

The RESOURCE CONNECTION

Volume 2, Number 3

Winter 1997

THEME: CROSS-STREAM COLLABORATION



The quarterly newsletter of the

National Service Resource Center

ETR
Associates

Streams Into a River

By Harris Wofford, CEO,
Corporation for National Service

Collaboration is a bedrock principle of national service. Getting a service program started requires working with diverse people and organizations in the community. Yet too often, service programs operate on their own, unaware of other efforts going on around them. If service is to become a major national force, then we have to put aside our differences and work more closely together.

This is especially true in an era of shrinking government because as our mission expands, the resources may not keep pace. The only way to accomplish our goals is to work together, at the national, state, and local levels, to define our problems, develop solutions, and take concerted action.

Collaboration between the streams is on the rise. As I've traveled across the United States, I've seen more and more examples of cross-stream conferences, and new and creative partnerships between our programs—VISTAs recruiting RSVP volunteers as reading tutors; AmeriCorps members deployed to coordinate service-learning in schools; all streams joining together to clean up after natural disasters. The Unified State Plan process now underway recognizes these efforts, and encourages states to go further.



In these pages you'll find some of the reasons for collaboration—cost-savings, better training, more community buy-in, increased opportunities

for people to serve. Ultimately, collaboration helps us get more things done. The problems we face—crime and drugs, the decay of our cities, the decline of our schools, and the critical problems facing children and youth—don't respect neat boundaries and program lines. To solve them, we have to work together, on many fronts, simultaneously.

Collaboration is not always easy. Good collaboration takes time. Treat your partners as equals. Think of collaboration not as a loss of control, but as a gain of new partners and resources. Be inclusive—diversity is a source of strength. Don't be afraid to take risks. This is a trial and error process, and mistakes are inevitable. As you move ahead, we at headquarters will do everything we can to increase collaboration in our structure.

In every state, in every community, we must find the streams that are often working separately and bring them together. It is only when we bring these streams together that we will form a river deep and mighty enough to sweep away the obstacles to solving our most serious problems. ■

Collaborating Workshops for Multi-Stream Training

With contributions by Bob Torvestad, Arkansas Corporation Field Director

Since training workshops take considerable time and money to plan and execute, efficiency is the key to making them the most profitable for all concerned. To achieve this efficiency, the Corporation

State Office (CSO) in Arkansas collaborated with its State Commission to design training workshops which were relevant to all streams of service. They also decided to use national

See Workshops, page 7

In this issue:

- UC Berkeley Service-Learning Page 2
- Fostering Cross-Stream Service and Training Page 2
- Internet Insights Page 4
- Intergenerational Teams in Massachusetts Page 3
- South Carolina: Combining Streams Page 4
- Library Spotlight: Collaboration Page 5
- Regional Service-Learning in Colorado Page 5

UC Berkeley: Innovative Service-Learning

By Andrew Furco, Director of the Service-Learning Research & Development Center, UC Berkeley

The University of California at Berkeley has developed a service-learning program which utilizes both AmeriCorps and Learn and Serve streams of service. Under the directorship of faculty member Andy Furco, the two campus centers of CalCorps and the Service-Learning Research & Development Center facilitate this collaboration.

The Campus Centers

CalCorps, the campus Public Service Center, houses the AmeriCorps program, wherein 12 full-time students, who are also members working part time for the program, each provide 900 hours of service as volunteer coordinators during the academic year and through the summer. The AmeriCorps members' primary responsibilities are to recruit and train students to perform volunteer work in the community. Close to 1000 students are recruited by the AmeriCorps members each year.

The Service-Learning Center operates a Learn and Serve Higher Education program that fosters the development of service-learning courses on campus. The Center provides training and technical assistance to faculty in developing service-learning curriculum and is a place for faculty to exchange ideas with each other. Along with CalCorps, the Center uses AmeriCorps members to lo-

cate appropriate service placements for the students who are enrolled in the service-learning courses.

