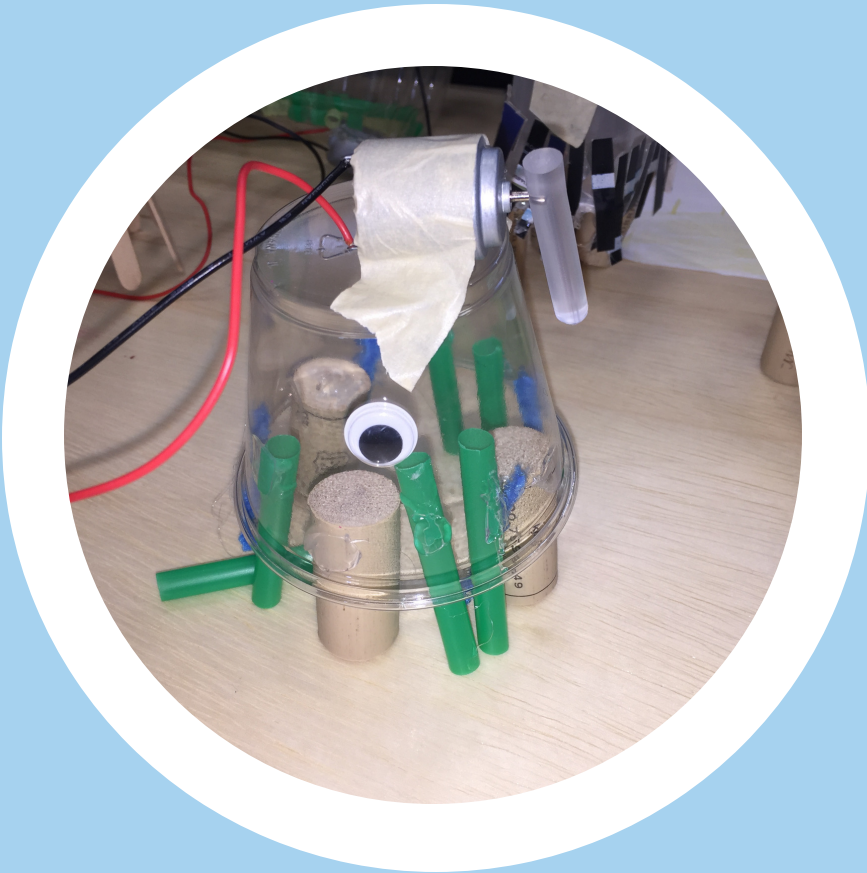


Community Science Workshop Network

# STRATEGIC PLAN 2018-2021

BUILDING THE FUTURE



Community  
Science  
Workshop  
Network

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# || GET TO KNOW US ||

## MISSION STATEMENT

To serve as an advocate and resource for member Workshops, providing equitable access to opportunities for California's underserved youth to Tinker, Make, and explore the natural and human-made world through science, technology, engineering, and mathematics.

## WHAT WE'RE EXCITED ABOUT

- 1 | Children and youth walk into workshops, defining and developing success on their own terms.
- 2 | Children and youth collaborate across a spectrum of diversity, including diversity in terms of language, nationality, sex, age, system-involvement, and disability.
- 3 | Staff members are "radically loyal" to the cause for accessible, empowering STEM and tinkering opportunities.
- 4 | Staff members are talented science-based, youth-development professionals who maintain flexibility and fluidity in their youth-centered work.

## RESILIENT CHILDREN & YOUTH

The children and youth who participate in the CSWs are significantly impacted by several risk factors, including the following:

- || Homelessness
- || Food scarcity
- || Gangs
- || Under-resourced schools
- || Low-income neighborhoods
- || Minimal transportation
- || Dual status homes
- || Involvement in the juvenile court
- || Involvement in the foster care system



# || BUILDING THE FUTURE ||

## Constructing The Next Phase

All nonprofit community-based organizations move through a life course or organizational development process; the earliest phase is focused on the practical actions needed for meeting the immediate vision of the organization. For the Community Science Workshop Network (CSWN), moving from the sole priority of getting services to children and youth into the next phase means prioritizing both service delivery *and* the long-term sustainability of those services.

