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A Guide for AmeriCorps Members

Getting Started
Welcome to AmeriCorps!

As an AmeriCorps member, you will set an example of caring and community spirit that America needs.

Our country has difficult problems and big challenges—too many children are falling behind their classmates; many families don’t feel safe in their own neighborhoods; and others can’t afford decent housing or health care. During your term of service as an AmeriCorps member, you won’t solve these problems single-handedly—but you will play an important role in bringing communities together to help solve these and other problems.

You are carrying on an American tradition of service that dates back to our nation’s founding more than 200 years ago. Americans have always found ways to help others and make our nation stronger—through military service, the Civilian Conservation Corps, and the Peace Corps, and in other ways. The 250,000-plus Americans who have served in AmeriCorps have done what other generations of Americans have done before—taken an active role as citizens to make a difference for themselves and others. What happens next is up to you.

This guide is intended to describe AmeriCorps and your role in it, but your AmeriCorps experience will be what you make of it. Because you have made a commitment to serve, you are a role model for people of all ages in your community, and across the country. Show others the importance of serving. Demonstrate what it means to be an active citizen. Uphold and pass on the ethic of service—by involving others in your service projects, telling people about your experience with AmeriCorps, and encouraging your friends to join AmeriCorps.
What is AmeriCorps?

If you're a new AmeriCorps member but don’t quite understand what AmeriCorps is, or how you fit in, don’t feel bad. It’s a little complicated when you consider all the programs where AmeriCorps members serve, and all the ways they serve. To understand what AmeriCorps is all about, consider what all AmeriCorps members have in common.

Your Colleagues
AmeriCorps members are Americans of all ages who have made a commitment to serve their communities and country. Since 1994, more than 250,000 people have served in AmeriCorps. AmeriCorps members range in age from seventeen to older than ninety. Some have college degrees; others have completed high school or are earning a GED. They reflect the diversity of America in age, ethnicity, education, race, gender, and religion.

Your Commitment
As an AmeriCorps member, you are expected to adhere to the AmeriCorps pledge. (If you don’t have a pledge certificate, ask your project director for one.) The pledge represents the commitment you have taken to serve not just this year, but in the years ahead.

I will get things done for America—to make our people safer, smarter, and healthier.
I will bring Americans together to strengthen our communities.
Faced with apathy, I will take action.
Faced with conflict, I will seek common ground.
Faced with adversity, I will persevere.
I will carry this commitment with me this year and beyond.
I am an AmeriCorps member, and I will get things done.

— the AmeriCorps pledge
Your Assignment
As an AmeriCorps member, you may serve in a community organization, a school, or a national park. You may serve at several different locations, and you may even travel to help other communities in your area. One of the strengths of AmeriCorps is the range of services its members provide—helping make children healthier, schools better, streets safer, and the environment cleaner.

The Big Picture
AmeriCorps has four main goals:

Getting Things Done. AmeriCorps members help communities solve problems in the areas of education, public safety, the environment, and other human needs (like health and housing) by serving directly and by getting other people to serve as volunteers.

Strengthening Communities. AmeriCorps members help unite individuals from all different backgrounds—and organizations of all kinds—in a common effort to improve communities.

Encouraging Responsibility. AmeriCorps members explore and exercise their responsibilities to their communities, their families, and themselves—during their service experience and throughout their lives.

Expanding Opportunity. AmeriCorps helps those who help America. AmeriCorps members receive awards to further their education or to pay back student loans. They also gain valuable job experience, specialized training, and other skills.

If you have questions about how your program helps fulfill the overall mission and objectives of AmeriCorps, discuss it with your fellow members or your project director. And if you have suggestions about how AmeriCorps can better serve your community and the nation, please share your ideas with your project director, your state commission, or the staff of the Corporation for National and Community Service.

For more information about AmeriCorps and the accomplishments of your fellow members across the country, visit the AmeriCorps website at www.americorps.org.

“I was impressed with the other participants in my program. The youngest are eighteen and the oldest are in their fifties; some are finishing their GED, some are finishing college, and some are retired. But they share one commonality: No matter what age or race, they’re all here for the same reason—to serve.”
— Sara
Your Rights and Responsibilities

Like any group of individuals working together, AmeriCorps members must follow certain rules and regulations in order to be effective. The rights and responsibilities listed below are merely illustrative, and your project director may identify others. AmeriCorps*VISTA members are subject to similar rights and prohibitions. Consult the VISTA handbook or your program sponsor for details.

Rights:

- Participation in the Corporation and its programs and projects must be based on merit and equal opportunity for all, without regard to factors such as race, color, national origin, sex, sexual orientation, religion, age, disability, political affiliation, marital or parental status, military service, or religious, community, or social affiliations.
- You have a right to reasonable accommodation for disabilities. Programs must furnish reasonable accommodations for the known physical and mental limitations of qualified AmeriCorps members.
- If you believe your rights have been violated, you may report such violations to the directors of your program, who must establish and maintain a procedure for filing and adjudicating certain grievances. You may also file discrimination-related grievances with the Equal Opportunity Counselor of the Corporation for National and Community Service at (202) 606-5000, ext. 312 (voice), or (202) 606-5256 (TTY).

Responsibilities:

- To earn an education award, you must satisfactorily complete your program requirements and your full term of service (at least 1,700 hours during a nine- to twelve-month period for the full-time award and at least 900 hours over a one- to two-year period of time for the part-time award).
- Satisfactory service includes attendance, compliance with applicable rules, a positive attitude, quality service, and respect toward others in the program and in the community.
- You may be asked to sign a contract stating your rights and responsibilities while in AmeriCorps. You must abide by this contract and follow the rules of your program. You may be suspended or terminated if you violate the stated rules of behavior.

Prohibited Activities:

There are certain activities, including lobbying, political, or advocacy
activities, that you may not perform as an AmeriCorps member. Generally, you may not engage in any conduct that would associate the national service program or the Corporation for National and Community Service with any prohibited activity.

As an AmeriCorps member, you may not:

- engage in any effort to influence legislation, including state or local ballot initiatives or lobbying for your AmeriCorps program; for example, you may not organize a letter-writing campaign to Congress;
- engage in partisan political activities or other activities designed to influence the outcome of an election to any public office;
- organize or take part in political demonstrations or rallies;
- organize or participate in protests, petitions, boycotts, or strikes;
- assist, promote, or deter union organizing;
- impair existing contracts for services or collective bargaining agreements;
- participate in, or endorse, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials; for example, you may not print politically charged articles in a Corporation-funded newsletter;
- perform clerical work, research, or fundraising, except if incidental to your direct service activities;
- engage in religious instruction; conduct worship services; provide instruction as part of a program that includes mandatory religious instruction or worship; construct or operate facilities devoted to religious instruction or worship; maintain facilities primarily or inherently devoted to religious instruction or worship; or engage in any form of religious proselytization; or
- provide a direct benefit to a for-profit entity, a labor union, a partisan political organization, or, in general, an organization engaged in the religious activities described in the preceding bullet.

There are also several types of activities that your program may not assign to you, such as:

- activities that pose a significant risk to you or other participants;
- assignments that displace employees;
- internships with for-profit businesses as part of the education and training component of the program; and
- any of the prohibited activities mentioned above.

Like other private citizens, you may participate in the above-listed activities on your own time, at your own expense, and at your own initiative. However, you may not wear your AmeriCorps t-shirt or other service gear in such instances. You are expected to maintain a code of conduct and professional behavior at all times. Violations of this expectation could result in early termination or suspension.
As an AmeriCorps member, you have an opportunity to make a lasting impact on the lives of people in the community where you serve. One of the ways that AmeriCorps can make an impact on your life is to help you reach your goals with the education award. When you successfully complete your service, you will receive an education award that you can use to attend qualified institutions of higher education or training or to repay qualified student loans.

To qualify for an education award, you must successfully complete the required "term of service" for your program. If you are a member of AmeriCorps*VISTA, you may, at certain times, choose to receive a cash payment of $100.00 per month of service instead of the education award. If you are a member of any other AmeriCorps program, you will be eligible only for the education award.

The following information can help you use your education award. If you have other questions, please call (888) 507-5962. Information also is available on the AmeriCorps website at www.americorps.org.

What Can You Use Your Education Award For?
You can use your education award in the following ways, or a combination of them:
- to repay qualified existing or future student loans;
- to pay all or part of the current cost of attending a qualified institution of higher education (including certain vocational programs); or
- to pay current expenses while participating in an approved school-to-work program.

What are the Categories of Education Awards?
- If you successfully complete one full-time term of service (as defined by your program), you will be eligible for an award of $4,725.00.
- If you successfully complete one part-time term of service (at least 900 hours over two years or less), you will be eligible for an award of $2,362.50.
If you are in a short-term program, such as a summer program, you will be eligible for a "reduced part-time" award—usually $1,000 or less.

If you serve at least 15 percent of your term and leave for compelling personal circumstances (as determined by your project director), you may be eligible for a prorated award based on the number of service hours you complete.

How Many Education Awards Can You Receive?
You can receive up to two education awards, and only for your first two terms of service, regardless of whether they are for full-time, part-time, or reduced part-time terms. Even if you did not complete one of your first two terms of service, you cannot receive an education award for a third term.

Which Colleges and Universities Are "Qualified Institutions"?
You can use your education award at most institutions of higher education (including graduate and professional programs), as well as some vocational schools. An institution is considered qualified for the education award if it has an agreement with the U.S. Department of Education whereby its students are eligible for at least one of the federally backed forms of financial assistance—such as Pell Grants, Perkins Loans, Stafford Loans, National Direct Loans, and Federal Consolidated Loans. To make sure the institution you want to attend is qualified, check with the financial aid office to see that they are a Title IV school before you make specific plans.

What Types of Loans Can the Education Award Repay?
Most post-secondary loans that are backed by the federal government are qualified for repayment with an AmeriCorps education award. Your lender should be able to tell you if your loan is qualified.

Qualified loans include:
- Stafford Loans
- William D. Ford Direct Loans
- Supplemental Loans for Students
- Nursing Student Loans
- Loans issued to AmeriCorps members by the Alaska Commission on Postsecondary Education
- Perkins Loans
- Federal Consolidated Loans
- Primary Care Loans
- Health Education Assistance Loans

“AmeriCorps is a limited opportunity, and for people who get a chance to serve, there’s a heavy responsibility to make the most of it.”

—Carrie
What Types of Expenses Are Considered Part of the Current "Cost of Attending" an Institution?
"Cost of attending" may include tuition, room and board, books, supplies, transportation, and other various expenses. The financial aid office of each school has information on expenses for specific academic programs, and that office determines the cost of attendance for the school.

When Can You Use Your Education Award?
You can use your education award any time after you receive your voucher—up to seven years after the date you end your service. You can apply for an extension if:
- you are unavoidably prevented from using the award during that time; or
- you perform another term of service in an approved program. To be considered for an extension, you must apply before the end of the seven-year period.

Is the Education Award Taxable?
Yes. You will be taxed on your education award in the year you use it. For example, if you use all or part of your award for college in the Spring of 2001, when you file your 2001 taxes, you must pay taxes on the portion of the award you used.

However, you may be able to take advantage of the Hope Scholarship Credit or the Lifelong Learning Credit. Those credits may provide you with significant tax relief. Both the Department of Education and the Internal Revenue Service have information on these tax provisions.

The Corporation for National and Community Service does not deduct taxes from the award, but in late January it sends 1099 Forms to all AmeriCorps members who have made payments from their education awards and who have accrued interest during the previous year. The 1099 Form does not need to be included in your tax return, but it reflects the amount that the National Service Trust reports to the IRS as taxable miscellaneous income. If you have questions about how to file taxes for your award, contact your local IRS office.

What Do You Need To Do to Use Your Education Award?
1. At the end of your term of service, fill out the National Service Trust End of Term of Service Form. Your project director will send
this form to the National Service Trust to certify that you have finished your term of service and are now eligible to receive your award. Within four weeks of receiving the form, the Trust will mail you an award packet with a Voucher and Payment Request Form and instructions. It will also include documentation of the exact amount of the award you will be receiving.

2. Present the voucher to the school you plan to attend (to cover the costs of attending) or to your loan holder (to pay back an existing loan). The school or loan holder will complete a portion of the voucher and send it to the Trust for payment. The Trust will make payments directly to the institution when you specifically authorize them on the voucher form. Every time a payment is made, you will be sent a new Voucher and Payment Request Form and a statement of the new balance of your trust fund.

What If You Move?
Because voucher forms will be sent to the address that you furnish on your end-of-term form, it is important for you to inform the Trust of any changes to your address.

What About Paying Student Loans During Your Term of Service?
For most qualified student loans, the loan holder must approve your request for forbearance during your term of service. Forbearance is not automatic; you must request it. During a period of forbearance, you do not have to make payments, although interest continues to accumulate on your loans. If you qualified for loan forbearance and completed the appropriate form at the beginning of your term of service, your forbearance should remain in effect until you complete your service. You may want to check with your loan holder to be sure that the forbearance has been placed in effect.

How Do You Make Interest Payments on Existing Loans?
If you obtained loan forbearance at the beginning of your term of service, you need to submit an interest accrual form to your loan holder when your term has ended. The loan holder must complete the bottom of the form, compute the total accrued interest, and send it to the Trust for payment. The Trust can pay your interest only if you successfully complete your term of service and receive an education award. This amount is in addition to your education award.
You’re part of a national group of more than 50,000 AmeriCorps members. You’re also part of an even larger movement. You are one of more than two million Americans who have answered the call of national service this year. National service includes everyone from the first-grade student who supports a recycling program to the retired professional who visits patients in a hospital. And the seventh-grader who helps younger students learn to read and the college graduate who helps organize an after-school program for kids in his neighborhood. And the retired professional who participates in a neighborhood watch program and the college student who responds to a natural disaster in a nearby community.

Here’s how national service is set up:
The Corporation for National and Community Service, based in Washington, D.C., supports a range of full-time and part-time service opportunities through funding provided by Congress and other support from local and private sector partners.

AmeriCorps is divided into three main parts:

- **AmeriCorps*State and National** support programs that the Corporation or a state has selected. This includes the many hundreds of national and local nonprofit organizations through which AmeriCorps members serve. State commissions distribute two-thirds of AmeriCorps funding to local programs that the state selects, and the Corporation distributes other funding directly to national and local programs, like Habitat for Humanity, the Boys & Girls Clubs of America, and the American Red Cross.

- Like AmeriCorps*State and National, **AmeriCorps*VISTA** is also a national network of programs, with a particular focus on helping low-income communities. AmeriCorps*VISTA members generally serve full-time for one year in urban and rural areas.

- **AmeriCorps*National Civilian Community Corps** is a national program in which members age eighteen to twenty-four serve in teams on short-term service projects. AmeriCorps*NCCC members live on one of five campuses—in Washington, D.C.; Perry Point, Md.; Sacramento, Calif.; Denver, Colo.; and Charleston, S.C.—and travel to help other communities.
The Corporation for National and Community Service also oversees Learn and Serve America and Senior Corps.

**Learn and Serve America** gives students from kindergarten through college a chance to combine service and learning. With the help of Learn and Serve grants, elementary and secondary schools, colleges, and nonprofit organizations develop service-learning activities for students, adults, teachers, and youth who are not in school.

**Senior Corps** consists of a half million Americans age fifty-five and older who help meet community challenges with their skills, experience, and talents—serving as Foster Grandparents, Senior Companions, and volunteers with RSVP (the Retired and Senior Volunteer Program).

- **Foster Grandparents** serve as extended family members to nearly 80,000 children and youth with exceptional needs. Foster Grandparents serve in schools, hospitals, correctional institutions, and Head Start and day care centers—for twenty hours a week or more. They help abused or neglected children, mentor troubled teenagers and young mothers, and care for premature infants and children with physical disabilities.

- **Senior Companions** provide assistance and friendship to seniors who have difficulty with daily living tasks, helping them live independently in their homes instead of moving to institutionalized care. They usually serve two to four clients during their twenty hours of weekly service.

- **RSVP** is one of the largest volunteer efforts in the nation—matching programs that need volunteers with some 450,000 older Americans who serve part-time. Volunteers organize neighborhood watch programs, tutor teenagers, renovate homes, teach English to immigrants, help victims of natural disasters, and serve communities in many other ways.

Throughout your term as an AmeriCorps member and as you move on to other forms of service, you may want to find ways to serve with your fellow national service colleagues—in local service events and on special days like the Martin Luther King Day of Service, National Volunteer Week, and Make a Difference Day.

For more information, visit the national service website at [www.nationalservice.org](http://www.nationalservice.org).

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**Corporation for National and Community Service**

- **AmeriCorps**
  - AmeriCorps*State and National
  - AmeriCorps*VISTA (Volunteers in Service to America)
  - AmeriCorps*NCCC (the National Civilian Community Corps)

- **Learn and Serve America**
  - K-12
  - Higher Education
  - Community-based Programs

- **Senior Corps**
  - Foster Grandparents
  - Senior Companions
  - Retired and Senior Volunteer Program (RSVP)

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“A community should first help its people, its foundation, before it can grow into something better. That’s why I joined AmeriCorps—I want to help people help themselves.”

— Nalini
The American Tradition of Service

Service is and always has been a vital force in American life. Throughout our history, our nation has relied on the dedication and action of citizens. AmeriCorps is part of a long tradition of service that has included the Civilian Conservation Corps, the GI Bill, the Peace Corps, and the Points of Light Foundation. Following is a brief history of AmeriCorps.

1930s  President Franklin D. Roosevelt creates the Civilian Conservation Corps (CCC). During the Depression, four million young people help restore the nation’s parks, revitalize the economy, and support their families.

1944  The GI Bill links service and education, offering educational opportunity to people who serve the nation during World War II.

1961  President John Kennedy creates the Peace Corps. Since then, more than 150,000 Americans have served as Peace Corps volunteers, meeting vital needs overseas and improving America with their new knowledge and spirit of citizenship.

1964  As part of the War on Poverty, President Lyndon B. Johnson creates VISTA (Volunteers in Service to America), giving Americans opportunities to serve full-time to help thousands of low-income communities. In 1993, VISTA becomes part of AmeriCorps and is renamed “AmeriCorps*VISTA.”

1960s  The Foster Grandparent Program, the Senior Companion Program, and the Retired and Senior Volunteer Program (RSVP) are created to enable older Americans to use their experience, skills, and talents to meet community needs. Today, these programs constitute the National Senior Service Corps—which, along with Learn and Serve America, is AmeriCorps’ partner in the Corporation for National Service.

1970s and 1980s  Young people get more opportunities to serve, with new local, state, and national programs like youth corps, conser-"The lives that I have encountered and touched have given me a sense of pride and community among my fellow Americans. Like my own life, the lives I help to shape through my service in AmeriCorps hopefully will one day give back the same service to another generation of Americans.”  — Mia
vation corps, and service corps. Schools and colleges contribute to the service movement by incorporating service and education.

1990  President George Bush signs the National and Community Service Act of 1990. The legislation authorizes grants to schools to support service-learning and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities.

1992  With strong bipartisan support, the National Civilian Community Corps (NCCC) is established as part of an amendment to the 1992 Defense Appropriations Bill. The demonstration program is charged with expanding youth service efforts in communities negatively affected by military downsizing.

September 1993  President Bill Clinton signs the National and Community Service Trust Act of 1993, creating AmeriCorps and the Corporation for National and Community Service. VISTA and NCCC become part of AmeriCorps.

1994  Congress passes the King Holiday and Service Act of 1994, charging the Corporation for National and Community Service with taking the lead in organizing Martin Luther King Day as an annual day of service.

September 1994  The first class of AmeriCorps members—20,000 strong—begins serving in more than 1,000 communities.

April 1997  The Presidents’ Summit for America’s Future, chaired by General Colin Powell, brings together President Clinton, former Presidents Bush, Ford, and Carter, and Mrs. Reagan to recognize and expand the role of AmeriCorps and other service programs in meeting the needs of America’s youth.

October 1999  AmeriCorps marks its five-year anniversary.

October 2000  The ranks of AmeriCorps members grows to more than 175,000. AmeriCorps celebrates the 35th anniversary of VISTA.

January 2002  President George W. Bush creates USA Freedom Corps and calls on all Americans to dedicate at least two years over a lifetime to serving.
Before you know it, your AmeriCorps service will come to an end. You may already be thinking about what you want to do, and how and where you can do it. As an AmeriCorps member, you'll gain skills, become a more effective leader, and develop contacts that can help you for the rest of your life. AmeriCorps will open a lot of doors for you, but how will you decide which door to choose?

Making Decisions
At the end of your term of service with AmeriCorps, will you sign up for another year of AmeriCorps, or serve through another service organization, like the Peace Corps? Will you look for a job? Will you use your education award to attend college or graduate school? How will you build on the skills you’ve developed?

Next Steps
To help you sort out your options and make the best decision, AmeriCorps has prepared a handbook that may help you whether you’re thinking about getting a job, going to school, or doing another year of service. Next Steps: Life After AmeriCorps includes exercises to help you evaluate your accomplishments as an AmeriCorps member and figure out how to combine your skills and interests into a potential career path.

Specifically, Next Steps gives you tips on:
- writing a resume and interviewing effectively;
- identifying jobs in your areas of interest;
- using the web for your job search; and
- applying for college or graduate programs.

Ask your project director for a copy of Next Steps or download it from the AmeriCorps website at www.americorps.org/resources.
Continue Serving
Part of your pledge as an AmeriCorps member is to get things done “this year and beyond.” You have several options and resources if you want to continue to serve, such as:

- serving another term as an AmeriCorps member; talk with your project director, visit www.americorps.org, or call (800) 942-2677;
- leading teams of AmeriCorps members and programs as an AmeriCorps Leader; call (202) 606-5000, x164;
- applying to the Peace Corps; visit www.peacecorps.gov or call (800) 254-8540; and
- volunteering in your community; call the Voluntary Action Centers at (800) 879-5400, or visit www.volunteermatch.org or www.servenet.org.

Stay Connected
- Get involved with the National AmeriCorps Association; visit www.lifetimeofservice.org or call (202)729-8180;
- Help the national recruitment office spread the word about AmeriCorps; call (202) 606-5000, x566;
- Log-on to our web site, www.nationalservice.org, to find out what’s happening in the national service field. Our site has lots of great information, including:
  - Answers to frequently asked questions about the education award;
  - Information on how to get involved in national days of service like National Youth Service Day and Martin Luther King Day.

Regardless of the path you choose, as an AmeriCorps graduate you have the special skills needed to transform your communities and shape the future. You did it this year, now it’s time to keep your AmeriCorps pledge to carry this commitment with you this year and beyond. Good luck and stay in touch.

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“Now I know that one person really can make a difference.”
— Amy
AmeriCorps engages more than 75,000 men and women in intensive service each year at more than 15,000 locations including nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps members help communities tackle pressing problems while mobilizing millions of volunteers for the organizations they serve. Members gain valuable professional, educational, and life benefits, and the experience has a lasting impact on the members and the communities they serve.

AmeriCorps consists of three main programs: AmeriCorps State and National, whose members serve with national and local nonprofit and community groups; AmeriCorps VISTA, through which members serve full time fighting poverty; and AmeriCorps NCCC (National Civilian Community Corps), a team-based residential program for young adults 18-24 who carry out projects in public safety, the environment, youth development, and disaster relief and preparedness.

The bipartisan Edward M. Kennedy Serve America Act focused AmeriCorps’ efforts in six key areas: disaster services, economic opportunity, education, environmental stewardship, healthy futures, and veterans and military families. To strengthen accountability, AmeriCorps programs are required to demonstrate their impact using standard performance measures.

