



Maryland-DC | Campus Compact

Maryland-DC Campus Compact AmeriCorps VISTA Project 2012 - 2013 Progress Report

Due to MDCCC Office April 12, 2013

Host Site: American University

Supervisor: Robin Adams

MDCCC-VISTA: Andalisa Lopez

Instructions:

1. Ultimately, all our reports need to focus on *community impact*; please focus your responses on *community impact*.
2. Answer every question as each is essential to completing the federal report for the Corporation for National and Community Service.
3. Give numbers when asked. Regardless of how high or low the numbers are, they are required in order to give the national office a snapshot of your project and leverage further funding.
4. Before submitting to the MDCCC Office, please save report as follows:
Institution 12-13 Q#.doc (for example: Coppin 12-13Q1.doc)
5. MDCCC-VISTA Supervisor submits report to Lindsey Harper (harper@mdccc.org) and copies Pat Bassett (bassett@mdccc.org) and Nick Mueldener (mueldener@mdccc.org).
6. Should you have any questions, please contact Lindsey Harper via email (harper@mdccc.org).



DATA UPDATES

Please complete the following chart as accurately as possible. Definitions of key terms can be found below the chart.

# of VISTA Members on board at end of reporting period:	1
# of VISTA Members supported by cost share:	0
# of Community Volunteers serving:	150
# of Community Volunteers serving who are Baby Boomers:	0
# of Service Hours performed by Community Volunteers:	4,500
Dollar value of cash resources developed by MDCCC-VISTA member:	\$2,000
Dollar value of non-cash resources developed by MDCCC-VISTA member:	\$99,630

KEY TERMS:

Community Volunteers – any students, faculty members, community members, etc. who are involved in service or service-learning

Baby Boomers – individuals who are currently between the ages of 47 and 65, born between the years of 1946 and 1964

Service Hours – service which is volunteering and/or service through service-learning

Non-Cash Resources – any resources other than “real money” including donated space, food, transportation costs, volunteer hours, etc.

Value of Volunteer Hours – (part of non-cash resources) multiply number of service hours performed by \$21.79 to find value according to http://www.independentsector.org/volunteer_time

Cash Resources – any “real money” obtained including grants, money raised through fundraisers, direct cash gifts, etc.

TRAININGS, ORIENTATIONS, ETC.

Please indicate the number of trainings or orientations the MDCCC-VISTA and/or MDCCC-VISTA Supervisor have attended in each category.

Type of Training/Orientation	MDCCC-VISTA	Supervisor
On-site Trainings or Orientation	1	0
Community Outreach	0	0
Community Volunteer Generation/Recruitment	0	0
Effective Volunteer Management	0	0
Resource Mapping	3	1
Resource Development/Fundraising	0	0
Grant Writing	2	0
Organizational Development	0	0
Performance Measures	0	0
Tracking Systems	0	0
Information Technology	0	1
Developing On-Site Orientations & Training Plans	0	0
Other: Including Service-Learning	0	0
Other:	0	0

MDCCC PROJECT PLAN

Service Category: Adult Education and Literacy (including ESL and GED)
Goal Statement: To increase the number of students from low-income backgrounds who have success in Maryland's institutions of higher education, particularly first-generation, first and second year students by engaging them in service and service-learning and service-based leadership in their communities.
Milestone: Identify and mentor low-income students currently enrolled and engage them in service-learning and service-leadership programs to help them remain engaged in college.
Indicator/Evidence of Progress: The number of low-income students who report an increase in civic knowledge and skills.
Number of low-income students reporting an increase in civic knowledge and skills: 4
How Measured: Survey
Description of Data Collection: VISTA member in conjunction with host site supervisor will bi-annually interview low-income enrolled students about how service engagement is contributing to their sense of community, efficacy, and success in college.
Narrative: The Maryland DC Campus Compact AmeriCorps VISTA has interviewed several student leaders about how their involvement with community has contributed to their civic knowledge and skill set. The majority of the students interviewed thus far have reported learning a great deal of new skills, developing their leadership abilities, and have increased knowledge about diversity and social justice.