For the CSWN, the past years were characterized by this early stage, a “mom and pop” approach, where small and minimal operational infrastructure was deemed appropriate. The minimal infrastructure worked at that time because of the small scale of services as well as the presence of major funders who understood the CSWN vision and start-up needs. The transition into the next phase will positively impact its mission and the Community Science Workshops (CSWs) that it supports. The positive impact includes continued rich programming, robust support for the staff members, and internal systems for the long-term sustainability of growing services to reach more children and youth.

Additionally, the CSWN Board of Directors, today, reflects best-practices in Board development and the internal processes of the CSWN are ready for equal refinement. That is, the Board is comprised of professionals in STEM and tinkering without conflicts of interest with the operations of CSWs. At the January 2018 Board capacity-building retreat, the Board built specific Committees and Teams to carry forward the CSWN into its next phase.

## The Hub

For 2018 and beyond, the CSWN is moving into a phase that positions the Network as the central hub for supporting the important work being accomplished at CSWs, developing more CSWs, and *championing the cause* for accessible STEM and tinkering opportunities for children and youth facing systemic risk factors. Attention to each of these hub responsibilities can be distributed in the following way:

- || 60% support for existing CSWs
- || 35% develop new CSWs
- || 5% draw investments in *the cause*

In order to support existing CSWs, a menu of technical support services can create clarity about what types of support are provided from the Hub and which activities the individual CSWs head independently.

In order to develop new CSWs, partnerships with school districts, universities, and cities can ensure access to STEM and tinkering by embedding CSWs into established spaces. Formal agreements with each new CSW can ensure transparency about the role of the CSWN in launching and supporting self-sufficiency plans; that is, all new CSWs must be created with the intention of sustainability and empowered ownership.

Advancing *the cause* for equitable access, which has always been part of the workshop approach, includes participation in regional and national events. The workshop approach is already circumscribed by nostalgia for the warmth and effectiveness of the CSW programming; children, youth, parents, educators, and staff confirm this. But formal advocacy for accessible STEM and tinkering programs with children and youth who are historically marginalized requires the cultivation of collective action activities and partnerships. The CSWN already has a track record of participation in annual events (e.g. NOMCON, Cross Roads, and STEAM Symposium). This engagement must continue and can be increasingly effective by using of the mini-Communications Plan.

## The Strategic Plan

Moving into the next phase requires a mind shift in the organizational processes, infrastructure, and partnerships. In the section on Strategic Plan Goals and Intended Outcomes, this mind shift is implicitly and explicitly embedded across the next three-years of the Strategic Planning actions. While all organizations move through life course stages, not all are ready for the natural flow of change. The current CSWN Executive Director, staff team, and Board are ready for the future.

# || PURPOSE-DRIVEN HISTORY & BACKGROUND ||

## What We're Known For

The CSWN is the hub for 22 CSWs taking place in diverse, regularly scheduled locations such as established [centers](#), [schools](#), and [libraries](#). The CSWs engage children 6- to 12-years old as well as their parents, high school mentors who work in the CSWs, and teachers and administrators. The CSWN served as The Hub, and together with the CSWs, champions accessible STEM and tinkering opportunities in **several setting styles**, including the following:

- || community brick-and-mortar centers
- || mobile labs
- || embedded workshops at schools
- || mobile set-ups at libraries

The CSWs deliver services through several **financial approaches**, including the following:

- || no-cost
- || fee-for-service
- || school field trips
- || contracts with school campuses
- || PD trainings with educators

## The Workshop Approach

The workshop tradition is defined by its focus on using diverse materials and tools that are most often reclaimed, re-used, and recycled. This emphasis on engaging with an assorted collection of tools and materials at the CSWs aligns with the core value of the children and youth innovating and gaining exposure to new experiences not likely to be accessed outside of the CSW space.