AmeriCorps members make our communities safer, stronger, healthier, and improve the lives of tens of millions of our most vulnerable citizens. AmeriCorps’ impacts are proven and measurable.

**Disaster services:** In response to the tornado that struck Joplin, Missouri on May 22nd, 2011, AmeriCorps teams organized a large-scale volunteer response center that recruited and supervised more than 75,000 volunteers. Through the AmeriCorps-led operation, unaffiliated volunteers contributed more than 579,000 hours of service. These hours completely defrayed over $17.7 million in emergency match dollars owed by the City of Joplin to the federal government at the conclusion of the response.

**Economic opportunity:** VISTA, AmeriCorps’ poverty-fighting program, engages more than 8,000 members each year in fighting poverty by creating businesses, expanding access to technology, recruiting volunteers to teach literacy, and strengthening antipoverty groups.

**Education:** AmeriCorps places thousands of teachers, tutors, and mentors into low-performing schools, helping students succeed in school and gain skills necessary to get 21st century jobs.

**Environmental stewardship:** Members build trails, restore parks, protect watersheds, run recycling programs, and promote energy efficiency, weatherization, and clean energy.
Strengthening Nonprofits and the Volunteer Sector

Strengthening nonprofits: AmeriCorps members help faith-based and community groups expand services, build capacity, raise funds, develop new partnerships, and create innovative, sustainable programs.

Encouraging competition and local control: AmeriCorps pushes funding and decision-making to the state and local level. Most grantees are chosen by bipartisan state commissions appointed by the governor.

Advancing social innovation: AmeriCorps invests in entrepreneurial organizations that have been recognized for their innovative approaches to citizen problem-solving such as Teach for America, City Year, YouthBuild, JumpStart, Citizen Schools, and Experience Corps.

Expanding Educational Opportunity and Building Future Leaders

Expanding educational opportunity: In exchange for a year of full-time service, AmeriCorps members earn a Segal AmeriCorps Education Award (equal to the maximum Pell Grant) that helps pay for college or pay back student loans. AmeriCorps members have earned more than $2.4 billion in these awards since 1994.

Preparing the 21st Century Workforce: AmeriCorps is a pathway to economic opportunity that provides members with valuable skills specific to their service (construction, teaching, weatherization, etc.) as well as general skills of leadership and problem-solving that all employers are looking for.

Creating future leaders: AmeriCorps members gain new and useful skills, advance their education, and become more connected to their communities. A longitudinal study has shown that AmeriCorps alumni are more likely to be civically engaged, to go into public service careers—such as teaching, public safety, social work, and military service—and to volunteer in their communities.

Leveraging a Powerful Return on the Investment

Public private partnerships: AmeriCorps leverages substantial private investment—more than $480 million in non-CNCS funds each year from businesses, foundations, and other sources. AmeriCorps has cut costs and become more efficient by supporting more members with fewer federal dollars.

Mobilizing volunteers: AmeriCorps is a powerful catalyst and force-multiplier for community volunteering. Last year AmeriCorps members recruited, trained, and supervised more than 4 million community volunteers for the organizations they serve.

AmeriCorps Fast Facts

- **800,000** Number of people who have served as AmeriCorps members since 1994.
- **1 billion** Total number of hours served by AmeriCorps members since 1994.
- **5.2 million** Number of disadvantaged youth tutored, mentored, or served by AmeriCorps members in fiscal 2011.
- **4 million** Number of community volunteers managed or mobilized by AmeriCorps members in fiscal 2011.
- **$480 million** Value of cash and in-kind donations leveraged by AmeriCorps members in fiscal 2010.
- **15,000** Number of AmeriCorps service locations in 2012.
- **$2.4 billion** Total amount of Segal AmeriCorps Education Awards earned by AmeriCorps members since 1994.

Healthy futures: AmeriCorps members save lives through HIV/AIDS education and outreach, drug and alcohol prevention training, and connecting poor families to health clinics and services.

Veterans and military families: AmeriCorps supports the military community by engaging veterans in service, helping veterans readjust to civilian life, and providing support to military families.
AmeriCorps Terminology

Consistent use of basic terms helps reinforce AmeriCorps common objectives and clarifies AmeriCorps for the public. Frequently used terms related to AmeriCorps include the following:

**AmeriCorps Members:**
AmeriCorps Members should not be called *volunteers, workers, staff, participants,* or *employees.* The correct term is AmeriCorps Members.

**Living Grants:**
AmeriCorps Members are sometimes referred to as “living grants.” Instead of granting an agency a sum of money, AIDS United has granted the agency a person to perform pre-determined services for one year. Just like a financial grant, an AmeriCorps Member needs to be managed, monitored, and reported on. The terms of the grant were outlined in the Host Agency application to AIDS United and in the Agreement of Participation between the Host Agency and AIDS United. Host agencies are expected to be familiar with the terms of both the application and the participation agreement.

**AmeriCorps National Service Network:**
This phrase refers to all of the programs affiliated with AmeriCorps, including AmeriCorps*NCCC, AmeriCorps*VISTA, AmeriCorps*State/National, and AmeriCorps*Tribes and Territories.

**Fifth Day:**
AmeriCorps Members serve one day of the week together as a team. A Fifth Day can include any number of activities, including service at a Member’s Host Agency, service at another organization, training, a team meeting, or Long-Term Project planning. Fifth Days can occur on any day of the week but should be consistent, on the same day, throughout the service year.

**Host Agency:**
The community-based organization at which each AmeriCorps Member spends four days a week doing direct HIV/AIDS service.

**Long-Term Project:**
Each team undertakes a “legacy project” in its community, working as a group to improve some aspect of the local community, based upon local needs and team Members’ interests and skills. Planning for the long-term project (LTP) usually starts in the fall and culminates in an event in the early summer.

**National Service:**
This term refers to any programs affiliated with the Corporation for National and Community Service (CNCS). Besides AmeriCorps, national service programs include Learn and Serve America and the National Senior Service Corps (the Foster Grandparent Program, the Senior Companion Program, and the Retired and Senior Volunteer Program).
Living Allowance:
AmeriCorps Members earn *living allowances*, not *salaries* or *wages*.

Operating Site:
The organization in charge of recruiting, training, and retaining AmeriCorps Members and Host Agencies; adhering to AmeriCorps guidelines; and interfacing with both AIDS United at the Host Agencies.

Serve/Service:
When possible, *serve* and *service* should be used rather than *work* when referring to AmeriCorps Members.
SHARING YOUR NATIONAL SERVICE STORY

A GUIDE TO WORKING WITH THE MEDIA
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Running a national service program is more than a full-time job. Between developing projects, recruiting volunteers, managing finances, seeking resources, and filling out paperwork, it may feel like there’s no time to do anything else. With all the things a busy program manager has to do, you may wonder: “Why should I care about media coverage, and can it really help me?”

The answer is yes – and getting it is easier than you think. Every year, thousands of stories about Senior Corps, AmeriCorps, and Learn and Serve America appear in the media – almost all generated by local project staff and volunteers. You don’t have to be a media pro to get good coverage, but having some tips and resources can help. That’s the purpose of this guide.

Publicizing your program is not a goal in itself. It’s a means of building support for your program and increasing your likelihood of success. Taking the time to communicate with the public helps attract resources from your community, including volunteers, sponsors, and funding, and helps educate people about your program.

All of us engage in public relations each time we tell people about what we do. You probably already have a good idea how to tailor messages about your program and achievements to a specific audience. If you are talking to a potential volunteer, you might convey the personal satisfaction gained from giving back to your community. If you’re talking to a potential recipient of your services, you would point out the benefits you provide to individuals and organizations. These scenarios are good examples of effective public relations. Public relations simply means developing and managing a deliberate and strategic approach to publicizing your message. Ultimately, a good public relations campaign will create a mutually beneficial relationship between your program and your audiences. Maintaining relationships with media outlets will help you be a voice for those you serve, and strengthen your organization as a trusted and credible resource in your community.

We are living in an information age. Therefore, targeting the news media has become one of the most effective methods for transmitting information to the public. You already know the types of media out there: television, radio, newspapers, the Internet, newsletters, and specialty magazines. What you may not know is that not all types of media are right for disseminating all types of information to all types of people. This is especially true given the thousands of other organizations competing alongside you for the public’s attention. That’s why it’s necessary to apply a strategic approach to your public relations to determine:

1. Who your audience is and what their opinions, attitudes, and perceptions are

2. Which types of media can best reach your audience

3. What is the best way to shape your message for each type of media

Your job doesn’t stop with the answers to these questions. Reaching the media takes strategic planning as well. Helping you develop a good public relations plan and execute that plan is what this guidebook is all about. This guidebook includes answers to many frequently asked questions, and offers tips and ideas for people new to public relations and those interested in learning new ideas for broadcasting their message.
The main section of this guidebook contains:

- Brief descriptions of the various types of media outlets
- Pointers on conducting media outreach, including developing a media plan, selling your story to reporters (often referred to as “pitching”), putting together a good press list, and getting your event on your local calendar listings of events that reporters use to decide what to cover.
- Tips on building and maintaining relationships with reporters
- Useful pointers for interviews
- Advice on communicating through public service announcements (PSAs)

We've also provided a number of appendices for easy reference, including:

- Tips on writing news releases and hosting news conferences
- A variety of sample media materials
- Lists of important print media outlets
- A sample media list and media sign-in sheet

We hope this guidebook will take some of the mystery out of working with the media. We also hope you realize the value that positive media coverage can bring to your program. By taking your message to a wider audience, you can leverage new partners, recruit more volunteers, gain more public support, and increase your program’s long-term sustainability and success. And every time your local project gets positive coverage, you help advance the national service movement as a whole. National service is still largely unknown, and we need you to help tell the story.

No media guidebook will answer every question. So when you get stuck or have a media question that’s not addressed here, give the Office of Public Affairs at the Corporation for National and Community Service a call at 202-606-5000. Also, be sure to visit the newsroom at www.nationalservice.gov for the latest news, information, and resources to help you tell your national service story. We’re here to help!
Today, there are many more types of media than there were 10 years ago. Most people still get their news from traditional forms of media such as television, newspapers, magazines and radio. A growing number of people get their news and information from the Internet. Understanding each type of media and its target audience is a crucial first step to putting your public relations plan in motion. You should also have an idea of which media your target audiences are most likely to use. We have provided an overview of each type of media below.

NEWSPAPERS

Newspapers provide ongoing, up-to-date coverage of national and local stories. Placing your story in a newspaper is a great way to reach potential volunteers, as well as decision makers in your community, such as business leaders, elected officials and experts. Newspaper editors and reporters are usually looking for story ideas where you can provide information on the “who,” “what,” “when,” “where,” “why” and “how” of the story. Specifically:

- **Who** is the story about and whom does it affect?
- **What** is happening and why is it newsworthy?
- **When** is the story occurring? Did it happen already or will it happen in the future?
- **Where** is the story taking place? Is it national or local?
- **Why** does this story matter? Why should readers care?
- **How** does this story affect the community? How does it affect the nation?

There are typically two types of newspapers in your community—daily and weekly. Daily newspapers are divided into distinct sections, including national news, local news, features, editorials, columns, opinion editorials (also known as op-eds), and letters to the editor. Op-eds or letters to the editor can be written by you or one of your supporters to express an opinion on issues of particular importance to your organization. Weeklies may have the same format, but items will be reported over a longer period of time. Before you pitch a story to a newspaper, know how often it is published and who it reaches. This will help determine your angle, or “news hook,” and which publication will most likely be interested in what you have to offer.

Daily newspapers often target larger metropolitan areas and focus on a wide variety of news. Some of the major dailies will even have editions that are tailored to submarkets or regions within the larger metropolitan area. These papers have much larger staffs than weekly publications and often seek information from a variety of sources. Daily newspapers will rarely publish submitted information exactly as submitted. You should make a point to know as much as you can about the reporters you are pitching—what their “beat” is and how they might cover your story.

Weekly papers are more commonly located in smaller communities and concentrate more on local news. Weeklies have much smaller staffs than their daily counterparts and, as a result, are often more open to publishing materials as submitted.
Grants are crucial to nonprofit organizations, and the receipt of a new grant can serve as an excellent opportunity to highlight your program’s activities in the local media. First, “Look at the facts and make them shine,” suggests Wendy Spencer, CEO of Volunteer Florida, who has a knack for getting coverage on grant announcements. “Find something unique about your program. What are you best at?” Focusing a press release on unique aspects of your program—such as the accomplishments achieved or innovative practices—gives reporters a hook around which they can build a story, and tells them why the grant is important to your community.

Spencer also advises engaging local officials to make an announcement. They may well view this as an opportunity to highlight their efforts at securing funding for their constituents. In addition, “The media like good news stories with local elected officials, and covering what their town is getting,” Spencer says.

Asking elected officials to stop by for a grant announcement also offers another opportunity—to educate them on your projects. While the elected officials are visiting, introduce them to your staff, AmeriCorps members and volunteers. And don’t forget to take pictures that you can use in newsletters and on your website.

**MAGAZINES**

Magazines, like newspapers, focus on stories with detailed and fact-driven information and often report on a particular angle of the story that will be most interesting to their audience. This means that when you pitch a story to a magazine, you must be sure to tailor it to each magazine’s target audience. Special interest or community magazines in your area will be especially receptive to what your program has to offer and what you are doing in the community. Make sure to become familiar with the magazines published in your city or region and identify those that would be most receptive to your program and activities.

Unlike newspapers, magazines require a much longer lead time for their stories. Often, a story will hit the newsstands several months after it is pitched. This requires you to plan far in advance for the types of stories that are well-suited for magazines, such as personal profiles of volunteers or significant results from a new initiative.

**WIRE SERVICES**

Wire services are the nerve center of the media. They typically compile stories from many different sources and post them for their member journalists’ use. You probably have heard of the Associated Press (AP). AP has both print and broadcast (television and radio) divisions that feed stories and content to their members. Most media outlets in the United States are members of one of the major news services (AP, Reuters and United Press International). AP has a bureau in each state and should be contacted when you have news that’s appropriate for a statewide audience. AP and other general news wire services rely on information sent to them by organizations just like yours. There are also specific wire services that are solely dedicated to posting stories on particular topics, like health, technology, and the nonprofit sector.

An up-to-date listing of state-by-state AP bureaus can be found at: www.ap.org/pages/contact/contact.html

**TELEVISION**

Television is regarded as the media vehicle with the furthest reach, but with a growing number of cable stations, it is important to choose a television outlet or program based on its audience and then tailor your message to fit its scope of coverage.

National network news stations (i.e., ABC, CBS, NBC) often focus on national stories only, featuring in-depth stories that are either high profile or investigative. This is generally the same for cable news stations, such as CNN, FOX News, and MSNBC.

On the other hand, the local affiliates of both national and cable news stations spend a large chunk of airtime focusing on local issues. It is a good idea to contact them about a local event or initiative you are organizing.
Successful television pitches, more so than print pitches, require a visual element to the story. Hosting an event, hanging a banner, or inviting reporters to witness a volunteer activity are all good ways to provide a visual for television cameras.

If your story idea or event reaches beyond your local community, and you believe it could be of interest to people in other cities and/or states, a B-roll distribution or satellite media tour (SMT) can help spread your message throughout a specific region or the entire country.

B-roll is a compilation of video footage of your program in action. The footage can include a special event, a news conference, or a taped series of sound bites featuring your program’s spokesperson speaking about a particular issue or topic. Stations use the footage to complement their stories. You can create your own B-roll package by shooting footage at specific events, or you can invite news stations to film their own footage at a news event or program activity.

An SMT is a series of television interviews with your program’s spokesperson conducted via satellite by stations across the country. They are often produced by a production company. Within a short period of time (usually two to three hours), your spokesperson can deliver your program’s message directly to target audiences all over the country.

RADIO

Like all forms of media, there are more radio stations today than ever before, and most tailor their programming to a specific audience. Determining your area stations’ format and audience is an important step to including radio outreach in your public relations strategy. Those stations that include talk radio and news segments are the prime radio stations you should target to cover in depth aspects of your program or to interview one of your spokespeople on the air. If you are pitching a public service announcement, you can (and in most cases should) expand your radio outreach to stations that only have music programming. To learn more about public service announcements and when to use them, see “Communication through Public Service Announcements” on page 20.

A good way to reach a large number of radio stations is through a radio media tour (RMT) or audio news release (ANR). An RMT is similar to an SMT in that radio stations interview your spokesperson remotely during a scheduled period of time. To reach an even wider number of radio stations, you can create an ANR, which can be distributed across the country, potentially reaching millions of people.

PUBLIC AFFAIRS PROGRAMS

Both radio and TV stations have public affairs shows that are designed to take an in-depth look at community news and often involve interviews, panel discussions, and commentaries. These types of programs can be a great way to get publicity. Local public affairs programs are often on cable access stations or a part of your public radio station’s lineup. You can tie in a pitch with a day of service, an annual event such as back to school, or a holiday. For example, if you have a program serving veterans, you could pitch public affairs shows that will air around Veterans Day or Memorial Day. The shows are likely to do something on those topics, so take advantage of it.
While it never hurts to send materials for upcoming events to appropriate local public affairs shows, they—like their national counterparts—usually plan their schedules well in advance. You will be most successful with public affairs shows when you position your organization as a resource for future programming. For more information on how to establish yourself and your organization as a resource to reporters, check out “Reporters: Building and Maintaining Relationships” on page 15.

INTERNET/WEBSITES

In today’s fast-paced world, the Internet—specifically news-oriented websites—are becoming a heavily relied upon source for easily accessed, reliable, and up-to-date information. Like most of the media vehicles we have discussed, websites are targeted toward a specific audience, so be sure to take the time to understand where your target audience is gathering information online before you begin your pitch.

Reporters often use an organization’s website to find out information and identify potential story ideas. For this reason, you should maintain an up-to-date website with information both reporters and the general community will find useful. A catchy design for your site is important. Web-savvy volunteers may want to try their hand at designing a website for you. Be sure to keep your contact information updated so that reporters are able to reach you easily.

It is a good idea to make your communications available on your website in a designated “online press room.” The press room should include press releases, background information, fact sheets, event listings, links to other useful community websites and contact information. The site could also include profiles of volunteers who share their story about assisting people in your community. The profiles help your organization come to life and inspire others to volunteer. Always remember to keep contact information and FAQs up to date and easy to find.

Most major national and local television, print, and radio outlets have an online presence. While many news websites carry the same name as a major print or television outlet, this does not mean that the same editors and reporters work for both. For example, you could successfully get a story placed on CNN.com that never makes it to CNN, the cable television station. In addition, some print outlets will report a story on their website, but will choose not to publish it in the print edition. If you intend to secure a story with the traditional news outlet as well as the online version, you will more often than not need to pitch both types of outlets.

When tracking online media coverage, you should check the websites on the same day of your event or planned media outreach. Websites are constantly updated and have different rules on access to archived stories. It is best to copy the articles into a document to save them and insure that you have accurate documentation of all media coverage.

NEWSLETTERS

Newsletters are an excellent way to reach a very targeted audience. Your program newsletter can help introduce new volunteers and other organization supporters to your program. Use your newsletter to share the stories of volunteers, report on special events, and keep your community apprised of recent
happenings within your program. Invite local chapters of organizations with a similar or related mission to submit stories to your newsletter.

Another option is to submit stories about your program to other organizational newsletters. For example, many churches and synagogues distribute weekly bulletins or monthly newsletters featuring community calendars. You could work with them to include your program events in these calendars. This will help establish relationships with other organizations and allow you to share information about your program with a broader audience.

“Hosting an event, hanging a banner, or inviting reporters to witness a volunteer activity are all good ways to provide a visual for television cameras.”
So, your program is incredible and you have amazing volunteers, dedicated community partners, and a list of accomplishments a mile high. What next? Spreading the word about your program and your accomplishments lets people know about the great things your program is doing.

Whether your goal is to raise awareness of your program, promote a specific event, highlight accomplishments, or recruit new volunteers or members, a media plan can help your program reach thousands of people—including potential volunteers, prospective funders, local and state officials, and potential partners. An effective plan can generate print, broadcast, and electronic coverage of your program, and help cultivate relationships with local television, radio, and print reporters, leading to ongoing interest in your program.

**Developing a Media Plan**

An effective media plan will address three basic questions:

**What are your public relations goals?**

The first step in developing a media plan is to determine your long-term goals. These goals will help you determine your messages, as well as what media you’ll want to target. When determining your goals, keep the following questions in mind:

> What are you trying to do? Recruit new members? Increase program awareness?
> Build public support for your program?
> Who are your audiences?
> What are the main messages you want to communicate?
> If you could write the headlines, what would they be?
> What resources—staff, contacts, materials—are needed to communicate with the media?

A number of resources, including customizable templates, are included in this guidebook. However, the availability of resources like program staff and staff time is another important factor to consider when developing your plan. Determining the resources you have available for media efforts will help you build on existing tools and opportunities, and set realistic goals.

> What materials and tools do you already have?
> What media contacts and relationships do you already have?
> Which staff members are available and how much can time can they devote to media-related activities?
> What is your estimated budget for media relations?
> Can your partner organizations provide assistance, resources or spokespeople?
> Do you have a list of volunteers, members, and alumni who would be willing to speak to the media?
> Are there other community leaders or organizations that can speak on behalf of your program?
What is your timeline?

Consider your program’s calendar of events, the National Service calendar, and your local community calendar to determine what events and activities will provide the best media opportunities for your program throughout the year. Be sure to include activities that all national service programs take part in, such as Make a Difference Day, Martin Luther King Day and National Volunteer Week. Also consider the following questions to determine other newsworthy opportunities:

- What activities and events are already planned to take place throughout the year?
- Do certain activities traditionally attract more attention than others?
- What activities or events best showcase your program’s strengths and contributions to the community?
- What activities are your volunteers or members most excited about?
- Which activities involve collaboration with other organizations, businesses, or community members?
- Will studies or results be released that you would like to promote?
- What opportunities exist to collaborate with other programs?

NEXT STEPS

Once you have determined your goals, opportunities and resources, you can set a strategy and adhere to a timeline. An outreach strategy will help you determine what, how, and when to communicate with the media. Keeping your overall media plan in mind, your strategy should:

- Identify who will be interested in the story
- Identify which media outlets reach these audiences
- Determine how to pitch or package the story as a newsworthy event
- Identify key messages and spokespeople
- Develop written materials to promote your program or event
- Set a timeline for outreach
- Determine a plan for tracking and follow-up

The following sections will guide you through these steps by offering ideas on how to get information to the media, identify and work with the right reporters, make the most of an interview, and communicate through public service announcements. Refer to the “Appendices” section for template press materials and timelines to guide your outreach efforts.

Tips

- Keep a list of “validators” who can speak enthusiastically about your program. Volunteers, community leaders, and others who have seen the benefits your program provides first hand are among your most valuable resources. Keep a running list of these and other individuals who you can point reporters to and who can act as validators for your program. Depending on your community, consider having a validator who is fluent in a second language, especially if you are targeting ethnic media.
Reporters love numbers and data. When it comes down to it, a reporter’s job is to present the facts. When thinking about your plan, include a method for collecting any data a reporter may find interesting. For example: How many seniors did your program assist in the last activity/month/year? How many meals/houses/projects did your volunteers serve/build/complete? Has there been an evaluation showing improvements in children’s test scores, attendance or participation in activities?

Designate a communications team. Communicating with the media is a team effort. Designate and train a communications team with clear roles and responsibilities and clear guidelines on how to pitch the story. Remember, your media outreach team could be quoted by a reporter, so be sure that each member of your team is well versed in the same messages and talking points.

How do you prepare a pitch?