Cross-Stream Collaboration

Along with the mutual benefits have come the challenges of cooperation and collaboration, since each service activity has its own particular priority and focus. For example, while AmeriCorps is very heavily focused on "providing direct service," the Learn and Serve Higher Education program is more interested in academic learning and the benefits gained for the students who provide the service. As a response to this dichotomy of differing perspectives, the two centers were established: (1) CalCorps, the heavily service-oriented center, with the education of its members being secondary, and (2) the Service-Learning Center, which is "learning" and academically focused. Each center complements the other while covering both areas of service and education.

Currently, AmeriCorps members are involved with preparing the curriculum for the faculty who teach service-learning classes. They also provide volunteer orientations in the classroom, serve as peer advisers to the service-learning students, and find placements in the community for the students. In addition, the Service-Learning Center and CalCorps are developing a partnership called

See Service-Learning, page 8

2

State Commissions: Fostering Cross-Stream Service and Training

With contributions from the Mississippi Commission for National and Community Service, Florida Commission on Community Service, and the Indiana Commission on Community Service

While the Unified State Plan has brought the idea of collaboration across national service streams to the forefront, the concept and the practice itself has been around for quite some time. Several State Commissions are working to continue the tradition of collaborative relationships which are ongoing and which began before the establishment of the Commission itself. For example, the Mississippi Commission routinely considers the input from Corporation for National Service (CNS) funded service programs as well as other agencies and groups all over the state. Cross-stream planning committees help in this effort, working together on long-range plans. Opinions and suggestions are given by representatives from AmeriCorps, Learn and Serve, VISTA, and Senior Service Corps in both formal and informal settings. This provides opportunities for all programs to be included in decision making. Mississippi also utilizes the flexibility of Subtitle-H funding—cur-

rently Learn and Serve (K-12) students, AmeriCorps members, and Senior Service Corps members are working together to refurbish an inner-city neighborhood and also to assist senior citizens to live independently in their homes. As Marsha Meeks Kelly, from the Mississippi Institutions of Higher Learning, declares, "Cross-stream collaboration is just another way of saying we work more effectively and efficiently together."

"Cross-stream collaboration is just another way of saying we work more effectively and efficiently together."

The Florida Commission has found that cross-stream training as well as cross-stream event planning is valuable, because it is not only cost efficient but it allows for participation among programs. Working with the AmeriCorps National Directs

and the state CNS field office on joint training for AmeriCorps and Senior Service Corps members and staff, the Florida Commission has developed a twelve-month

See State Commissions, page 8

Intergenerational Cross-Stream Teams in Massachusetts

By Guy (Terry) Kelley, RSVP Project Director, and Stephanie Peteranecz, YVC Director, Merrimack Valley Community Service Corps

The Merrimack Valley Community Service Corps (MVCSC) in Lawrence, Massachusetts, is a test site for the Corporation for National Service's (CNS) Programming for Impact initiative, and serves as an umbrella agency for the AmeriCorps, Learn and Serve America, NCCC, Retired and Senior Volunteer Program (RSVP), and VISTA.

Summer of Safety Projects

In 1994, CNS sponsored the Summer of Safety (SOS) program, in which communities worked together to make their cities, neighborhoods, and streets safer. This SOS program provided an early opportunity for the MVCSC to use the streams of service collaboratively. Intergenerational teams participated in several SOS projects, including the Merchant Safety Survey Program, where RSVP members teamed with NCCC youth, and in conjunction with the Minority Business Council, surveyed businesses regarding safety concerns. These concerns, tabulated from 107 business owners, were presented to the city's Public Safety Committee, the Chamber of Commerce, and the police department.