## Benefits to The Workshop Approach

Founded in 2010 by a professional network of creative educators, the CSWN consistently prioritizes the workshop approach in order to enmesh children, parents, youth, and educators in the benefits of diverse **learning styles** that unfold at the workshops, including the following:

- || direct instruction
- || lateral peer mentoring
- || self-guided time
- || individually-driven interests
- || organically developed collaborations

The quality of relationships and dynamic learning activities correlate to what the research literature articulates as positive youth development outcomes and protective factors against risks in the children's lives (e.g. homelessness, food scarcity, violence, etc.). The "engaged learning" that is taking place inside workshops is focused on prioritizing the learning styles. That is, the newly emerging "makerspaces" can often rely heavily on pre-ordered curriculum and material kits, pre-constructed components, and computerized technologies while also removing peer mentoring and individually-driven interests. The grassroots experience in the full process of material manipulation and experimentation is the foundation of the CSW engage learning opportunities. The grassroots approach of workshops also keeps costs low since many materials are recycled and tools are not often high-tech.

## Workshops Advance Educational Equity

Bringing this rich educational opportunity to children, youth, parents, and educators also encompasses work to advance educational equity. The children and youth who participate in the CSWs are the next generation of leaders, but the risk factors that they navigate can derail the most brilliant of their minds and hearts. The CSWs prioritize collaborations with rural, under-resourced schools, isolated and economically dire regions, and neighborhoods vulnerable to gangs and system-involvement. Coupled with the rich educational workshop process, the children and youth get daily reprieve, positive youth development, and mentoring from their time at the CSWs.

# || FACTORS IMPACTING STRATEGIC ACTIONS ||

These five sectors influence Strategic Planning for the CSWN. The reach, operations, cross-sector partnerships, and funding opportunities for the CSWN and the CSWs must contend with several challenges and opportunities across the five sectors. While the factors are not isolated silos, they each have nuances which are discussed separately. In combination with the mini-Communications Plan, use the factors outlined below to drive creative approaches for advancing the success of the CSWN.

Use these factors for refining programs, seeking funding, and staying relevant.

|  |   |
|--|---|
| <p style="text-align: center;"><b>Sector 1   Educational Equity</b></p> <p>Social, political, and economic inequities direct many parts of children’s lives. For example, the <a href="#">zip code</a> for which a child is born into influences the quality of education that the child receives.</p> <p><b>Issues surrounding children and youth who face educational barriers</b></p> <ul style="list-style-type: none"> <li>• Juvenile justice and foster care system involvement</li> <li>• Low-income neighborhoods</li> <li>• Homelessness and food scarcity</li> <li>• Gangs</li> </ul>  | <p><b>Potential Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ Community organizations with youth leadership and advocacy programming</li> <li>▪ Educational equity research and advocacy centers</li> </ul>                                     |
| <p style="text-align: center;"><b>Sector 2   K-12 Education</b></p> <p>Many K-12 school libraries are reimagining their services in a world with digital books and children who desire more screen time. With their traditional library spaces, many schools are opting for <a href="#">mobile</a> or embedded “makerspaces.”</p> <p><b>Issues surrounding libraries</b></p> <ul style="list-style-type: none"> <li>• Charter schools wanting to champion workshop learning</li> <li>• Rural schools desiring mobile or embedded workshops</li> <li>• Alternative schools seeking innovative positive youth development opportunities</li> </ul>   | <p><b>Potential Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ School districts</li> <li>▪ Librarian associations</li> <li>▪ Education associations</li> </ul>   |
| <p style="text-align: center;"><b>Sector 3   Higher Education Spaces</b></p> <p>Even <a href="#">colleges</a> and their libraries are moving into reimagining the uses of their spaces. Emerging research shows that college libraries that include cafes, tutoring centers, and activities like tinkering increase the likelihood of student retention.</p> <p><b>Issues surrounding colleges</b></p> <ul style="list-style-type: none"> <li>• Libraries seek innovative learning for college students and children living nearby</li> <li>• Colleges seeking innovations for college retention</li> <li>• Credentialing, youth development, and recreations programs benefit from hands-on PD</li> </ul>   | <p><b>Potential Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ Community college districts</li> <li>▪ College systems</li> <li>▪ Librarian associations</li> <li>▪ Programs housed at colleges</li> </ul>  |
| <p style="text-align: center;"><b>Sector 4   California &amp; National Politics</b></p> <p>Afterschool and out-of-school programming is taken-for-granted by many Californians. Even the California and federal legislatures <a href="#">historically underfund</a> such programs.</p> <p><b>Issues surrounding advocacy leaders</b></p> <ul style="list-style-type: none"> <li>• Advocacy groups lead legislative changes for financing afterschool programs and PD</li> <li>• Public awareness campaigns and voting recommendations are strategically engaged</li> <li>• Promoting research findings that link positive youth development to multi-sector benefits is important (e.g. public safety, financial savings, and academic success)</li> </ul> | <p><b>Potential Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ Afterschool advocacy centers</li> <li>▪ Afterschool programs with STEM priorities</li> <li>▪ Foundations focused on afterschool funding</li> </ul>                                |
| <p style="text-align: center;"><b>Sector 5   Science Field</b></p> <p>Historically <a href="#">underrepresented scientists</a> have much to offer the children and high school mentors who are growing up in the CSWs.</p> <p><b>Issues surrounding science equity efforts</b></p> <ul style="list-style-type: none"> <li>• Local research centers and universities seek partnerships for advancing diversity</li> <li>• Local science professionals and associations champion youth programs that diversify</li> <li>• Journalists and bloggers desire important stories about diversifying the STEM pipeline</li> </ul>  | <p><b>Potential Partnerships</b></p> <ul style="list-style-type: none"> <li>▪ STEM associations</li> <li>▪ STEM minority associations</li> <li>▪ Local science clubs and meet-up groups</li> <li>▪ College STEM departments and student associations</li> </ul> |