Compile a press list. Your list should contain the appropriate newsroom personnel or beat reporters/producers to contact. (See “Tips on Developing Press Lists and Newsroom Contacts” below.)

Develop a set of pitch points. These are the main ideas that you will focus on to sell your story.

When do you pitch the media?

One to two months before an event or activity: Call your local newspapers and television programs to determine their lead times for specific sections or programs. For example, many newspapers have longer lead times for their religion, business and entertainment/events sections. Local television programs also develop a list of potential program topics several weeks in advance.

One week before an event or activity: Fax or e-mail the news advisory to everyone on your list. Make follow-up calls to pitch the event and gauge media interest.

The day before the event: Send the advisory again and call contacts that you have not spoken with yet.

The morning of the event or activity: Call again just to find out who is attending. Fax or email your news release at the conclusion of your event.

TIPS ON DEVELOPING PRESS LISTS AND NEWSROOM CONTACTS

How Do You Build a Media List?

There are a variety of media outlets in your community that you can include in your press list. If you do not have access to an existing list, it is easy to create one. You can begin by looking in your local phone book for listings of TV and radio stations and local daily and weekly newspapers and magazines. You can also use the U.S. Newspaper List website at www.usnpl.com, or search for media outlets on web portals such as Yahoo or Google. Media directories such as Bacon’s Media Guide and the News Media Yellow Book can be found at your local library. In addition, you can subscribe to online services that offer current information on media outlets throughout the country. These are useful, and cost-effective, if you send information to many media outlets on a frequent basis.

Print

In addition to the local newspaper, remember to include smaller media outlets on your list, including community newspapers, weekly newspapers, and university newspapers. Newsletters
that cover your area of service or reach your audience might be another resource to consider.
If your project serves local youth, consider pitching to the school district’s newsletter. If you have a bureau of the Associated Press wire service in your community, add the bureau chiefs or assignment editors to the list. To check if you have a bureau office in your community, visit www.ap.org/pages/contact/contact.html. In addition, some communities have local business journals that cover community-specific news.

Television
Include on your media list all of the television stations in your community that offer local news or community-based programming, as well as the public broadcasting stations. In addition to news programming, see if the stations air minority, business, religious, or other public affairs programming.

Determine who the local cable providers are. Find out whether they have their own public affairs station in their channel lineup and determine who the appropriate contacts are. Finally, some communities have their own local cable news networks; check to see if yours does.

Radio
Find out which local radio stations air news reports or have news or public affairs programming. In addition to news programming, find out whether the stations air minority, business, religious or other public affairs programming. As you develop your list, make sure you note the type of radio station it is (i.e., news, public affairs, talk, music with some news). This will help you when you make your pitch. In addition, find out whether there is a state radio network in your state and determine who the news director is for the network.

Once you have the list of media outlets you want to include in your press list, call each outlet to determine the appropriate media contact. At the very least, locate the names of the reporters and producers who cover community news (your first priority). Depending on the focus of your program, other beats may also be important, including religion, education, family issues, philanthropy, and the environment. If your target audience includes members of minority communities, remember to identify reporters and media outlets that cover those communities as well. In addition, identify the editors of the op-ed and editorial pages of the local newspaper, as well as the local columnists and feature writers who might take an interest in some aspect of your program’s focus.

Compile the name, beat or title, phone number, fax number, and e-mail address for each person. You can also include information about the best method and time for contacting them. If you are planning a specific event in the community, other people to contact include:

- **Print**: City editor, editorial page editor, columnists who have an interest in community issues, writers for the calendar or community events page, and photo editor (for particularly visual events or events where prominent local citizens will be participating.)
- **TV**: Planning editors, assignment editors, reporters/on-air personalities, producers of specific shows including morning shows, community programs, or minority-themed news and public affairs programs.
- **Radio**: News directors, assignment desk staff, public affairs show hosts and producers, and on-air personalities.
DON'T FORGET THE DAYBOOK

What Is the Daybook?
The daybook provides members of the media with a daily calendar of media events happening in and around a city or state. News services, like the Associated Press, maintain a daybook and distribute it through their wire services to journalists nationwide. In addition to a national daybook, AP publishes state and local versions. Newsroom managers, assignment editors and reporters from other media outlets check the daybook many times each day for the latest updates on important events happening throughout the region.

A daybook listing looks similar to this:

September 12, 2004
Community Service
Corporation for National and Community Service
Discussion, “The Next Ten Years: What the Future Holds for National Service”
Participants: David Eisner, CEO, Corporation for National and Community Service; members of the National Service Community
Location: Corporation for National and Community Service, 1201 New York Ave., 10th Floor, Washington, DC, 10 a.m. (September 12, 2004)
Contact: The Office of Public Affairs, 202-606-5000

How can you make certain that your media events get listed on the daybook?

You must pitch your activity to the daybook editor in advance of the event in order to have it placed on the calendar of news events for a specific day. Getting the event on the daybook tells journalists in your community that an event is happening, lets them know who will be participating, and gives them a hint about the news that will be released. Pitching a daybook editor should not replace contacting other AP reporters or local print and broadcast media outlets about your event.

How to pitch and place stories on the Associated Press daybook

1. Pitch events that include one or all of the following elements:
   - New and newsworthy information, such as the release of new data, the announcement of strong community involvement in one of your initiatives, or a news conference with local dignitaries
   - Media-friendly activities that are visually appealing (e.g., a health fair, youth build or clean-up effort)
   - A schedule of your activities, including a list of spokespeople who are available to speak to reporters about your event or story idea

2. Prepare a news advisory with the “who,” “what,” “when” and “where” of your event as well as any other information to be included in the daybook listing. (See Appendix G for a sample media advisory.)
3. Consult the state-by-state listing of AP bureaus at www.ap.org/pages/contact/contact.html.

4. Call the daybook editor, pitch your event, and fax or e-mail a copy of your news advisory to the bureau at least one week in advance of the event. While daybooks are updated on a regular basis, most reporters look at the Monday daybook to plan their week. Make sure the advisory is sent to the daybook by the Friday prior to the event.

5. Follow up with the daybook editor by phone or e-mail to find out if your event is listed. When you are contacting the daybook editor, you might say, “I’m just checking if my event is on the daybook.”

6. When you are contacting local reporters, refer to the daybook listing in your pitch. For example, you might say “You may have seen our event on the AP daybook. I’m calling to give you additional information about ...”

7. Update the daybook editor if there are changes in your event location or time or if prominent speakers join your efforts.
Building and maintaining relationships with reporters is essential to getting your messages out in the media. Having strong relationships with reporters helps position your organization front and center in your community. It helps you gain coverage of your organization’s activities and gets your message into stories that relate to the valuable work you are doing. If you want to draw a reporter’s attention to neglected needs in the community and how you’re helping to meet those needs, a well-developed rapport will enable you to do that. It will also increase the likelihood that the reporter will contact you for comments. Using the following tips will help you build these relationships that are so key to your outreach efforts.

**BUILDING THE RELATIONSHIP**

**Do Your Homework**

After you’ve identified the right reporters in your community to develop relationships with, read their stories and learn as much as you can about the news outlet where they work. Does the reporter have a specific beat or do they focus on several different issue areas? How big is the media outlet where they work? Do the reporter’s stories get picked up by other publications (possibly as a result of a media partnership)?

**Send a Press Packet**

Providing the right reporter with information on your program should be your first step in introducing your program to the newsroom. This keeps you from having to cold call reporters and also allows them to have your contact information handy. You want to demonstrate the resources your organization can provide, so your packet should include the following:

- One-page backgrounder on your organization
- One-page Corporation program fact sheet that relates to your organization (i.e., AmeriCorps*VISTA, Senior Corps, etc.)
- Previously published news clippings that mention your organization (be sure they are positive)
- Your contact information

**Give Them a Call**

After you have sent a press packet, give each reporter a call. Rather than simply asking whether they received your press packet, use this opportunity to introduce yourself and your organization and how you can be a resource to them. Let them know that they can contact you if they have any questions about topics that relate to your program or about national service in general. You can also share with them any upcoming events that you might be having. However, keep the focus primarily on you and your organization as a resource in this relationship-building phase.

**Meet with the Reporter**

For those reporters with whom you would like to form a closer relationship, finding the opportunity to meet is the next step in building a relationship. Consider inviting the reporter to lunch or coffee. If you live in a smaller media market, you may want to set up meetings with all the community beat
Reporters at your local paper. Reporters may also be interested in seeing your program and your volunteers or members in action. You could schedule a site visit of your program facility or project. If you are building or renovating something, give reporters a chance to see and experience it. If you have a large number of reporters on your list, you should identify the most important contacts and focus on them.

What to say and bring to a reporter meeting:
Allow the reporter to ask questions. This is their time to explore the issues and pose the questions they've never had a chance to ask.

Bring a press packet with information on your program, the appropriate one-page Corporation program fact sheet, news clippings, and your contact information.

Don’t control the conversation. This is your time to build a relationship with the reporter, so your conversation should be a back and forth on what each of you do, activities in the community, and how you can be a resource to each other.

Be a Resource to Reporters
In order to establish yourself and your program as a credible resource to reporters, you will need to provide them with the information they need by their deadline. When they call, take the request, ask what their deadline is, and get the needed information back to them within that time frame. This will improve the chances that they will keep your name and number in their Rolodex.

Keep a Current Media Log
In order to keep track of a reporter’s contact information, media outlet, requests, and deadlines, it’s a good idea to keep a log that you can refer to and that can be shared with colleagues to keep everyone on the same page. While a sign-in sheet (see Appendix K) is used to track reporter attendance at an event, a log contains more in-depth information. It includes special notes related to the reporters’ individual deadlines, preferences, and any stories the reporter has written on your program.

Provide Reporters with Up-to-Date, Newsworthy Information
Make a point of keeping reporters in the loop on what’s going on with your local program and upcoming events. Be sure that you keep your updates to what is timely and newsworthy so your calls to reporters don’t become a general update. Provide just enough information to keep them hooked and interested in what you have to offer.
BASIC TIPS ON WORKING WITH REPORTERS

Below are a few pointers on working with reporters, including the best time to pitch, and what to do before, during, and after an interview.

When to Contact the Media

Print

It is best to call a newsroom between 10:00 a.m. and 2:00 p.m., when reporters are likely to be available and not on deadline.

Television

Planning editors generally take calls between 10:00 a.m. and 3:00 p.m., but not around noontime when they are putting together their mid-day news show. It is best to call the assignment desk after the morning planning meeting, which usually ends between 9:30 and 10:00 a.m. Don’t forget to describe the story’s visuals when making your pitch.

Radio

The best time to call is early in the morning—between 7:30 and 8:30 a.m. After that, the staff goes into planning meetings. You can make another round of calls at about 10:00 a.m. News directors, reporters and producers are often gone by the afternoon. If you are pitching a specific press conference or event and the reporter is not able to attend, offer to have one of your spokespeople do a taped interview.

Online media

Reporters who write for online publications often have revolving deadlines, but, as a general rule, you should follow the same rules that apply to print reporters. Call between 10:00 a.m. and 2:00 p.m.

Preparing for an Interview

> Develop three to five messages or talking points. These are the main ideas you want to emphasize and repeat during your interview. Weave these points into all of your answers. Anticipate what questions may be asked and be prepared with the answers. If you are successful at “staying on message,” you will be better able to determine the shape of the news coverage.

> Learn more about the interview. Ask what the reporter is looking for. What is the goal of the story? Will this be live or on tape? If it's a radio interview, will listeners be calling in to ask questions? Or, if it’s a TV talk show interview, will there be other guests or panelists? Who are they? What are their backgrounds?

> Understand the reporter’s timeline. Find out when the reporter must complete the story and plan your interview accordingly. You should plan to accommodate the reporter’s deadline, so they won’t feel rushed and your interview will go more smoothly. A lot of print reporting is done by phone. If a reporter calls you at an inconvenient time, you can ask to reschedule for a more appropriate time. Also, prior to the interview, find out if the reporter is talking to anyone else about the story.
FROM THE FIELD

USING EDITORIAL BOARDS TO SHAPE PUBLIC OPINION

The idea of sitting across a table from a group of stern-faced editors could make any nonprofit administrator apprehensive. Volunteer Florida’s Wendy Spencer cautions against that response. “A lot of people are afraid of the words ‘editorial board,’ but I have found them easy to make and friendly to attend,” says Spencer.

Often, in Spencer’s experience, the “board” consists of just one writer, and the meetings last for about half an hour. Typically, the session will focus on “friendly issues,” but be prepared with facts and documentation about your programs. Explain what national service has done in your community and provide materials the publication can keep on hand for future reference. Spencer also suggests inviting people to go with you to provide different viewpoints, such as a local celebrity, the chamber of commerce chair, or a bank president, as well as a national service member.

Participating in an editorial board doesn’t mean that the newspaper will run an editorial on your organization the next day or the next week. But it does give you the chance to get to know the people who shape public opinion in your community.

REPORTERS: BUILDING AND MAINTAINING THE RELATIONSHIP

> **Choose a location.** You may want to ask the reporter to conduct the interview at your program office or project site, so they can observe your working environment. Print reporters are most likely to visit you on site, though television and radio reporters may want to do the interview on site to film footage or capture sound. In this case, you should carefully review which parts of your program site should be made available to the reporter. For some interviews, most often those for television and radio, you will be required to visit a studio. In this case, you should arrive early to prepare for the interview.

> **Wear the right clothing.** Since the reporters are interested in learning about your program and the people involved with it, you should dress as you would at your program office or project site to give them insight into your typical environment. For example, AmeriCorps members can wear their uniforms for interviews. All dress, however, should be conservative and neat.

> **Relax and focus.** Breathing exercises may feel silly, but they will go a long way toward helping you feel calm. Get to your location 10-15 minutes early and spend time practicing your core message points.

**General interview tips**

> Be enthusiastic
> Avoid jargon or technical language
> Maintain eye contact with the reporter
> Keep your answers succinct
> Nothing you say is “off the record”
> Never say “no comment”
> Don’t repeat negative words or inaccurate facts included in a reporter’s question
> Don’t worry about repeated questions
> If you don’t know the answer to a question, say so
> If the answer is “no,” it’s ok to say “no”

**Special Tips for Broadcast Interviews**

Use a conversational tone. Avoid reading from your notes. This technique will help keep you relaxed and build rapport between you and the reporter.

Use your voice. Remember to change your tone to emphasize your message points. By using inflection, you can make the key ideas stand out.

Keep your answers brief. The average broadcast sound bite is 10-15 seconds. Stick to your three to five message points and then stop talking.

For taped stories, ask to do it again if you didn’t like your answer. If the interview isn’t live and you’ve fumbled an answer, tell the reporter you think you can do it better if they ask the question again. Reporters want the sharpest sound bite for their story, so they will often give you the chance to answer again.

Ask for water. If your mouth or throat gets dry, you will be glad it is there during the interview. But be careful. Drinking too much too quickly not only looks sloppy, it could send a message that you are uncomfortable.
Television Interviews

Wear the right clothes. Women should avoid wearing elaborate jewelry, neon-bright colors or clothing with repeating patterns. Men should not wear white or striped shirts.

Be aware of your posture. If you are sitting at a desk, keep your arms on the tabletop and do not tap your hands. If you are standing face-to-face with the reporter, keep your feet about shoulder-width apart and your hands at your side. If you are seated, don’t swivel in the chair or sway. The most important rule: be natural.

Never look at the camera. Keep eye contact with the reporter. Looking away or averting your eyes connotes that you are uncomfortable or untrustworthy. There is no need to talk down to the microphone—it will pick up your voice.

Be careful about nodding your head. Besides the fact that it looks jarring, it implies that you agree with what a reporter may be saying. Also, refrain from waving your arms during an interview. The camera angle is probably not wide enough to capture your movements.

Remain upbeat. Your compassion and commitment to your program is your best asset. Smile when appropriate. Stay focused and positive.

Consider wearing make-up or powder on your face. The bright lights of television will make you look paler than you are normally. If you are offered powder, take advantage of it. Avoid looking shiny on television.

Never frown. Television cameras tend to exaggerate facial expressions. A neutral facial expression can often appear like an angry or sad one.

Remember: The Corporation's Office of Public Affairs can help you with tips on potentially tough reporter questions. If in doubt, give us a call at 202-606-5000.

After the Interview

A small but important way to help build a relationship with a reporter is to send a short thank you note to the reporter who interviewed you and others who may have been involved, like a producer or the media outlet’s general manager. Express your gratitude for the interview and offer yourself as a resource to them in the future. If you have ideas for other stories, you could also include them in the note. And don’t forget to record your interview experiences in a media log for future use by you and your colleagues.
Public service announcements (PSAs) are a great way to work with local newspapers, and radio and television stations to communicate information about upcoming community events and service opportunities, as well as other information of benefit to the community. PSAs are noncommercial advertisements or announcements designed to educate the public about a specific issue or cause. Radio, television, and print outlets run them free of charge on behalf of the public interest. These messages must contain information beneficial to the community and cannot include controversial material.

PSAs can take a variety of forms and can be produced free of charge with a little thought and creativity. You should explore how PSA radio reader scripts, community calendar listings, and customizable print PSAs can be used year round to promote your program and activities.

**PSA READER SCRIPTS**

A PSA reader script is a short script that radio announcers read live on the air or record for later broadcast on a radio station. Most often, this type of PSA is used to fill open airtime with relevant announcements and messages that connect with the community.

**Writing style**

When writing a script, remember that broadcast copy is written and designed for the ear. Your broadcast copy should:

- Sound personal and have a sense of immediacy
- Be clear, concise, and conversational
- Contain pertinent, accurate information (correct date, phone number, names, and Web address where appropriate)
- Be written in the active voice and present tense whenever possible
- Use contractions, just as you would when talking
- Include information about how listeners or viewers can obtain more information (Web address or phone number where appropriate)

Your message should be simple and easy to understand the first time it is heard. One way to test your script for conversational tone is to read it aloud to someone else who is not already familiar with your message or event. Make sure there are no words that are hard to pronounce, and ask your “test audience” to repeat back to you the ideas or main messages they heard. Be sure to have someone carefully edit your script before it goes out the door, preferably someone unfamiliar with the subject.

**Length**

Stations follow tight schedules and often use reader scripts to fill unused airtime. If possible, provide stations with scripts of each of the following lengths, offering them choices to best fit their needs.

- 15 seconds – about 30 words
- 30 seconds – about 75 words
- 60 seconds – about 150 words

Appendix F has a sample PSA reader script.
COMMUNITY CALENDAR LISTINGS

When promoting an event, encouraging community members to attend is as important as engaging reporters to cover the story. A community calendar listing is a place where people can find out about upcoming events in their area. These calendar listings are posted free of charge, and are often printed in local newspapers or newsletters, posted on community websites, or broadcast on local radio and television stations. A listing gives a short description of the event; the location, date and time of the event; and contact information so people can obtain more details about the event.

PRINT PSAS

Print PSAs can be easily included in your print and online newsletters, and are a great way to reach out to local community papers with your message. They can be as simple as a box with your program logo, contact information and a short recruitment message, or more detailed to include a photo, body copy and other graphic elements. When designing a print PSA, there are a number of important tips to keep in mind:

> Consider your budget. Can you design something in house, or request design assistance from a program or community partner?

> Contact your community papers to find out if they will accept print PSAs, and what size and format they should be.

> Include your program logo, Web site address and phone number (if appropriate), and a short “call to action” (i.e. volunteer, come to an event, etc.). Remember, just like any other PSA, a print PSA must contain information that benefits the community.

> Refer to the Corporation for National and Community Service’s Graphic Standards Guide, located at www.nationalservice.gov, for guidelines on logo use, colors and other graphic elements.

Occasionally, the Office of Public Affairs at the Corporation for National and Community Service provides customizable print PSAs that can be used to support your efforts. These often leave room for local program logos and local contact information. You may request these products and localize them for use in your community.

GETTING YOUR PSA PLACED

Research Media Outlets

Before pitching a PSA to local broadcast and print outlets, find out about the media organization, its programming and its audience, especially any public service efforts in which the outlet is currently involved.

Determine Appropriate Contacts

When seeking free time or space for PSAs, begin by building a relationship with the appropriate contact at each outlet with which you want to work. To determine the appropriate contact, call and ask for the name of the public service director or community affairs director. When compiling your list of contacts, be sure to collect the following information:
FROM THE FIELD

PUSHING PSAS

The Economic Development Corporation (EDC) of Fresno County, California, an organization with four AmeriCorps*VISTA members, has developed a strategic partnership with KJWL, a local radio station. The partnership, which is in its third year, allows the station to regularly place public service announcements about the organization, and provides a unique opportunity for fundraising. EDC uses the station’s facilities to record high-quality PSAs. KJWL also provides free programming to EDC, which uses it to raise money and share information about its activities.

KJWL is a crucial component of EDC’s marketing strategy, according to Lydia Zabrycki, vice president of strategic initiatives. The station’s website features a link to the organization’s monthly newsletter, which helps raise awareness of activities.

According to KJWL’s owner, John Ostlund, the locally owned radio station wanted to find a way to differentiate itself from other stations. It decided that community involvement was a way to demonstrate commitment to the community and build goodwill. “We wrapped our arms around EDC a couple of years ago and started doing testimonials with their members,” he said. “We look at EDC as a wonderful marketing strategy, so we sponsor their breakfasts and some of their events.”

According to Zabrycki, “The EDC continues to benefit greatly from KJWL’s creativity. The ideas never seem to end and they are so easy to work with.”

Prepare Your Pitch

Pitch memos are your first line of communication with a media outlet. They introduce the outlet to your program, promote the role of volunteers in your community, and suggest how the station or newspaper can inform the community about your program or event. These memos will be the key to capturing the attention of a public service director.

Make Preliminary Calls

These initial calls give you a chance to double-check your contact information and build a rapport with public service and community affairs professionals. Always remember to keep these conversations short and to the point.

Seek PSA Placement Commitment

Often, the public service or community affairs director will not be able to commit immediately regarding the placement of your PSA. They might have to send it through a committee or wait for space to open up in their rotation. You may need to continue to call for several weeks to find out if your announcement will run.

Track Use of the PSA

Track your PSAs once they begin airing so that you know whether your community is being exposed to your messages, and whether placing PSAs is a tactic you will want to continue using. Tracking PSAs can be challenging. Media outlets often use PSAs as “filler,” running them when a paid spot is unexpectedly cancelled or during time periods that have not been claimed by advertisers. Do your best to keep track of where and when your PSAs are running.
Every year, thousands of stories about Senior Corps, AmeriCorps, and Learn and Serve America appear in the media. Almost all come from pitches made by staff or volunteers in local projects. Here are the ten most common ways that national service programs get media coverage. Try them all!

1. **Volunteer feature story** - The most common type of coverage about national service is a feature story about an individual volunteer making a difference. National service rarely generates breaking news, but every local program has powerful and moving stories about their volunteers and the people they serve. Find your most compelling story, get permission from the volunteer and service beneficiary to pitch your story, put the details in writing, and make a pitch to a columnist or feature writer in your local newspaper.

2. **Recruitment pitch** – Many news outlets are looking for ways to serve the public good, and all want to provide useful information for their readers and listeners. That’s why recruitment stories or announcements are easy to place. Many newspapers have a regular column on volunteer opportunities, or a community calendar where you can announce your recruiting event. But your recruitment message doesn’t have to be at the end of the newspaper. Try to get it on the front page by pitching a metro reporter about a community problem that your program is trying to solve and your need for additional volunteers.