Service Category: Community-Based Volunteer Programs
Goal Statement: Each of our member intuitions receiving an AmeriCorps*VISTA member (20 in 2012) will recruit 100 community/student volunteers to do volunteer for various community anti-poverty programs, thus strengthening the existing relationships between the higher education institutions and the local non-profits. Through these strengthened relationships, the CBOs will increase their capacity to serve the low-income community members.
Milestone: At the end of the program year CBO partners will report that the partnership(s) have increased their capacity to provide services.
Indicator/Evidence of Progress: A percentage of CBO partners will indicate increase capacity to provide services.

Percentage of CBO partners that indicate increased capacity to provide services: 80%
How Measured: Survey
Description of Data Collection: Each MDCCC-VISTA will administer a survey to community partner organizations one to four times per year.
Narrative: The Maryland DC Campus Compact AmeriCorps VISTA will conduct more formal interviews once the semester has ended. The 80% reflects informal conversations with community partners throughout the year.

Service Category: Community-Based Volunteer Programs
Milestone: Each MDCCC-VISTA will develop strategies to connect volunteers with local agencies who need volunteers to strengthen their anti-poverty initiatives. Each MDCCC-VISTA will recruit a minimum of 100 volunteers over the course of their term of service for community based organizations.
Indicator/Evidence of Progress: Community volunteers recruited
Number of community volunteers recruited: 170
How Measured: Volunteer Record/Log
Description of Data Collection: Each AmeriCorps*VISTA will keep records of community/student volunteers whom they helped to recruit and will report their involvement quarterly through the progress reports.
Narrative: Overall, the Maryland DC Campus Compact AmeriCorps VISTA and the other DC Reads staff have recruited 170 student volunteers; however, this number has decreased over the course of the semester.

Service Category: Other Community and Economic Development
Goal Statement: To increase the number of students from low-income backgrounds who have access to D.C.'s and Maryland's institutions of higher education. <ul style="list-style-type: none"> - Expand college access opportunities for at-risk/low-income K-12 students through curricular or co-curricular tutoring, mentoring, service-learning, or leadership programs. - To work with local schools and school systems to provide curricular or after-school service/service-learning opportunities for low-income youth including supporting their access to higher education. (NDMU, PGCC, Stevenson, UMBC, UMCP)
Milestone: Create or enhance one access-oriented program serving low-income youth with

CBO partners (including schools, school systems, or after school programs).
Indicator/Evidence of Progress: Number of access-oriented programs serving low-income K-12 youth which are created or enhanced
Number of access-oriented programs serving low-income K-12 youth created or enhanced: 9
How Measured: Activity log
Description of Data Collection: A description of the program submitted by the MDCCC-VISTA for their quarterly reports.
Narrative: DC Reads tutors choose one out of 9 community partners to work with throughout the semester. The programs are all different in their approach, but all work towards the same goal of increasing the educational attainment of the children they serve in the DC community.

Service Category: Other Community and Economic Development
Milestone: Low-income youth participate in access-oriented programs created or enhanced by MDCCC-VISTAs
Indicator/Evidence of Progress: Number of low-income youth participating in access-oriented programs created or enhanced by MDCCC-VISTAs
Number of low-income youth participating in access-oriented programs: 250
How Measured: Activity log
Description of Data Collection: MDCCC-VISTA will submit numbers of low-income youth participants with quarterly reports and maintain site specific logs.
Narrative: Through communication with staff at our community partners, the Maryland DC Campus Compact AmeriCorps VISTA estimates that the DC Reads tutors serve an approximate 250 children throughout Washington DC.

NARRATIVES

Please respond to the following sections in 2000 characters or less.