# || GOALS & MEASURING PROGRESS ||

The Strategic Plan Goals are attainable through an explicit set of action steps. These action steps are presented as Intended Outcomes below and in the comprehensive measurement matrix located in the Appendix. Tracking the CSWN's fulfillment of the Strategic Plan across the next three-years is one way to measure, concretely, which strategies are accomplished each year and which are on the docket for the coming year.

## Strategic Planning Goal 1.

In the following table, the first Strategic Planning Goal is accompanied by four Intended Outcomes. The CSWN knows if the first goal is met once the intended outcomes are accomplished. For Intended Outcome B, building an internal communications plan includes creating an established technical support menu that all CSWs understand are the benefits that they receive from the CSWN; this small step creates greater transparency and calibrates expectations for the long-term as more CSWs are launched.

| Strategic Plan Goal   | Intended Outcomes   |
|---|---|
| <b>Goal 1.</b> Advance the role that the CSWN plays as The Hub for the network of CSWs. | → A.) Fulfill the external mini-Communication Plan.   |
|   | → B.) Fulfill the internal communications plan to maintain and nourish the network of diverse CSWs. |
|   | → C.) Supply technical support to the CSWs.   |
|   | → D.) Launch and develop the sustainability of new CSWs.  |

## Strategic Planning Goal 2.

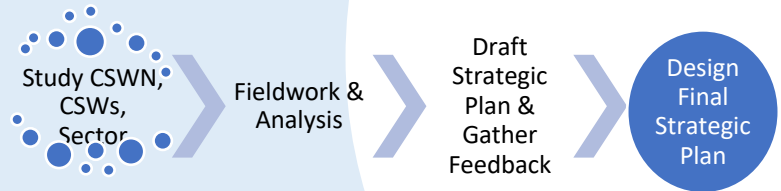
In the following table, the second Strategic Planning Goal is accompanied by seven Intended Outcomes. This second goal represents long-term sustainability actions that are not programmatic in nature.

| Strategic Plan Goal   | Intended Outcomes  |
|---|--|
| <b>Goal 2.</b> Advance the role that the CSWN plays in the cause for accessible STEM and tinkering opportunities for children and youth facing systemic risk factors. | → A.) Identify a series of partnerships for formal, collective action collaborations to advance <i>the cause</i> .   |
|   | → B.) Engage stakeholders in championing the workshop-based approach.  |
|   | → C.) Articulate the academic, positive youth development, and community benefits made by CSWs for children. (Part of the External Communications Plan)            |
|   | → D.) Articulate the academic, positive youth development, and community benefits made by CSWs for high school mentors. (Part of the External Communications Plan) |
|   | → E.) Develop residual and passive income strategies.  |
|   | → F.) Hire a full-time Executive Director for the CSWN.  |
|   | → G.) Partner with a Communications specialist for a robust communications plan.   |