3. **Grant announcement** – Grant announcements are an ideal time to get coverage, especially if you organize a press conference or site visit with a Member of Congress, mayor, or other elected official. While conveying the specifics of the grant, be sure to also raise it up a level and provide broader context about what your program does – and have real volunteers and beneficiaries on hand to talk about their experiences. This will encourage reporters to go beyond a short blurb about the grant and write a more in-depth profile of your project and its benefits to the community.

4. **Day of service projects** – The calendar is full of Days of Service, and every one of them is an excellent media opportunity. Whether it is Martin Luther King Jr. Day of Service, Make a Difference Day, National Volunteer Week, or something else, it’s easy to get coverage, especially if you have a large and visible community project. Make sure to organize a kick-off, lunch, or closing ceremony within a specific time period so that media can come to hear the speakers, and take photos for your website.

5. **Evaluation or accomplishment report** - We know national service programs get tremendous things done in communities, but sometimes it can be hard to demonstrate the final results. That’s why it’s important to share any evaluations or accomplishment reports with the media. Evaluations – especially if they are done by an independent party – are an attractive media “hook” because they summarize data about a program’s impact and validate what previously was known only by anecdote. Be sure to “piggyback” off of the national studies on service done by the Corporation – reporters like to have a local take on a national story.
APPENDIX A: TOP TEN WAYS TO GET MEDIA COVERAGE CONTINUED

6. **Letter to the editor or op-ed** – Letters to the editor are one of the most read sections of a newspaper, and they are easy to get placed – making them a perfect venue for your national service message. Remember to keep it short (150-200 words) and refer to an already published story. See Appendix J for more tips. Op-eds are more time consuming but also give you more column space to get your message out. Make sure your op-ed is timely, well-written, and takes a particular point of view. Tips on writing op-eds are in the appendix section.

7. **Award or anniversary** – Volunteer recognition is not just an important retention tool, it also makes an excellent media pitch. Whether it’s a local volunteer recognition luncheon of Governor’s service award or a national honor such as a Spirit of Service award, be sure to let the media know about your outstanding volunteers. Invite VIPs such as elected officials or media personalities to give out your awards – they’ll feel good about doing it and you’ll boost your chances of coverage. If you aren’t already doing so, give out President’s Volunteer Service Awards – volunteers love them, and it raises visibility for the media. Information is at [www.presidentialserviceawards.gov](http://www.presidentialserviceawards.gov).

8. **Seasonal tie-in** – Holidays are excellent times to reach out to the press because they typically are slow news days. Reporters are always looking for stories about service and philanthropy around Thanksgiving, Rosh Hashanah, and Christmas. Use July 4th to show how your program encourages citizenship and patriotism. Organize a visit to a veterans home or conduct oral histories around Memorial Day or Veterans Day. Beyond holidays, look at the calendar for seasonal events such as the annual “back-to-school” time to highlight your education efforts. Commemorative days and months – such as National Mentoring Month or Older Americans Month – provide another useful media hook. Look them up at [www.whitehouse.gov](http://www.whitehouse.gov).

9. **Piggyback on a national story** – Many national news stories have a local angle. If the homeland security alert is elevated, you can pitch local volunteer efforts in public safety or disaster preparedness. If a big study is released on student achievement, you can demonstrate how local tutoring efforts have helped raise reading scores.

10. **Induction or graduation** – AmeriCorps inductions or graduations are very media-friendly. Invite a high profile speaker to speak, choose a symbolic or prominent location such as a state capitol, and invite the media.

If you have other tips on how you got great media coverage, please share them by sending an email to sscott@ens.gov.

DID YOU KNOW

Almost all stories about national service that appear in the media come from pitches made by staff or volunteers in local projects.
APPENDIX B: MEDIA RESOURCES FROM THE CORPORATION

The Corporation has a variety of tools and resources to help you reach out to the media and achieve your communication goals. From websites and newsletters to training and advice, we're here to help.

Websites

All of the Corporation's websites are chock full of information and ideas to help you conduct media outreach. Go to any of our sites (www.nationalservice.gov, www.seniorcorps.gov, www.americorps.gov, and www.learnandserve.gov) to find the following:

- **Press releases:** This is your best source for the latest news about national service. Our press releases cover everything from Congressional actions and funding availability to research reports and grant announcements.

- **News from the Field:** Service happens on the local level, and now you can get news about local developments in national service in this new section of our website that has a sampling of press releases from state commissions and programs from around the nation.

- **Stories of Service:** Service can have a profound impact – not just in the community, but on those who serve. This new section of our website has profiles and first person accounts about the joys and challenges of making a difference through national service. These can be used to recruit members and volunteers, offer reporters a glimpse of the importance of service, or highlight your own programs. We encourage you to submit your own stories to us for inclusion in this section.

- **National Service News:** Launched in 1995, this biweekly e-newsletter for people in service has news, program profiles, service heroes, and inspirational quotes from the field.

- **State Profiles:** Ever wonder how many AmeriCorps members are in your state? What Senior Corps projects you have? How much total funding comes from the Corporation? State Profiles can answer these questions and more. These reports list participants, sites, and funding for all national service projects in your state – a handy tool for working with media, funders, and elected officials.

- **Research:** Visit the research section of our website for the latest evaluations and research findings about national service. Reports such as the AmeriCorps Longitudinal Study or the Senior Companion Impact Survey provide a national context for your local project and give you an opening to talk to media in your area.

- **Photo library:** Need a photo for a brochure, news event, or presentation? Visit our photo library to browse over 150 photos of national service participants in action. If you see something you like, we'll send a high-resolution copy for your publication or website. It's free and easy.

MEDIA TIP

Join the National Service Communicators email group and receive press releases, weekly electronic press clippings about national service, advance notice of upcoming press opportunities, media tips, and more.
Communicators Network

In 2004, the Office of Public Affairs created an email distribution group for people in the national service network whose duties in whole or in part include communication. Members of the “National Service Communicators” email group receive press releases, weekly electronic press clippings about national service, advance notice of upcoming press opportunities, media tips and more. To join the network, please send an email to sscott@cns.gov.

Public Service Announcements: Learn about our latest PSA campaigns and access materials designed to help you implement activities to engage radio, television, and print media in your local community.

Staff

Have a question or needs some advice about working with the media? Call the Office of Public Affairs at 202-606-5000. While our staff is small, we’d be happy to answer your questions and direct you to resources that can help.
APPENDIX C: TIPS ON WRITING A PRESS RELEASE

The press release is the most widely used tool in obtaining media coverage—whether it’s print, radio, or television coverage. A press release should provide the news you want released to the media and read exactly how you’d like your news to be reported. Here are five basic tips on how to write a press release:

1. **Put your reporter cap on** – The press release should be written from a reporter’s perspective.
   Focus on the facts and provide as much information on what reporters (and their audience) want to know: who, what, where, when, why, and how.

2. **Use the “inverted pyramid”** – Be sure to organize your information in the “inverted pyramid” style of writing. Arrange your release so that the most important facts appear first, followed by supporting facts in the order of importance to your story. This is especially important because reporters always cut from the bottom up.

3. **Come up with a good headline** – The headline of your press release is what will either grab a reporter’s attention, causing them to read more, or give them reason to toss the release aside. Be sure to make it compelling so the reporter or editor takes notice.

4. **Focus on the lead paragraph** – The lead paragraph is the most important element of your release. It summarizes the news you are releasing and is meant to reel in the reporter. The lead should be kept short—no more than one to two sentences. Be sure you don’t bury your lead in the body of the press release. Other important elements of a press release include:

   > **Quotations** – Quotations from spokespeople bring your story to life and give your release a voice. Quotes allow you to state an opinion and editorialize your news. Always be sure to obtain sign-off from the person you are quoting.

   > **Notations** – It is customary to include the word “more” at the bottom of the first page of a release if it’s longer than one page. At the end of the press release, be sure to include one of the common end notations (### or -30-). This way, an editor knows that there is no more information.

   > **Boilerplate** – Don’t forget to include standard language to describe your organization at the bottom of every press release after the end notation. If you reference the Corporation for National and Community Service, be sure to use our boilerplate: The Corporation for National and Community Service provides opportunities for Americans of all ages and backgrounds to serve their communities and country through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. Together with the USA Freedom Corps, the Corporation is working to build a culture of citizenship, service, and responsibility in America. For more information visit www.nationalservice.gov.

5. **Proofread** – Always proofread a press release; do not rely on spell-check alone. It is helpful to have another person look over your press release before distributing it to media outlets.
APPENDIX D: TIPS ON HOW TO STAGE A SUCCESSFUL MEDIA EVENT

A media event involves inviting the media to a news conference or an activity (i.e., service event or fundraiser).

What should you think about when planning a media event?

> **What:** You should decide upon an event based on the message you want to get across to the media and the community, and your organization's resources. Hold a news conference if you have an announcement to make. If you want to get more people involved in your organization, plan a service event. However, you can certainly combine two types of events if you wish to accomplish a variety of things.

> **When:** Choose a date that works for the types of people you want to draw. For example, if you want families to participate, choose a weekend day. However, it is easier to get media involvement during the week, as newspaper, radio, and TV outlets only retain skeleton crews over the weekend. Keep in mind that the best time to schedule a media event is midday, ideally between 10:00 a.m. and 1:00 p.m.

> **Where:** Make sure to pick a location that is well-known and easily accessible. Holding your event in a central location, near the media, will help facilitate coverage. If you are holding a stand-up news conference in conjunction with a service activity, make sure the service activity serves as the backdrop to the event. Ideally, the location will add relevance. For example, hold the event near a city or town hall if you want to get the attention of elected officials. If you are thinking about holding your event outdoors, consider the weather. For example, a blazing summer sun may not be ideal for a news conference or a service event.

> **Who:** Your organization's activities should be the focus of the event. You can also work with other groups and agencies to demonstrate a community-wide effort. The media always takes an interest in the human side of an issue, so look for a person or family that has a positive story to tell about their community service experience with your organization. Consider inviting community leaders, such as the mayor, City Council members, faith leaders, or business leaders, to speak at a news conference.

What should the event look like?

> **Signage:** If you include a Corporation for National and Community Service logo with your local banner, it will reinforce the message that your organization is part of a nationwide service agency. Hang posters and banners in the most visible place possible. Cameras will want to get footage of the news conference or service event, and the banner should be in that shot. Display the banner: 1) behind speakers at a news conference; 2) behind or around a service event; or 3) in the entrance of the building where the news conference or other event is being held.

Template podium sign designs with both your organization's logo and the Corporation's logo should be placed within camera view on the speakers' podium.

> **Action and visuals:** Recruit people to get the word out and attend your event. You need a lot of people and activity to show that the event is a success. You'll want to show the media not only the important people at an event, but all of your organization’s volunteers and service participants.

Who should communicate your program’s core messages?

> **Spokespeople:** Assign one or two spokespeople to communicate the message at the event. Make sure that they have been briefed beforehand. They should be on hand to respond to the media, convey the messages, and describe your organization and the programs that you put forth. Consider recruiting the participation of a spokesperson who speaks other languages that are frequently spoken in your community. It is also important to include participants who have had positive experiences working with your organization.
Commemorating [X] Years of Service to the [X] Community

IN OUR COMMUNITY

• [PROGRAM] has provided [LIST SERVICES].
• [PROGRAM] volunteers have contributed [X] hours over [X] years.
• More than [X] people have been helped by [PROGRAM] over the past [X] years.
• Over the past [X] years, more than [X] people have volunteered their time and energy in the [CITY] community.
• Since [PROGRAM’S] inception in [YEAR], it has expanded to serve more than [X] people.
• In the next [X] years, [PROGRAM] plans to serve more than [X] people and continue to offer [SERVICES] in the community.

IN OUR STATE

[GET STATE SPECIFIC INFORMATION FROM THE STATE PROFILES AT WWW.NATIONALSERVICE.GOV]

ACROSS THE NATION

> Senior Corps
• More than 500,000 individuals volunteer through Senior Corps each year.
• More than 100 million volunteer service hours are contributed annually through Senior Corps.

> AmeriCorps
• More than 400,000 have served through AmeriCorps.
• More than 2,550 charities and nonprofits have participated in the program.
• More than $1 billion in AmeriCorps Education Awards have been earned by individuals serving in AmeriCorps.

> Learn and Serve America
• Learn and Serve America is the largest national funder and resource for service-learning programs. It supports thousands of teachers and programs that engage young people in service to their community as part of their education and development. This year, an estimated 1.8 million students participated in projects supported by Learn and Serve America.
[PROGRAM] Start Using: Upon Receipt
[ADDRESS] Stop Using: [DATE]
[CITY], [STATE] [ZIP CODE]

CONTACT: [NAME]
XXX-XXX-XXXX

(30 seconds)

[PROGRAM] is making a difference in our community.

In [CITY], [PROGRAM] is increasing the literacy rate by tutoring children and teaching adults how to read.

If you’re [PROGRAM AGE REQUIREMENT], you can become a [PROGRAM MEMBER] and make a difference in your community.

Help someone in need.


Log on to www.nationalservice.gov or call XXX-XXXX for more information.
MEDIA ADVISORY

[DATE]  

CONTACT: Name  
[PHONE]  
[E-MAIL ADDRESS]  

[LOCAL PROGRAM] Holds [TYPE OF EVENT] to Highlight [YOUR MESSAGE]  

[HIGHEST RANKING OFFICIAL/PARTICIPANT] will [DO WHAT AT EVENT] with community members  

OR  

Local community members join forces with [LOCAL PROGRAM] to [ACCOMPLISH WHAT IN THE CITY]  

This [DATE], more than [NUMBER OF VOLUNTEERS/MEMBERS/PARTICIPANTS] from [PROGRAM NAME], a grantee of the Corporation for National and Community Service, will [DESCRIBE SERVICE EVENT].  

Since 1994, the Corporation’s Senior Corps, AmeriCorps, and Learn and Serve America programs have engaged millions of Americans of every age and walk of life in volunteer service to meet vital needs in communities throughout the country. [LOCAL PROGRAM] has provided [LIST SERVICES] and engaged more than [X] volunteers in service to the community.  

In [STATE/COUNTY/CITY], [LOCAL PROGRAM] will [EXPLAIN YOUR REASON FOR HAVING EVENT – GAIN MORE VOLUNTEERS, MARK A SUCCESS, CELEBRATE SERVICE, ETC.]. Members of the community are invited to attend and participate.  

> What: [EVENT/SERVICE ACTIVITY] to:  
  • [DESCRIBE SERVICE EVENT]  
  • Provide information about [LOCAL PROGRAM] to interested individuals  
  • Link [LOCAL PROGRAM] to the Corporation for National and Community Service  

> Who: [HIGHEST RANKING SPEAKER/PARTICIPANT]  
  • [PROGRAM DIRECTOR]  
  • [NUMBER OF VOLUNTEERS] volunteers from [LOCAL PROGRAM]  

> Where: [ADDRESS AND DIRECTIONS]  

> When: [DATE AND TIME]
[DATE] Contact: Name

[LOCAL PROGRAM] celebrates community service with [TYPE OF EVENT]
and highlights involvement with the Corporation for National and Community Service

[HIGHEST RANKING SPEAKER/PARTICIPANT] participates in [ENTER EVENT] with community members

OR

Local community members join forces with [LOCAL PROGRAM] to [ACCOMPLISH WHAT IN THE CITY]

[CITY, STATE]—To [DESCRIBE REASON FOR HOLDING EVENT], more than [NUMBER OF VOLUNTEERS] volunteers from [PROGRAM NAME], a program funded by the Corporation for National and Community Service, have come together today to [DESCRIBE SERVICE EVENT/ACTIVITY].

[HIGHEST RANKING SPEAKER/PARTICIPANT] joined the [EVENT/SERVICE ACTIVITY] on [DATE] to [DESCRIBE INVOLVEMENT]. Other participants included [NAME ADDITIONAL PARTICIPANTS].

“For [ENTER YEARS IN EXISTENCE] years, [PROGRAM NAME] has helped [LOCAL COMMUNITY] to [DESCRIBE APPROPRIATE ACTIVITIES AND HIGHLIGHT ACCOMPLISHMENTS],” said [HIGHEST RANKING SPEAKER/PARTICIPANT]. “Thanks are due to the Corporation for National and Community Service, which funds [LOCAL PROGRAM].”

Across the country, the Corporation for National and Community Service’s participants in Senior Corps, AmeriCorps, and Learn and Serve America have done tremendous good for our nation. They have improved the lives of millions of our most vulnerable citizens by helping children learn to read, caring for the frail elderly, rebuilding communities struck by disasters, transforming failing schools, and revitalizing communities. They have done this both through direct service and by mobilizing millions of additional volunteers.

“[LOCAL PROGRAM] volunteers serve our community with tremendous dedication and enthusiasm,” said [PROGRAM DIRECTOR]. “Without their assistance, we would not be able to provide the services vital to the health and well-being of our community.”

###

[LOCAL PROGRAM BOILERPLATE]
The Corporation for National and Community Service provides opportunities for Americans of all ages and backgrounds to serve their communities and country through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. Together with the USA Freedom Corps, the Corporation is working to build a culture of citizenship, service, and responsibility in America. For more information, visit www.nationalservice.gov.
An opinion editorial (op-ed) is an opinion expressed in writing to be published by a newspaper. A person of authority on the subject or a person with a vested interest typically signs the op-ed. It is an excellent method to express an opinion to a large number of people and emphasize the importance of an issue in a timely fashion. When submitting an op-ed, select the appropriate signatory, such as your executive director or a prominent member of the community, and submit it to the editorial page editor of your local newspaper.

Below is a sample op-ed. Consider incorporating information about your local program or community in the section indicated below.

TRADITION OF SERVICE

President Harry Truman once said that the highest office in the land is that of citizen. Indeed, there is no role more vital and no ingredient more essential to the health of our democracy than citizenship. The United States was built by citizens who participated in, cared about and dedicated their lives to building a strong and solid foundation for this country. It is service to our neighbors, our communities and our nation that has made this country strong and compassionate. We have a rich tradition of service and volunteering and have long fostered a culture of citizenship and service in people of all ages.

And so it is with the goal of continuing the tradition of service in this country that the Corporation for National and Community Service celebrates its network of service programs nationwide. Local organizations are comprised of participants from Senior Corps, a program that provides older adults with the opportunity to serve, Learn and Serve America, a service-learning program for high school students, and AmeriCorps, which was created to provide opportunities for a lifetime of service.

Since the Corporation was started 10 years ago, volunteers in Senior Corps, AmeriCorps, and Learn and Serve America have made a tremendous impact in communities across this nation. Through service, their own lives have been changed as they improve the lives of countless others—helping children learn to read, caring for the frail elderly, rebuilding communities struck by disasters, transforming failing schools and revitalizing communities. The Corporation, together with its tens of thousands of local, state and national partners, has
strengthened America’s nonprofit sector, created a national infrastructure for community service and volunteering, and fostered a culture of citizenship and service.

[INSERT LOCAL PROGRAM INFORMATION, DESCRIBE SERVICE ACTIVITIES AND HIGHLIGHT IMPACT ON COMMUNITY]

However, we find ourselves at a critical juncture. Civic participation is decreasing. Participation in clubs and civic organizations has been cut by more than half over the last 25 years. Involvement in community life is down by 35 percent over the last 25 years. Now, more than ever, it is critical to support the work of the Corporation and its programs, which have created meaningful ways for millions of Americans of all ages and backgrounds to serve their communities and country. These millions of Americans serve as inspiration to others and actively recruit others to give back to their communities.

We need a renewed commitment to the ideals and actions that make our country great. Inaction is not an option. We must seize the moment, motivate ourselves, and encourage others to become active in our communities, our government and our society. We must explore a vision for the future where national service and civic participation are the common expectations and experiences of every American.

Robert F. Kennedy once said, “Few will have the greatness to bend history; but each of us can work to change a small portion of the events, and in the total of all these acts will be written the history of this generation.” Our work must begin now, with each and every individual making a commitment to a lifetime of service.

###
Writing a letter to the editor of your local newspaper is an excellent way to leverage a current news event in your community. The letter allows you to generate a second day of news coverage for the event or activity and/or draw attention to your local service program.

A letter to the editor is typically sent in response to an article or opinion piece that appeared in the newspaper. Referencing the already published article will increase the likelihood of your letter getting placed. The letter should be approximately 150-200 words and should be sent via e-mail or regular mail to the editor of the opinion or editorial page. You may call your local paper or access its website to determine the appropriate contact. Sometimes, the contact for submission will be published in the newspaper.

Below is a sample letter to the editor. You will note that it is very important to customize the letter and include details about your local program.

Dear Editor:

I would like to commend [LOCAL PROGRAM] for holding [DESCRIBE RECENT EVENT AND ANY SIGNIFICANT ACCOMPLISHMENTS], [REFERENCE ARTICLE ON LOCAL EVENT REPORTED IN LOCAL NEWSPAPER]. It is events like these that keep our community strong and encourage others to help their neighbors in need.

For hundreds of years, volunteers across the country in programs like [LOCAL PROGRAM] have done tremendous good for our nation. Programs like Senior Corps, AmeriCorps, and Learn and Serve America, administered by the Corporation for National and Community Service, have improved the lives of millions of our most vulnerable citizens by helping children learn to read, caring for the frail elderly, rebuilding communities struck by disasters, transforming failing schools and revitalizing communities.

As we honor the hard work [LOCAL PROGRAM] is doing in our community, it is an opportune time to recognize all past and present volunteers, and those who will volunteer in the future. It is a time to rededicate ourselves to our mission to serve, and explore a vision for the future where national service and civic participation are the common expectations and experiences of all Americans.

Sincerely,

[PROGRAM DIRECTOR]
**APPENDIX K: SAMPLE MEDIA SIGN-IN SHEET**

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<tr>
<th>Name</th>
<th>Outlet/Organization</th>
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A GUIDE TO WORKING WITH THE MEDIA
Ending Service Early

Members may be released for cause or for compelling personal circumstances.

Release for Cause
A release for cause encompasses any circumstances other than compelling personal circumstances that warrant an individual’s release from completing a term of service. This includes anything from disciplinary removals to the Member’s decision to leave for any reason that is not a compelling personal circumstance, such as:

- Member has dropped out of the program without obtaining a release for compelling personal circumstances from an appropriate program official;
- Member has been convicted of a violent felony or sale or distribution of a controlled substance during service;
- Member has committed 3rd or 4th offense under the Program’s Rules of Conduct; or
- Member is unable to fulfill duties of service as described in the Host Agency placement, despite repeated training opportunities and appropriate supervision.

If a Member is released for cause,

- The Member will not receive any portion of the education award or any other payment from the National Service Trust, including loan forbearance.
- An individual released for cause must disclose this fact in any subsequent applications to participate in AmeriCorps programs. Failure to do so disqualifies the individual for an education award, regardless of whether the individual completes a term of service.

No Automatic Disqualification if Released for Cause: A release for cause covers all circumstances in which a Member does not successfully complete his/her term of service for reasons other than compelling personal circumstances. Therefore, it is possible for a Member to receive a satisfactory performance review and be released for cause. For example, a Member who is released for cause from a first term for personal reasons (e.g. s/he has decided to take a job offer), but who otherwise was performing well up until the time s/he decided to leave, would not be disqualified for a second term as long as s/he received a satisfactory performance evaluation for the period s/he served.

Release for Compelling Personal Circumstance
These circumstances include:

- Serious disability, injury or illness;
- Serious injury, illness or death of an immediate family Member;
- Military service obligation;
- Acceptance of an opportunity to make the transition from welfare to work; or
- Other circumstance that make it impossible or unreasonably difficult to complete service and that the Program deems compelling.

If a Member is released for compelling personal circumstance (as determined by the project director) and has served at least 15% of her/his term, s/he may be eligible for a prorated award based on the number of service hours s/he has completed.