Another project which began with the SOS in 1994 and is ongoing, is the Police Athletic League (PAL), where three public schools and one community center have been established as safe after-school sites for youth in the community to gather and participate in recreational activities. VISTA and RSVP members serve together on this project, and as Project Director Kelley states, "The VISTA members relieved the seniors' anxieties. They provided a sense of comfort and a feeling of security. Our seniors were dealing with new issues. The success of this summer [SOS 1994] didn't just fall from the sky—this program took planning and education. It's still developing. A lot of the work is very substantive and it will continue."

The Alzheimer's Identification and Intervention Program uses intergenerational teams to identify and record the names and addresses of Alzheimer sufferers, photograph them, and compile a book of this information for the Lawrence Police Department. Working together as teams on this ongoing project are VISTA and RSVP members.

Additional Intergenerational Projects

A project called Hugs and Dolls involves participation from RSVP, Youth Volunteer Corps (YVC), VISTA, and Learn and Serve. Collectively, these groups make dolls to donate worldwide to children with the HIV/AIDS virus. In addition, dolls are made for infants in long term care at a local hospital where teams of two (one senior, one youth) visit. Reflection is also a facet of this program, when not only teams but all program participants discuss and share their experiences with the visitation program, and progress is determined by evaluations.

Another project which involves RSVP, YVC, VISTA, and Learn and Serve is the ROSES program. An acronym for Read-aloud On Safety, Education and Skills, teams of four (two seniors, two youth) work once a week for six weeks in preschool classrooms to educate the children about issues concerning family,

friendship, safety, and healthy living habits. In addition to teaching the children, the relationships formed between the intergenerational partners is extremely valuable. RSVP members become close to their youth partners, and serve as mentors to them. The teams evaluate their performance, individually and as teams, and the evaluations include a reflection component, where the impact of the program in their lives is shared and discussed.

The Value of Partnerships

For MVCSC, partnerships are a valuable asset to any program. The key to creating successful community-impact projects such as those which began in Lawrence with the SOS, is the creation of linkages and partnerships that are most likely to benefit the program's evolution and execution. Finding out who can help achieve the goals set for the program, who has an interest in the outcome, and who can assist and contribute to the program are all important considerations. Partnerships provide opportunities for all ages to participate on service teams which recognize and capture the unique talents of each member.

For further information about the organization and structure of MVCSC, contact Terry Kelley at (508) 686-9407, E-mail: Mass MVCSC@aol.com, Fax: (508) 794-9953. ■

...relationships formed between the intergenerational partners is extremely valuable. RSVP members become close to their youth partners, and serve as mentors to them.

Combining Streams in South Carolina

By Kathy Gibson Carter, Learn and Serve Coordinator,
South Carolina Department of Education

Almost all streams of service in South Carolina are involved in helping the state implement service-learning. AmeriCorps* VISTA members have been trained in service-learning concepts and theories, and many of them are placed in school districts. There, they play a vital role in helping to mobilize resources in their communities.

For the past three years, the South Carolina State Commission has funded service-learning coordinators with AmeriCorps funds. Twenty-two members have each been placed in a different school district within three regions of the state to assist in the development of service-learning programs. Working with three institutions of higher education, the Corps members assist teachers in placing youth in the community, supervising projects, leading discussions, and collecting data. Many members also provide technical assistance and training to teachers in their school or district.

A key to this successful collaboration has been cross-training among the streams of service. AmeriCorps members and Learn and Serve Higher Education personnel have been trained as service-learning ambassadors, and are a vital part of the state's service-learning network.

Connecting Programs

South Carolina has also initiated two other programs which contribute to cooperative service. One is called Process for Effective Resource Collaboration, or PERC, which is a framework for planning that can be modified to adjust to meet the needs of communities, agencies, and school districts. The intent of PERC is to engage people to plan for alliance—to stimulate them to look for ways their program can connect to another program. These alliances strengthen service delivery, and in so doing, enhance existing services and create additional resources. PERC is being implemented in communities throughout the state.

