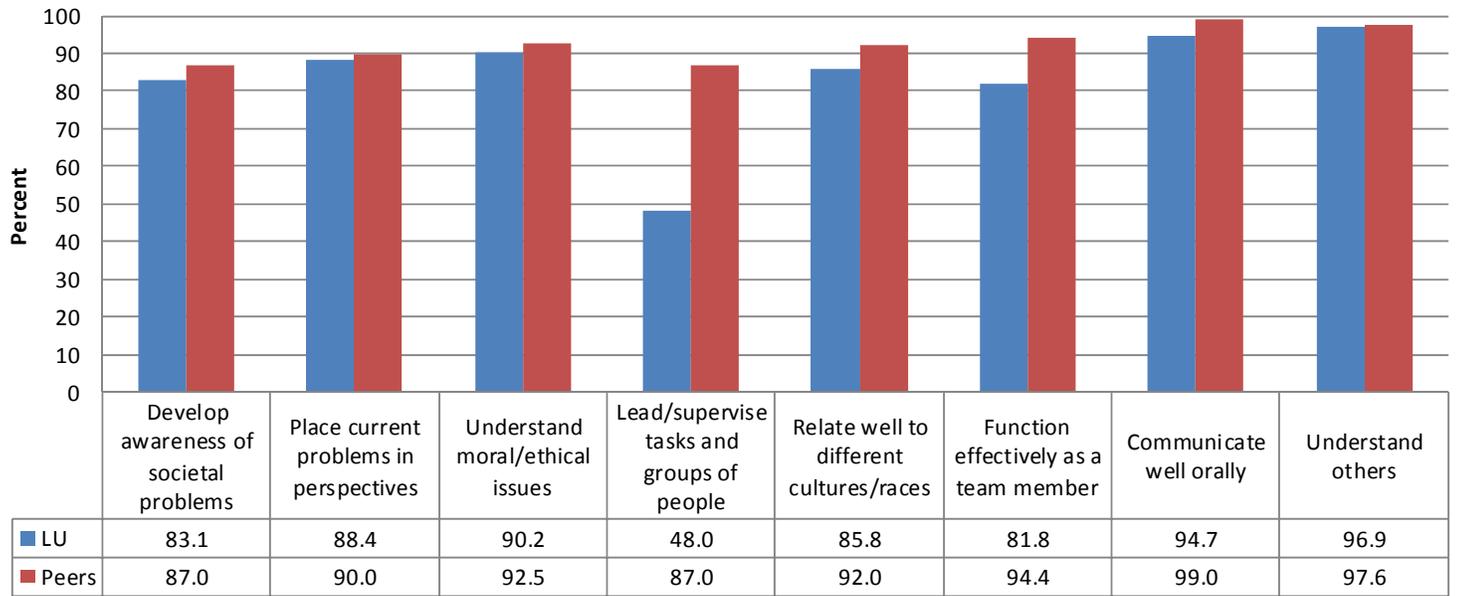


Table 1

### Enhanced in College - Highest Two Ratings

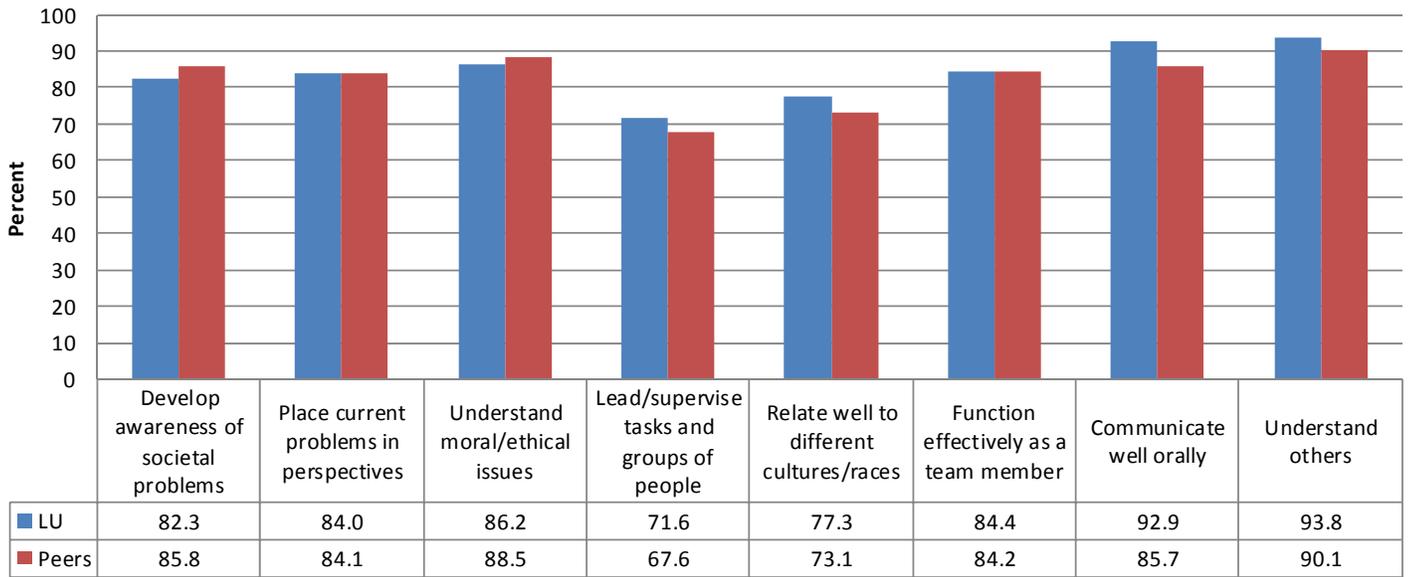


Table 2

\* Highest two ratings include Moderate and Greatly.

### Community Service - Highest Two Ratings

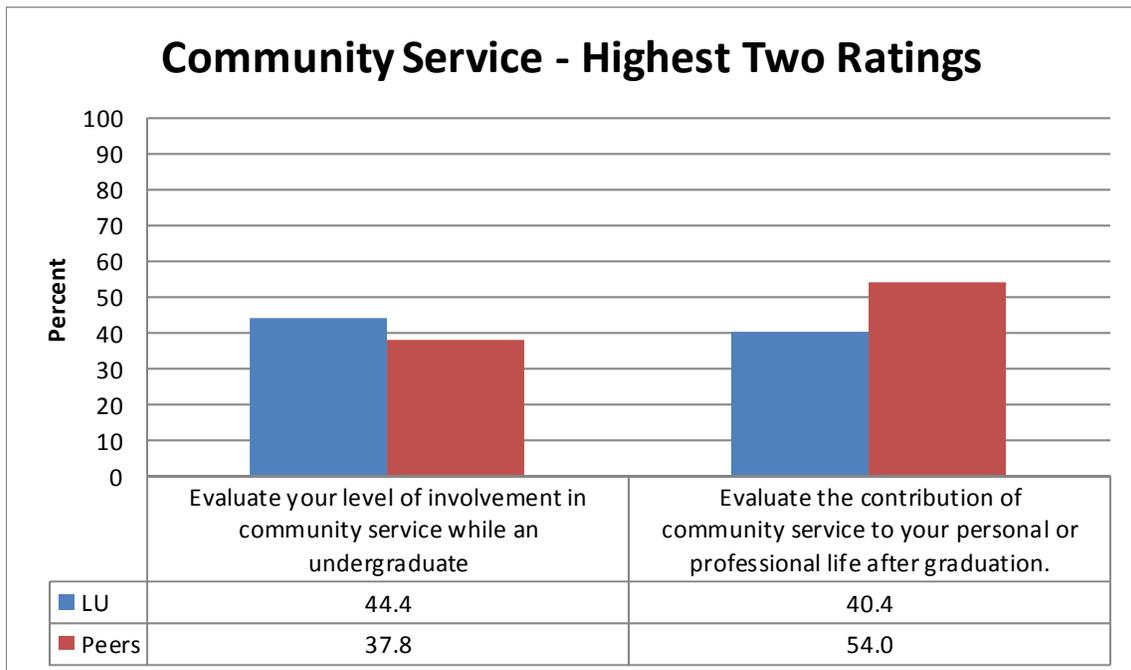


Table 3

\* Highest two ratings include Moderate and Extensive.