If a Member is released for cause or compelling personal circumstance, s/he must complete the following documentation:

- Exit Form;
- Exit Survey; and
- Resignation letter from the Member describing the terms of separation.
Member Prohibited Activities

The AIDS United AmeriCorps Program is generously funded by the Corporation for National and Community Service (CNCS) using federal funds. Therefore, Member activities are, by law, regulated and monitored. Members are prohibited from performing the following activities when accumulating Member service or training hours, while representing the AIDS United AmeriCorps Program, wearing AmeriCorps gear, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and Members may not engage in the following activities (see 45 CFR § 2520.65):

Types of Service

- Displacing employees or volunteers;
- Assisting in abortion services or referrals to abortion services;
- Handing out hypodermic needles to clients;
- Handing out condoms on public school property;
- AmeriCorps Members may assist their organizations with major fundraising efforts no more than 10% of their total term of service. CNCS policy permits fundraising by AmeriCorps Members to the extent that such activities:
  - Raise resources directly in support of the program’s service activities;
  - Examples of fundraising activities AmeriCorps Members may perform include, but are not limited to, the following:
    - Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
    - Writing a grant proposal to a foundation to secure resources to support the training of volunteers;
    - Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
    - Securing financial resources from the community to assist in launching or expanding a program that provides social services to the Members of the community and is delivered, in whole or in part, through the Members of a community-based organization;
    - Seeking donations from alumni of the program for specific service projects being performed by current Members.
  - AmeriCorps Members may not:
    - Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
    - Write a grant application to CNCS or to any other Federal agency.
- AmeriCorps Members may serve no more that 20% of total service hours receiving training (offered by AIDS United, the Operating Site/City Supervisor, or the Host Agency);

Political Activities

- Participating in efforts to influence legislation, including lobbying for your programs;
- Organizing a letter writing campaign to Congress;
- Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
• Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
• Printing politically charged articles in a Corporation for National and Community Service-funded newsletter or listserv;
• Taking part in political demonstrations, rallies, or protests, or signing petitions;
• Engaging in any efforts to influence legislation, including state or local ballot initiatives;
• Voter registration drives;
• Otherwise providing a direct benefit to a partisan political organization;

Union Activities
• Organizing or participating in protests, petitions, boycotts, or strikes;
• Assisting, promoting, or deterring union organizing;
• Impairing existing contracts for services or collective bargaining agreements;
• Otherwise providing a direct benefit to a labor union;

Religious Activities
• Engaging in religious instruction;
• Conducting worship services;
• Providing instruction as part of a program that includes mandatory religious instruction or worship;
• Constructing or operating facilities devoted to religious instruction or worship;
• Maintaining facilities primarily or inherently devoted to religious instruction or worship;
• Engaging in any form of religious proselytizing;

Safety
• Activities that pose a significant safety threat to others;

For Profit Businesses
• Placement of Members with for-profit businesses as part of the education and training component of the program; and
• Providing assistance to a business organized for profit;

Non-Profit Businesses
• Benefiting a non-profit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying.

AmeriCorps Members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.
Mandatory National Days of Service and AIDS Awareness Days

Mandatory National Days of Service
AIDS United AmeriCorps Members are required to participate with their teams in four National Days of Service that increase awareness and visibility of AmeriCorps and HIV/AIDS. These days of service are excellent opportunities for your team to collaborate with other AmeriCorps programs, AU AmeriCorps Alumni, and State commissions. Begin planning early!

- 2013-2014 Mandatory National Days of Service are listed below.
- Teams are required to share one story for each Mandatory National Day of Service on the AIDS United AmeriCorps blog. For ideas on what to write, please refer to your Member manual and past blog entries.

<table>
<thead>
<tr>
<th>Service Event</th>
<th>Date</th>
<th>Reporting Deadline</th>
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<tbody>
<tr>
<td>Make a Difference Day</td>
<td>October 26, 2013</td>
<td>Friday, Nov. 8, 2013</td>
</tr>
<tr>
<td>World AIDS Day*</td>
<td>December 1, 2013</td>
<td>Friday, Dec. 13, 2013</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day of Service</td>
<td>January 20, 2014</td>
<td>Friday, January 31, 2014</td>
</tr>
<tr>
<td>AmeriCorps Week</td>
<td>May 9-17, 2013 (2014 dates TBD)</td>
<td>Friday, May 30, 2014</td>
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- Please ask your City Supervisor for local participation requirements. World AIDS Day is a great opportunity to invite AU AmeriCorps Alumni to be a part of your event. Start thinking about how you can involve local alumni in your WAD activities!

National AIDS Awareness Days
In addition, AIDS United AmeriCorps Members are encouraged to participate in National AIDS Awareness Days, either individually or with your team. Please see your City Supervisor for local requirements.

- September 18  National HIV/AIDS and Aging Awareness Day
- September 27  National Gay Men's HIV/AIDS Awareness Day
- October 15    National Latino HIV/AIDS Awareness Day
- February 7    National Black HIV/AIDS Awareness Day
- March 10      National Women and Girls HIV/AIDS Awareness Day
- March 20      National Native HIV/AIDS Awareness Day
- May 19        National Asian and Pacific Islander HIV/AIDS Awareness Day
- June 8        Caribbean American HIV/AIDS Awareness Day
- June 27       National HIV Testing Day
Story Telling Guide For National Member Blog

We need your help to provide great stories that convey our program’s success to keep this program funded in the future. Teams decide (using any process that works best for them) how “story tellers” are selected. If you are selected by your team to write a story, please be conscious that AIDS United hopes to use your story in a report.

Posting to the Blog
You will receive an email during your first month of service inviting you to join the AIDS United AmeriCorps Blog where you can share your stories of service and read the service stories of other teams. ***Please include a photo or video of your team participating in the event! We cannot post pieces without photographs. If you have problems or issues uploading your photos to the blog post, email your photos to AU Communications Director Rob Banaszak, rbanaszak@aidsunited.org.***

Schedule: Mandatory National Days of Service

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Content
Stories should communicate your passion to service while not disclosing names of clients. Focus stories on positive aspects of service and lessons learned from any challenges. Length is not as important as quality but a 500-800-word piece is the most readable length.

When you are writing/thinking of your piece, keep these questions in mind:

1. What was your project? Why did you choose it?
2. Who were your volunteers for the project? Who were your partner organizations?
3. How did you and your project make a difference in your community?
4. What did you learn about yourself? Your team? Your community?

For questions about your creating your blog, email AU Communications Director Rob Banaszak, rbanaszak@aidsunited.org, or call him at (202) 408-4848, x214.
Topics and Tips for Planning Fifth Days

**TOPIC: AU Paperwork (Tracking Forms and Timesheets)**
*TIP*: Incorporate this topic into your first team day to insure all Members understand how to fill out and submit forms.

**TOPIC: Group Norms and Team Expectations**
*TIP*: Use this meeting to discuss expectations for Members before problems arise (i.e., participation in team days, weekend service, modes of communication, etc.).

**TOPIC: Creating a Fifth Day Schedule**
*TIP*: Consider creating a calendar for each teammate to record who will take the lead in planning Team Day events each week and National Day of Service activities for the year. This is also a good time to decide who will write and share service stories with AIDS United.

**TOPIC: Participate in a Group Training**
*TIP*: AU funding may be available for some team trainings. Ask your City Supervisor for more details.

**TOPIC: Invite a Special Speaker to talk to your team on a topic of mutual interest**
*TIP*: Useful topics might include presentations on the local HIV epidemic, setting boundaries with clients, or tips for recruiting volunteers. Your City Supervisor can be a useful resource for helping you identify trainers in your community.

**TOPIC: Long-Term Project Planning**
*Tip*: Start thinking about possible projects well before the winter holidays.
“So I’m Planning a Fifth Day…."

- Begin planning early. Use the Fifth Day Planning Form and share it with your team before the event.

- Consider your team’s protocols around planning Fifth Days.

- This is your day to share a special interest with your team. Share your personality, knowledge, and/or pastimes. Decide what you want to share then determine how best to do that.
  - Is there an organization you have enjoyed volunteering with in the past?
  - Is there a topic of interest you want to share with your team?

- If you will design a Fifth Day that does not work with an organization, decide:
  - Where your team will meet;
  - What materials you will need;
  - How long your activity or presentation will take;
  - How will you get your team engaged and interested; and
  - How this Fifth Day relates to service (e.g., it is service, it prepares Members for service, you will integrate it into your Long-Term Project, etc.)

- If you will work with an organization:
  - Touch base with the Team Coordinator and City Supervisor to see if there is feedback from last year’s team about the organization, how long the team check-in/meeting will take, how many team Members will attend that Fifth Day, etc.
  - Contact the site and determine one main organizational contact person with whom you will make all arrangements. This may be a designated volunteer coordinator at some sites but it may be a project manager or executive director at others.
  - Explain the nature of AmeriCorps and Fifth Days to the contact person. Then, find out:
    - Exactly what services are needed, if any;
    - How many people the organization can accommodate, in terms of space;
    - Whether there will be enough work for 5-12 team Members for eight hours of service.
  - If you are confident that the organization has enough work for the team for the day, then great! If not, talk to the Team Coordinator to see if there are other agencies doing similar work in the region or brainstorm ways to fill the eight-hour day.
Take care of particulars:

- The date, exact times, and work required;
- Directions, parking, mass transit, building entry information;
- Name of person to ask for on the day of the project (hopefully someone who can give an overview of the organization and its target population);
- Dress for the day;
- Lunch arrangements (Is the organization able to provide lunch for 6 omnivores and 6 vegetarians? If not, are there places to eat nearby or should team Members bring a lunch?);
- Availability of space for team to have lunch and a check-in (approximately one hour);
- Timeline for the day’s tasks and activities; and
- Designating a team Member who will bring her/his camera and take photos.

Discuss all plans and changes of plans with the Team Coordinator.

Plan creatively and carefully but be flexible. You are the organizer/mastermind/director for the day so have fun with it! As always, reach out to your team for feedback and help whenever you need it.
Fifth Day Planning Form

**Event Basics**

Event Date
Start Time _______ End Time _______

Agency Name
Agency Description
Contact Person/Title / Phone
Email

Address/Event Location
Travel Directions

**Agenda**

Agency Tour? _____ Yes _____ No
Service Description

**Dress** _____ AmeriCorps Gear

**Food**

_____ Agency will provide lunch.
_____ Team needs to pack lunch to eat there.
_____ Reasonably priced restaurants are nearby.

**Back up plan: What can we do if we end early?**

_____ Agency has a meeting room we can use.
_____ We can relocate to a public space nearby for debriefing.
_____ We will have to wing it because there is nowhere nearby.

**Things to bring**


**To Do/Notes**


Long-Term Project Overview

AIDS United AmeriCorps Long-Term Projects have a lasting effect on the community not only by promoting volunteerism but by raising community awareness of HIV/AIDS and establishing an AmeriCorps legacy in the host city. They provide an opportunity for a broader impact beyond Host Agencies and HIV/AIDS issues, and also build interagency and organizational collaboration among diverse organizations addressing a variety of community needs. Teams also work on Long-Term Projects and special events in their communities that require the mobilization of local volunteers.

Project content, design, planning, and implementation are entirely the decision of team Members. Though projects generally come into fruition during the last two quarters of the year, team planning around Long-Term Projects is encouraged to begin as early as possible. To give you some examples of past Long-Term Projects, highlights from the 2011-2012 teams are provided below.

**Team Albuquerque/Santa Fe**
Team New Mexico created a series of three public service announcements about HIV. The main goal of the team’s long term project was to increase the public’s knowledge of and awareness about HIV/AIDS, HIV prevention, and testing services. They created one PSA that provided HIV/AIDS information and prevention messages directed to the general population of New Mexico and included people from all racial, ethnic, age, and gender groups that are represented in the state. They also created PSAs that specifically targeted Native American populations and Latino men who have sex with men. Both of these populations were identified as being at high risk of HIV infection according to the New Mexico Department of Health’s 2010 Annual Surveillance Report.

**Team Indianapolis**
Team Indy built a wellness garden on the east side of the city for clients of local AIDS service organizations, their family and friends, and those working in the HIV field in order to foster collaboration, creation, and a therapeutic outlet. The wellness garden includes artwork and group projects drawn from the experiences of clients, patients, support group Members, and volunteers affected by HIV, as well as a wellness path, group activity area, and a mural. The garden incorporates the seven dimensions of wellness – physical, environmental, intellectual, social, emotional, occupational, spiritual – that are all a part of healthy living.

**Team New Orleans**
Team NOLA hoped to engage at least 200 African American young adults as young as eighteen years old, whether through testing, disseminating safer sex materials, activities, or information sharing. Their Long-Term Project event was a concert with three of the most popular local bounce artists. Before and throughout the event, the team provided safer sex materials, free HIV testing, and basic knowledge about HIV and condom use. Additionally, through other activities, advocacy, and the engagement of popular music artists, the team hoped to reduce stigma surrounding HIV testing and condom use.
Long-Term Project Planning Tool

Weather you are preparing for a single event or one that is accomplished over many weeks, there are a number of planning items to consider. Please keep the following list in mind as you move forward with your Long-Term Project. While it is not comprehensive, it should help get your ideas flowing.

Pre-Planning
- Did last year’s team prepare/leave any resources?
- Who is the target community or recipient of service?
- What are the community needs?
- How will community needs be assessed?
- What is the desired impact of the project?

Project Design Basics
- What is the project?
- When will it take place?
- What are the specific project goals?

Location
- Where will the event be held?
- What transportation needs to be arranged to arrive at the location?

Food
- What, if any, food or beverages will you serve at the event?
- Do you have authorization to have food at the venue?
- Who will provide food?

Partnerships
- What organization(s) or corporation(s) will you partner with? How will they benefit?
- How will alumni, volunteers, or elected officials be identified and engaged?
- What are the alumni and volunteer roles?
- How will donors be attracted to collaborate?
- How will partners be recognized and appreciated?

Media
- How will you advertise your event?
- Will you attract media to attend your event?
- How will online media, such as social networking sites, help promote your project?

Production
- Will there be entertainment?
- What equipment will be required?
- How will the venue be set up?

Teamwork
- How often will the team meet to plan and implement the project?
- How will the team work together effectively?
- What expectations are there for working together?
- How will Member roles be divided and coordinated?
- How can the service project planning and implementation be more fun?

Reflection
- How will your team reflect on the service project?
- When will your team reflect on the service project?
- How will you communicate the service project outcomes across teams and with AIDS United?
- How will you share your resources or lessons learned with next year’s team?
Long-Term Project Form

*Please complete and return to AIDS United at americorps@aidsunited.org by March 28, 2014*. Fill in the gray boxes below; they will expand to allow as much space as you need.

City or Team Name:

Project name:
Project date(s):
Project location(s):
Alternate plan in the event of inclement weather:

- What are the specific project goals?
- Who is the target audience or recipient of service?
- How many volunteers do you hope to engage?
- How many attendees do you hope to attract?
- How have community needs been assessed?
- What impact will the project have on the community?
- If you expect to raise donations, what amount of cash and in-kind funds do you hope to raise? Cash: In-kind:

Publicizing your project is a means of building support for your program and increasing your likelihood of success. Taking the time to communicate with the public helps attract resources from your community, including volunteers, sponsors, and funding, and helps educate people about your program.

- How will the project be communicated to the public?
Guidelines for Long-Term Project Expenses & Reimbursement

Please use the following guidelines to request reimbursement for Long-Term Project expenses.

1. All requests, up to a maximum of $400.00 per team, must be submitted in writing and accompanied by original, itemized receipts along with the signature of the team Member (payee) requesting reimbursement. Please include a description of the purchase and its purpose in the Long-Term Project. We will only accept original receipts. Please mail your expense reimbursements and receipts to:

   AIDS United AmeriCorps Program Manager
   1424 K Street, NW
   Suite 200
   Washington, DC 20005

2. You may submit receipts at any time; however, expense reimbursements will be paid once per month. Checks will be sent out by the 15th of the month following submission. All reimbursements must be submitted to AIDS United no later than Friday, July 11, 2014.

3. Only expenses are directly related to your project are eligible for reimbursement. These include but are not limited to materials and supplies, fees for any services, promotion, marketing, room or equipment rentals, and transportation for your event. Food and beverage expenses for team LTP planning meetings are not allowable. However, if food or other refreshments are an integral part of your Long-Term Project event, then you may submit these for reimbursement. Alcohol is not eligible for reimbursement at any time. Should you have any questions about eligible expenses, please contact the AIDS United AmeriCorps Program Manager.
AIDS United AmeriCorps Program
City Supervisor Position Description
2013-2014

The City Supervisor is an integral component of the AmeriCorps Program, overseeing team activities, and acting as a coach and mentor to the Team Coordinator, in particular.

Specific responsibilities of the City Supervisor include, but are not limited to the following.

**Member Recruitment, Retention, and Training**
- Review potential Member applications, interview applicants, and select Members.
- Identify local training resources for the team.
- Recommend suspension/release of Member(s).
- Manage Member Host Agency placement changes.
- Provide ongoing support, guidance, and counseling to the AmeriCorps Team.
- Meet on a weekly basis with Team Coordinator to listen, coach, problem-solve, and foster leadership development.
- Ensure adequate supervision and work space for all team Members.
- Monitor the progress of AmeriCorps Members by conducting site visits and providing written and verbal feedback.
- Act as liaison between Members and Host Agencies to foster clear communication.

**Host Agency Recruitment, Retention, and Training**
- Recruit and select Host Agencies.
- Train Host Agency staff yearly.
- Provide AmeriCorps 101 training/information to staff and board Members at Host Agencies.
- Provide Host Agencies with ongoing technical assistance (i.e., conference calls, meetings, email communication).
- Provide ongoing support and training to Host Agency supervisors regarding AmeriCorps, supervision of Members, and the goals of the AIDS United program.
- Monitor the progress of Host Agencies by conducting site visits twice per year and providing written and verbal feedback.
- Act as liaison between Members and Host Agencies to foster clear communication.

**Interface with AIDS United**
- Raise the local match amount for AmeriCorps Members.
- Attend the national Pre-Service Training.
- Distribute/collection all paperwork required by AIDS United.
- Communicate with AIDS United program staff regularly to ensure ongoing updates regarding the program at the community level.
• Participate in reporting requirements for both AmeriCorps and the AIDS United AmeriCorps program.
• Participate in ongoing planning and evaluation of the program with AIDS United and other City Supervisors via email and conference calls.
• Inform AIDS United of changes in Host Agency supervisors.
• Ensure program and financial records and reports from Members and Host Agencies are maintained in locked program files at the Operating Site and submitted on a timely basis to AIDS United.

Other
• Communicate and collaborate with the local AmeriCorps State Commission and regional programs.
• Represent AmeriCorps and the AIDS United AmeriCorps program and raise public awareness.
AIDS United AmeriCorps Program
Team Coordinator Position Description
2013-2014

The Team Coordinator is a vital link in communications, planning, reporting, and relationship maintenance of the AIDS United AmeriCorps Program. In addition to the responsibilities outlined below, the Team Coordinators will also have a position description specific to their responsibilities at their Host Agency and must also fulfill all other Member requirements.

Required Skills
Will have demonstrated leadership and facilitation experience and the ability to motivate and encourage others. S/he will be comfortable using the internet and email applications. S/he will have the ability to respond promptly to all requests for information.

Reports To
AIDS United Staff
City Supervisor

Supervisory Responsibilities
The Team Coordinator will have neither direct supervision nor disciplinary authority over other AmeriCorps Members.

Primary Responsibilities

1. Program Liaison
   a. Establish and maintain mutual understanding and cooperation between AIDS United staff, local AU AmeriCorps Program team Members, and the local City Supervisor throughout the service year.
   b. Build relationships with local HIV/AIDS organizations, other regional AmeriCorps programs, and state-based Service Commissions as a representative of AmeriCorps, AIDS United, the local Operating Site, and the local AU AmeriCorps Program team.

2. Communication
   a. Maintain weekly exchange of information with the local City Supervisor and local AU AmeriCorps Program team Members regarding team activities.
   b. Maintain monthly and ongoing exchange of information with AIDS United staff via email and telephone.
   c. Participate in all Team Coordinator conference calls at designated times each month.
   d. Contribute to Team Coordinator discussions via email, blogs, and other communications media.
   e. Research, plan, and conduct one training session during a Team Coordinator conference call.
   f. Provide team with updates from the local City Supervisor and AIDS United staff.

3. Planning and Coordination
   a. In conjunction with City Supervisors, establish a Fifth Day calendar for the year in which all team Members rotate responsibilities in planning Fifth Day activities.
   b. Assess training needs of the team and arrange for team-based trainings in consultation with City Supervisor.
c. Plan team meetings, including the rotation of meeting facilitation responsibilities among all Members.

4. Monitoring and Reporting
   a. Monitor and record attendance during all Fifth Days; report attendance at mid-year and end-of-year to AIDS United staff.
   b. Collect and aggregate team Tracking Forms and email to AIDS United staff by the 10th of each month.
   c. Send monthly reminders to all Members to complete Timesheets and Tracking Forms by the 5th of each month.
   d. Connect with each Member each month, providing coaching, guidance, and support.
   e. Meet with Members, Host Agency supervisors, and the local City Supervisor to review the objectives for all team Members’ placements within the first two weeks of the program.
   f. Participate in site visits with local City Supervisor upon request.
Photo Consent Form and Release

DATE: ____________________________

AIDS United
1424 K Street NW Suite 200
Washington, D.C. 20005

AIDS UNITED has requested permission to use my name, biographical or occupational description, phrases regarding me (or incidents or anecdotes concerning me substantially as set forth in an attachment which is made a part of this release), portrait, picture, likeness, or voice or any or all of them, in a recording, videotape, television production or reproduction, sound track recording, film strip, still photograph, CD-ROM, DVD, on an Internet site or otherwise.

I hereby grant to AIDS UNITED, its successors, assigns and anyone acting under its authority or permission the right to make originals where appropriate and to use for any lawful purpose (including publicity and other trade purposes) throughout the world and reproduce at any time in any form or manner and to copyright any of the items referred to in the preceding paragraph.

I hereby release AIDS UNITED, its successors and assigns of and from any claim which I might otherwise have as a result of any such use, copyright or publication.

NAME: ____________________________________________

SIGNATURE: ____________________________________________

Adult________

Minor________

**IF A MINOR, SECOND SIGNATURE REQUIRED:**

NAME: ____________________________________________

SIGNATURE: ____________________________________________

Parent________

Guardian________

ADDRESS: ____________________________________________

CITY, STATE, ZIP: ____________________________________________

TELEPHONE: ____________________________________________
Promote Your Work

You have identified your needs, audience, and the story you want to share. You have created a plan for how, when, and where to tell your story. Now, depending on the method you have chosen to use to tell your story, you will need to promote your events or activities to your audience. Following are three suggestions for promoting your events and activities:

- **Traditional Media**
- **Social Media**
- **Low-tech Ways to Spread the Word about AmeriCorps Service**

These methods can be used to both promote your events and tell your AmeriCorps story.

**Use Traditional Media**

One way to tell your AmeriCorps story is to get traditional media to do a story about your AmeriCorps program and its members. If you are doing an event, the media is also a great way to let potential participants know what’s happening. Many radio and TV stations, including public access cable channels, have local public affairs programs during which they will share information about upcoming events of interest to the community.

If you want to approach the media, you will need to be ready with a compelling story. Below are a few things to keep in mind when trying to get the media to cover your event or program. You can get more tips on working with the media from the Corporation for National & Community Service’s Guide to Working with the Media, available at NationalService.gov/pdf/Media_Guide.pdf.