<p>Challenges</p>	<p>DC Reads is preparing for the annual end of the year celebration, Kids on Campus Day where 200 children from around DC come to American University for an evening of literacy activities. This great event comes with a heavy price tag, and it has been a challenge to fundraise the money needed to successfully hold Kids on Campus Day. The entire DC Reads team has been working hard to ensure that there are enough funds.</p>
<p>Recruitment</p>	<p>The Maryland DC Campus Compact AmeriCorps VISTA and other DC Reads staff members are currently recruiting for summer programs. Tutors can work at select sites as fulltime educational and literacy support. The recruitment for summer programs will be substantially less than the recruitment efforts we employ during the academic year; the DC Reads office will only recruit about 60 tutors to serve summer programs.</p>
<p>Training/Technical Assistance Needs</p>	<p>Towards the end of the semester, the Maryland DC Campus Compact AmeriCorps VISTA and other staff members have dealt with some conflicts with tutors and sites. It seems as though everyone has issues that need to be resolved in the last month of the academic year. The Maryland DC Campus Compact AmeriCorps VISTA would like some training in best practices around resolving conflict when several parties are involved.</p>
<p>Partnership/Collaboration Development</p>	<p>The Maryland DC Campus Compact AmeriCorps VISTA has developed a relationship between a School of Education and Health faculty member and a site that needs help structuring the academic component of their program. The faculty member is offering structured support about how the community partner runs the academic piece of the program during the summer. The tutors are working on an academic assessment of how the children are doing in school, and these assessments will be used to guide the academic instruction throughout the summer.</p>
<p>Resource Development</p>	<p>The Maryland DC Campus Compact AmeriCorps VISTA attended a free grant-writing workshop that was hosted by Maryland DC Campus Compact. While the session was geared more towards</p>

	<p>those serving in Maryland, it was useful to learn what resources were available. The Maryland DC Campus Compact AmeriCorps VISTA has also been involved with the Service-learning Community Engagement Conference Planning which was a great networking and professional experience.</p> <p>The Maryland DC Campus Compact AmeriCorps VISTA has also attended a Brookings Institute report brief about school districts and their importance in determining how well students perform. Michelle Rhee attended and presented a more narrative version of her thoughts on the importance of teachers and school districts.</p>
Sustainability	<p>The Maryland DC Campus Compact AmeriCorps VISTA is collecting documents and transitional supplies for the next Maryland DC Campus Compact AmeriCorps VISTA. The next Maryland DC Campus Compact AmeriCorps VISTA term will start in late June so this will allow for the two to have more time together to collaborate and work through VAD projects.</p> <p>The Maryland DC Campus Compact AmeriCorps VISTA is also working on making correspondence among the DC Reads Committee more sustainable by having other directors and schools host meetings to take more ownership of the monthly meetings. This will help ensure that the committee feels comfortable meeting without the presence of the MDCCC AmeriCorps VISTA.</p>
Multi-Site Performance	<p>The Maryland DC Campus Compact AmeriCorps VISTA has made several site visits to each of the community partners to ensure that there is an open line of communication. The Maryland DC Campus Compact AmeriCorps VISTA has also visited different campuses within the DC Reads Committee Consortium for various meetings.</p>
Other Accomplishment	<p>The Maryland DC Campus Compact AmeriCorps VISTA has been working diligently with the other staff members, tutors, and Team Leaders to raise funds for Kids on Campus Day. Together, the group has surpassed the fundraising goal of \$3,000.</p>
Stories	<p>The Maryland DC Campus Compact AmeriCorps VISTA recently made a site visit to Alice Deal Middle School to visit with some of the students and American University tutors. A group of two</p>

tutors and one student were sitting outside under a cherry blossom tree using water colors to capture the scene. They had just written a sample of Haikus about the cherry blossoms and were painting what had inspired them; one of the tutors mentioned they were going to submit these Haikus to the Washington Post as the paper was requesting reader poems. The 6th grade student was finishing up her impressionistic painting of the cherry blossoms and remarked that she was going to throw it away or recycle her masterpiece. The two tutors and the Maryland DC Campus Compact AmeriCorps VISTA protested and tried to save the painting. After a little bit of back and forth, the student asked about American University and how to gain admissions. The Maryland DC Campus Compact AmeriCorps VISTA and the tutors explained that if she did well in school and continued to work hard, she could go to American University, or any other institution she wanted. The girl had to leave to go home, but before she left she gave her painting to the Maryland D Campus Compact AmeriCorps VISTA; the work of art is now hanging in the Center for Community Engagement and Service at American University waiting the arrival of the 6th grade artist.

Attachments and Links

Centronia Tutoring Program

Improving the educational outcomes of Latino students is an important issue for the Office on Latino Affairs (OLA). OLA believes in the importance of after-school tutoring and mentoring programs; thus we are an advocate and funder for programs such as Centronia's tutoring program. OLA is pleased that tutors such as the wonderful volunteers from Centronia provide a sense of encouragement and educational reinforcement needed to ensure that all students achieve in the classroom.