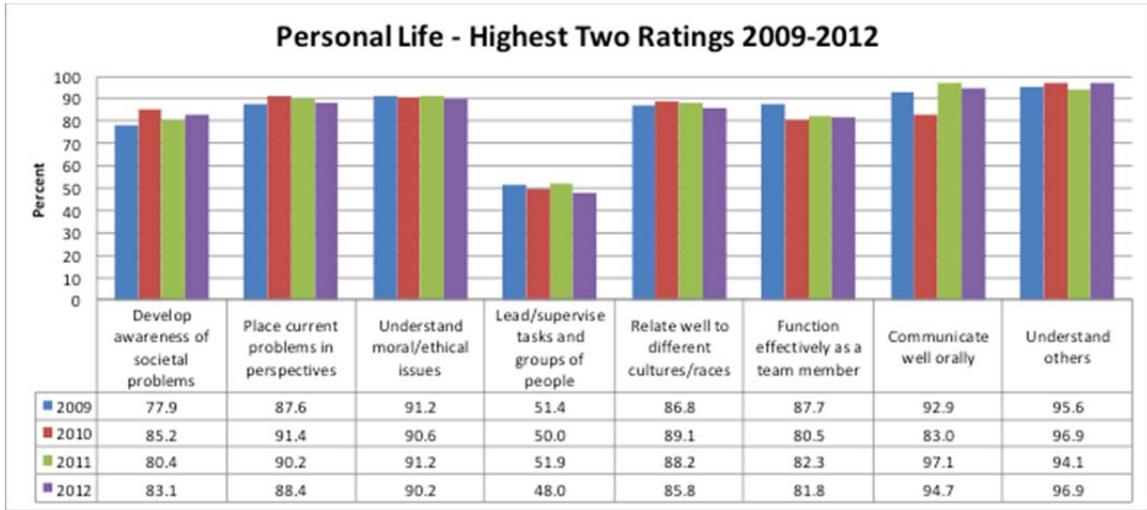


Table 4

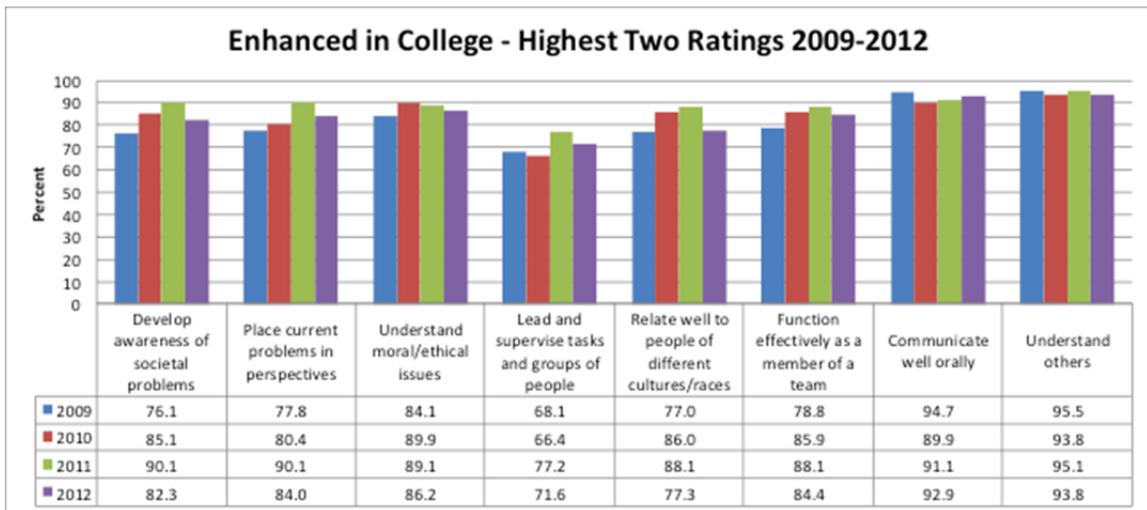


Table 5

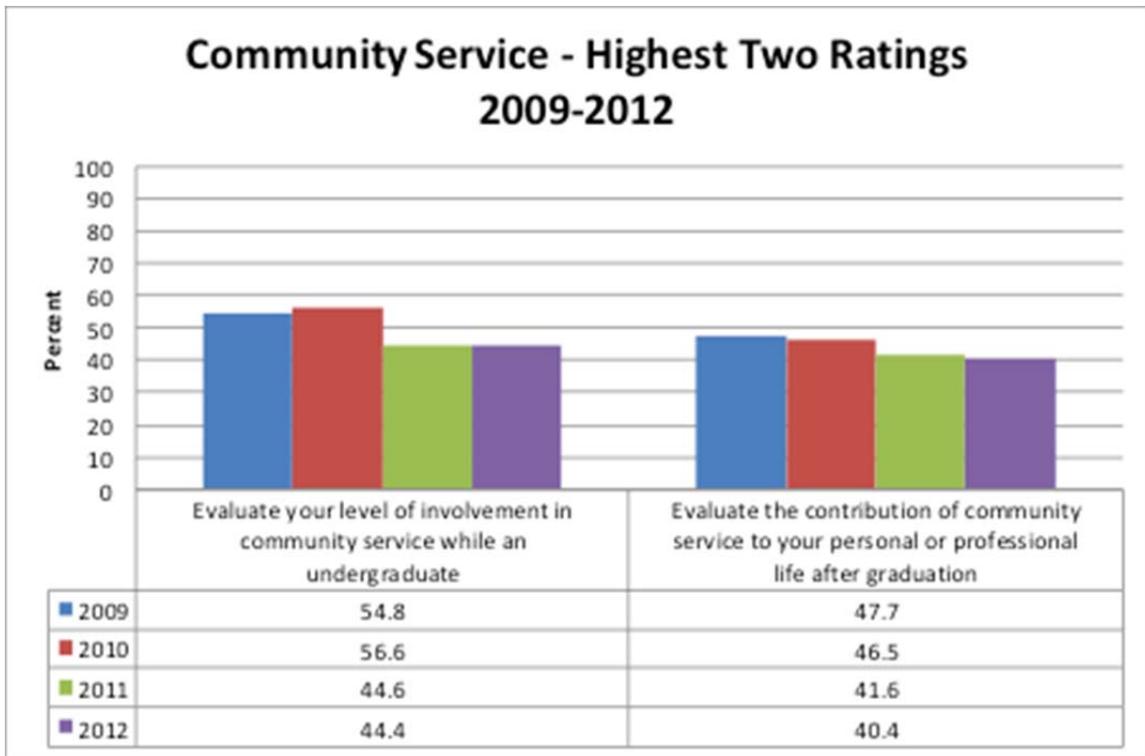


Table 6

The quantitative data presented are valuable, but can tell only part of the story. In this section, we also feature profiles of Lawrence alumni who have graduated since the establishment of the Chair in 2007 and who are showing characteristics of servant leadership.

James Duncan-Welke '09: James served as student body president while completing a double major in German and International Relations. He now is a special assistant in the Department of Homeland Security, US Customs and Border Protection Unit.

Vince Dyer '10: Vince double-majored in Environmental Studies and Philosophy and served on Green Roots, the Lawrence University Campus Sustainability committee. He also was active in student government and his fraternity. He is Technical Director at EnergyMen, Inc.

Laura Streyle '11: At Lawrence, Laura volunteered with Students Working Against Hunger and Poverty and the student organic garden. She developed a program called "Growing Together" in collaboration with the Community Garden Partnership in Appleton. Growing Together worked with teachers, English Language Learner students and their parents to create and nurture part of a garden. They exchanged language and meaning over the common activity of getting hands dirty. Laura has a passion for education, and is currently an English teacher in La Crosse, Wisconsin.

Naomi Waxman '11: Naomi participated in student theater and was a multiple Dean's List recipient at Lawrence. Today she uses her outstanding communication skills as a paralegal for New York Legal Assistance Group, serving the Family and Matrimonial Law unit.

These alumni and others are showing qualities of foresight, compassion, and commitment to others at an early stage, in their career choices and pursuit of excellence.

## **Criterion 5: Breakthrough Ventures: Community Collaborations via AmeriCorps\*VISTA**

In the 2011-2012 academic year, Lawrence University began a partnership with Wisconsin Campus Compact's AmeriCorps\*VISTA program. We employed the resources of the Office of Engaged Learning and the Volunteer and Community Service Center to pursue this outside grant funding so that we could have a full-time AmeriCorps\*VISTA member placed at Lawrence.

The 2011-2012 VISTA, Chuck Demler '11, worked with Housing Partnership of the Fox Cities to advance awareness of homelessness and leverage Lawrence's resources to alleviate poverty in our community.

Lawrence is particularly proud of the "Through the Lens" project. Lawrence student Timeka Toussaint '12 applied her photography talent to tell a visual story of Housing Partnership clients. For her senior project, Toussaint photographed Housing Partnership clients as a way of exploring the individual lives that lie behind socio-economic definitions of poverty. The project, she said, opened her eyes to a world living only blocks away from campus, but much farther away from her own personal experience. "Timeka learned that life is more complex and nuanced than most people realize, while the stories and opinions she heard informed her art and her understanding of individual experience," said Toussaint's Studio Art professor, Julie Lindemann.

The project also brought well-known Minneapolis photographer Wing Young Huie to work with Lawrence art students and Housing Partnership clients. Huie guided students and residents through an intimate conversation that explored probing questions, like *What are you?* and *How do you think others see you?* — the substance of which, ultimately, became the basis for portraits reflecting each resident's "sense of self." The portraits (along with Toussaint's work and portraits of community members by local photographer David Jackson) became part of the May 2012 exhibit and fund-raising event "Through the Lens: A Look at Poverty in Appleton," which countered stereotypes about homelessness and poverty. As Crystal Lillge, Housing Partnership's Marketing and Development Director, noted: "The student contribution was bigger than just a few photographs, for their involvement affected many people and will continue to do so long into the future. We are truly blessed to have such a great relationship with Lawrence—in fact, I hope this is just the beginning."

In July 2012, Chuck's VISTA year ended. With the support and assistance of the Office of Engaged Learning, Kristi Hill at the Volunteer and Community Service Center applied for a renewal of the grant and was successful. Olivia Hendricks '12 is currently serving the Fox Cities community by organizing leadership development programs at the Boys and Girls Club of the Fox Cities. Lawrence students serve as mentors and recreational leaders for youth at the club and provide much-needed programming for non-school hours. Several student groups have been involved (see Appendix 4), and Olivia has recruited individuals as well. Tutoring is also part of the program. Olivia will serve until July 2013. A sample of the monthly reports to Wisconsin Campus Compact/AmeriCorps\*VISTA have been included in Appendix 3.

Lawrence's work with Housing Partnership and the Boys and Girls Clubs has consistently worked to promote the following traits of servant leaders among Lawrence students and faculty: listening, empathy, healing, awareness, commitment to the growth of others, and the building of community. Students and faculty joined in reflection sessions and discussions that helped increase understanding not only of *how* to serve, but *why* service is so important.

## Criteria 6: Carrying Out the Mission of the Chair in 2012

- Lawrence named to the Presidential Service Honor Roll for the sixth consecutive year. One of only two schools in Wisconsin so honored.
- Sustained ongoing support of KidsGive program in Sierra Leone
  - Pre-trip orientation program to develop cultural awareness, Summer 2012
- Ongoing support of Leaders in Sustainability Action (LISA) with Sustainable Fox Valley (local nonprofit) and Appleton Career Academy (charter school).
- Supervised AmeriCorps\*VISTA for 2011-2012.
- Collaborated with Volunteer Center in support of VISTA for 2012-2013
- Faculty development
  - Sponsoring ongoing series of informal "brown bag" discussions of effective teaching
  - Martin Luther King Jr. Day service learning workshop for faculty
- Met with community groups and local companies to discuss future collaborations including
  - Light Up the Fox River
  - COTS (homeless services)
  - Willems Marketing
  - Awakening the Dreamer (environmental leadership)
  - Thrivent Financial
  - ESTHER (interfaith social justice)
  - Sustainable Fox Valley
  - Compassionate Fox Cities
  - Fox Cities Chamber of Commerce
- Advised students on spring break service trip to Milwaukee focusing on gender-based violence

- Served on selection committee for Mita Sen Award for Societal Impact (new endowed award to fund Lawrence student projects that have the potential to benefit society)
- Joint “summer experience” grant program with Career Services and Volunteer and Community Service Center
  - Single application process = easier for students
  - Consistent standards for grants across college offices
  - Funding for internships
    - Esaana Ink: publisher focused on creating books for minority readers
    - Sustainable Lawrence University Garden

Since Esaana Ink publishes mainly local authors, the fiction I was working with represented the direct needs and concerns of the urban Indianapolis population. In a sense, these authors were creating fiction that was catered to the very needs of their community and population, knowing that it would be written, published, and circulated, within the same community. The authors I worked with were all African American women who wrote about relationships, family, and struggles with self-esteem and autonomy. Since I was reading and working with authors that are in stage of life very far removed from my own (college student, unmarried, without children, etc), it was very interesting to learn about these women author’s concerns, and to see how they addressed and attempted to solve these questions in their writing.