# II PLANNING PROCESS II

## The Strategic Planning Process

The Strategic Planning process included several steps. These are communicated in the diagram below. The process remained focused on advancing the mission of the CSWN so that it may continue to champion the important work of the CSWs. This focus was maintained by engaging diverse voices who work in, on, and with the CSWN.



44  
Voices

These voices helped to carve-out clarity on the strengths of the CSWN and how to launch into the next phase of the CSWN's important mission.

The 44 persons who participated in interviews, focus groups, and surveys shared their ideas, ambitions, and hopes for the CSWN. We honor that privacy by remaining vague in terms of the sex, age, and geography of participants.



13 high school mentors



12 children



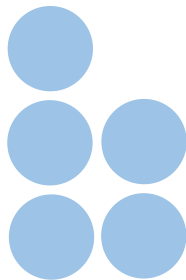
7 teachers



5 staff members



7 board members



5 geographic locations

## Key Terms

### 1 | Fieldwork

The actual project activities undertaken to hear from diverse voices who work in, on, and with the CSWN included carrying-out face-to-face interviews, focus groups, and surveys. Additionally, fieldwork means going into the actual workshop spaces to observe and understand the uniqueness of each location.

### 2 | Stakeholders

Those who have a stake in the success of the CSWN include children, youth, parents, educators, CSWN staff, CSW staff, and the CSWN Board. Voices from all of these groups are reflected in this Strategic Plan.

### 3 | Technical Support

Broadly, technical support refers to coaching, solution-building, and providing resources so that the recipient can improve, refine, and ultimately succeed. As the hub, the CSWN provides technical support to CSWs.

### 4 | The Hub

As the hub organization, the CSWN models and supports the implementation of best-practices in fund development, program management, curricular innovations, and human resources for the benefit of staff and high school mentors.

### 5 | Cause

The widespread support for accessible STEM and tinkering opportunities is "The Cause." Supporting the cause includes effectively communicating with powerholders through collective actions with partners in appropriate sectors.

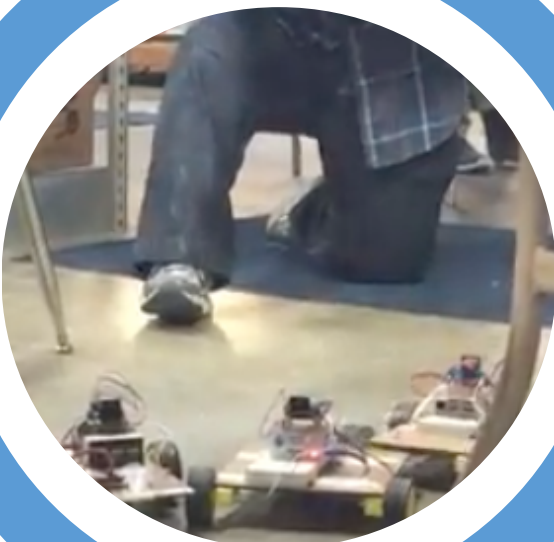


# II APPENDIX II

All Appendices are private, viewable only to the CSWN staff and Board. The Appendix materials are designed to be used to carry forward the Strategic Plan.