Centronia continues to provide a tutoring program that changes the life of at risk students throughout the District. This past semester, Centronia had a 4th grade student enrolled in their program that was not at the 4th grade academic level. When the student entered the program this semester she was very timid and had trouble grasping the whole tutoring experience. The student did not like to speak out during the tutoring sessions which made it difficult for the tutor to determine the problem.

Centronia began by assessing the student and began a rigorous tutoring

process. Centronia was able to provide the student with very specific tutoring instructions on how to rebuild her self-esteem and allow the student to recognize the progress she was making. The tutor suggested that the student should start her academic plan at a first grade level to and progressively increase the level of work. A few weeks after creating this academic plan the student showed much progress in both her academic and social skills. By the end of the tutoring semester it was clear that the student made drastic improvements in reading and math.

The student began the semester not being able to read a full sentence or knowing the value of numbers. After a Mid-Year assessment, Centronia was able to conclude that the student was more confident in her reading abilities and her number recognition and ability to complete word problems.

The Office on Latino Affairs is proud to share success stories of its funded programs in order to continue improving the quality of life for Latino District residents.



Centronia: Tutoring Program
Funded by grants from the Mayor's Office on Latino Affairs .

Sidnee Mercer (American U Tutor) and Mia Martinez, (5th grade, DC Bilingual PCS)

The above article is from the Mayor's Office on Latino Affairs about CentroNia, one of the DC Reads' tutoring sites. Sidnee Mercer is an American University DC Reads tutor.

AMERICAN UNIVERSITY PROJECT PLAN

Service Category: Tutoring and Child (Elementary) Literacy

Community Need Statement

The D.C. State of the Workforce Report (2003) found that literacy levels in the District are substantially lower than those in the nation overall. Low literacy levels prevent many D.C. residents from competing for decent living wages and salaries. According to the DC State Education Agency "employment and earnings are directly tied to an individual's educational achievement". Cycles of illiteracy continues unemployment and poverty for D.C. residents, thus causing their journey to escape the harsh reality of poverty nearly impossible. The best way to counter this issue is to teach district kids to read before they reach high school or drop out.

DC Reads strives to increase students' ability to possess a fair and equal education and the opportunity to succeed in school by providing scholarly resources and support which assists in assuring that students of the District are thriving academically. Having positive role models, such as university students, will further nurture academic success by supporting youth development. It is DC Reads' expectation that with proper resources, providing supplemental academic support, and offering the prospect for a mentorship, District students will possess the opportunity to drastically improve the future statistics of the aforementioned District of Columbia State of the Workforce Report.

While the DC Reads programs, individually, at each institution, are extremely prominent and great in force, District-wide the programs have struggled to measure the impact that they are having in the DC Community at large. Collectively, the DC Reads programs are also having difficulty finding the resources to coordinate as one body to ensure that all students in the District who need assistance with literacy are receiving help and to organize a united platform that would advocate/raise awareness for equal education of DC students.

Goal Statement

The DC Reads VISTA program will increase the organizational and administrative capacity of the individual universities' DC Reads programs to serve DC students. This will ensure that students throughout the District receive support with their academics, increase college awareness opportunities, have access to positive role models, and reduce the likelihood of them becoming functionally illiterate adults with limited employment opportunities that continue poverty cycles.

Performance Milestone

Milestone: Creation of DC Reads community partnership best practices.

Planned Period of Accomplishment:

Actual Period of Accomplishment:

Fall 2012	Jan 1-Mar 31
Indicator/Evidence of Progress: Creation of an informational document to share with community organizations to increase the capacity of similar organizations.	
Target: Completion	Actual to date: 60%
How Measured: Survey	
Description of Data Collection: Document will be created by compiling interviews from university and community partners on Google Docs. In addition, current research in the field will be used to support findings from interviews	
Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA has been working on collecting interviews, surveys, and other evaluative documents from university students, and community partners to create an outline of best practices within community engagement work.	