--Kaye Herranen '13 on her internship experience at Esaana Ink

- Senegal Program
  - New service component to Lawrence’s immersion term in Dakar, Senegal
    - Consulted with Professor Eilene Hoft-March about pedagogical best practices in service learning
    - Minigrant covered program expenses in Dakar on service days
    - Students volunteered at four sites
- Biology Senior Experience—increased levels of community engagement supported by consultation with Office of Engaged Learning
  - Four students developed and implemented curricular modules for Science Lab Day 2012 with middle school students. The theme was Animal Communication and the modules were:
    - Xavier Al-Mateen: Bat echolocation
    - Gwen Curtiss and Hannah Lantz: Canine postural communication
    - Madeline Cooper: Frog Vocalizations
- Continuous improvement in knowledge and provision of services
  - Attended Greenleaf Center LIFE conference, Ann Arbor, March 2012
  - Attended Upper Midwest Campus Compact Summit on Civic Engagement, St. Paul, May 2012
  - benchmarking visit to Edgewood College

- meetings with Deirdre Egan, Faculty Director of Service Learning at St. Norbert College
- hosting visit from Wisconsin Campus Compact director
- Lawrence University Community Engagement Council continued to meet quarterly to exchange ideas about collaborating to support service and leadership across the campus
- planning process to prepare presidential transition in July 2013
- Communication and outreach
  - Redesign and new content for website
  - Facebook page continuously updated
  - Regular email “blasts” to faculty to promote servant leadership and service learning
  - Represented Lawrence at community events: annual Report to the Community Breakfast, Fox Cities Chamber of Commerce “The Event”
- Participated in planning process for TEDx: Lawrence University conference to be held May 2013
- Civic Life Project: A pilot program designed to stimulate engagement among students and the Fox Cities community through short, student-made documentary films about local issues
  - officially launched in January 2012 with the help of renowned author, educator and activist Parker Palmer during an address in the Lawrence Memorial Chapel.
  - modeled after a successful program that award-winning filmmakers Catherine Tatge '72 and her husband, Dominique Lasseur, created for high school students in Connecticut several years ago.
  - Students will be asked to identify a human-scale story in the community that reflects a larger story of the day: one family’s foreclosed mortgage; one person’s loss of a long-time job; one teacher’s special way of encouraging kids who are on the margins.



**FIG. 1: POSTER FOR WORKSHOP ON SOCIAL MEDIA FOR NONPROFITS ORGANIZED BY CHUCK DEMLER, AMERICORPS\*VISTA**

- Collaborations with History Museum at the Castle (Outagamie Country Historical Society) exhibit, “Leonardo da Vinci: Machines in Motion”
  - STEM field trip day with Professor Megan Pickett (Physics)
  - Bookmaking workshop in community with Professor Ben Rinehart (Studio Art)



Figure 2: Fox Cities families at “da Vinci’s Studio: Handmade Journals” Appleton Public Library, November 2012

## Criterion 7: Exemplary Servant Leader: Kathleen Fuchs, Director of Counseling Services, Lawrence University

No community engagement was required, or even necessarily encouraged, for the SAMHSA GLS grant. This federal grant program focuses on college and university campus suicide prevention. Yet in large part because of the increased focus on community engagement that resulted from our receipt of a Chair in Servant Leadership, Kathleen chose to reach out to a wide community cross-section during the proposal planning stages, to make the community part of our grant planning, and ensure they would be part of its implementation if we got the grant.

The explosion of community engagement that has resulted far, far exceeds anything Kathleen imagined when she took those initial steps. But there was great need in the community — serious structural barriers and shortfalls to meeting the mental health needs of people, and especially youth, in the Fox Cities region, brought to a crisis point by a youth suicide outbreak centered on Kaukauna High School. Kathleen stepped up to be a collaborative partner, and to redefine herself as far more than just a Lawrence staff member but now as a community leader in service to others.

In addition to her own servant leadership, throughout this process Kathleen has sought to engage and inspire colleagues, community members, and students to lead through service as well. She has done very little alone, but has made it a practice to engage others

collaboratively in her work in every aspect of her community service as well as her efforts to build a lasting coalition on the Lawrence campus for mental health and wellness.

The third year of the SAMHSA GLS grant ended in September 2012, but Kathleen secured an extension of the project through the end of the 2012-13 academic year. As of July 1, she retired as director of LU's counseling services (another director has been hired to replace her) and is working part-time focused exclusively on the activities of the GLS project and building sustainable structures to continue the work on campus and with the community after she retires. There is not enough money remaining in the grant to fully fund this extension, but she persuaded Lawrence to help support it — and the central point that won Lawrence's support is that a major focus of Kathleen's efforts in this final academic year will be the building of ongoing opportunities for students to learn and lead through service. It is a critical element of her working plan for the year to collaborate — with the Pieper Chair, as well as the Volunteer & Community Service Center, the campus Wellness committee, student clubs and organizations, and faculty members in a wide range of disciplines — to develop multifaceted relationships between Lawrence and the community that will create *opportunities for students to practice servant leadership on issues of mental health and wellness, both on campus and in the wider community.*

And of course, although Kathleen has retired from her primary position at Lawrence and is working only part-time on suicide prevention projects, she continues to give generously of her time in servant leadership roles in the community, and bringing the campus and community closer together. As one key community leader put it, Kathleen's devoted servant leadership has made Lawrence “a peninsula, instead of the island [it] used to be.”

Kathleen became a leader through service, and despite the existence of Lawrence's federal grant, it was and is service — she has expanded her labors far beyond the scope of what is required or even supported by the grant. She has given hundreds of unpaid volunteer hours to community organizations and community needs:

- Local funds secured from J. J. Keller Foundation (\$25K) in 12/09. This allowed Kathleen to expand activities that at Lawrence were supported by the SAMHSA GLS grant — educational, clinical, and QPR instructor training opportunities — with a much broader audience of K-12 and youth-serving community partners. QPR (Question, Persuade, Refer) is an evidence-based program that empowers ordinary individuals to recognize early warning signs of an individual in distress, open a supportive conversation that persuades the individual to accept help, and connect them to mental health services.

The goal of the Keller grant was to train 62 people as QPR instructors, resulting in at least 1500 people being trained as QPR gatekeepers within 18 months. Thanks to Kathleen's outstanding efforts and tireless community collaboration, ultimately 67 instructors were trained, and more than 2,300 people (and counting!) have been trained as gatekeepers.

QPR instructors have been trained at 8 school districts (6 public, 2 private) as well as a wide array of youth-serving organizations: health and mental health providers Affinity, ThedaCare, Fox Valley Children's Mental Health Center, CHAPS Academy, Samaritan Counseling and Reach Counseling; as well as Outagamie County Public Health, Child Protection, and Crisis Intervention supervisors and staff members, and the City of Appleton Diversity Coordinator; and non-profits including Boys and Girls Club-Fox Valley, Center for Grieving Children, Community For Hope (both Fox Cities and Oshkosh), Friendship Place, Girl Scouts of Northwestern Great Lakes, Harbor House, Harmony Café, NAMI-Fox Valley, YMCA of the Fox Cities, and Youth-Go.

Kathleen's time in meeting all the key community people at schools and youth-serving agencies, and organizing activities for them, was above and beyond the scope of her work at Lawrence or for the SAMHSA grant — she donated her time because she felt morally compelled to share the benefits of the SAMHSA grant beyond just the Lawrence campus. She volunteered dozens of hours on these tasks alone, and the effort brought her to the attention of other servant leaders in the mental health stakeholders community, ultimately leading to many of the other service opportunities that Kathleen found and accepted.

The success of this first grant effort led the J. J. Keller Foundation in 2012 to request that Kathleen submit an additional proposal for \$13,500 to carry out additional QPR instructor training, in collaboration with Community for Hope Fox Cities & Greater Oshkosh, to reach more K-12 and non-profit personnel in the community. Efforts continue to seek ways to collaborate with community stakeholders to assure continuation of community QPR trainings, including closer collaboration with Community for Hope-Fox Cities and Community for Hope-Greater Oshkosh.

-Kathleen served on Guiding Coalition for local group of community stakeholders that is planning a Mental Health Summit on access and navigation for mental health consumers. The Mental Health Summit planned by Guiding Coalition was held 3/2011; attended by 150 community leaders; speakers included team from Tarrant County, TX which has been successful in building strong community partnerships to coordinate access and navigation to MH services for citizens.

-A key outcome of summit was formation of non-profit entity titled The North East Wisconsin (NEW) Mental Health Connection. Kathleen accepted a (two year term) seat as voting board member on charter board, and a position on the grants sub-committee. NEW MH Connection (NEWMHC) has achieved 501c3 status, and has secured sufficient membership dues and local funding to hire of a full time executive director in 7/12.

-In 2/11 Kathleen, along with several Guiding Coalition members, met with leaders in Kaukauna, WI, a local community experiencing a suicide cluster within its high school, and was invited to become part of steering committee, Kaukauna Connected Community (KCC), convened by school superintendent. Kathleen is chair of a research sub-committee which hired American Association of Suicidology (AAS) to conduct a community psychological autopsy study. Lanny Berman, executive director of AAS, visited on April 6th and met with steering committee to begin process which will last

several months and include intensive investigation of each case in the student cluster of suicides followed by recommendations for future intervention and prevention efforts.

Results from the AAS psychological autopsy study were received in Jan. 2012 and led to a new community action plan to guide community education and prevention efforts in Kaukauna. The community's effort will be ongoing, and Kathleen remains on the KCC steering committee.

KCC Education sub-committee brought Scott Poland, suicide prevention expert, to town in May 2011 to address teachers, parents, and local media on strengthening support systems for youth. Kathleen attended all Poland events.

- Since the first year of the SAMHSA GLS grant, Kathleen has served on an ad hoc basis Outagamie County Death Review Team (DRT) monthly meetings whenever youth suicides/homicides are reviewed. The DRT reviews preventable youth deaths for the purpose of improving prevention efforts. DRT produced suicide prevention guidelines that recommend the use of QPR gatekeeper training in community and educational settings — a tool Kathleen brought to Lawrence via the SAMHSA grant and expanded to serve the community (with local grant support) to train thousands of people as “gatekeepers” who can open supportive conversations with people in mental health distress or crisis and connect them with appropriate services.

-In Feb. 2012 PD Fuchs was invited to join an ad hoc work group creating a community initiative on education and awareness around LGBT issues, spearheaded by the Community Health Action Team (CHAT), and an outgrowth of a 2011 “Plunge” that educated community leaders on this issue. CT member Chuck Erickson and LU psychology faculty member Beth Haines both involved in the “Plunge” and serve on this work group. The work group is planning a multi-pronged community initiative from January through April 2013.

- In April 2012, PD Fuchs led a panel at the annual national GLS grantee meeting in Baltimore, MD on “Collaborating with your Local Community”, along with GLS colleagues from College of Menominee Nation and Daytona State College. Each campus had found innovative ways to involve the local community in campus suicide prevention efforts. The national Suicide Prevention Resource Center and the program officers of the federal GLS grant program have recognized Kathleen as a leader in building strong bridges between a campus and community on issues of mental health wellness, resources, and programming. She was asked to speak to new GLS grantees as part of their orientation training, and also presented to a national audience of college mental health counseling directors at their annual conference in 2012.

- LU partnered with community members from Community for Hope-Fox Cities to host an observance of the American Foundation for Suicide Prevention International Survivors of Suicide Day on 11/19/11. There were 26 attendees, 2 of whom were from LU. LU provided refreshments of cookies and lemonade for participants. PD Fuchs was one of 4

counselors present to offer support and comfort following the program. Hosting the program created further good will with a key community partner.

We all wear invisible masks. We wear masks that conceal loneliness and fear, even pain. We wear masks to disguise shyness and shame. Yet, ultimately, no matter the size, shape or color, all masks hide the same universal human emotions. And this is the fundamental idea behind Lawrence’s Show Your Face Masque-Making Project, an event comprising both a play that physically interpreted these universal emotions as well as participants constructing their own paper mache masques, as a way of exploring emotion through physical action. The play’s imaginative script, which melded together vignettes depicting the gamut of emotional experience, originated from the creative collaboration between Lawrentians and community members. Much of the script evolved, in fact, from an innovative idea to set up a “script suggestion box” at the local Harmony Café, into which community members added their own script ideas, including personal thoughts, memories, poems or quotes—and later these ideas were incorporated right into the script. “It was a powerful experience for everyone involved to share their emotions and feelings—and then see them played out and interpreted on stage, as part of such an inventive play,” said Jesse Heffernan, of Harmony Café.