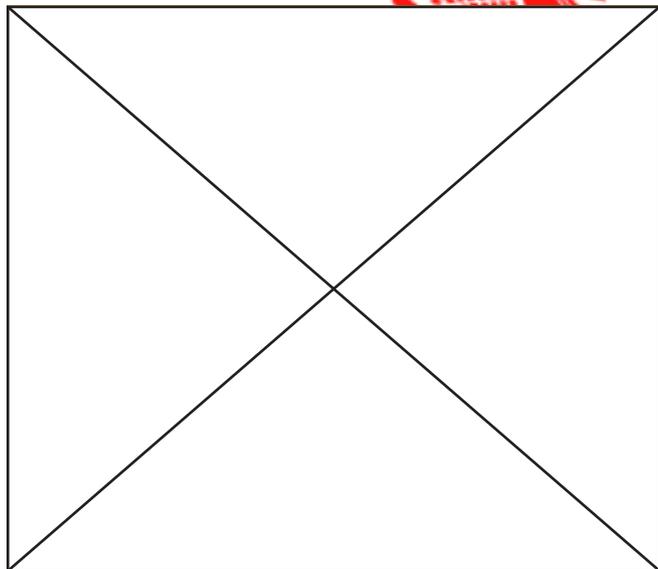
Intergenerational Community Service

The other program instituted by South Carolina is called Linking Intergenerational Networks in Communities (LINC). This collaboration pairs senior adults—some from the RSVP program and others from the community at large—with Learn and Serve students. Neither senior nor student does service for each other; together they serve as a team in the community.

By combining resources within the various streams of service, collaborating with higher education, and recruiting volunteers from the community, the people of South Carolina benefit. Clearly, the whole of working together is greater than the sum of the parts. ■

Internet Insights

By Ian Shearer, NSRC



Equipment—It's important to know the type of equipment you are planning to use. This includes PC (IBM compatible) or Macintosh, the CPU (processor chip, e.g., 386, 486, etc.), the operating system software, the amount of RAM, and the baud rate or speed of your modem. Many ISPs may not support Macs or older computers, so you need to know what you are using from the start.

Ease of set up—Some large ISPs provide proprietary software on a disk that takes you through the installation step by step. Many more ISP's provide the software needed to connect to the Internet, but there may be some settings and configuration required of the user. Almost all ISPs offer technical support to get you through this process, but be prepared to wait on the phone for a while to get through.

Location—The single most important factor is the local dial-up access number. You don't want to incur long distance phone charges when connecting to your access provider. If you live in a city or near a metropolitan area, this shouldn't be a problem; if you don't, you need to

Regional Service-Learning in Colorado

By Richard Fulton, Assistant Director, Service-Learning Colorado

Colorado has implemented a collaborative team-approach system for service-learning that is proving to be successful and efficient. The state is divided into eight geographic regions, with each region assigned a Service Learning Regional Action Team which provides support for that region. This team concept was first introduced at the Second Annual Colorado Service Learning Conference in October, 1993, and is an integral part of the service-learning and community-involvement strategies of the three state collaborative partners—the Colorado Department of Education, Colorado Campus Compact (representing higher education), and the Governor’s Commission on National and Community Service.

Structure

The Service Learning Regional Action Team is structured so that issues unique to each region are identified and addressed, and local capabilities are utilized. Most teams in each region include members from Learn and Serve K-12 schools, colleges and universities, AmeriCorps programs, VISTA, and community-based organizations. The state agencies do not dictate which organization takes the lead; in fact, several teams have college faculty, K-12 teachers, and Retired and Senior Volunteer Program (RSVP) members serving as regional coordinators. These collaborations are vital to the structure of the regional teams. The program encourages continued collaborative efforts and dissemination of any information which demonstrates the benefits of collaborative service-learning programs at a regional, state, and national level.