Performance Milestone	
Milestone: Establish funding priorities for DCR committee joint programmatic changes.	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: Created report with funding priorities and their feasibility and projected impact.	
Target: 100%	Actual to date: 40%
How Measured: Activity Log	
Description of Data Collection: The Maryland-DC Campus Compact AmeriCorps VISTA will submit written grant applications and grant donor research materials to the supervisor every two weeks to ensure progress is being made.	
Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA has began discussing funding and goals with the DC Reads Committee in order to establish priorities. At this point, the Committee has agreed on a low-hanging fruit goal of creating a leadership conference in the fall, and the Maryland DC Campus Compact AmeriCorps VISTA will assist in preparing for this.	

Performance Milestone	
Milestone: Implement revised tutor training and management systems	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31



Indicator/Evidence of Progress: Two revised training sessions held each semester.	
Target: 4	Actual to date: 4
How Measured: Activity Log	
Description of Data Collection: The supervisor will oversee the VISTA in implementing these new training methods. Tutor recruitment and management systems will be done using the new methods determined by the pilot survey and previous background research.	
Narrative (Progress this reporting period): The trainings have been completed for this academic year. Based on new feedback coming in from tutors and Team Leaders, the Maryland DC Campus Compact AmeriCorps VISTA will work closely with the next Maryland DC Campus Compact AmeriCorps VISTA to work on training changes.	

Performance Milestone	
Milestone: Creation of shared documents and transition manual to ensure sustainability through the next VISTA term	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: Information documented	
Target: 100%	Actual to date: 50%
How Measured: Activity log	
Description of Data Collection: The VISTA will submit shared documents by the end of the year.	
Narrative (Progress this reporting period): The documents for the next Maryland DC Campus Compact AmeriCorps VISTA are being saved together on the computer, and since there will be some overlap between the MDCCC AmeriCorps VISTAs, the transition will be easier. The current Maryland DC Campus Compact AmeriCorps VISTA will also create a binder of evaluations and the end of the year report.	

Performance Milestone	
Milestone: Implementation of a revised impact assessment system based on the results of the pilot conducted the previous year at American University. By the end of the spring semester, tutors across committee member universities should be engaged in the assessment plan to inform the program's development.	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: Data is collected from 100% of the DCR university	



program's tutor satisfaction at the end of each semester to demonstrate the impact DC Reads is having on their experience, knowledge of urban education, and career development.	
Target: 100%	Actual to date: 90%
How Measured: Recipient satisfaction survey	
Description of Data Collection: Tutors enrolled in the program will be asked to complete a survey of their experience, and undergo continuing evaluations of their academic progress.	
Narrative (Progress this reporting period): All current assessments that involve the tutors are being implemented as the school year closes.	

Performance Milestone	
Milestone: Implementation of a revised impact assessment system based on the results of the pilot conducted the previous year at American University. By the end of the spring semester, students from across committee member universities' partner sites should be engaged in the assessment plan to inform the program's development.	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: Improved reading scores	
Target: 100%	Actual to date: 90%
How Measured: Student grades	
Description of Data Collection: Student grades will come from their standardized test scores and/or the program's test data.	
Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA has implemented a reading attitudes survey at the sites. This is being completed now.	

Performance Milestone	
Milestone: Implementation of a revised impact assessment system based on the results of the pilot conducted the previous year at American University. By the end of the spring semester, community partners across committee member universities should be engaged in the assessment plan to inform the program's development	
Planned Period of Accomplishment: Fall 2012	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: Interviews from 100% of community partners	



Target: 100%	Actual to date: 50%
How Measured: Interview	
Description of Data Collection: VISTA and representatives from each university will interview community partners and record their feedback based on basic best practice partnership criteria.	
Narrative (Progress this reporting period): The community partners will be interviewed during the beginning months of summer.	

Performance Milestone	
Milestone: Plan leadership development institute	
Planned Period of Accomplishment: Spring 2013	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: 100% of the curriculum created and resources identified and secured	
Target: 100%	Actual to date: 10%
How Measured: Activity log	
Description of Data Collection: The curriculum will be created and resources will be identified and secured. It is meant to train leaders to be effective change agents in the field of urban education. The plan will be assessed by VISTA supervisor.	
Narrative (Progress this reporting period): The DC Reads Committee discussed plans for a leadership institute for early fall 2013 where tutors and student leaders from the area DC Reads programs will gather for collaboration and a shared training.	