The masque project, one of the culminating events funded by the Substance Abuse and Mental Health Services Administration grant, represents just one example of how wellness continues to play an integral role throughout Lawrence University culture.



CLASS

Appendix ①

**I am from the class of:**

- 2002
- 2007
- 2009
- Other :

PERSONAL\_IMPORTANCE

**Please indicate how important each is today in your personal life.**

	Not Important	Somewhat Important	Important	Very Important
Develop awareness of societal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place current problems in perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand moral/ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead and supervise tasks and groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate well to people of different cultures/races	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function effectively as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate well orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONAL\_IMPORTANCE

**Please indicate how important each is today in your professional life.**

	Not Important	Somewhat Important	Important	Very Important
Develop awareness of societal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place current problems in perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand moral/ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead and supervise tasks and groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate well to people of different cultures/races	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function effectively as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate well orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ENHANCED\_UNDERGRADUATE

**Please indicate the extent to which each listed capacity was enhanced by your undergraduate experiences.**

	Not at all	Somewhat	Moderately	Greatly
Develop awareness of societal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place current problems in perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand moral/ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lead and supervise tasks and groups of people     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relate well to people of different cultures/races | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Function effectively as a member of a team        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicate well orally                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understand others                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

COMMUNITY\_SERVICE

**Regarding community service:**

- |  | None                  | Somewhat              | Moderate              | Extensive             |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| What was your level of involvement in community service while at Lawrence?   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How much did your community service at Lawrence contribute to your personal or professional life after graduation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TRAITS\_PERSONAL

**For each of the following traits, indicate its importance to you in your personal life.**

- |                 | Not Important         | Somewhat Important    | Important             | Very Important        |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Altruism        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compassion      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cooperation     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creativity      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dedication      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diligence       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fairness        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faith           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Humility        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrity       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Patience        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supportiveness  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TRAITS\_PROFESSIONAL

**For each of the following traits, indicate its importance to you in your professional life.**

- |             | Not Important         | Somewhat Important    | Important             | Very Important        |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Altruism    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compassion  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cooperation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creativity  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dedication  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diligence   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*COMMENTS*

**Please provide any additional comments.**

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**Please click "Next" to submit your survey.**

### Pieper Alumni Survey 2012 Comments

At Lawrence I learned how to be a better person, and how to work hard for what I want while respecting others.
Being at Lawrence taught me a lot. I learned so much about myself, my own values, what I was capable of... as well as how out of balance and "mind" focused our society and higher education system tends to be until the message of imbalance and ill health became so overwhelming I stopped, took stock, and made the gut wrenching and socially startling choice to leave in the middle of my junior year to dedicate myself to a career in natural health and wellness. I now successfully balance being a business woman running my own professional practice with looking after myself, my loved ones, and sharing the concept of balance in mind, body, and spirit with my community. I am grateful for the role that Lawrence played in my growth. It changed my life - literally. I just hope that future generations of Lawrentians can learn, grow, and thrive in a healthier environment where the quest for a four year education doesn't leave them sick and depleted by the end of the process!
I am an attorney in Manitowoc, WI. I mostly practice family and criminal law and serve as a volunteer or board member with several community and charitable organizations. My Lawrence education steered me towards a career helping people in need.
I believe that Lawrence has a very strong sense of community, which is uncommon among other universities and in the work place. Having experienced that sense of community and the benefits of it first hand, it is something that I hope to create in places that I am living and working in the future.
I feel I owe much of the success I have had in my professional life to the education I received at Lawrence both inside and outside of the classroom.
I started a new job at a high school this fall, and so all of these things are far more important now than in my previous positions in the service industry (where they could sometimes be detrimental...). Being responsible for the ethical and moral development of high school minds is a game changer.
I think it's great that Lawrence is actively encouraging students to get involved in community service and creating opportunities for them to do so. I wish I had been more involved during my undergrad years (I spent most of my free time doing music, which was also a wonderful experience!). Not only is it extremely important that students understand their privileged place in society, they must also develop empathy for others. I would suggest adding "Social Intelligence" by Daniel Goleman to the Freshman Studies curriculum.
I would say that, more than my own community service involvement while at Lawrence, the involvement of my friends and fellow students in community service served as a strong influence and inspiration to me. After graduating, I served two years with AmeriCorps and hope to make a career in public education and outreach. So, I believe that on-campus community service organizations can have a greater, indirect impact on the student body as a whole by serving as a good example to students who are not actively involved with them.
Lawrence needs more community involvement than what was there when I was there 2003-2007. I was very involved in clubs and jobs but I learned the most about working with people when I worked in the Grill because I worked along side staff from the community who came from very humble backgrounds. I was in the know as far as current events, but did not acquire much "real life" experience regarding societal issues from my classes or clubs. I also waitressed while at Lawrence at a restaurant off-campus which taught me invaluable life skills and ultimately directed me towards a career as a physical therapist.
Lawrence really forced me to develop my thinking process. Til this day, I realize how "well rounded" I am or how my "ability to look at things from several angles" makes me different from people I work with, socialize with etc. In the workplace, I feel that I am always able to comment on, question, and add to any discussion - even if I am not an expert on the subject matter. I wish Lawrence trained me more on leadership qualities, but maybe that was just me not taking advantage or such opportunities.
Lawrence was a wonderful experience that allowed me to grow personally and, of course, academically. This led me to develop professional skills concurrent with my time at LU that is essentially in the work force post-graduation.
My first year after graduating from Lawrence, I spent a year working as an Americorps volunteer in my community.
My time at Lawrence University has been unequaled in shaping who I have become. The influence my professors and classes had on me, lead me to become a far more inspired about learning and to be curious about the world. The intellectual exercises at Lawrence has enabled me to think in a pluralistic manner and to try to understand new points of view, even if I don't agree with them at the time being.

My time volunteering as a student and working at the VCSC helped me grow tremendously. It opened my eyes not only to the issues at hand, but the opportunities to get involved and revealed my talent for getting others involved as well. I went on after my time at Lawrence to serve as an AmeriCorps member and then to work as a nonprofit volunteer coordinator. I am currently pursuing an EMBA in Nonprofit Management. I believe that my professional dreams came from my experience at the VCSC at Lawrence. Thank you!

One of the most important ideas my undergraduate experience cemented in me was the importance of holding my own pre-conceived notions up to scrutiny by learning new things, and discussing the things I already know. For me, this has been just as true for my own ethical ideals. I think it is important to make and hold informed ethical judgements, and my undergraduate experience helped me to realize this for myself-- in both senses of the word.

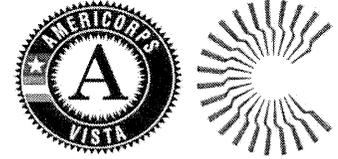
The critical thinking skills learned at Lawrence are used every day.

The skills and adjectives within this survey describes the tools I need to be a successful educator working in a high needs urban school. Not only did Lawrence professors recognize my ability in the mathematics classroom, they saw me as a young educator. It was with their support and encouragement that I saw the role teachers can play within a community of learners. I will always be grateful to Lawrence for helping me take the first steps in becoming the person my students deserve to have in the classroom every day.

Though I did relatively little community service while at Lawrence, the values I learned and bolstered there helped to give me drive to serve in my adult life.

## WiCC VISTA Monthly Report

Name of VISTA Host Site	Lawrence University
Name of VISTA Member(s)	Chuck Demler
Name of VISTA Supervisor	Monica Rico
Reporting Period ( ex. August 2010)	January 2012
# of Sick Days taken this month	0
# of Vacation Days taken this month	0



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### INSTRUCTIONS:

*This monthly report is due by the first Monday of each month **except** October, January, April and July. During these months your site will submit a quarterly progress report. Please answer EACH question, taking time to be clear and concise. Monthly reports should be written in a way that the general public would be able to understand your answers. Edit your work! This information may be used in the quarterly progress report, public updates about our project, or for media/marketing purposes.*

*Please submit your report by downloading a copy and then submitting through Adobe. Send any attachments [WiCC\\_VISTA\\_leaders@lists.uwex.edu](mailto:WiCC_VISTA_leaders@lists.uwex.edu). Please share a copy of your report with your supervisor.*

**Please report your progress in meeting the following program goals:**

**GOAL 1: AMERICORPS\*VISTA MEMBERS WILL ESTABLISH AND/OR MAINTAIN SUSTAINABLE COMMUNITY PARTNERSHIPS BETWEEN THEIR HOST INSTITUTIONS AND COMMUNITY ORGANIZATIONS, THAT ADDRESS LOCAL POVERTY ISSUES.**

### ASSET MAPS & NEEDS ASSESSMENTS:

What, if any, actions were taken during the month to understand the needs and resources/assets of the community and/or partner agencies? How have these results been documented?

The VISTA member and supervisor formed a list of faculty potentially interested in taking part in service learning projects. They were categorized by the potential service learning project subject matter and their level of interest. We categorized their interest in the community by looking at their contact level with events and workshops run by the VISTA member and supervisor, external commitments, and other roles within the university. We categorized their subject matter interests by discipline, research, and involvement within the university. This list will provide the VISTA project with direction about which faculty to approach and strategies about how to approach them.

### MEMORANDUMS OF AGREEMENT:

	Number of MOAs	List Community Partners
Number of new MOAs this month		
Number of active MOAs the project currently has	2	Brewster Village, Housing Partnership of the Fox Cities

**VOLUNTEER DATA:**

List each project for which volunteers have served this month, along with the number of volunteers recruited, the hours completed, and if possible separate the volunteers into the listed categories. If possible, separate volunteers into the colored categories. *Please enter the data into the table below. Only report data for this reporting period. Reporting zero in a column or category is okay.*

Name of Project/Event/SL Class/Internship	# of TOTAL Volunteers* serving this reporting period	# of Volunteer Hours this reporting period	# of volunteers who are service-learners	If possible, categorize the volunteers (each volunteer can only be placed in ONE category):		
				Disadvantaged Youth*	Baby Boomers*	Community Members (non-college students)
Martin Luther King Jr. Day	169	507				
Glamour Gals at Brewster Village	15	30				
Neenah Housing Project	12	42				
Housing Partnership Photography Project	1	1	1			
<b>TOTAL</b>	<b>197</b>	<b>580</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

**TRAININGS:**

Briefly describe any trainings the VISTA held or is in the process of planning for volunteers, community partners, service-learners, or faculty.

On January 16, the VISTA member coordinated a presentation by a representative of the Community Foundation for the Fox Valley Region about the quality of life in the Fox Cities entitled the LIFE Study. On the same day, the VISTA member helped to coordinate trainings by several local organizations including: Boys and Girls Club, Heckrodt Wetland Reserve, Harbor House domestic abuse shelter, and Building for Kids Children’s Museum. The VISTA also helped to organize a Service Learning Workshop allowing faculty to understand better how to work with non-profit organizations. The VISTA member also coordinated a workshop on January 31 on ~~issues of class, race, and affordable housing. This helped provide faculty and students with~~

**GUIDELINES:**

Report any progress in developing guideline and/or manuals, handbooks specific to the projects VISTAs are working with.