Collaborative Activities

Regional Service Projects—Each action team sponsors various service projects that serve to unify the team. For example, the Western Slope Action Team plans to utilize VISTA and RSVP members, Learn and Serve K-12 students, and other volunteers in a collaborative effort to visit and write to homebound senior citizens. The Mountain Regional Action Team collaborated to help construct a pedestrian walkway to provide an additional tourist attraction in a downtown business area, utilizing Learn and Serve K-12 youth and AmeriCorps members.

Coordination of Services—In an effort to coordinate service, the regional action teams provide information on events and organizational responsibilities to their program partners. The teams produce newsletters and Internet home pages, and sponsor regional meetings which focus on the exchange of information and coordination of civic and service-learning events. These newsletters and meetings provide the information needed to Learn and Serve K-12, school teachers, college faculty, AmeriCorps and VISTA directors, and volunteer organizations so that duplication of service is reduced and cooperation on common community issues and projects is enhanced.

Workshops and Conferences—The action teams collaborate to provide workshops and regional conferences that emphasize the practical aspects of developing and expanding service-learning projects and partnerships across the various streams of service, including Learn and Serve K-12, AmeriCorps, and VISTA. These professional development activities facilitate interaction and collaboration, and provide the programs with a means of contacting others in their region, since community agencies and higher education programs also participate.

Collaborative Models—Educators and public sector professionals are utilizing collaborative models to combine shrinking resources to maximize professional development, provide technical assistance, and disseminate particular initiatives. Although collaborative work can be difficult, these regional experiences serve as a successful model of cross-stream partnerships within the programs of the Corporation for National Service.

For more information on the accomplishments of the regional collaborative projects, a publication entitled *Service Learning Regional Action Teams*, produced by the Colorado Department of Education’s Service Learning and Carnegie Unit, is available at the NSRC lending library, (800) 860-2684 ext.260, and the Colorado Department of Education, (303) 866-6740. ■

*How far you go in life depends on you being tender with the young,
compassionate with the aged, sympathetic with the striving and
tolerant of the weak and the strong.
Because someday in life you will have been all of these.*

George Washington Carver (1864-1943)

Library Spotlight: Partnerships and Collaboration



Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey

Winer, Michael and Karen Ray

Amherst H. Wilder Foundation, St. Paul, MN, 1994

W0012, 178 pages

Provides an understanding of the process of collaboration. Defines collaboration by detailing its four stages along with each respective challenge. Concludes with appendices of resources, documentation forms, and work sheets.

Collaboration: What Makes it Work: A Review of Research Literature on Factors Influencing Successful Collaboration

Mattessich, Paul W., and

Barbara R. Monsey,

Amherst H. Wilder Foundation,

St. Paul, MN, 1992

M0018, 53 pages

Reviews and summarizes the existing research literature on factors which influence the success of collaboration. Results are reported of the findings of factors which influence successful collaborations for the benefit of those who wish to initiate or enhance a collaborative effort.

The Community Collaboration Manual

The National Assembly of National Voluntary Health and Social Welfare Organizations, 1991

M0046, 76 pages

Explores the options for building and sustaining collaborations. Provides step-by-step guidelines for the initial formation of a collaboration. Chapters include maintaining momentum after collaboration is formed, involving youth and business in collaboration, and the role of media in contemporary collaborations. Appendices contain information on youth participation, model bylaws, characteristics of a good chairperson, and setting measurable objectives.

Intergenerational Partnerships: Ties that Bind

Sitka Community Schools, 1994

V0052, 24 minutes

Filmed in Alaska, this video shows the intergenerational program called Seniors and Sitka Sound Youth (SASSY). Participants share their experiences in the program, and ideas and steps for developing an intergenerational program are provided.

Young and Old Serving Together: Meeting Community Needs through Intergenerational Partnerships

Scannel, Tess, and Angela Roberts

Generations United, Washington,

D.C., 1994

R0056, 110 pages

Presents almost every aspect of developing, implementing, and sustaining an intergenerational community service program. Guiding principles are given, along with specific examples of highly successful programs and advice from experts in the field. Designed for a broad audience, it is useful for human service program developers and operators, representatives of state commissions on national and community service, and professionals from networks such as youth service, education, and aging.