- **Build media relationships.** Take the time to build personal connections with local reporters who will be responsive to stories about AmeriCorps’ impact in communities.

- **Understand what constitutes newsworthy.** Pay attention to the specific characteristics or types of stories that attract coverage in your community. Then think of ways to pitch your story or event that fit these traits.
Create a media plan that includes a mix of media outlets. When you create your plan, include a diverse mix of media in your outreach. Think of the small, local publications (including local online news sites) as well as the big news outlets in your area.

Promote the AmeriCorps PSAs. Contact your local cable channel public service directors and ask them to run the AmeriCorps PSAs. These can be found on the AmeriCorps Impact Kit DVD and are of various lengths and approaches.

Send op-eds and letters to the editor. Have AmeriCorps members send letters to the editor of your local paper about their AmeriCorps experience or write op-ed pieces when the issues that your AmeriCorps program addresses are in the news.

Develop action-oriented events or activities. Action-oriented events like service projects – building houses and community gardening projects – look good on camera, so they are more likely to attract media coverage. Invite popular local radio and television stations to broadcast live from these projects as a way to encourage their coverage.

Engage influential people or VIPs. Media are more likely to cover a story if it includes elected officials, celebrities, or other local leaders.

Develop partnership roles for local media. By creating specific roles for local media, you can involve them in a number of ways in your AmeriCorps initiative. A media partner can run public service announcements in advance of the event, provide celebrity emcees, broadcast live from your event, and run stories about your projects and their impact in the community.

Identify niche media. Determine if there are publications, websites, or other electronic media that communicate directly to your target populations, and include them in your media plan. Invite a reporter to speak with an expert at your organization about the issue your program addresses or to speak with AmeriCorps members about the service they perform to address these issues.

Ask people where they get their news. Find out where people in your area or in your target populations get their news or hear about things that interest them. Then use these media outlets to get your message out.

Send a thank-you note. People often save handwritten notes and pictures of the event long after the routine e-mails have been deleted. So take the time to write a thank-you note, and include pictures of the day that will remind your media friends of your work in the community. They may come to you in the future if they need a story.
Social media can be used to tell your AmeriCorps story, and to demonstrate how AmeriCorps service is addressing critical issues affecting our nation. Here are four simple ways you can use social media to tell your story.

- **On Facebook and Twitter**, use your or your organization’s account to share what your AmeriCorps program is doing and how AmeriCorps service is making a difference. It’s also a great place to promote upcoming events and activities as well share photos and videos.

- **Use blogs to document your AmeriCorps service** and share the impact it has made in your life. Consider writing about what you’ve learned and the advice you might give future members.

- **Pitch influential bloggers** just as you would a traditional reporter. Ask them to write about upcoming AmeriCorps events or activities that tell the AmeriCorps story. Target bloggers who have traditionally written about service, philanthropy, or social issues, as well as those who cover community topics.

- **Remember to connect** to the larger national service community at www.nationalservice.gov/about/newsroom/social_media.asp.
Low-Tech Ways to Spread the Word About AmeriCorps

✔ Develop materials that will highlight AmeriCorps as well as your organization. Use the editable AmeriCorps fact sheet found on the Impact CD. Fill in the editable space to show the impact that your AmeriCorps program has made in your community.

✔ Look for many different ways to present the message. These might include posters, flyers, brochures, or newsletters. Don’t forget that in addition to your own newsletter, you can reach out to organizations with similar missions or target audiences to include AmeriCorps stories in their newsletters or publications.

✔ Emphasize key themes. Strive for clarity, message consistency, and credibility in your message.

✔ Include personal stories. Attach a note to the brochures or fact sheets with a specific AmeriCorps story about a member or recipient of service or impact of service. By adding this information instead of including it in the fact sheet or brochure, you can change stories regularly without reprinting other materials or use specific stories to target specific audiences.

✔ Identify great locations. The locations where you post flyers, hang posters, or distribute materials should be aligned with the target audiences you are trying to reach. If you are focusing on students, you can leave fact sheets at the career centers of local colleges and universities. To get a broader outreach, drop off AmeriCorps brochures at your local library or ask local business to hang a poster about AmeriCorps in their windows. Local job placement sites are another great place for AmeriCorps material; service is a great way to learn new job skills.

✔ Collaborate with other community groups. Send brochures or fact sheets to organizations with similar missions, and ask them about meeting to discuss the challenging issues that you both tackle. Give them a follow-up call a few days after the mailing to set up a time to talk further.

✔ Connect AmeriCorps project sites. The community and other AmeriCorps programs or project sites may not be aware of the many ways that AmeriCorps is working in the community. Identify other AmeriCorps sites and create a joint banner to post at the sites.
By this time you have completed all of the following steps in preparation for sharing your AmeriCorps story:

- Identified your program’s needs and goals
- Identified your target audience
- Assembled a planning team
- Decided on your activity or event
- Planned how, when, and where your activity or event will take place
- Promoted your activity or event

Now it is time to put all of your planning and hard work into action. Whatever activity or event you have planned, here are some final tips to make it go smoothly.

**Before Your Event/Activity**

- **Visit the event location.** Do a dry run if you can.
- **Prepare a kit** with all phone numbers, lists, floor plans, and other information you might need.
- If expecting a large crowd, particularly involving VIPs, speak with local authorities about traffic and security issues.
- **Create a diagram of the location setup,** and ensure that the people doing the setup are aware of any special requirements, such as reserved seating for VIPs and the location of refreshments. Also, ensure that the site is accessible for all of your attendees, including those who may have special needs.
- **Confirm the delivery of any food, equipment, furnishings, or other goods** that need to be delivered to the event site early. Make adjustments if necessary.
- **Create sign-in sheets** for the event so you know who attended and can follow up to thank them or provide more information. If you will be taking photographs, make sure you include a photo release check box and signature area on the sign-in sheet.
If inviting media, **prepare media packets/press kits.**

Assign someone to **confirm speakers/VIPs**, including time of arrival, length of address or participation, key messages/goals of the event, and what is expected of them.

Assign someone to **greet speakers/VIPs** and make sure they have photos of the speakers so that they recognize them when they arrive.

Decide when, where, and how to **distribute materials or giveaways** such as fact sheets, stickers, or bookmarks. These can be ordered at NationalService.gov/pubs.

**Recruit extra volunteers** for the day of the event who can serve as runners to get forgotten items.

**Have a written backup plan** on hand for things that might go wrong once the event starts including weather and technology failures.

**Make arrangements for the event location to be cleaned up** afterward.

**On Event Day**

**Show your enthusiasm for AmeriCorps** by encouraging AmeriCorps members and alums to wear their AmeriCorps gear.

**Have greeters direct people** to the appropriate location.

**Have multiple sign-in sheets and pens**, particularly for large audiences, to keep things moving.

**Have a separate media sign-in table** where the press can pick up press kits.

**Distribute AmeriCorps items** to your audience such as the AmeriCorps fact sheets, brochures, bookmarks, and stickers.
Display the AmeriCorps “can do” attitude and be flexible.

Have fun! Sharing your AmeriCorps story should be an enjoyable experience. Be proud of what you have accomplished and what you are hoping to accomplish in the future. This is the time to recognize AmeriCorps members’ contributions to the community and nation.

After Event Day

Reflect upon your expectations, goals, and accomplishments (See Consider Next Steps).

Thank the planning team members, hosts, volunteers, audience, VIPs, and anyone else who helped you share your AmeriCorps story. Keep your team motivated by pointing out individuals who did something particularly well, or who made a great point or presentation.
AIDS United AmeriCorps Program
Member Waiver of Unemployment Benefits and Claims

I, ________________________________, recognize that I am not considered an employee of AIDS United, but rather an AmeriCorps member receiving a taxable living allowance in accordance with 42 U.S.C. 12511(17)(B). I also recognize that this living allowance is not to be considered employee wage compensation under the guidelines set forth by the Corporation for National and Community Service. Therefore, I am ineligible for unemployment compensation benefits and agree not to apply for unemployment compensation benefits for the time I spend as a member of the AIDS United AmeriCorps program.

_________________________________________ ________________
Signature        Date
2013-2014 Operating Site Contact Information

**Albuquerque/Santa Fe**
New Mexico Community AIDS Partnership
c/o New Mexico Community Foundation
343 East Alameda
Santa Fe, NM  87501-2229
*Robert Sturm*, City Supervisor
nmcap@yahoo.com
505-699-9535

**Indianapolis**
Indiana AIDS Fund
c/o The Health Foundation of Greater Indianapolis
429 East Vermont Street, #300
Indianapolis, IN  46202-3698
*Jason Grisell*, City Supervisor
jgrisell@thfgi.org
317-630-1805

**Chicago**
AIDS Foundation of Chicago
200 W. Jackson, Suite 2200
Chicago, IL  60606-6910
*Roman Buenrostro*, City Supervisor
rbuenrostro@aidschicago.org
312-334-0960

**New Orleans**
Louisiana Office of Public Health STD/HIV Program
1450 Poydras Street, #2136
New Orleans, LA  70112-2136
*Kaitlyn Marchesano*, City Supervisor
Kaitlyn.Marchesano@LA.GOV
631-848-8007

**Cleveland**
AIDS Funding Collaborative
1226 Huron Road, Suite 300
Cleveland, OH  44115
*Lindsay Marcus*, City Supervisor
LMarcus@communitysolutions.com
216-781-2944, x440

**Washington, DC**
Washington AIDS Partnership
1400 16th Street, NW, Suite 740
Washington, DC 20036-2258
*J. Channing Wickham*, Co-City Supervisor
channingdc@gmail.com
202-939-3380

**Detroit**
Michigan AIDS Coalition
429 Livernois
Ferndale, MI  48220-2385
*Terry Ryan*, City Supervisor
tryan@michiganaidscollitition.org
248-545-1435, x123

*AU AmeriCorps Contact:*
Shannon Wyss – swyss@aidsunited.org
Brad Ward – bward@aidsunited.org
DIRECT DEPOSIT FORM
BANK ACCOUNT INFORMATION

Name on account: ________________________________________________

Bank name: ________________________________________________

Routing number: ________________________________________________

Account number: ________________________________________________

Account type: □ Checking account □ Savings account

Amount to be deposited: ✓ Full Amount

I hereby authorize AIDS United to make direct deposits into the account listed above on my behalf.

______________________________  ______________________________
Signature                      Date

Please attached a voided check or confirmation from your bank below.

ATTACH CHECK/BANK CONFIRMATION HERE
Understanding and Accessing AmeriCorps Benefits

- Three Types of Benefits:
  - Forbearance – members may be able to postpone loan payments while serving in AmeriCorps. Forbearance is granted by loan-holder.
  - Interest Payments – National Service Trust pays interest that accrued on Federally-backed student loans while member was serving in AmeriCorps and working toward an Education Award. Payments are made directly to lender.
  - Education Award – National Service Trust pays for Cost of Attendance at Title IV schools and/or pays all or part of balance on Federally-backed student loans. Payments are made directly to school or lender. Cost of Attendance is determined by institution of higher learning.

- Taxes:
  - Any interest or Education Award payments are considered taxable income.
  - The National Service Trust is required to report payment(s) in excess of $600.00 to the IRS during each tax year.
  - A 1099 (Miscellaneous Income) form will be mailed out no later than January 31 if members elect to receive a 1099 form and if the member’s payments total $600.00 or more. Members may go online to www.my.americorps.gov and retrieve the 1099 Misc. that is in excess of $600.00.

- My AmeriCorps:
  - Through www.my.americorps.gov, members can request Forbearance, Interest Payments, Education Award Payments, and extensions to the time period for using the award. Members can also access 1099 statements.

- Contact Information and Websites:
  - National Service Trust Member Services Hotline 1-800-942-2677 - Receive responses to general questions, issues and requests.
  - epayments@americorps.gov - Email general questions or concerns.
  - www.my.americorps.gov
  - http://nces.ed.gov/collegenavigator - check to see if school is a Title IV institution
AmeriCorps Loan Forbearance

AmeriCorps Members who are earning a Segal AmeriCorps Education Award are uniquely eligible for one type of postponement of the repayment of their qualified student loan called forbearance. During forbearance based on national service, interest continues to accrue (which makes it different from “deferment”).

If you successfully complete your term of service and earn an education award, the National Service Trust will pay all or a portion of the interest that has accrued on your qualified student loans during this period. This accrued interest paid by the Trust, like the Segal AmeriCorps Education Award itself, is subject to income taxes.

Initiating Loan Forbearance


2. Once you have logged in, the menu on the left hand side will include a tab “Create Forbearance Request”. Click here and proceed with making requests for all your loan holders.*

3. Most lenders are listed in the system, so in most cases you can take care of everything electronically. If a particular lender is not listed, the help manual will walk you through how to do everything on paper.

4. After 72 hours, call your loan holder to confirm they have received your forbearance form and that no further paperwork is required.

5. If your loan has not gone into forbearance four weeks after lender has received forbearance form, please contact Charles Stephens at americorps@aidsunited.org. For general questions about the AmeriCorps Education Award and student loan deferment, contact National Service Trust at (888) 507-5962 or edawardvoucher@cns.gov. Operators are available Monday through Friday from 8:00am to 6:00pm ET.

*Please note, if your loan has gone into collection, AmeriCorps cannot place your loan in forbearance.
TO: All Corporation-supported grantees and sponsoring organizations

FROM: Frank R. Trinity
       General Counsel

DATE: May 24, 2007

RE: Impact of AmeriCorps Benefits on Food Stamp Eligibility

This memorandum is intended to clarify how benefits received under AmeriCorps*State and National and AmeriCorps*VISTA (VISTA) are treated for food stamp purposes. The treatment of benefits varies depending upon whether the member in question is serving with AmeriCorps*State and National or VISTA. The Corporation for National and Community Service is the Federal agency responsible for overseeing both the AmeriCorps*State and National and VISTA programs. However, the programs were authorized and are governed by different legislation which provides for different treatment of benefits.

Impact of AmeriCorps*State and National Benefits on Food Stamp Eligibility

The AmeriCorps*State and National program was authorized by the National and Community Service Act of 1990 (NCSA), 42 U.S.C. § 12501 et seq. The NCSA states that allowances, earnings, and payments to participants in AmeriCorps programs “shall not be considered income for the purposes of determining eligibility for and the amount of income transfer and in-kind aid furnished under any Federal or federally-assisted program based on need, other than as provided in the Social Security Act.” 42 U.S.C. § 12637(d). Based on this language, the USDA issued an opinion in 2001 stating that AmeriCorps*State and National benefits are excluded from income for food stamp purposes. (See attached).

Impact of AmeriCorps*VISTA Benefits on Food Stamp Eligibility

There are different rules for AmeriCorps*State and National and VISTA members. The statutory requirements for the VISTA program are located in Title I, Part A, of the Domestic Volunteer Service Act of 1973 (DVSA), 42 U.S.C. §§ 4951-4960. In addition to Part A requirements, various provisions of Title IV of the DVSA apply to VISTA sponsoring organizations and VISTA members, 42 U.S.C. §§ 5043 – 5065. Section 404 of the DVSA states, in relevant part, as follows:

(f)(1) Notwithstanding any other provision of law except as may be provided expressly in limitation of this subsection, payments to volunteers under this chapter shall not in any way reduce or eliminate the level of, or eligibility for, assistance or services any such volunteers may be receiving under any governmental program, except that this paragraph shall not apply in the case of such payments when the Director determines that the value of all such payments, adjusted to reflect the number of hours such volunteers are serving, is equivalent to or greater than the minimum wage then in effect under the Fair Labor Standards Act… or the minimum wage under the laws of the State where such volunteers are serving, whichever is greater.
(f)(2) Notwithstanding any other provision of law, a person enrolled for full-time service as a volunteer under Title I of this Act who was otherwise entitled to receive assistance or services under any governmental program prior to such volunteer’s enrollment shall not be denied such assistance or services because of such volunteer’s failure or refusal to register for, seek, or accept employment or training during the period of such service.

42 U.S.C. § 5044(f)(1) and (2). (Emphasis added).

In other words, if a VISTA member was receiving food stamps prior to enrolling in the VISTA program, payments to that VISTA cannot be considered in determining the amount of or eligibility for food stamps. Furthermore, entitlements to assistance may not be denied because of a participant’s failure or refusal to seek or accept employment while serving with the VISTA program. However, if a VISTA member was not receiving food stamps before entering the VISTA program, the member’s VISTA payments may be included as income in making food stamp calculations. This information can also be found in the USDA’s implementing regulations at 7 CFR 273.9(c)(10)(iii).

Summary

Although AmeriCorps*State and National and VISTA members may serve in the same community, and sometimes, with the same non-profit organization, they serve under different rules. The chart below demonstrates how a member’s benefits should be treated based on the program with which the member serves.

<table>
<thead>
<tr>
<th>If the member is serving with….</th>
<th>And the member….</th>
<th>Then…</th>
</tr>
</thead>
<tbody>
<tr>
<td>AmeriCorps*State and National (NCSA)</td>
<td>… was receiving food stamps prior to beginning service</td>
<td>…the member’s eligibility should be unaffected by their AmeriCorps living allowance.</td>
</tr>
<tr>
<td></td>
<td>… was NOT receiving food stamps prior to beginning service</td>
<td></td>
</tr>
<tr>
<td>AmeriCorps*VISTA (DVSA)</td>
<td>… was receiving food stamps prior to beginning service</td>
<td>…the member’s living allowance may be included in income for food stamp purposes.</td>
</tr>
<tr>
<td></td>
<td>… was NOT receiving food stamps prior to beginning service</td>
<td></td>
</tr>
</tbody>
</table>

Bottom line: The only situation in which an individual’s food stamp eligibility might be affected is when the individual enrolls as a VISTA member and subsequently applies for food stamps.

Attachment: 2001 USDA Ruling on AmeriCorps*State and National Eligibility for food stamps
Dear Mr. Trinity:

Thank you for your letter of March 28, 2001. You asked that we give you updated guidance on the question of whether AmeriCorps benefits are excluded from income for food stamp purposes. You pointed out that the National and Community Service Act of 1990, as amended in 1999, (NCSA) no longer refers to the Job Training Partnership Act (JTPA).

AmeriCorps payments continue to be excluded from income for food stamp purposes. The NCSA states that allowances, earnings, and payments to participants in AmeriCorps programs must not be considered income for the purpose of determining eligibility for, and the amount of income transfer and in-kind aid given under, any Federal or federally-assisted program based on need, other than as provided under the Social Security Act.

Although the linkage with JTPA did not affect the counting of AmeriCorps benefits for food stamp purposes in the past, the linkage caused some confusion at times. JTPA income was only counted if it was from on-the-job training (OJT), and AmeriCorps programs did not have any OJT payments. However, in some instances, State food stamp agencies thought that they were dealing with OJT payments in AmeriCorps programs. The change in the NCSA should eliminate this confusion. We are amending our guidance to State agencies to alert them to the change in the NCSA.

Please let us know if you would like further information on this matter. (Incidentally, Judy Seymour has retired.)

Sincerely,

Patrick Waldron
Branch Chief
Certification Policy Branch
The Supplemental Nutrition Assistance Program (SNAP), formerly known as food stamps, helps low-income people buy food. Although it is a federal government program, it is run by state or local agencies.

Who can get SNAP?

Anyone can apply for SNAP, but you and the other people in your household must meet certain conditions. Everyone who is applying in your household must have or apply for a Social Security number and be either a U.S. citizen, U.S. national or have status as a qualified alien.

The following qualified aliens are eligible for SNAP without a waiting period:

- Legal immigrant children under age 18;
- Blind or disabled legal immigrants who receive disability assistance or benefits;
- Individuals born on or before August 22, 1931, and who legally resided in the United States on August 22, 1996;
- Lawful Permanent Residents (LPR) with a military connection (includes Hmong or Highland Laotian tribes that helped the U.S. military during the Vietnam era, veterans, active duty, or a spouse or a child of a veteran or active duty service member);
- Refugees admitted under section 207 of the Immigration and Nationality Act (INA);
- Asylees under section 208 of the INA;
- Immigrants whose deportation or removal is withheld under section 243(h) or 241(b)(3) of the INA;
- Cuban or Haitian entrants under section 501(e) of the Refugee Education Assistance Act of 1980;

The following legal aliens are eligible without a waiting period even if they are not “qualified aliens”:

- Hmong or Highland Laotian tribal members (including their spouses and children) who helped the U.S. military during the Vietnam era;
- American Indians born in Canada;
- Members of Indian tribes under section 4(e) of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b(e)).

The following qualified aliens are eligible if they have lived in the U.S. for five years from date of entry or if they have sufficient work history (40 work credits) to qualify:

- LPRs (they may be eligible sooner than five years if they have 40 work credits);
- Parolees (paroled for at least one year under section 212(d)(5) of INA);
- Conditional entrants under 203(a)(7) of INA in effect prior to April 1, 1980;
- A battered spouse, battered child or parent or child of a battered person with a petition pending under 204(a)(1)(A) or (B) or 244(a)(3) of INA.

Most able-bodied people between the ages of 18 and 60 must register for work to qualify for SNAP. Many people may be required to participate in an employment or training program. Some college students also may be eligible.

Resources (things you own)

Generally, your household cannot have more than $2,000 in resources (things you own). But, if your household includes a person age 60 or older or who is disabled, the limit is $3,000. Resources of people who receive Supplemental Security Income (SSI) or benefits under the Temporary Assistance for Needy Families (TANF) program are not counted for SNAP purposes. Resources include cash, bank accounts and other property.

Not all resources you own count. For example, your home and the land it is on do not count for SNAP eligibility. A car or truck counts differently depending on how it is used. Most states now use TANF rules in place of SNAP vehicle rules if the TANF rules are more beneficial to the SNAP household.

Most households also must meet an income limit. Certain things do not count as income and can be subtracted from your income.

www.socialsecurity.gov
Your household may qualify for other income exclusions if it includes a person age 60 or older or disabled. The income limits vary by household size and may change each year.

**How can you apply for SNAP?**

SNAP applications are available at any Social Security office. If you and everyone in your household are applying for or already getting SSI payments, any Social Security office will help you fill out the SNAP application and send it to the local SNAP office for you.

All others, including those applying for or getting only Social Security, must take or send their SNAP applications to the local SNAP office or to any Social Security office where a SNAP representative works.

When you are interviewed, you also should have:

- Identification such as a driver’s license, state ID, birth certificate or alien card;
- Proof of income for each member of your household, such as pay stubs or records that show if Social Security, SSI or a pension for each member of your household is received;
- Proof of how much you spend for child care;
- Rent receipts or proof of your mortgage payments;
- Records of your utility costs; and
- Medical bills for those members of your household age 60 or older, and for those who receive government payments such as Social Security or SSI because they are disabled.

**How much can you get?**

You can find out how much you may be able to get through the online SNAP Pre-Screening Eligibility Tool.

**Contacting Social Security**

Contact your Social Security or local SNAP office for more information about SNAP and eligibility rules. Remember, Social Security does not decide if you are eligible for SNAP.

For more information and to find copies of our publications, visit our website at [www.socialsecurity.gov](http://www.socialsecurity.gov) or call toll-free, **1-800-772-1213** (for the deaf or hard of hearing, call our TTY number, **1-800-325-0778**). We treat all calls confidentially. We can answer specific questions from 7 a.m. to 7 p.m., Monday through Friday. Generally, you’ll have a shorter wait time if you call during the week after Tuesday. We can provide information by automated phone service 24 hours a day.