The VISTA member gathered information from several sources to be used in a service learning manual for faculty and staff. The VISTA member also gathered information that will be used a service learning manual for community organizations. The VISTA member also gathered information from staff at Housing Partnership of the Fox Cities that will be used in guidelines for community partners.

**GOAL 2: AMERICORPS\*VISTA MEMBERS WILL DOCUMENT AND CREATE AWARENESS OF THE ANTI-POVERTY PROJECTS, THE CAMPUS-COMMUNITY PARTNERSHIPS, AND THE POVERTY RELATED ISSUES THEY ARE ADDRESSING TO ENSURE THAT THE COMMUNITY-CAMPUS PARTNERSHIPS THEY HAVE HELPED TO INITIATE/MAINTAIN ARE SUSTAINED BEYOND THE AMERICORPS\*VISTA MEMBERS' TERMS OF SERVICE.**

**ADVISORY BOARD:**

Does the project have a functioning Advisory Board?  Yes  No

Does the board meet the 51% low-income requirement?  Yes  No

If not how is this being addressed? List any dates that the board met this reporting period.

We are in process of scheduling a first meeting of the advisory board for early February. We have recruited two low-income members for the board that are interested in working with community engagement efforts at Lawrence.

**SUSTAINABILITY:**

Briefly describe what is being done now to sustain the work of the VISTA(s) so that the projects will continue after funding ceases from the AmeriCorps\*VISTA grant.

The VISTA is focusing on working with students to increase their stake in projects by informing them at meetings about projects they might be interested in. This also provides input about programs from students that might be involved in the future sustaining the projects. The member and supervisor have been meeting with our community partner to discuss program improvements for next year. These discussions with the executive director of Housing Partnership of the Fox Cities and other Housing Partnership staff will help prepare the way for sustainable future collaborations between Lawrence University and that organization with or without funding from

**PUBLIC AWARENESS:**

How many times was the project cited in the local media during this reporting period?

5

If possible provide links to the media. *These links will also need to be included in the quarterly report.*

The Lawrence University Communications Office issued a press release about Martin Luther King, Jr. Day: <http://blogs.lawrence.edu/news/2012/01/mlk-day-of-service-generated-more-than-500-volunteer-hours.html>

According to that office, the press release was picked up by two TV Stations, channels 5 and 11, and one radio station.

**END OF YEAR PRESENTATION:**

Have you completed your End of Year Presentation yet?  Yes  No

If no, please provide information regarding your plan for the presentation including the presentation date.

If yes, please provide a report back including presentation details, attendance, audience response, etc.

VISTA Member will identify success stories and statistics that will educate the community regarding area needs and success of the Office of Engaged Learning and Volunteer and Community Service Center offices and share at an "end of year celebration" in May 2012.

**GOAL 3: IN THE BOX BELOW PLEASE LIST YOUR PROJECT’S OWN GOAL INDICATING THE ANTICIPATED COMMUNITY IMPACT—INCLUDED IN VAD, FOLLOWING INSTRUCTIONS FOUND IN SECTION E OF HOST SITE APPLICATION.**

VISTA will develop resources necessary to catalyze improvement in the implementation of affordable housing programs in the Fox Cities including grant resources and information for improved service delivery to individuals served by the Fox Cities Housing Coalition. Resources developed will provide necessary help to 40 individuals allowing them to utilize resources of housing coalition programs.

**PROJECT MILESTONES AND EVALUATION:**

Have any pre-service or post-service surveys been conducted with community partners to help determine community impacts (increase in resources, programs, services, clients served)? Surveys should be done at least on an annual basis. *Report specific survey results on the quarterly report.*

A survey of Boys and Girls Club site directors was taken about the effectiveness of Martin Luther King Jr. Day service activities. Another survey was taken of student participants of the day.

Have any other methods of assessment or evaluation of project progress been implemented?

No other methods of assessment have been taken this period.

**OTHER PROGRESS INDICATORS**

**PROJECTS:**

Report the number of projects you are working on which integrate **anti-poverty service**. Divide these projects into ongoing volunteer projects, one-time volunteer projects, service learning courses, or other. *Here please list the number of projects, in the quarterly you will be asked for more detail about each project.*

# One-Time Volunteer Projects	# Ongoing Volunteer Projects	# Service Learning Courses	# Other Projects*
	1		

**OTHER ACTIVITIES:**

Please describe any other projects or activities you have been occupied with during the month that has not been described in other sections of the report. Explain how each links to the VISTA Assignment Description (VAD).

The VISTA member has recruited 25 volunteers and 2 student organizations to assist with the running of a local homeless shelter. More volunteer recruitment is underway, and the VISTA member is coordinating the training, transportation and logistics of their service.

**DONATIONS:**

Please list any donations (cash or in-kind) that you have helped to secure this reporting period.

Donor	Donation (Cash or list item)	Cash Value
	<b>TOTAL</b>	<b>0</b>

**VISTA EXPERIENCE:****PROFESSIONAL DEVELOPMENT:**

What orientations, trainings, professional development, and technical assistance did you take advantage of this month?

The VISTA member participated in a Wisconsin Campus Compact VISTA Webinar on differing theories on economic mobility within the United States.

Share at least one resource, training opportunity or best practice that could be helpful to another VISTAs.

A blog called "New Organizing Education" provides daily insights about how to do community organizing more effectively. They give advice on different topics like how to run an event and how to take advantage of your local government. I get their daily emails and have found them very interesting and helpful.

<http://neworganizingeducation.com/>

Please recommend any training or other resources that we could provide to benefit you in your service.

I'd love training on how to reach out to influential individuals interested in community engagement. How do you take advantage of the provost or president at your event? I'd also really like training in matching up my project to the larger goals of the university. I'm wondering how I can better match up with the specific interests of faculty, which tend to group around things like global citizenship, social enterprise, and the fine arts which don't directly align with affordable housing but could still benefit my project.

Have you used the VISTA Annex this month?  Yes  No

If so, what for? If not, how could the site be made more useful?

I've used it for time sheets and for getting information about tax preparation and loan forbearance.

**SUCSESSES:**

What was the most rewarding thing that's happened to you this month?

Seeing the number of volunteers mobilized on Martin Luther King Jr. day at Lawrence was very rewarding. I invited a professor to speak about the legacy of Martin Luther King Jr. This professor expanded King's legacy for me and everyone in attendance. He spoke about how the message of Martin Luther King Jr. reflected not only racial activism but also activism redressing poverty. It was impressive to see so many people together connected to my VISTA project and more importantly talking about poverty and acting on that conversation.

**BARRIERS & CHALLENGES:**

What was the most frustrating thing that's happened to you this month?

Because of a lack of planning, I've had a lot of trouble recruiting students to participate in particular volunteer programs. Students have difficult schedules that don't really match up with community needs and they don't necessarily jump to be a part of programs that might not benefit them directly. Recruiting them requires more planning that I would have conceived of.

**ASSISTANCE OR QUESTIONS FOR WiCC:**

Is there anything Stephanie or your VISTA Leaders could do to assist you?

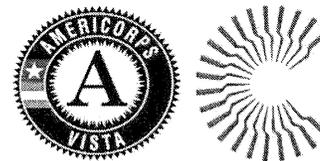
No. Not at this time.

**FOR SUPERVISORS**

- I have reviewed my VISTA's monthly report and provided input where needed
- I have had direct contact with my VISTA to discuss his/her recent progress this reporting period
- I have forwarded this report to key staff and partners who would benefit to know about the work my VISTA is doing

## WiCC VISTA Monthly Report

Name of VISTA Host Site	Lawrence University
Name of VISTA Member(s)	Charles Demler
Name of VISTA Supervisor	Monica Rico
Reporting Period ( ex. August 2010)	April 2012
# of Sick Days taken this month	1
# of Vacation Days taken this month	0



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### INSTRUCTIONS:

*This monthly report is due by the first Monday of each month **except** October, January, April and July. During these months your site will submit a quarterly progress report. Please answer EACH question, taking time to be clear and concise. Monthly reports should be written in a way that the general public would be able to understand your answers. Edit your work! This information may be used in the quarterly progress report, public updates about our project, or for media/marketing purposes.*

*Please submit your report by downloading a copy and then submitting through Adobe. Send any attachments [WiCC\\_VISTA\\_leaders@lists.uwex.edu](mailto:WiCC_VISTA_leaders@lists.uwex.edu). Please share a copy of your report with your supervisor.*

**Please report your progress in meeting the following program goals:**

**GOAL 1: AMERICORPS\*VISTA MEMBERS WILL ESTABLISH AND/OR MAINTAIN SUSTAINABLE COMMUNITY PARTNERSHIPS BETWEEN THEIR HOST INSTITUTIONS AND COMMUNITY ORGANIZATIONS, THAT ADDRESS LOCAL POVERTY ISSUES.**

### ASSET MAPS & NEEDS ASSESSMENTS:

What, if any, actions were taken during the month to understand the needs and resources/assets of the community and/or partner agencies? How have these results been documented?

The VISTA member surveyed non-profits in the area about using social media in their capacity-building strategies, in preparation for a VISTA member coordinated workshop, that catalyzed Lawrence students to volunteer at local non-profits. These needs were shared with workshop participants. The VISTA member also attended two meetings which apprised him and the VISTA project of the university's community engagement efforts: meetings of the University's Sustainability Committee and Community Engagement Council. The VISTA member also attended a Community Forum run by Appleton West High School to update the community of the school's needs and strengths. All of these activities were discussed for their relevance to the VISTA project with the VISTA member, VISTA supervisor, and the Lawrence University Director of Volunteer and Community Service Programs.

### MEMORANDUMS OF AGREEMENT:

	Number of MOAs	List Community Partners
Number of new MOAs this month	0	
Number of active MOAs the project currently has	3	Housing Partnership of the Fox Cities, Brewster Village, and Boys and Girls Club of the Fox Cities

**VOLUNTEER DATA:**

List each project for which volunteers have served this month, along with the number of volunteers recruited, the hours completed, and if possible separate the volunteers into the listed categories. If possible, separate volunteers into the colored categories. **Please enter the data into the table below.** Only report data for this reporting period. Reporting zero in a column or category is okay.

If possible, categorize the volunteers (each volunteer can only be placed in ONE category):

Name of Project/Event/SL Class/Internship	# of TOTAL Volunteers* serving this reporting period	# of Volunteer Hours this reporting period	# of volunteers who are service-learners	Disadvantaged Youth*	Baby Boomers*	Community Members (non-college students)
Chalk Talk Workshop	10	25	10			
Grant Writing Volunteers	3	3				
Senior Experience Project	1	3	1			
Glamour Gals	8	17.5				
<b>TOTAL</b>	<b>22</b>	<b>48.5</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>

**TRAININGS:**

Briefly describe any trainings the VISTA held or is in the process of planning for volunteers, community partners, service-learners, or faculty.