For additional tools for the CSWN and the CSWs, we encourage the use of free and membership-based tools designed for community-based organizations, including the following:

|  |  |
|--|--|
| <p style="text-align: center;"><b>Source 1   Anchoring Success</b></p> <p>Sign-up <a href="#">here</a> for the Bad Ass Tool of the Week, a free service for community-based organizations and nonprofit professionals. All tools are developed for practical solutions to organizational infrastructure and program evaluation activities.</p> | <p style="text-align: center;"><b>Cost</b></p> <p>Free</p>   |
| <p style="text-align: center;"><b>Source 2   CalNonprofit</b></p> <p>Sign-up <a href="#">here</a> for the newsletter and materials provided by the California Association of Nonprofits (AKA CalNonprofit), a statewide network of nonprofit organizations.</p>  | <p style="text-align: center;"><b>Cost</b></p> <p>Free and <a href="#">Membership</a> based</p>                                      |
| <p style="text-align: center;"><b>Source 3   BoardSource</b></p> <p>Sign-up <a href="#">here</a> for the newsletter and materials provided by BoardSource, a national organization that supports the effectiveness of nonprofit Boards.</p>  | <p style="text-align: center;"><b>Cost</b></p> <p>Free and <a href="#">Membership</a> based, determined by organizational budget</p> |



# || HERE'S WHAT'S INSIDE THE APPENDIX ||

**STRATEGIC PLAN PROGRESS MEASUREMENT MATRIX || P.10**

**CSWN EXTERNAL MINI-COMMUNICATIONS PLAN || P.13**

**CSWN INTERNAL COMMUNICATIONS PLAN || P.17**

**EVALUATE PROGRESS ON THE STRATEGIC PLAN || P.22**

**ANNUAL BOARD PLANNING RETREAT AGENDA || P.23**

**BOARD AMBASSADOR SAMPLE, "VEDA AMBASSADOR AGREEMENT" || P.24**

**EVENT KIT || P.26**

**BOARD POSITION DESCRIPTION || P.28**

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# {HOW WE MEASURE OUR SUCCESS WITH THE STRATEGIC PLAN}

| Strategic Plan Goals   | Intended Outcomes   | Outcome Indicators  | Data Needed to Determine Success   |
|--|---|---|--|
| 1.) Advance the role that the CSWN plays as The Hub for the network of CSWs. | <b>A.) Fulfill the external mini-Communication Plan.</b>  | <ul style="list-style-type: none"> <li>a.) % of the mini-Communication Plan is completed each year</li> <li>c.) # and % of CSWN staff and CSW directors who know what role they play in the mini-Communication Plan</li> <li>c.) # and % of Board members serving on the Communication Committee</li> <li>d.) Y/N Every year the mini-Communication Plan is updated and assessed as needed</li> <li>e.) Y/N A communications kit is maintained for ambassadorship purposes</li> </ul> | <p><i>Documents:</i><br/>Board Minutes, External mini-Communication Plan check-off list, communications kit list</p> <p><i>Data:</i><br/>Staff Feedback Survey Results</p> |
|  | <b>B.) Fulfill the internal communications plan to maintain and nourish the network of divers CSWs.</b> | <ul style="list-style-type: none"> <li>a.) Y/N Internal communication strategies are formally designed</li> <li>b.) Y/N All CSW Directors completed an annual "Partnership Map"</li> <li>c.) Y/N Every year the internal communication plan is updated and assessed, as needed</li> </ul>   | <p><i>Documents:</i><br/>Internal Communication Plan check-off list, "Partnership Map"</p> <p><i>Data:</i><br/>Staff Feedback Survey Results</p>                           |
|  | <b>C.) Supply technical support to the CSWs.</b>  | <ul style="list-style-type: none"> <li>a.) # and % of CSW Directors who use technical support from the "Partnership Map"</li> <li>b.) % of CSWN ED time is spent coordinating and responding to technical support needs</li> <li>c.) # and % of CSW Directors who are satisfied with the technical support</li> </ul>   | <p><i>Documents:</i><br/>Internal Communication Plan check-off list, "Partnership Map"</p> <p><i>Data:</i><br/>Staff Feedback Survey Results</p>                           |
|  | <b>D.) Launch and develop the sustainability of new CSWs.</b>   | <ul style="list-style-type: none"> <li>a.) # and % of new CSWs during the last 12-months</li> <li>b.) # and % of CSWs that have been with CSWN 3-yrs or less</li> <li>c.) # and % of those CSWs that have been with the 3-yrs or less with a sustainability plan drafted</li> <li>d.) Y/N There is a cost analysis that assess whether the CSWN is charging enough for the time and skill investment in launching and developing each new CSW</li> </ul>                              | <p><i>Documents:</i><br/>Board Minutes, Sustainability Plans</p> <p><i>Data:</i><br/>Financial Report</p>  |