How to Borrow Items from the NSRC Lending Library

It's simple, painless, and free! Corporation for National Service programs may check out items by letter, fax, or phone.

NSRC

ETR Associates

P.O. Box 1830

Santa Cruz, CA 95061-1830

(800) 860-2684

TDD: (408) 461-0205

Fax: (408) 438-3618

National Support for Collaboration: Needs of States and Localities

Institute for Educational Leadership, Inc.

Washington, D.C., 1992

R0291, 21 pages

Results of a national needs assessment conducted by the Institutes for Educational Leadership to determine the types of assistance national organizations could provide which would be valuable to people at the state and local level pursuing collaborative initiatives. Individuals involved in collaborative efforts were asked about the major barriers experienced in starting or sustaining collaboration initiatives, how collaboration was promoted, what assistance was currently available, and what types of assistance was needed. ■

Our lives begin to end the day we become silent about things that matter.

Martin Luther King Jr.

Workshops

(continued from page 1)

training and technical assistance (T/TA) providers to conduct the workshops.

Cooperation was vital for the success of this endeavor. Corporation Field Director Bob Torvestad explains, "We have a great working relationship with the Commission. Their involvement was key to our success. First, their active participation ensured that this was a multi-stream event. Secondly, it was through the Commission that the various national T/TA providers were invited to Arkansas. They were involved from the beginning."

Planning the Workshops

January 1996 marked this beginning, when the Arkansas CSO staff developed an initial plan for in-service training. It was decided that national T/TA providers should conduct the workshops because they were experienced at working with various streams of service, which was essential for a multi-stream event. The Corporation and Commission had also heard of the providers' reputation for high quality training. In addition, the providers contacted were willing to travel to Arkansas for the workshops, making the training much more affordable for those who attended.

During the planning stages, five workshop topical areas were identified: grassroots fundraising, fundraising for small nonprofits, cross-cultural understanding, leadership, and volunteer management. The streams of service which participated in the training included VISTA, AmeriCorps State and National members and their supervisors, National Senior Service Corps directors, Learn and Serve staff, and site coordinators.

The Commission and CSO used T/TA providers from the Presidio Leadership Center, the Fund Raising School at the Indiana University Center on Philanthropy, the National MultiCultural Institute, and the United Way. The Southwestern and Southern cluster representatives for the United Way of America identified trainers in the areas of grassroots fundraising and volunteer management. Acquiring these trainers was a unique accomplishment because it brought national trainers to the state, which allowed for quality training "in-house," and provided cross-stream training that was relevant to all participants. All of this was done within the VISTA cost limit of \$200 per person.

The Event

The event itself was held September 9-11, 1996 in Little Rock, Arkansas with 140 participants in attendance. The success of the training is in the numbers—no one left early and the final enrollment reached over 150 people. The individual workshops were sufficiently focused so that participants learned new skills, provided relevancy for each stream represented, and were carefully designed to be interactive, experiential, and of the highest possible quality. Participants unanimously reported the training sessions as the most valuable they had ever attended. As Torvestad notes, "The participants felt good about themselves because we [the Corporation State Office and Arkansas State Commission] had invested so much in them. It seemed to elevate their importance to their projects and their communities. This was perhaps the highest compliment."

With all of the work and planning, would they do it again? "Absolutely." ■

7

Internet

(continued from page 4)

find a company that has a local dial-up number. Outside of high density population areas, local ISPs are your best bet. If there is no local dial-up access number in your area, further research is needed. Some ISPs offer toll free 800 dial-up service at rates lower than long distance phone calls.

Rates—Almost all ISPs have now settled in on a rate that is somewhere between \$20 to \$30 per month for unlimited access. Some companies also offer lower monthly rates for limited hours. Some ISPs offer a trial period or first month for free. Many ISPs charge a one-time set up fee that is usually about \$25. Billing is most commonly done automatically by credit card, but some

ISPs offer monthly billing by mail, or provide the option to pay for a year in advance.