Performance Milestone	
Milestone: Research and apply for funding sources for Leadership Development Institute and other DCR programmatic expansions.	
Planned Period of Accomplishment: Fall 2013 – Spring 2014	Actual Period of Accomplishment: Jan 1-Mar 31
Indicator/Evidence of Progress: 100% of team leaders involved in the new institute	
Target: 100%	Actual to date: 0%
How Measured: Activity log	
Description of Data Collection: VISTA and supervisor will implement the leadership	

training model together.

Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA will work in conjunction with the rest of the DC Reads Committee meeting to develop goals and strategies for the Leadership Development Institute. The Maryland DC Campus Compact AmeriCorps VISTA will then work to secure funding and resources to successfully hold this institute.

Performance Milestone

Milestone: Creation of DC Reads Committee website.

Planned Period of Accomplishment:
Fall 2013

Actual Period of Accomplishment:
Jan 1-Mar 31

Indicator/Evidence of Progress: 100% of website created to increase public awareness of all DC Reads programs

Target: 100%

Actual to date: 90%

How Measured: Activity log

Description of Data Collection: University and community partners will test out the website and provide feedback. When members of the community inquire assistance from the DC Reads program, they will be asked how they became knowledgeable of DC Reads, which will serve as an indicator.

Narrative (Progress this reporting period): Instead of a website, the DC Reads Committee is posting documents and resources to a shared Google document.

Performance Milestone

Milestone: Revision and implementation of Impact Assessment System and Tools in order to increase reliability and ensure functionality of assessment tools.

Planned Period of Accomplishment:
Fall 2013 – Spring 2014

Actual Period of Accomplishment:
Jan 1-Mar 31

Indicator/Evidence of Progress: Increasing reliability and assuring functionality of assessment tools in collecting data from students from each community partner. All of the analysis would be taken into account and a new assessment will be created based on the analysis.

Target: 100%

Actual to date: 80%

How Measured: Student grades

Description of Data Collection: Students enrolled in the program will also be asked to complete a survey of their experience, and undergo continuing evaluations of their

academic progress.

Narrative (Progress this reporting period): Students completed an assessment about their motivations to read.

Performance Milestone

Milestone: Revision and implementation of Impact Assessment System and Tools in order to increase reliability and ensure functionality of assessment tools for community partner impact assessment.

Planned Period of Accomplishment:
Fall 2013 – Spring 2014

Actual Period of Accomplishment:
Jan 1-Mar 31

Indicator/Evidence of Progress: Increasing reliability and assuring functionality of assessment tools in collecting data from each community partner in how the university partnership helps them in achieving their goals. We are reaching for 100% of the community partners will be included.

Target: 100%

Actual to date: 30%

How Measured: Interview

Description of Data Collection: Community partners will be interviewed on their experience.

Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA will interview the community partners during the early summer months.

Performance Milestone

Milestone: Revision and implementation of Impact Assessment System and Tools in order to increase reliability and ensure functionality of assessment tools for tutor impact.

Planned Period of Accomplishment:
Fall 2013 – Spring 2014

Actual Period of Accomplishment:
Jan 1-Mar 31

Indicator/Evidence of Progress: Increasing reliability and assuring functionality of assessment tools in collecting data from tutors from 100% of university DCR Committee members.

Target: 100%

Actual to date: 80%

How Measured: Interview

Description of Data Collection: Tutors participate in interviews, focus groups, and self-assessments as part of the evaluation.

Narrative (Progress this reporting period): Tutors will receive end of the year evaluations from their student leaders over the next few months.

Performance Milestone

Milestone: Create shared documents and transitional manuals to ensure that all information and work from the VISTA terms is transferred on.

Planned Period of Accomplishment: Fall 2013 – Spring 2014	Actual Period of Accomplishment: Jan 1-Mar 31
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Indicator/Evidence of Progress: Documents and manual created.

Target: 100%	Actual to date: 40%
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How Measured: Activity log

Description of Data Collection: VISTA will add information to the shared documents database and add information to the manual to ensure that all information.

Narrative (Progress this reporting period): The Maryland DC Campus Compact AmeriCorps VISTA will create a more formal manual for the next MDCCC AmeriCorps VISTA. Some documents have already been saved in a folder on the computer.