The VISTA member coordinated a workshop entitled "Social Media for Social Good" which prepared students and community members to develop and implement results-driven social media plans benefitting local non-profits. Three panelists shared their knowledge and experience in social media including the president of local marketing group, the Director of Marketing and Brand at the Girl Scouts of the Northwestern Great Lakes, and Lawrence University's New Media and Website Coordinator. Approximately 12 community members and 15 students attended the workshop.

**GUIDELINES:**

Report any progress in developing guideline and/or manuals, handbooks specific to the projects VISTAs are working with.

None this period

**GOAL 2: AMERICORPS\*VISTA MEMBERS WILL DOCUMENT AND CREATE AWARENESS OF THE ANTI-POVERTY PROJECTS, THE CAMPUS-COMMUNITY PARTNERSHIPS, AND THE POVERTY RELATED ISSUES THEY ARE ADDRESSING TO ENSURE THAT THE COMMUNITY-CAMPUS PARTNERSHIPS THEY HAVE HELPED TO INITIATE/MAINTAIN ARE SUSTAINED BEYOND THE AMERICORPS\*VISTA MEMBERS' TERMS OF SERVICE.**

**ADVISORY BOARD:**

Does the project have a functioning Advisory Board?  Yes  No

Does the board meet the 51% low-income requirement?  Yes  No

If not how is this being addressed? List any dates that the board met this reporting period.

The VISTA project is now considering a different model for the Advisory board as several of its members have moved out of COTS Inc., the transitional housing facility they were living in. The VISTA member and VISTA supervisor are currently considering alternative methods of contacting the identified advisory board members.

**SUSTAINABILITY:**

Briefly describe what is being done now to sustain the work of the VISTA(s) so that the projects will continue after funding ceases from the AmeriCorps\*VISTA grant.

The VISTA member is actively working to create extensive records of all aspects of the VISTA project including saving all documents on a university share drive. These records will include logistics of all events and trainings as well as contact information for all involvement in the VISTA Project. The VISTA member is also working to include results of surveys of high skill volunteer needs such as grant writing and social media on the Lawrence University Volunteer and Community Service Center website.

**PUBLIC AWARENESS:**

How many times was the project cited in the local media during this reporting period?

2

If possible provide links to the media. *These links will also need to be included in the quarterly report.*

An article in the Appleton Post-Crescent Newspaper told the community about "Chalk Talk" workshops coordinated by Wing Young Huie: <http://www.postcrescent.com/article/20120501/APC04/305010036/In-their-words-Chalk-Talk-brings-community-engagement-art-project-Fox-Cities?odyssey=mod%7Cnewswell%7Ctext%7CFRONTPAGE%7Cp>

The Fox 11 news covered the Chalk Talk workshop as well: <http://www.fox11online.com/dpp/>

**END OF YEAR PRESENTATION:**

Have you completed your End of Year Presentation yet?  Yes  No

If no, please provide information regarding your plan for the presentation including the presentation date.

If yes, please provide a report back including presentation details, attendance, audience response, etc.

Instead of planning an in person presentation, the VISTA member is focused on reaching a wider audience through the University's "Annual Report to the Community" document and presentation in September that documents university partnerships with the University. This is being done in collaboration with the university's communications office and the university's Alumni and Constituency Engagement Office will ensure that the project reaches a wide and influential audience.

**GOAL 3: IN THE BOX BELOW PLEASE LIST YOUR PROJECT'S OWN GOAL INDICATING THE ANTICIPATED COMMUNITY IMPACT—INCLUDED IN VAD, FOLLOWING INSTRUCTIONS FOUND IN SECTION E OF HOST SITE APPLICATION.**

VISTA will develop resources necessary to catalyze improvement in the implementation of affordable housing programs in the Fox Cities including grant resources and information for improved service delivery to individuals served by the Fox Cities Housing Coalition. Resources developed will provide necessary help to 40 individuals allowing them to utilize resources of housing coalition programs.

**PROJECT MILESTONES AND EVALUATION:**

Have any pre-service or post-service surveys been conducted with community partners to help determine community impacts (increase in resources, programs, services, clients served)? Surveys should be done at least on an annual basis. *Report specific survey results on the quarterly report.*

None during this period

Have any other methods of assessment or evaluation of project progress been implemented?

None during this period

**OTHER PROGRESS INDICATORS**

**PROJECTS:**

Report the number of projects you are working on which integrate **anti-poverty service**. Divide these projects into ongoing volunteer projects, one-time volunteer projects, service learning courses, or other. *Here please list the number of projects, in the quarterly you will be asked for more detail about each project.*

# One-Time Volunteer Projects	# Ongoing Volunteer Projects	# Service Learning Courses	# Other Projects*
1	3	1	

**OTHER ACTIVITIES:**

Please describe any other projects or activities you have been occupied with during the month that has not been described in other sections of the report. Explain how each links to the VISTA Assignment Description (VAD).

The VISTA member has been actively supporting the development and execution of several major university community engagement events creating a rapport between students and community engagement staff and helping students to meaningfully reflect on their work. These events included the university's Take Back the Night event that advocated for victims of sexual violence and a "Turn a Life Around" Flash mob supporting foster care.



**SUCCESES:**

What was the most rewarding thing that's happened to you this month?

A photographer from the Twin Cities, Wing Young Huie, visited Lawrence in April to work with students in two studio art classes and clients of the Housing Partnership of the Fox Cities. The VISTA member was involved in coordinating his visit, especially a session where Lawrence students came to Housing Partnership of the Fox Cities to photograph clients. It was encouraging to see the excitement of clients being photographed. The students were using these massive old fashioned cameras that fascinated everyone at the session. As part of the session, students were required to spend about forty minutes getting to know the person they photographed. Those conversations were probably a really interesting and unique experience for the students. It was really great to see students' understanding of their community developed and challenged.

**BARRIERS & CHALLENGES:**

What was the most frustrating thing that's happened to you this month?

The most frustrating thing this month has been the hectic schedule of the month. The Social Media for Social Good Workshop was the same week as Wing Young Huie's Visit to Lawrence. Coordinating the logistics of both the photography workshops and Wing Young Huie's visit at the same time was challenging and time consuming. Both initiatives still ended up being very successful.

**ASSISTANCE OR QUESTIONS FOR WICC:**

Is there anything Stephanie or your VISTA Leaders could do to assist you?

More help with end of year and departure protocol would be helpful.

**FOR SUPERVISORS**

- I have reviewed my VISTA's monthly report and provided input where needed
- I have had direct contact with my VISTA to discuss his/her recent progress this reporting period
- I have forwarded this report to key staff and partners who would benefit to know about the work my VISTA is doing

# GENERAL INFORMATION

Name of VISTA Host Site	Lawrence Volunteer and Community Service Center (VCSC) + Boys &
Name of VISTA Member(s)	Olivia Hendricks
Name of VISTA Supervisor	Kristi Hill
Reporting Period (ex. July-Sept. 2010)	July-Sept 2012
# of Sick Days taken this quarter	0
# of Vacation Days taken this quarter	0



Wisconsin | Campus Compact

## AMERICORPS\*VISTA QUARTERLY PROGRESS REPORT

THIS REPORT FOLLOWS YOUR VISTA ASSIGNMENT DESCRIPTION (VAD). PLEASE REFER TO YOUR VAD IN REPORTING ON ACTIVITIES OF THE VISTA AND VOLUNTEERS, AS WELL AS THE IMPACT AND OUTCOMES OF THE PROJECT. \*SEE REPORT TERMINOLOGY HANDOUT FOR CLARIFICATION

### GOAL 1:

AMERICORPS\*VISTA MEMBERS WILL ESTABLISH AND/OR MAINTAIN SUSTAINABLE COMMUNITY PARTNERSHIPS BETWEEN THEIR HOST INSTITUTIONS AND COMMUNITY ORGANIZATIONS, THAT ADDRESS LOCAL POVERTY ISSUES.

#### ASSET MAPS & NEEDS ASSESSMENTS:

Performance Milestone #1: Was an asset map\* or needs assessment\* completed/updated this quarter?  Yes  No

Who participated in the asset mapping process? Which stakeholders were involved, e.g. com. partners, individuals?

A number of stakeholders have been informally involved in collecting information regarding community assets. These include: Lawrence staff in admissions, multicultural support, engaged learning and volunteering; Lawrence student organizations; Boys & Girls Club program directors, youth and assistants. In addition, the school district's African-American Student Support

How have the results been documented? Please include document as an attachment.

At this point, the asset map is still very much in progress and the layout of it will be changed to make it more accessible. However, a broad overview of community assets related to the project is attached as a pdf.

#### MEMORANDUMS OF AGREEMENT:

	Number of MOAs (#)	List Community Partners
Number of formalized MOAs* created this reporting period	2	Colman/Brokaw residence hall, Girls' Group agreement
Number of formalized MOAs* maintained this reporting period	0	

**MOA Narratives:** What did the VISTA do to create / maintain these partnerships?

The Colman/Brokaw residence hall MOA with the Boys & Girls Club was largely the result of the VISTA's partnership with the Colman/Brokaw residence hall director, as well as the VISTA's effort to publicize opportunities at the Boys & Girls Clubs via handouts and features in a weekly volunteer newsletter.

Tell a story about a meaningful partnership the VISTA has created this quarter or a story about an ongoing relationship.

One of the most important partnerships the VISTA created this quarter was between a Lawrence student and a group of teen girls at the Boys & Girls Club. Several African-American girls at the Club approached the VISTA because they wanted to reestablish an African-American girls group that meant a lot to them last year. However, the woman who ran the group had left, and the girls expressed missing having an African-American female role model to talk to. The VISTA was in contact

**VOLUNTEER DATA:**

List each project, course, and/or event for which the VISTA has had volunteers serve with the reporting period. If possible, separate volunteers into the colored categories. When compiling monthly reports for this data, please make sure you are not duplicating volunteers that have been active more than one month. *VISTA members do not count themselves as a volunteer.*

Name of Project/Event/SL Class/Internship	# of Volunteers* serving this reporting period	# of Volunteer Hours this reporting period	# of volunteers who are service-learners	If possible, categorize the volunteers (each volunteer can only be placed in ONE category):		
				Disadvantaged Youth*	Baby Boomers*	Community Members (non-college students)
Girls' group	1	4		1		
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

**TRAININGS:**

Please complete the table for any trainings, presentations, reflection activities or orientations held this reporting period that **the VISTA helped to plan or implement**. *This would not include professional development opportunities the VISTA took advantage of –that information should be included in the VISTA Experience Section. Please enter data into the table below.*

Title of event and indicate if it was a training, presentation, reflection activity or orientation	Date held	Total # of People in Attendance	Of the total attending how many were:			Community Organization Reps and/or Community Members
			Faculty/ Staff	College Students	K-12 Students	
Into the Streets presentation	9/8/12	~130	3	127		
Into the Streets reflection activity	9/8/12	~60	0	60		
Volunteer Center training	9/16/12	15	1	14		
<b>TOTAL</b>		205	4	201	0	0

Please enter the total number of trainings the VISTA helped to plan or implement this quarter (#): 1

**Training Narrative:** For each training, presentation, reflection activity or orientation listed above please provide a brief description of the event and what role the VISTA played in it. If volunteers helped to plan the event, be sure to include the volunteer hours in the volunteer data section.