We also want to make sure you receive accurate and courteous service. That is why we have a second Social Security representative monitor some telephone calls.
Segal AmeriCorps Education Award

After successfully completing a term of service, AmeriCorps Members who are enrolled in the National Service Trust are eligible to receive a Segal AmeriCorps Education Award. You can use your Segal AmeriCorps Education Award to pay education costs at qualified institutions of higher education*, for educational training, or to repay qualified student loans. The award is $5,550 for a year of full-time service, and is prorated for part-time. You can access the award in full or part, and can take up to seven years after your term of service has ended to claim the award.

The Segal AmeriCorps Education Award webpage contains information on the following topics:

- Amount, Eligibility, and Limitations;
- How to Use the Segal AmeriCorps Education Award;
- View a list of colleges and universities that match the Segal AmeriCorps Education Award;
- Loan Postponement, Interest Repayment, and Financial Aid;
- Tax Implications.

My AmeriCorps/AmeriCorps Online Payment System

Accessing and managing your Segal AmeriCorps Education Award has never been easier. My AmeriCorps provides a one-stop shop for AmeriCorps State and National, VISTA and NCCC applicants, Members and alumni, presenting a wealth of information and frequently requested forms and services. By registering to use the system, you can check your award balance, access important financial forms and, most importantly, quickly and easily make payments to your educational or financial institution. The system also provides you with the ability to:

- Modify contact information (name, addresses, and e-mail address);
- View and print tax statements and forms;
- View and print pay statements (if applicable); and
- Access customized letters certifying your term of service with an AmeriCorps program.

For more details on how to use your Education Award, visit this webpage.

*Your school is qualified if it is a Title IV institution of higher education. This includes most colleges and universities, and includes graduate schools.
AmeriCorps Alums

AmeriCorps alums are a national network of civic leaders who are actively engaged in shaping their communities. Bound together by a commitment to service, AmeriCorps alums have a transformative power to create a better world for all. The mission of AmeriCorps Alums as an organization is to connect, support and mobilize AmeriCorps alums in order to strengthen our communities and our nation.

AmeriCorps Alums represents the 775,000+ alumni of AmeriCorps National Service, who together constitute a powerful force for change in this country. AmeriCorps Alums helps alumni continue to “get things done” by connecting alumni, advancing our commitment to service, supporting and advocating for AmeriCorps programs and building the capacity of alumni to be agents of change in their communities.

Values
Each AmeriCorps alum has different needs and expectations. That is why we organize AmeriCorps Alums around four key areas:

- **Service to Communities** includes opportunities for local volunteer service through chapters.
- **Take Action**: Get involved in advocacy and issue-based policy on both a local and a national level.
- **Support for AmeriCorps**: Connect with and support your local AmeriCorps program.
- **Benefits to Members** includes job assistance, discounts, advice on using the Education Award, and personal and professional networking.

Register at: [www.americorpsalums.org](http://www.americorpsalums.org)

Network Features:
- Personal Profile page
- Connection to local chapters & working groups
- Community calendar with event dates
- Advocacy Center
- Online Blogs, Alums Book Club

Member Benefits:
- Networking
- Career Center and Career Services
- Ed Award Center
- Free tax returns
Taking Time Off: Vacation Time, Sick Leave, and Member Pregnancy/Birth of a Child

AmeriCorps Members do not accrue holiday or sick leave. As Members, they are required to serve **a minimum of 1,700 hours of service during their term of service**. It is the Member’s responsibility to serve at least the minimum number of hours.

Note that AmeriCorps Members do not accrue leave. A Member may take vacation or be out sick, but s/he will not be credited for any hours that s/he does not serve and, past the ten business day mark, will not receive stipend payments for weeks not worked.

As a reference, 1,700 hours is equal to 42.5 weeks of 40 hours each. There are 49 weeks in the AIDS United program year.

**Vacation Time**
If a Member wishes to take a vacation, the request must first be approved by the supervisor at the Host Agency and then approved by the City Supervisor.

**Sick Leave**
If a Member is sick, s/he is expected to inform the Host Agency supervisor of her/his absence as soon as possible.

If the Member takes **more than five, consecutive business days** of sick leave, s/he should notify AIDS United in writing of the circumstances and of how long the leave is expected to last. AU reserves the right to suspend a Member from service during periods of medical leave that exceed **ten business days**. After that benchmark has been reached, a Member’s stipend checks will be halted. Upon return to the program, stipend payments will resume but missed stipend amounts will not be paid out unless the service year is extended (see final section below).

Once a Member’s extended absence has reached the** thirtieth calendar day**, the Member’s health insurance coverage will be suspended. When the Member returns to service, her or his health insurance coverage will resume.
**Member Pregnancy/Birth of a Child**
In order to be eligible to take time off under the federal Family & Medical Leave Act, a Member must have served at least 1,250 hours in her/his AmeriCorps placement with AU.

If a Member has served fewer hours and wants to take more than two weeks of leave after the birth of her/his baby, AIDS United may suspend the Member from the program. In that case, health care coverage may also be suspended. However, the Member can return to the program for up to two years, in order to complete the term of service, if the City Supervisor has a slot available on her/his team. Otherwise, the policy above regarding extended leave takes effect.

**Extension of Service Year**
Note that the service year can be extended until as late as July 31st under certain circumstances. This may allow a Member who has had to take extended sick leave to complete her/his 1,700 hours. But this must be done with the written approval of both the Host Agency Supervisor and the City Supervisor. Final approval of all extension requests is the responsibility of AU.
Time Management System for AmeriCorps Members

AIDS United uses ADP for the payroll of all Members and employees. AmeriCorps Members will log into ADP’s ezLabor Manager system to track the number of hours they work and the types of service they are performing. Timesheets will need to be electronically approved each month by the Host Agency Supervisor and, subsequently, by the City Supervisor.

Because the system tracks not only overall hours worked but the hours served per service category, it is critical that Members log in every day to enter their time. Those log in less frequently risk forgetting the kind(s) of service they performed on a particular day and the number of hours they spent in each type of service, resulting in inaccurate timelogs. Only two pay periods (defined as one-half of any month, the 1st-15th or the 16-31st) are “open” online at any one point. So a Member will not be able to enter time into a pay period that is more than two periods ago. Members are not allowed to enter time in advance; all time must be entered at the end of the day on which hours were served. Finally, Members should not enter hours for sick leave or vacation time; no service hours are accrued during leave periods.

Additionally, because of the required approval process, Host Agency supervisors will need to log into the system on by the fifth day of the month to approve their Members’ time from the previous month.

In order to being using the EZ Labor Manager system, Members will need to register online with ADP, as instructed below:

1. Go to www.MyADPResource.com. (Note that, if you are using a Mac, you will need to log in using Firefox.)
2. Click on the “Register Now” link found on the right-hand side of the screen under the Netsecure heading.
3. Enter the AU’s Registration Pass Code (AIDSUNITED-2024084848) and click the “Next” button.
4. Follow the instructions on the screen to complete registration. This step will ask for the email address to which you would like your Netsecure User-ID sent and for a password.
5. Retrieve your Netsecure User-ID from the inbox of your designated email address.
7. Click the “Employee log-in” button on the right hand side of the screen.
8. Enter your new User-ID.

If you have technical problems with the online system, please call ADP Resource ESC at (800) 416-6131.
Once you have registered, you will login to manage your time as follows:

1. To access ADP ezLaborManager, please access your My Resource Page at www.MyADPResource.com. If you are unsure of your user name and password, please click on “Forgot my password.” or “Forgot my username.”
2. If you enter your user name or password three times in a row, you will be LOCKED OUT. Once you are locked out you will need to wait up to 10 minutes, before you can try again. User name and Password are Case Sensitive.
3. Your user ID will always be in the format – FirstInitialLastName@AIDSUNITED (e.g., JSmith@AIDSUNITED).
4. The ezLaborManager database name for your company is – – AIDSUNITED (case sensitive)
5. Once you are logged into My Resource, please click on the Access Time and Attendance link on the bottom left corner. ADP ezLaborManager will open up in a separate window.

If you have technical problems with the online system, please call ADP Resource ESC at (800) 416-6131.
6. As an employee, you will be using the **My Timecard.**
7. **My Timecard** allows you to view your own timecard.
   a. When entering your time, be sure to enter the appropriate hours not just for the day as a whole but for the amount of time you spent on any given service activity. For instance, on a given day, your total hours might break down to 6 hours of prevention services and 2 hours of quality of life care.
   b. Service types will be selected in the “Task” column. This field will be required for each row of your timesheet.
   d. To insert an additional row for a given day in order to enter in the different kinds of service you have performed, click on the **+** in any given row.
   e. You can see the totals on the right hand side.
   f. You can use the drop down to the right of **Pay Date Range** to select various date ranges, such as **Current pay period, Next Pay Period,** etc. Remember, however, that **Members are not allowed to enter time in advance;** all time must be entered after hours were served. We will run reports on our end that will monitor the days on which you enter time for a given date.

*If you have technical problems with the online system, please call ADP Resource ESC at (800) 416-6131.*
8. To use a custom date range, please select **User Defined Date Range**, enter the dates on the right, and click on **FIND** to **Refresh** the Timecard.

9. When reviewing your timecard, if you see an exclamation point icon surrounded by a yellow triangle, this is time that your Host Agency supervisor needs to approve. Time preceded by a green checkmark is time that your supervisor has approved.

10. You can click on **Printable view** to print your time card to see all the time that you have entered within a given period.

11. **Payroll Summary** shows you a breakdown of your hours in a separate window. For example, for a given time period, your total hours might break down to 10 hours of prevention services, 30 hours of quality of life care, etc.

12. **Approval**
   
   a. At the end of each time period, you will be required to approve your time entered. Click on the “Employee Approval Required” link. That process constitutes your timecard’s electronic signature. You can also go through this process in smaller increments, approving, for instance, three days worth of time in your timecard once those days have passed, even if the period has not yet ended. You will still need to check your timecard at the end of the period, however, to verify that you have approved all of your time.

   b. Your Host Agency supervisor will also need to approve your time. Once s/he has done so, your timecard will be locked so that you will not be able to edit it. So you should be absolutely sure that all of your time has been entered before your supervisor approves your timecard.

13. The Employee Reports section offers you three reports:
   
   - The printer icon opens a report in PDF view;

   - Payroll Summary shows you a breakdown of your hours in a separate window. For example, for a given time period, your total hours might break down to 10 hours of prevention services, 30 hours of quality of life care, etc.

   - Approval
     
     a. At the end of each time period, you will be required to approve your time entered. Click on the “Employee Approval Required” link. That process constitutes your timecard’s electronic signature. You can also go through this process in smaller increments, approving, for instance, three days worth of time in your timecard once those days have passed, even if the period has not yet ended. You will still need to check your timecard at the end of the period, however, to verify that you have approved all of your time.

     b. Your Host Agency supervisor will also need to approve your time. Once s/he has done so, your timecard will be locked so that you will not be able to edit it. So you should be absolutely sure that all of your time has been entered before your supervisor approves your timecard.

   13.
• The download icon allows you to export your time in an Excel-compatible format; and
• The pencil icon allows you to edit a report’s parameters (e.g., to see more dates).

  - **Service Hours**
    - See document, “Service Guidance for Timesheet/Tracking Forms”
  - **Training Hours**
    - Any training you receive throughout the year, including at your placement with your team, or during national Pre Service and End of Service meetings. Training YTD total must not exceed 20% of total service hours by the end of your service term.
  - **Fundraising Hours**
    - Any fundraising provided to placement. Fundraising YTD total must not exceed 10% of total service hours by the end of your service term.

• Hours should be recorded to the nearest half (0.5) hour.

Timecards are also accessible via both iPhones and Androids. Search for the ADP Mobile Solutions app in both the iTunes Store and the Android Market. The following instruction manual explains how to use the mobile app. Please note, however, that not all functions are available for AIDS United AmeriCorps Members.

You can also **access your paystubs electronically**, instead of having them mailed to you. We encourage Members to take advantage of this option to save trees! When you log into ADP, you should see a link for “See my Paycheck” in the “I want to” menu. Click that link and, on the next screen, select Paperless Settings. Check the box for “Pay Statements” and, if you would like, “Notify Me when New Pay Statements are available.” Verify that your e-mail address it correct, click to accept the terms & conditions, and hit the <Submit> button. If appropriate, you’ll receive a notice each time a payroll has been run and you can log in to view/download your paystub. If you choose to download your paystub, you can save it to your computer’s hard drive without even printing it out.

Regardless of what you choose to do, you can still go to this part of the ADP site to **view an electronic version of your paystubs**, even those that are mailed to you. So if we mail you a paystub that somehow gets lost in the mail, you can go online to download and, if you’d like, print it.

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*If you have technical problems with the online system, please call ADP Resource ESC at (800) 416-6131.*
Using ADP® Mobile Solutions
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Introduction

Using This Job Aid

This job aid contains the procedures you need to support the ADP Mobile Solutions client administrators and client employees who use the ADP Mobile Solutions application.

Contents

Use this job aid to assist client administrators to perform the following end-user tasks and to support their employees as they perform these tasks in ADP Mobile Solutions.
Logging on ADP Mobile Solutions

Before beginning these procedures, the user must have:

- A registered user profile on the ADP Portal (or)
- iPay Statements with a user ID and password

The first time users access ADP Mobile Solutions, they must use a user ID and password. They may then choose to access ADP Mobile Solutions using a PIN number.

Procedure – How to Access ADP Mobile Solutions Using a Password

Complete the following steps to access the ADP Mobile Solutions application using a password.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the mobile default browser, type <a href="https://mobile.adp.com">https://mobile.adp.com</a>. Result: The ADP Mobile Solutions login screen displays.</td>
</tr>
<tr>
<td>2</td>
<td>Enter ADP Portal user ID and then select Submit. Result: The ADP Mobile Solutions Password screen displays.</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>Enter ADP Portal password and then select <strong>Log In</strong>.</td>
</tr>
</tbody>
</table>

**Result:** If this is the first time a user accesses ADP Mobile Solutions, the Terms of Use screen displays.

**Note:** This screen only displays to authenticated users.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>If the Terms of Use screen displays, select <strong>Accept</strong>.</td>
</tr>
</tbody>
</table>

**Note:** If the user selects **Cancel**, ADP Mobile Solutions does not allow the user to log in.

**Result:** The ADP Mobile Solutions springboard displays.

**Notes**

The logon process authenticates the iSI LDAP setup for Mobile ESS. LDAP is a separate iSI environment for ADP Mobile Solutions ESS.

The client must have a mobile-enabled product in iSI Netsecure, e.g. NAS Portal, MAS Portal, iPay Statements.

If a user is suspended or deleted, the user’s access flag must be updated. Synchronization occurs every 24 hours.
**Procedure – How to Access ADP Mobile Solutions Using a PIN**

Complete the following steps to access the ADP Mobile Solutions application using a PIN.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the mobile default browser, type <a href="https://mobile.adp.com">https://mobile.adp.com</a>. Result: The ADP Mobile Solutions logon screen displays.</td>
</tr>
<tr>
<td>2</td>
<td>Enter ADP Portal user ID and then select Submit. Result: The ADP Mobile Solutions PIN screen displays.</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>Enter the PIN and then select <strong>Log In</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions springboard displays.

![ADP Mobile Solutions Springboard](image-url)
## Using the ADP Mobile Solutions Springboard

The icons on the Springboard are dynamic. Only icons for applications to which the client subscribes display.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Displays for clients that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay</td>
<td>Use ADP iPay Statements and AutoPay</td>
</tr>
<tr>
<td>Directory</td>
<td>Have an ADP Corporate Directory using Portal Company Directory R8.6</td>
</tr>
<tr>
<td>News</td>
<td>Use News through Portal R8.6</td>
</tr>
<tr>
<td>Clock</td>
<td>Use ezLaborManager V18.11 or Enterprise eTime Hosted v6.1 and 6.2</td>
</tr>
<tr>
<td>Time Sheet</td>
<td>Use ezLaborManager V18.11 or Enterprise eTime Hosted v6.1 and 6.2</td>
</tr>
<tr>
<td>Late/Absent</td>
<td>Use ezLaborManager V18.11</td>
</tr>
<tr>
<td>Retirement</td>
<td>Use ADP 401K products and iPay Statements</td>
</tr>
</tbody>
</table>

**Note:** The clients need to be setup with Netsecure ADP 401K or have an integration between ADP 401K & iPay.
**Procedure – Forgot Your PIN Number**

Complete the following steps to reset your PIN number.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the mobile default browser, type <a href="https://mobile.adp.com">https://mobile.adp.com</a>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions login screen displays.

2 Enter ADP Portal user ID and then select **Submit**.

**Result:** The ADP Mobile Solutions PIN screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>On the ADP Mobile Solutions login screen, select <strong>Forgot?</strong></td>
</tr>
</tbody>
</table>

**Result:** The Get new PIN screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Type your ADP Portal user ID and password, and then select <strong>Submit</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The Enter PIN screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 5    | On the Enter PIN screen  
• Enter a PIN number.  
• Re-enter the PIN number.  
• Select **Submit**. | **Result:** The PIN Reset Success screen displays. |
| 6    | Select **Log In**. | **Result:** The Login screen displays. |
Procedure – Forgot Your Password

Complete the following steps to reset your password.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the mobile default browser, type <a href="https://mobile.adp.com">https://mobile.adp.com</a>. Result: The ADP Mobile Solutions login screen displays.</td>
</tr>
<tr>
<td>2</td>
<td>Enter ADP Portal user ID and then select Submit. Result: The ADP Mobile Solutions PIN screen displays.</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>On the ADP Mobile Solutions login screen, select <strong>Forgot?</strong></td>
</tr>
</tbody>
</table>

**Result:** The Forgot Password screen displays. The user is instructed to access the URL mobile.adp.com/security from a desktop browser.

---

**Mobile.adp.com/security - ADP Mobile Security**

The URL mobile.adp.com/security redirects the user to the corresponding Netsecure page.
Accessing and Changing ADP Mobile Solutions Settings

Procedure - How to Access ADP Mobile Solutions Setting Options

To view ADP Mobile Solutions settings, at the top of the ADP Mobile Solutions Springboard, select the settings icon. The Settings screen displays.

Result: The Settings screen displays.

Procedure - How to View and Change Preferences

The user can change the following preferences:

<table>
<thead>
<tr>
<th>Preference</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to save my User ID</td>
<td>User ID displays on the ADP Mobile Solution Login screen&lt;br&gt;If the user clears the cookies on the mobile device browser, then the user must re-enter the user ID the next time the user launches the application</td>
</tr>
<tr>
<td>I don't want to save my User ID</td>
<td>User ID does not display on the ADP Mobile Solution Login screen</td>
</tr>
<tr>
<td>I want to login with a password</td>
<td>When accessing the application, the user is prompted for a password</td>
</tr>
<tr>
<td>I want to login with a PIN</td>
<td>When accessing the application, the user is prompted for a PIN number</td>
</tr>
</tbody>
</table>
**Procedure – Changing Preferences – I want to save / not save my User ID**

Complete the following steps to save / not save the user ID on the ADP Mobile Solutions Login screen:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | On the ADP Mobile Solutions Settings screen, select **Preferences**.  
**Result:** The ADP Mobile Solutions Preferences screen displays. |
| 2    | To save your user ID on the ADP Mobile Solutions Login screen, select **I want to save my User ID** or **I don’t want to save my User ID**.  
**Result:** The ADP Mobile Solutions Preferences screen redisplayes. |
**Procedure – Changing Preferences – I want to log on with a password**

Complete the following steps to change your log on password preference:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Settings screen, select <strong>Preferences</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The ADP Mobile Solutions Preferences screen displays.</td>
</tr>
<tr>
<td>2</td>
<td>To save your user ID on the ADP Mobile Solutions Login screen, select <strong>I want to log in with a password</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The ADP Mobile Solutions Preferences screen redisplay.</td>
</tr>
</tbody>
</table>
Procedure – Changing Preferences – I want to log on with a PIN

Complete the following steps to change your log on PIN preference:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Settings screen, select <strong>Preferences</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Preferences screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To save your user ID on the ADP Mobile Solutions Login screen, select <strong>I want to log in with a PIN</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions PIN screen displays.
### Step 3

**On the Enter PIN screen**

- Enter a PIN number.
- Re-enter the PIN number.
- Select **Submit**.

**Result:** The ADP Mobile Solutions Preferences screen displays.
Procedure - How to View the Privacy Statement

To view the privacy statement, on the ADP Mobile Solutions Settings screen, select Privacy.

Result: The Privacy screen displays.

To return to the Settings screen, select Back.

Procedure - How to View the Terms of Use

To view the license agreement, on the ADP Mobile Solutions Settings screen, select Terms of Use.

Result: The terms of Use screen displays.

To return to the Settings screen, select Back.
Procedure - How to View System Requirements

To view system requirements, on the ADP Mobile Solutions Settings screen, select **Requirements**.

**Result:** The Requirements screen displays.

To return to the Settings screen, select **Back**.

Procedure – How to Access Help

Complete the following steps to access help:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Settings screen, select <strong>Help</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Help screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To view a specific help topic, select the option.</td>
</tr>
<tr>
<td>3</td>
<td>To return to the Settings screen, select <strong>Back</strong>.</td>
</tr>
</tbody>
</table>
Procedure - How to Submit Feedback

Complete the following steps to submit feedback on the ADP Mobile Solutions application:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Settings screen, select <strong>Feedback</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Feedback screen displays.

**Note:** The comments / suggestions field is limited to 1000 characters.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Enter the feedback and then select <strong>Submit Feedback</strong>.</td>
</tr>
</tbody>
</table>

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Viewing Information Via ADP Mobile Solutions

Procedure - How to View a List of Pay Statements

Complete the following steps to view a list of pay statements for the last five pay periods (if available).

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select <strong>Pay</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Pay screen displays. For each pay statement, net pay, hours worked, and check date display.

Procedure - How to View Pay Statement Details

Complete the following steps to view details about an individual pay statement.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On either the ADP Mobile Solutions Pay screen, for the pay statement you want to view, select <strong>&gt;</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Pay details screen displays.

2 To view year-to-date details for the pay statement, at the top of the screen, select **Year to Date**.
### Result:
The ADP Mobile Solutions Pay Year to Date screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To return to the current period details screen, at the top of the screen, select <strong>This Period</strong>.</td>
</tr>
<tr>
<td>4</td>
<td>Determine what you want to do.</td>
</tr>
<tr>
<td></td>
<td><strong>IF you want to:</strong></td>
</tr>
<tr>
<td></td>
<td>Return to a list of pay statements</td>
</tr>
<tr>
<td></td>
<td>Return to the springboard</td>
</tr>
</tbody>
</table>
**Procedure - How to View the Corporate Directory**

Complete the following steps to view information in the corporate directory.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select <strong>Directory</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Directory screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To find a contact, in the search field, enter the first three characters of the contact's first or last name.</td>
</tr>
</tbody>
</table>

**Result:** The Directory Search results screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>On the Directory Results screen, select the contact name.</td>
</tr>
</tbody>
</table>

**Results:** The Contact screen displays.

**Note:** If specific fields in the contact details do not exist, those labels are not displayed. Contact details fields are:

- First name
- Middle name
- Last name
- Preferred name
- Job Title
- Department
- Employment Status
- Reports To & contact info
- Address
- Phone
- Email address
- Photo

<table>
<thead>
<tr>
<th>5</th>
<th>Determine what you want to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>IF</strong> you want to: <strong>THEN</strong> on the Contact page:</td>
</tr>
<tr>
<td></td>
<td>Call a contact: Select the contact’s phone number</td>
</tr>
<tr>
<td></td>
<td>E-Mail a contact: Select the contact’s e-mail address</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Determine what you want to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>IF</strong> you want to: <strong>THEN</strong> select:</td>
</tr>
<tr>
<td></td>
<td>Return to the corporate directory list: Back</td>
</tr>
<tr>
<td></td>
<td>Return to the springboard: Contact</td>
</tr>
</tbody>
</table>
### Procedure - How to View Company News and Events

Complete the following steps to view company news and events:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select <strong>News</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions News & Events screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>On the ADP Mobile Solutions News screen, to view a specific news article, select &gt; .</td>
</tr>
</tbody>
</table>

**Result:** The article displays.

**Note:** The following fields display:

- Subject
- Author
- Publication date
- Body of article
- Image (optional)

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Determine what you want to do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IF you want to:</th>
<th>THEN select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to the News screen</td>
<td>Back</td>
</tr>
<tr>
<td>Return to the springboard</td>
<td>Article or News</td>
</tr>
</tbody>
</table>
## Procedure - How to View Retirement Plans and Plan Details

Complete the following steps to view retirement plans and plan details:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select <strong>Retirement</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Retirement screen displays.