In addition to these issues, consideration must also be given to customer service and reliability. Ask others in your community what they are using and if they are satisfied. You might need to try one out; you can always switch ISPs, although you will have to change your e-mail address and possibly pay set up fees again. If you have any questions about getting on-line or ISPs in your area, contact me at the National Service Resource Center between the hours of 8:30 and 5:00 Pacific time at 800-860-2684, ext. 130 or by e-mail at ian@etr-associates.org ■

Nation Service Resource Center

A project of ETR
(Education Training
Research) Associates
funded by the
Corporation for National
Service under Cooperative
Agreement
No. CA95-06

ETR Associates

P.O. Box 1830
Santa Cruz, CA
95061-1830

Shipping:

4 Carbonero Way
Scotts Valley, CA
95066

Phone: (800) 860-2684

TDD: (408) 461-0205

Fax: (408) 438-3618

E-mail:

susan@etr-associates.org

Web site:

<http://www.etr-associates.org>

8

NSRC Staff:

Susan Hillyard
Resource Center
Coordinator
ext. 105

Jennice Fishburn
Project Director
ext. 214

Ian Shearer
Information Specialist
ext. 130

Alexa Keihl
Materials Development
Coordinator
ext. 143

Amanda Johnson
Resource Center
Assistant
ext. 260

Jennifer Ryan
Materials Distribution
Assistant
ext. 142

Service-Learning

(continued from page 2)

the California Local Agency Service Programs (CLASP). Along with these two centers, several agencies are involved, including the Office of Education's K-12 Service-Learning Partnership (which includes 14 school districts), and 30 to 40 AmeriCorps members. The focus of this partnership is to provide service to K-12 schools in various forms. Through CLASP, AmeriCorps becomes the unifying factor in bringing together service-learning in both K-12 and higher education in the community service-learning. Activities include having members directly serve K-12 students in tutoring and

other areas, and providing service to K-12 teachers in developing their service-learning programs. In addition, members recruit UC Berkeley students to serve in the schools and work with the Volunteer Center to assist community-based agencies absorb all of the K-12 students who serve in the community.

For more information about the programs at UC Berkeley, contact the Service-Learning Center at (510) 642-3199 or visit their Web site at:

<http://www-gse.berkeley.edu/research/slc> ■

We do not inherit the land, we borrow it from our children.

Native American Proverb

State Commissions

(continued from page 2)

calendar of training events in which all streams are represented. Florida began implementing the Unified State Plan process early on by convening a two-day strategic planning event, hosted by the Commission, the CNS State Office, and Learn and Serve (K-12), with representatives from all streams of service. In an ongoing effort to involve all agencies, representatives from traditional volunteer organizations, state agency volunteer coordinators, and AmeriCorps programs will continue to be involved in Florida's Unified State Plan process.

The Indiana State Commission has always collaborated with the Corporation State Office, the Indiana Department of Education, and the Governor's Voluntary Action Program to promote and implement national service initiatives throughout the state, and included in these initiative efforts are state cluster meetings. The Commission, which split the state

into eight clusters, works with the National Senior Service Corps programs to host local cluster meetings. Representatives from Learn and Serve, AmeriCorps, and the Senior Service Corps within each cluster as well as local volunteer centers participate.

As a result of these cluster meetings, partnerships have formed between AmeriCorps programs and Senior Service Corps projects. One such partnership is at Indianapolis, where the Companion Program collaborates with IndyCorps (AmeriCorps) members to work on house maintenance projects. Members of the Companion Program visit homebound seniors, and they often identify repairs needed at the house but are unable to perform the work. The IndyCorps Program is contacted, and members complete the maintenance project. The Senior Companion Program also has a newsletter with the IndyCorps Program phone number to encourage seniors to contact IndyCorps. ■