Was an evaluation of the training completed?  Yes  No

Please provide a story or participant quote that reflects the result or impact of the trainings.

**GUIDELINES:**

Do guidelines\* exist at your site for **volunteers, service-learners, and/or interns** regarding risk management, confidentiality, ethical practices and volunteer expectations?

Yes  No

Do guidelines\* exist at your site that inform **faculty and/or campus staff** on how to use community service, service learning, and community based research to support the efforts of community and/or faith based organizations?

Yes  No

Do guidelines\* exist at your site to inform **community organizations** on how to use community service, service-learning, and community based research to support the efforts of their organization?

Yes  No

If you answered no to any of the above questions please describe what steps are being taken to create guidelines.

## GOAL 2:

AMERICORPS\*VISTA MEMBERS WILL DOCUMENT AND CREATE AWARENESS OF THE ANTI-POVERTY PROJECTS, THE CAMPUS-COMMUNITY PARTNERSHIPS, AND THE POVERTY RELATED ISSUES THEY ARE ADDRESSING TO ENSURE THAT THE COMMUNITY-CAMPUS PARTNERSHIPS THEY HAVE HELPED TO INITIATE/MAINTAIN ARE SUSTAINED BEYOND THE AMERICORPS\*VISTA MEMBERS' TERMS OF SERVICE.

### ADVISORY BOARD:

**Performance Milestone #2:** Does your site have an active advisory board with at least 5 members and at least 51% of the board is made up of low-income individuals?  Yes  No

If no, what steps are being taken to create an advisory board meeting these requirements?

If yes, has the board met this quarter?  Yes  No      If yes, how many times (#)?

If yes list the date(s) and include a brief summary of the agendas here.

Provide a list of the advisory board members and their titles or organizations/groups they represent.

**SUSTAINABILITY:**

Briefly describe what is being done now to sustain the work of the VISTA(s) so that the projects will continue after funding ceases from the AmeriCorps\*VISTA grant. Share at least one measure the VISTA(s) is taking to sustain the project.

**PUBLIC AWARENESS:**

How many media mentions did the VISTA project have this reporting period (#)?

Please list the link or media source for each time the projects of the VISTA(s) have been cited in the media this reporting period.

Media Source & Title	Date	Link or other information

Please describe ongoing efforts to increase awareness of AmeriCorps\*VISTA such as posting the VISTA logo on the VISTA(s) office door, attending recruitment events, and building awareness of VISTA at community events.

# GOAL 3:

IN THE BOX BELOW PLEASE LIST YOUR PROJECT'S OWN GOAL INDICATING THE ANTICIPATED COMMUNITY IMPACT—INCLUDED IN VAD, FOLLOWING INSTRUCTIONS FOUND IN SECTION E OF HOST SITE APPLICATION.

It is expected that by the end of the year the VISTA(s) will have data collected data about the project progress. This would include meeting the grant performance milestone that relates to the project. **Please select the ONE WiCC project milestone you will meet by the end of the VISTA term:**

**PROJECT MILESTONES (#3)**

**Economic Opportunities:** 75% of individuals participating in economic opportunity VISTA programs have increased access to economic opportunity.  
(Indicators may include: housing secured, improved financial literacy, or improved employability)

**Educational Opportunities:** 75% of PK-12 students receiving tutoring or mentoring services in partnerships coordinated by VISTAs have increased knowledge of higher education opportunities.  
(Indicators may include: greater understanding of types of higher education opportunities: knowledge of college admission process, increased aspiration of attending college, increased student grades and rates of retention)

**Health:** 75% of participants in healthy lifestyle VISTA coordinated projects have increase knowledge about improving their health and maintaining healthy lifestyles.  
(Indicators may include: access to healthy food, knowledge about growing and/or preparing healthy foods)

Were measurements of progress (ex. survey) taken during this reporting period?  Yes  No

What are the plans for measuring community impact? (including indicators listed in VAD as well as other methods such as community partner/participant survey, interviews, volunteer/service learner reflection, etc.) *If this measurement has been completed, please provide these results to the WiCC Office by email.*

Has the VISTA project performance milestone been met?  Yes  No

If not, what progress has been made and what is the plan for meeting this milestone?

# OTHER PROGRESS INDICATORS:

AMERICORPS\*VISTA MEMBERS WILL ESTABLISH AND/OR MAINTAIN SUSTAINABLE COMMUNITY PARTNERSHIPS BETWEEN THEIR HOST INTUITIONS AND COMMUNITY ORGANIZATIONS, THAT ADDRESS LOCAL POVERTY ISSUES.

## PROJECT NARRATIVES

Please include each project listed in the volunteer section along with other projects not involving volunteers in the following three categories: Ongoing volunteer projects, one-time volunteer projects and service learning projects. *Projects may only be counted in one of these categories.*

### Number of One-Time Volunteer Projects

Please enter the total number of one-time volunteer projects the VISTA helped to plan or implement this quarter (#):

*For each one-time volunteer project* provide a description of the project in a paragraph or two, specifically covering:

1. How the project(s) is (are) addressing local poverty issues
2. Community partners involved
3. What was accomplished (the impact of this project on community need) in this reporting period?

**Number of Ongoing Volunteer Projects**

Please enter the total number of ongoing volunteer projects the VISTA helped to plan or implement this quarter (#):

***For each ongoing volunteer project*** provide a description of the project in a paragraph or two, specifically covering:

1. How the project(s) is (are) addressing local poverty issues
2. Community partners involved
3. What was accomplished (the impact of this project on community need) in this reporting period?

**Number of Service Learning Projects**

Please enter the total number of service learning projects the VISTA helped to plan or implement this quarter (#):

***For each service learning project*** provide a description of the project in a paragraph or two, specifically covering:

1. How the project(s) is (are) addressing local poverty issues
2. Please provide course title, name of faculty teaching the course, and semester the course is offered.
3. Community partners involved
4. What was accomplished (the impact of this project on community need) in this reporting period?

**NARRATIVE: SUCCESS STORY OR PARTICIPANT QUOTES**

Provide a story that would best describe to the public how the VISTA(s) at this site are addressing poverty issues in the local community. *Stories may be written in first person.*

**CASH & NON-CASH RESOURCES**

Complete the table for any cash & non-cash resources the VISTA helped to secure.

Source of Cash Resource (e.g. Grant title or donor name)	Dollar Value
Pieper Family Foundation at Lawrence University	\$4000.00
<b>TOTAL</b>	<b>4000</b>

Description of Non-Cash or In-Kind Donations	Dollar Value
<b>TOTAL</b>	<b>0</b>

**Resource Narrative:** For each item listed above provide a brief description of what the resources will be/were used for, as well as the role the VISTA played in obtaining the resource.

# AMERICORPS\*VISTA EXPERIENCE:

## PROFESSIONAL DEVELOPMENT:

Place an X in the column for each professional development or training the VISTA member and supervisor took part in during the reporting period.

Topic	VISTA Participated	Supervisor Participated
On-Site Orientation (to Site/Project)	■	
Community Outreach	■	
Volunteer Recruitment	■	
Volunteer Management	■	
Resource Mapping	■	
Resource Development/Fundraising		
Grant Writing		
Organizational Development		
Performance Measures: Assessment and/or Evaluation	■	
Database: Tracking & Organizing Data		
Computer & Technology (could include training on software, using social media tools, etc.)	■	
Other (if checking other please describe below)		

## BARRIERS & CHALLENGES

Describe any challenges encountered during this reporting period. Include whether the challenge has been resolved. If they remain unresolved, what is the plan for addressing these issues?

## OTHER ACCOMPLISHMENTS

Please describe any other accomplishments during this reporting period.

# ATTACHMENTS:

Please include in an email to *WiCC\_VISTA\_leaders@lists.uwex.edu* any attachments such as photos of events (indicate if a signed photo release is on file), media stories, asset maps/needs assessments and/or assessment instruments such as surveys. **Please list the titles of documents that you will attach here:**

Lawrence + BGC asset map.pdf

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## FOR SUPERVISORS

- I have reviewed my VISTA's quarterly report and provided input and comments where needed
- I understand that information detailed in this document is included in reports submitted to the Corporation for National and Community Service
- I have had direct contact with my VISTA to discuss his/her recent progress
- I have forwarded this report to key staff and partners who would benefit to know about the work my VISTA is doing

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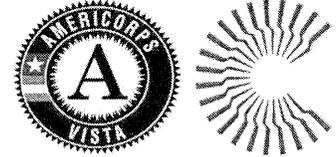
Supervisor (electronic) signature

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Date

## WiCC VISTA Monthly Report

Name of VISTA Host Site	Lawrence University Volunteer and Co
Name of VISTA Member(s)	Olivia Hendricks
Name of VISTA Supervisor	Kristi Hill
Reporting Period ( ex. August 2010)	November 2012
# of Sick Days taken this month	0
# of Vacation Days taken this month	2



Wisconsin | Campus Compact

### INSTRUCTIONS:

*This monthly report is due by the first Monday of each month **except** October, January, April and July. During these months your site will submit a quarterly progress report. Please answer EACH question, taking time to be clear and concise. Monthly reports should be written in a way that the general public would be able to understand your answers. Edit your work! This information may be used in the quarterly progress report, public updates about our project, or for media/marketing purposes.*

*Please submit your report by downloading a copy and then submitting through Adobe. Send any attachments [WiCC\\_VISTA\\_leaders@lists.uwex.edu](mailto:WiCC_VISTA_leaders@lists.uwex.edu). Please share a copy of your report with your supervisor.*

**Please report your progress in meeting the following program goals:**

**GOAL 1: AMERICORPS\*VISTA MEMBERS WILL ESTABLISH AND/OR MAINTAIN SUSTAINABLE COMMUNITY PARTNERSHIPS BETWEEN THEIR HOST INSTITUTIONS AND COMMUNITY ORGANIZATIONS, THAT ADDRESS LOCAL POVERTY ISSUES.**

### ASSET MAPS & NEEDS ASSESSMENTS:

What, if any, actions were taken during the month to understand the needs and resources/assets of the community and/or partner agencies? How have these results been documented?

This month, one of the main resources the VISTA explored was the available databases with information on poverty and educational opportunity in the Fox Valley area. That is, one of the greatest assets the VISTA has found this month is the wealth of detailed information on local teen educational experiences. Through exploring the Appleton Area School District web resources and the Wisconsin Information Network for Successful Schools, the VISTA has started drafting a comprehensive overview paper on educational trends for low-income and ethnically diverse teens who attend the public schools feeding into the Boys & Girls Club Teen Center. This paper will be included with the asset map graphic to help illuminate the knowledge the Appleton community has regarding its youth. It will also highlight resources the Appleton community has begun placing together to address various patterns in low-income teen education. Finally, this data will be

### MEMORANDUMS OF AGREEMENT:

	Number of MOAs	List Community Partners
Number of new MOAs this month	0	
Number of active MOAs the project currently has	0	

**VOLUNTEER DATA:**

List each project for which volunteers have served this month, along with the number of volunteers recruited, the hours completed, and if possible separate the volunteers into the listed categories. If possible, separate volunteers into the colored categories. *Please enter the data into the table below. Only report data for this reporting period. Reporting zero in a column or category is okay.*

Name of Project/Event/SL Class/Internship	# of TOTAL Volunteers* serving this reporting period	# of Volunteer Hours this reporting period	# of volunteers who are service-learners	If possible, categorize the volunteers (each volunteer can only be placed in ONE category):		
				Disadvantaged Youth*	Baby Boomers*	Community Members (non-college students)
Beautiful You Girls Group	4	12	0	3	0	1
Recording Studio	1	2	0	1	0	0
Tutoring/Youth Support	3	8	0	2	0	0
Hmong Culture Club	1	1.5	0	1	0	0
Baking Event	4	8	0	0	0	0
<b>TOTAL</b>	<b>13</b>	<b>31.5</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>

**TRAININGS:**

Briefly describe any trainings the VISTA held or is in the process of planning for volunteers, community partners, service-learners, or faculty.