**Note:** The following fields display:

- The total balance across all plans
- The amount, valuation date, and text associated with the item
- A summary list for each of the plans
- A chevron ( > ) associated with each of the plans
- A “Disclosure” message

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>On the ADP Mobile Solutions Retirement screen, to view a specific plan, select &gt; for the plan.</td>
</tr>
</tbody>
</table>

**Result:** The plan screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Determine what you want to do.</td>
</tr>
</tbody>
</table>

**IF you want to:** **THEN select:**

- Return to the Retirement screen: Back
- Return to the springboard: ADP 401K or Retirement
**Entering Information Via ADP Mobile Solutions**

**Description**

Depending on the ADP Mobile Solutions features that the client administrator has activated, client employees may have the ability to clock in and out or update their timesheets via ADP Mobile Solutions.

For employees who have the ability to clock in and clock out via ADP Mobile Solutions, a Clock icon displays on their ADP Mobile Solutions Springboard.

For employees who have the ability to view and update their timesheets, a Timesheet icon displays on their ADP Mobile Solutions Springboard.

**GPS Geo-Location Feature**

The GPS Geo-Location feature allows a user to clock in within a geographical range of the user’s office location. This feature is enabled/disabled by the client administrator. If the GPS Geo-Location feature is enabled, it determines if user is at an approved location to perform a time entry action.

**Clock Format**

The format of the clock is determined by the client. It can be 12 hour or a 24 hour clock.

The displayed time may be different from the device time or user’s local time. The clock time uses the user company’s local time.

**Procedure - How to Clock In or Clock Out**

Complete the following steps to clock in or out using ADP Mobile Solutions:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select Clock.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Clock screen displays.

**Notes:**

The number of buttons and their label texts are determined by the client configuration.

**Example:** There is a single button that is used to show both Clock In and Clock Out.

The buttons are active only if the user can take an action.

**Example:** If the user’s shift hasn’t started or if the user is too far from the valid geo location, the buttons are not active.

The following field displays:

- Punches completed for the last 24 hours
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Select the punch.</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The selected punch screen displays.</td>
</tr>
<tr>
<td></td>
<td><strong>Notes:</strong> The following fields display:</td>
</tr>
<tr>
<td></td>
<td>• Action = punch selected</td>
</tr>
<tr>
<td></td>
<td>• Current time</td>
</tr>
<tr>
<td></td>
<td>• Latitude and longitude = captured at the time when the punch was selected</td>
</tr>
<tr>
<td></td>
<td>• Department</td>
</tr>
<tr>
<td>4</td>
<td>To select a department, select <strong>Select</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The Department screen displays.</td>
</tr>
<tr>
<td>5</td>
<td>Select the department.</td>
</tr>
</tbody>
</table>
|      | **Result:** The Clock screen redisplay.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Select <strong>Confirm</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The initial Clock screen displays an “Entry has been recorded” message.
# How to View a Time Sheet

Complete the following steps to view a time sheet. The procedure begins on the ADP Mobile Solutions Springboard.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1    | Access the ADP Mobile Solutions Springboard.  
  **Note:** For employees who view and update timesheets, a Time Sheet icon displays on their Springboard. |
| 2    | On the ADP Mobile Solutions Springboard, select **Timesheet**. |

**Result:** The ADP Mobile Solutions Time Sheet screen displays.

**Note:** The Time Sheet screen displays:

- Days in the pay period
- Total hours for the selected day
- Total hours for the pay period
- Saved time entries for the selected date

**Illustration:** Timesheet displaying date with entries  
**Illustration:** Timesheet displaying date with no entry

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To view information for a specific date, select the date.</td>
</tr>
</tbody>
</table>

**Result:** The information displays below the dates.
# Procedure - How to Enter Time on the Time Sheet

Complete the following steps to enter time into the time sheet:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Time Sheet screen, select the date.</td>
</tr>
<tr>
<td>2</td>
<td>Select +.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Add Time screen for the selected date displays.

**Note:** If there is default value for the "worked hours" earnings code, the other fields associated with the default earnings code are displayed.

In example on the right, the default “worked hours” earnings code is Worked.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>To change the earnings code, select &gt;.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Entry screen displays.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 4    | Select the earnings code. | ![Image](image_url)  
Result: The ADP Mobile Solutions Add Time screen redisplayed. |
| 5    | Enter Start Time and End Time and then select **Save**. | ![Image](image_url)  
Result: The ADP Mobile Solutions Time Sheet screen displays an "Entry has been added" message. |
Procedure - How to Change Time on the Time Sheet

Complete the following steps to change time on the time sheet:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the ADP Mobile Solutions Time Sheet screen, select the date.</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The ADP Mobile Solutions Time Sheet screen for the selected date displays.</td>
</tr>
<tr>
<td>2</td>
<td>For the time entry you want to change, select &gt; .</td>
</tr>
<tr>
<td></td>
<td><strong>Result:</strong> The ADP Mobile Solutions Entry screen displays.</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| 3    | Select **Edit**.  
**Result:** The Edit Time Sheet Entry screen displays. |

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
</table>
| 4    | Update the fields and then select **Save**.  
**Result:** The Time Sheet screen displays. |
**Procedure - How to Notify Your Manager of Late Arrival – Major Accounts Only**

Complete the following steps to notify your manager of a late arrival.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select <strong>Late/Absent</strong>.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Late Arrival screen displays.

![Late Arrival Screen](image)

4. Select **Today** or **Tomorrow**.

5. Enter late arrival time.

6. Enter a comment.  
   **Note:** Comments are optional.

7. Click **Save**.  
   **Rule:** A late arrival notification cannot be changed after it is sent.
Procedure - How to Notify Your Manager of an Absence - Major Accounts Only

Complete the following steps to notify your manager of an absence:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Access the ADP Mobile Solutions Springboard.</td>
</tr>
<tr>
<td>2</td>
<td>On the ADP Mobile Solutions Springboard, select Late/Absent.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Late Arrival/Absence screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Select Absence.</td>
</tr>
</tbody>
</table>

**Result:** The ADP Mobile Solutions Absence screen displays.

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Select a reason code.</td>
</tr>
<tr>
<td>4</td>
<td>Select Today or Tomorrow.</td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| 5    | Enter a comment.  
      | **Note:** Comments are optional. |
| 6    | Click **Save**.  
<pre><code>  | **Rule:** An absence notification cannot be changed after it is sent. |
</code></pre>
<table>
<thead>
<tr>
<th>Date In</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Out Type</th>
<th>Earnings Code</th>
<th>Department</th>
<th>TASK</th>
<th>CITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/02/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/03/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/04/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/05/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/06/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/07/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Washing...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/08/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/09/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/10/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/11/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/12/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/13/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/14/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
<tr>
<td>08/15/13</td>
<td>08:00 AM</td>
<td>10:00 AM</td>
<td>2.00</td>
<td></td>
<td>000760</td>
<td>Training...</td>
<td>Washing...</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 135.50
Service Tracking Forms

Service tracking forms are where you will be reporting to AIDS United not on the time that you are putting into a particular kind of service but on the numbers of people whom you are reaching with your service. AU uses these tracking forms to report on the amazing work that our Members are doing across teams, and we use those data to report to our funders and to other interested parties. These tracking forms are how we know, for instance, that our 2011-2012 AmeriCorps Members

- served 83,894 hours;
- did 9,138 HIV tests;
- reached 14,119 new clients through prevention outreach; and
- did 652 prevention education sessions.

These forms track just the kind of data referenced above. You will fill out a few forms each month (and, for some forms, each day or each session) and give your monthly forms to your Team Coordinator. Your TC’s role is to then collate the forms of everyone on the team into one form that s/he sends to AIDS United. AU then takes the forms submitted by each TC and total them up across teams.

These forms are available to all of you for free on Dropbox. You can download them here: https://www.dropbox.com/sh/dzf9c7hhpb6nbxd/5p-BvjGs6e. Examples also follow these introductory page but should not be printed and completed; please use the electronic versions on Dropbox for your own service tracking.

There are several categories of forms there:

1. **Prevention Education Tracking Forms**: These forms track the prevention education sessions that you run. There is an instruction sheet and then three different forms:
   a. one form gets filled out during each session by each attendee and is available in both English and Spanish;
   b. one gets completed by you at the end of each session, totaling up the ratings of your attendees; and
   c. one gets completed at the end of each month, summarizing the forms in “b.” above. This is the form that you give to your Team Coordinator.

2. **Client-Based Service Tracking Form**: This spreadsheet tracks the number of clients you reach per the kind of service you are performing. One tab in the workbook gets filled out each day of each month. At the end of the month, you give this worksheet to your Team Coordinator.

3. **The Member Development Log** tracks the number and kinds of trainings that you attend. There is one tab for each month. Your Team Coordinator will gather these forms quarterly and submit them to AU.

4. Finally, the **Service Tracking Form Key** gives you definitions of the kinds of service you are performing. This will help you both in your tracking forms and in your timesheets. If you’re ever unsure of how to categorize your service, this should help.
5. There are a series of forms that being with “TC.” These are forms for Team Coordinators to fill out. Members who are not TCs do not need to worry about these forms. We have trained the TCs on how to complete their forms separately.

The most important things to remember about your tracking forms are to complete them regularly – daily or after each prevention education session – and to get them to your Team Coordinator by the 5th of the following month. Even if you did not perform a type of service in a given month, you must return a form to your TC with that noted. Your TC needs time to get them to AIDS United. Be kind to your Team Coordinator!
AIDS United AmeriCorps Program

REPORTING: Prevention Education Presentation

Objective:
AmeriCorps members will conduct HIV/AIDS prevention education presentations. Seventy-five percent (75%) of participants will report an increase in their knowledge about HIV transmission, prevention and testing and their awareness about their own personal risk factors as measured by participant evaluations.

Instructions:
Form #1 is the AIDS United AmeriCorps Presentation Survey. You must EITHER hand this survey out after your presentations, as instructed below, OR integrate the questions into your own survey form. If you take the latter approach, the questions must be worded exactly as in the survey form provided by AU.

1. Print: From Dropbox (https://www.dropbox.com/sh/dzf9c7hphpb6nbxd/5p-BvjGs6e), print multiple copies of this sheet for participants.
2. Cut: Each sheet has 2 surveys – cut them in half and save paper.
3. Provide: Pass the ½ sheet out to each participant at the end of your presentation. Bring extra pens and pencils.
4. Collect: Provide a folder or box for participants to submit their surveys as anonymously as possible. Thank everyone for taking the time to complete the surveys.
5. File: Keep your individual surveys on file until the end of the year. AIDS United may request them at any time.

Best Practices for survey collection:
- Always leave 2 minutes at the end of your presentation for completing the short survey.
- Tell participants that this survey is anonymous and that they don’t have to write their name on the survey.
- If you are conducting a series of sessions, have all participants complete the survey only once at the end of the series.

Form #2 is the AIDS United AmeriCorps Presentation Summary used to summarize all surveys from a single presentation.

1. Print: From Dropbox (https://www.dropbox.com/sh/dzf9c7hphpb6nbxd/5p-BvjGs6e), print one form per presentation event.
2. Summarize: All surveys received from a single event by using tally marks in each box.
3. File: All #2 forms for an entire month. These forms will be summarized on the #3 sheet.

Form #3 is the AIDS United AmeriCorps Monthly Summary used to summarize all #2 forms for the entire month.

1. Edit: You will receive a unique #3 form for each month that has been shared with you for editing on Dropbox (https://www.dropbox.com/sh/dzf9c7hphpb6nbxd/5p-BvjGs6e). As you do with your other tracking forms, complete this form by the 5th of each month. If you had no presentations that month, state “No Presentations” at the top of the form.
2. Sign: There is a space for your typed signature at the bottom of this form.
3. Return this form to your Team Coordinator.
AIDS United AmeriCorps Presentation Survey

Purpose: To track knowledge gained and to improve AIDS United prevention education sessions.

Date ___________ Location of Presentation ______________________________________

Directions: In the following set of items, decide whether you strongly agree, agree, are undecided, disagree, or strongly disagree with each of the statements listed. Circle the corresponding number.

<table>
<thead>
<tr>
<th>Based on what you knew before the session...</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...my knowledge of HIV transmission increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. ...my knowledge of how to prevent HIV increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. ...I am more aware of my personal risk factors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. How would you rate the quality of this presentation (circle one)?

| Very Good | Good | Poor | Very Poor |

5. Do you have anything you would like to tell us?
## Encuesta de la Presentación de AIDS United AmeriCorps

**Propósito:** Saber lo que ha aprendido y para mejorar las presentaciones educativas sobre la prevención del VIH de AIDS United.

**Fecha**_________________  **Lugar de presentación**_____________________________

**Direcciones:** En la siguiente sección, decida si está fuertemente de acuerdo, de acuerdo, indeciso, no de acuerdo, o fuertemente no de acuerdo con las declaraciones. Selecciona el número correspondiente para indicar su preferencia.

### A través de esta presentación...

<table>
<thead>
<tr>
<th></th>
<th>Fuertemente no de acuerdo</th>
<th>No de acuerdo</th>
<th>Indeciso</th>
<th>De Acuerdo</th>
<th>Fuertemente de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. …mi conocimiento de la transmisión del VIH aumentó.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. … Mi conocimiento de cómo prevenir el VIH aumentó.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. …Soy más consciente de mis factores de riesgo personales.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. ¿Cómo calificaría la calidad de esta presentación (marque uno)?  
   - Muy Buena
   - Buena
   - Mala
   - Muy Mala

5. ¿Tiene algo más que quieras decirnos?
#2 Presentation Summary Sheet

Presentation Location: ____________________________

Instructions for members: After each presentation, summarize responses onto this form by marking tallies in each of the boxes below. Add up the tallies and put the number in the lower right-hand box.

Example:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From this presentation:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...my knowledge of HIV transmission increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. ... my knowledge of how to prevent HIV increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. ...I am more aware of my personal risk factors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. How would you rate the quality of this presentation?

- Very Good
- Good
- Poor
- Very Poor

Presentation Date: ____________________________

<table>
<thead>
<tr>
<th>Number of participants at presentation</th>
<th>Number of surveys received</th>
</tr>
</thead>
</table>

5. Do you have anything you would like to tell us? (Record all answers below):

______________________________
Month: ______________________________

Instructions: Looking at all of the Individual Presentation Summary Forms (#2) for the month, add up the totals from each of the boxes in those forms below.

Example:
5+9+16+ 5+3+7  
Total = 45

<table>
<thead>
<tr>
<th>From this presentation:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...my knowledge of HIV transmission increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. ...my knowledge of how to prevent HIV increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. ...I am more aware of my personal risk factors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. How would you rate the quality of this presentation?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Presentations</th>
<th>Number of participants at presentation</th>
<th>Number of surveys received</th>
</tr>
</thead>
</table>

5. Do you have anything you would like to tell us? (Members, keep track and summarize answers below):

Member Signature: ______________________________
AIDS United AmeriCorps Program
New Clients Service Tracking Form

Instructions: Complete this form at the end of each day of service. AIDS United will use this information to inform future programic decisions and to report program performance to stakeholders, including the Corporation for National and Community Service. Thank you for supporting the AU AmeriCorps Program.

<table>
<thead>
<tr>
<th>Day of Month</th>
<th>Vol. Coordination</th>
<th>TCR</th>
<th>Quality of Life - # New Clients</th>
<th>Prevention Outreach</th>
<th>Prev. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Volunteers Recruited</td>
<td># of Tests Completed</td>
<td>Food Service</td>
<td>Healthcare Access</td>
<td>Emotional/Social Services</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<td>10</td>
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<td>29</td>
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## AIDS United AmeriCorps Program

### Member Development Log

Name: ___________________________  Team: ___________________________  Month: __August-13__

### Skill-Based Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th>Sponsoring Organization</th>
<th>Training Title</th>
<th># Hours</th>
<th>Certification Received</th>
<th>Skills Gained</th>
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### Professional Meetings and Conferences

<table>
<thead>
<tr>
<th>Date</th>
<th>Sponsoring Organization</th>
<th>Meeting Title</th>
<th># Hours</th>
<th>Member Role (Participant, presenter, host agency liaison, etc.)</th>
<th>Meeting Outcomes</th>
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(Space for additional notes or comments)
Service Guidance for Timesheets/Tracking Forms

The following definitions include time related to direct service of clients (e.g., preparing educational materials for sessions, filling out client paperwork, answering phone calls and email which assist your ability to provide direct service). Your accuracy with these forms is critical as they will be used to inform future programmatic decisions and to report program performance to stakeholders, including the Corporation for National and Community Service. Thank you for supporting the AIDS United AmeriCorps Program.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Coordination</td>
<td>Time spent with volunteers, planning service and schedules for volunteers, preparing volunteer training, training volunteers, or recruiting volunteers (including materials development and discussion). This service can be completed in conjunction with your host agency or another agency with which your team has served.</td>
</tr>
<tr>
<td>Testing and Counseling Services</td>
<td>Preparing for HIV and HPC testing and counseling sessions (including gathering resources for clients, ordering tests, monitoring test kits, etc.), performing sessions, filling out related paperwork, or client follow up.</td>
</tr>
<tr>
<td>Food Service</td>
<td>Stocking, preparing, or distributing food or speaking with clients regarding services.</td>
</tr>
<tr>
<td>Healthcare Access/Care Coord.</td>
<td>Sourcing client, advocating for client, providing information on health insurance, health benefit programs, and providing information and linkages to medical appointment-related transportation and child care services.</td>
</tr>
<tr>
<td>Emotional or Social Support</td>
<td>Includes group or one-on-one assistance with daily living or assisting with access to services, emotional support and social outings or activities.</td>
</tr>
<tr>
<td>Care-related Project Mgmt.</td>
<td>Coordinating or assisting with a project (including administrative items) that will directly impact client quality of life.</td>
</tr>
<tr>
<td>Prevention Outreach and Prevention Case Management</td>
<td>Preparing for or conducting one-on-one risk reduction/prevention education sessions, including hotline phone conversations and impromptu outreach sessions during service hours. Coordinating a prevention outreach project or program. Preparing for or conducting group sessions in which the use of prevention education surveys is impractical (for example, impromptu outreach or in a setting where surveys are not permitted). Coordinating or assisting with a project (including administrative items) that will provide prevention information to target populations.</td>
</tr>
<tr>
<td>Prevention Education Sessions and Prep</td>
<td>Preparing for sessions (including developing exercises, obtaining materials, and set up time), conducting sessions, and post-session service (including aggregating evaluations and note-taking for improving future sessions). Prevention surveys should be distributed/collated from group participants (in addition to any forms used by the host agency), aggregated by session, sessions aggregated by month and provided to Team Coordinator on 1st Fifth Day of the month.</td>
</tr>
<tr>
<td>Fifth Day or Long Term Project</td>
<td>Organized team-based service or service planning. Team meetings and team building events.</td>
</tr>
<tr>
<td>General Administration</td>
<td>Attending a staff meeting. Agency administration, communication, and training that does not fit into any of the above categories. If time here is consistently above 20% of total service hours, please notify your host agency supervisor and city supervisor. Please add notes to your timesheet that specify your activities under this service type.</td>
</tr>
<tr>
<td>Team Coordination (TC’s only)</td>
<td>Team Coordinator services that fall under their roles and responsibilities.</td>
</tr>
</tbody>
</table>
AIDS United AmeriCorps Program  
Aggregate New Clients Service Tracking Form

Team Coordinator: ___________________________ Team: ___________________________ Month: ___________________________

Instructions: View Member Client-Based Tracking Forms. Record Member name in leftmost column, followed by the number of persons/sessions for each service type. Totals will be calculated automatically at the bottom of the table.

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Vol. Coordination</th>
<th>TCR</th>
<th>Quality of Life - # New Clients</th>
<th>Prevention Outreach</th>
<th>Prev. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Volunteers Recruited</td>
<td># of Tests Completed</td>
<td>Food Service Healthcare Access Emotional/Social Services Care-related project mgmt</td>
<td># New Clients</td>
<td># of Participants</td>
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</table>


**Team Coordinator Presentation Summary Sheet**

<table>
<thead>
<tr>
<th>Team Coordinator</th>
<th></th>
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<tbody>
<tr>
<td>City</td>
<td></td>
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<tr>
<td>Month</td>
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</tbody>
</table>

**Instructions**: Collect the Member Presentation Summary Forms from members providing prevention education. Add up the totals from each of the boxes into the unshaded boxes in this form.

<table>
<thead>
<tr>
<th># of Presentations</th>
<th># of surveys received</th>
<th># of participants</th>
</tr>
</thead>
<tbody>
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</table>

**From this presentation:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Undecided (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I learned new information on how HIV is transmitted.</td>
<td></td>
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<tr>
<td>2</td>
<td>I learned new information on how to prevent HIV infection.</td>
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<tr>
<td>3</td>
<td>I am more aware of personal risk factors.</td>
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</table>

**Overall Information**

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>How would you rate the quality of this presentation?</td>
<td></td>
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</table>

**5** Do you have anything you would like to tell us? (City Supervisors/Team Coordinators, summarize answers here):
**Fifth Day Attendance Form**

Instructions: Team Coordinators are required to keep track of member attendance at Fifth Day events. Record on your Fifth Day tracking form only those days at which the majority of your team was present. Please put Member initials in cells D7-O7. Columns D-O should record the number of hours each Member served that day. Clearly mark where members missed a day by using an "X". Use sample row as a guide. Provide to AU in January and July.

<p>| 5th Day Count | Date     | Event                                                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---------------|----------|-----------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| sample        | 9/22/13  | Jessica's 5th Day - Up with Trees and Riverparks                      | 8 | 6 | 6 | X | 6 | 2 | 6 | 8 | 5 | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  | 6  |
| 1             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 4             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 5             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 6             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 7             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 8             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 9             |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 10            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 11            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 12            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 13            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 14            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 15            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 16            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 17            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 18            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 19            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 20            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 21            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 22            |          |                                                                       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |</p>
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<tr>
<th>5th Day Count</th>
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Program Evaluation and Feedback to AIDS United

During your service year, there will be opportunities to voice ideas and opinions about the AIDS United AmeriCorps Program. However, there is no reason for you to withhold your opinions until you are asked! Contact the AU AmeriCorps Program Staff at americorps@aidsunited.org anytime you have an idea that would benefit the national program.

You are responsible for maintaining constant communication with your Team Coordinator, City Supervisor, and Host Agency supervisor. Do not wait for problems to become huge, overwhelming, and stressful. Rather, address challenges as they arise. AIDS United is always available as a source of support; however, we expect that you will tap all local support before contacting the national office.