In November, the VISTA held 2 volunteer trainings/orientations with members of Lawrence's sophomore honor society, Lambda Sigma. These sessions have contributed to 15 members filling out applications to be regular volunteer tutors at the Boys & Girls Club, and more applications are expected to come in. These sessions also provided Lambda Sigma members with the information they need in order to be successful volunteers who aware of Club policies and expectations.

Other projects under way include preparation for several trainings that will be offered in January to Martin Luther King Jr. Day volunteers who will deliver a tolerance-promoting curriculum to Club youth. These trainings will emphasize best practices for engaging youth of different ages.

**GUIDELINES:**

Report any progress in developing guideline and/or manuals, handbooks specific to the projects VISTAs are working with.

One of the main handbooks the VISTA has continued developing is the binder of curricula and projects for the Beautiful You African-American Girls' Group at the Club. A recent meeting with the Teen Center Coordinator at the Club has provided the VISTA with a streamlined way to present the weekly activities of Beautiful You that will be user-friendly to other Boys & Girls Club staff and volunteers in the future.

A second set of guidelines is a tip sheet on working with youth the VISTA has been writing in collaboration with a student workers in the Lawrence Volunteer and Community Service Center.

**GOAL 2: AMERICORPS\*VISTA MEMBERS WILL DOCUMENT AND CREATE AWARENESS OF THE ANTI-POVERTY PROJECTS, THE CAMPUS-COMMUNITY PARTNERSHIPS, AND THE POVERTY RELATED ISSUES THEY ARE ADDRESSING TO ENSURE THAT THE COMMUNITY-CAMPUS PARTNERSHIPS THEY HAVE HELPED TO INITIATE/MAINTAIN ARE SUSTAINED BEYOND THE AMERICORPS\*VISTA MEMBERS' TERMS OF SERVICE.**

**ADVISORY BOARD:**

Does the project have a functioning Advisory Board?  Yes  No

Does the board meet the 51% low-income requirement?  Yes  No

If not how is this being addressed? List any dates that the board met this reporting period.

11/27

The advisory board is likely to change slightly in upcoming months. Starting off primarily as a diplomatic process involving all members of the Beautiful You Girls' Group, the group has now grown to be too large to function in making quick executive decisions. Therefore, in the future, we are likely going to meet separately only with the teen officers of Beautiful You along with the Beautiful You adult volunteer advisors and several Club staff. Other community members may be

**SUSTAINABILITY:**

Briefly describe what is being done now to sustain the work of the VISTA(s) so that the projects will continue after funding ceases from the AmeriCorps\*VISTA grant.

Several measures are being taken to sustain the VISTA project. First, the leadership team of Lawrence students continues to be formed to ensure there is leadership to continue the management and facilitation work the VISTA has been doing. Second, to ensure that the VISTA-developed programming remains easy to re-use, the VISTA has been working to better document all activities and discussions that occur during program time. These activities are also now being increasingly derived from a Boys & Girls Club national curriculum called Diplomas 2 Degrees that the Club will be implementing next year. By linking VISTA work with this curriculum, it ensures that

**PUBLIC AWARENESS:**

How many times was the project cited in the local media during this reporting period?

1

If possible provide links to the media. *These links will also need to be included in the quarterly report.*

A one-time enrichment activity the VISTA facilitated between the Lawrence Latino Culture Club and the Boys & Girls Club made the front page of the Lawrence school paper earlier in the month:

<http://www.lawrentian.com/news/viva-club-educates-youth-about-hispanic-culture-1.2944121#.UMDJrvJE5io>

**END OF YEAR PRESENTATION:**

Have you completed your End of Year Presentation yet?  Yes  No

If no, please provide information regarding your plan for the presentation including the presentation date.

If yes, please provide a report back including presentation details, attendance, audience response, etc.

The presentation will take place on May 24, 2013. At this time, the VISTA is considering is whether to have one large celebration for all teens and volunteers involved in VISTA-related projects at the Club, or whether instead to have several smaller celebrations within each smaller sub-project (Beautiful You Girls' Group, Hmong/Culture Club, general tutoring, etc.) This will largely depend on how each sub-project develops over the course of the year and the extent to which these different groups of teens end up collaborating.

**GOAL 3: IN THE BOX BELOW PLEASE LIST YOUR PROJECT’S OWN GOAL INDICATING THE ANTICIPATED COMMUNITY IMPACT—INCLUDED IN VAD, FOLLOWING INSTRUCTIONS FOUND IN SECTION E OF HOST SITE APPLICATION.**

Through VISTA efforts, 75% of youth participating in college access programming will report an increase in their understanding of the benefits of attending college and what it takes to be accepted into college.

**PROJECT MILESTONES AND EVALUATION:**

Have any pre-service or post-service surveys been conducted with community partners to help determine community impacts (increase in resources, programs, services, clients served)? Surveys should be done at least on an annual basis. *Report specific survey results on the quarterly report.*

At this time, the VISTA has been reviewing the pre-tests and outcomes in the national Boys & Girls Club Diplomas 2 Degrees curriculum to see if some of these items can be integrated in the survey that will be used with teens participating in VISTA-led programs. This would help increase the usefulness of the survey to the Club since it would be focused on outcomes that the national Boys & Girls Club expects and links to funding. However, while drafting the survey is under way, attendance at VISTA-led programming has already been an important and regularly documented

Have any other methods of assessment or evaluation of project progress been implemented?

One additional criterion of project success the VISTA is considering is the number of teens who successfully complete various career interest surveys, college program web searches, etc. These are being printed out after completion and put into college portfolios for the teens. Documenting the number of teens who complete various quizzes and web searches might be another interesting way to see the impact of VISTA programming.

**OTHER PROGRESS INDICATORS**

**PROJECTS:**

Report the number of projects you are working on which integrate **anti-poverty service**. Divide these projects into ongoing volunteer projects, one-time volunteer projects, service learning courses, or other. *Here please list the number of projects, in the quarterly you will be asked for more detail about each project.*

# One-Time Volunteer Projects	# Ongoing Volunteer Projects	# Service Learning Courses	# Other Projects*
4	5	0	0

**OTHER ACTIVITIES:**

Please describe any other projects or activities you have been occupied with during the month that has not been described in other sections of the report. Explain how each links to the VISTA Assignment Description (VAD).

Since in mid-November Lawrence students leave campus for an extended winter break lasting into January, much of early November was spent finalizing relationships with Lawrence individual students and organizations. For example, the VISTA gave several group tours of the Boys & Girls Club to interested Lambda Sigma honor society students so they could determine before break whether they wanted to fill out a volunteer application. This resulted in 15 new applications and counting.  
 The VISTA also completed assisting in the recruitment, interviewing and hiring of the leader of

**DONATIONS:**

Please list any donations (cash or in-kind) that you have helped to secure this reporting period.

Donor	Donation (Cash or list item)	Cash Value
Cynthia Marshall	Game of Life	20
	Snacks	30
	<b>TOTAL</b>	50

**VISTA EXPERIENCE:**

**PROFESSIONAL DEVELOPMENT:**

What orientations, trainings, professional development, and technical assistance did you take advantage of this month?

The VISTA has had the opportunity to begin getting better oriented with various Boys & Girls Club curricula, including the fairly new Diplomas 2 Degrees curriculum. In addition, the VISTA has been able to explore the Boys & Girls Club national Leadership University online trainings in a bit more depth, though there is still much more to be done here.

Share at least one resource, training opportunity or best practice that could be helpful to another VISTAs.

The VISTA has been searching for resources on working with ethnically diverse youth and low-income youth. Several websites seem to be promising, offering toolkits, quizzes and databanks that can be used by adult volunteer mentors as well as by the teens themselves. The Annie E. Casey Foundation website is one of these resources, offering a toolkit on talking and thinking about how racial issues contribute to inequality. The VISTA has also learned about the WISCareers website on which many teens are trained in school. For any VISTA working with WI teens on pre-college or career planning, this website seems to be the #1 go-to resource and

Please recommend any training or other resources that we could provide to benefit you in your service.

I'd really like to learn more about using the WISCareers web tool and whether this is something I can get access to. It typically requires a password to log in but I'm wondering if there are ways I can work with the school district and/or Boys & Girls Club to gain access and learn how to use it so I can teach my volunteers how to use it with the teens while at the Club.

Have you used the VISTA Annex this month?  Yes  No

If so, what for? If not, how could the site be made more useful?

Yes, I have. The VISTA Annex has been useful in helping me see what sorts of assessment tools other VISTAs have used in the past as I shape my own. In addition, when working on reports and learning VISTA terminology, the Annex has been helpful.

**SUCSESSES:**

What was the most rewarding thing that's happened to you this month?

Perhaps one of the most rewarding experiences this month was during Beautiful You Girls' Group. The volunteer with whom I facilitate the group brought in a brand new Game of Life board game that we used to play with the teen girls to start talking about the idea of investing in your future and making difficult life choices. The very first step in the game is deciding whether to start on the career track or the college track. It was initially a bit troubling that all 5 girls with whom I was playing the game chose to skip college and start work, while I chose the college path to show what would happen. The girls at first teased me about this and all of the loans I had to take out. However, as the game went on, they witnessed as all of the loans got paid back as soon as I got my first "paycheck" as a lawyer. The girls started then teasing each other about the mistake of not going to college and how in the game they were forced to choose to buy homes they didn't want and take out loans because their paychecks weren't covering their expenses. While it was

**BARRIERS & CHALLENGES:**

What was the most frustrating thing that's happened to you this month?

Probably the most frustrating thing this month was clarifying the program schedule for Beautiful You girls' group. While we regularly meet on Tuesdays, for several weeks girls' volleyball practice also started taking place simultaneously. Many of the girls seemed stressed about choosing between girls' group and volleyball, which was troubling and also posed a bit of a risk to the morale of the girls' group. However, we have slowly been rearranging the schedule so that volleyball and group do not overlap, which has been a relief and huge boost back to the group's attendance level and spirit.

**ASSISTANCE OR QUESTIONS FOR WICC:**

Is there anything Stephanie or your VISTA Leaders could do to assist you?

At this time, I am just looking forward to the site visit. Thanks!

**FOR SUPERVISORS**

- I have reviewed my VISTA's monthly report and provided input where needed
- I have had direct contact with my VISTA to discuss his/her recent progress this reporting period
- I have forwarded this report to key staff and partners who would benefit to know about the work my VISTA is doing