| Strategic Plan Goals   | Intended Outcomes   | Outcome Indicators  | Data Needed to Determine Success  |
|--|---|---|---|
| 2.) Advance the role that the CSWN plays in the cause for accessible STEM and tinkering opportunities for children and youth facing systemic risk factors. | → <b>A.) Identify a series of partnerships for formal, collective action collaborations to advance the cause.</b>   | → a.) Y/N Partnership document developed that outlines partnerships for information sharing, thought partners, learning communities, systems change, and funding.<br>b.) # and % of Board meetings that the partnerships are discussed to resolve needs.<br>c.) Y/N Board sends 'thank you' letters annually to all partners.   | → <i>Documents:</i><br>External mini-Communication Plan check-off list, Board minutes   |
|  | → <b>B.) Engage stakeholders in championing the workshop-based approach.</b>  | → a.) # and % of consumers who also donate (see themselves as sustainers of <i>The Cause</i> )<br>b.) # and % of funders who promote the CSWN as a model<br>c.) # and % of people who newly join the CSWN newsletter each year  | → <i>Documents:</i><br>External mini-Communication Plan check-off list, Board minutes<br><br><i>Data:</i><br>Financial Reports, Newsletter subscribers                                |
|  | → <b>C.) Articulate the academic, positive youth development, and community benefits made by CSWs for children. (Part of the External mini-Communications Plan)</b> | → a.) Y/N the CSWN website makes the program outcomes and testimonials easy to see/find.<br>b.) Y/N The CSWN's annual report features program outcomes and testimonials.<br>c.) Y/N Thank you letters to donors include program outcomes and testimonials.<br>d.) Y/N Media promote CSWN and CSWs include program outcomes and testimonials.<br>e.) # and % of the Board who can explain the program outcomes and testimonials to potential partners, Board members, and funders.<br>f.) # and % of CSWN and CSW staff who can explain the program outcomes and testimonials to potential partners, Board members, and funders. | → <i>Documents:</i><br>Board Minutes, Annual Report, External mini-Communication Plan check-off list<br><br><i>Data:</i><br>Outcomes for children and youth participating in the CSWs |
|  | → <b>D.) Articulate the academic, positive youth development, and community benefits made by</b>  | → a.) Y/N the CSWN website makes the outcomes for high school mentors and testimonials easy to see/find.<br>b.) Y/N The CSWN's annual report features outcomes for high school mentors and testimonials.<br>c.) Y/N Thank you letters to donors include program outcomes for high school mentors and testimonials.  | → <i>Documents:</i><br>Board Minutes, Annual Report, External mini-Communication Plan check-off list  |

| Strategic Plan Goals | Intended Outcomes   | Outcome Indicators  | Data Needed to Determine Success   |
|----------------------|---|---|--|
|                      | <b>CSWs for high school mentors. (Part of the External mini-Communications Plan)</b>  | <p>d.) Y/N Media promote CSWN and CSWs include program outcomes and testimonials.</p> <p>e.) # and % of the Board who can explain the program outcomes and testimonials to potential partners, Board members, and funders.</p> <p>f.) # and % of CSWN and CSW staff who can explain the program outcomes and testimonials to potential partners, Board members, and funders.</p>  | <p><i>Data:</i><br/>Outcomes for high school mentors</p>   |
| →                    | <b>E.) Develop residual and passive income strategies.</b>                            | <p>a.) Y/N A RFP developed to recruit an income and enterprise specialist (e.g. pro bono, intern, paid, etc.).</p> <p>b.) Y/N Income strategies are made sustainable within the CSWN without future need for an income and enterprise specialist.</p> <p>c.) % of the Income Plan that is completed each year.</p> <p>d.) # and % of CSWN staff and CSW directors who know what role they play in the Income Plan.</p> <p>e.) # and % of Board members serving on the Finance Committee.</p> <p>f.) Y/N Every year the Income Plan is updated and assessed as needed.</p> | <p><i>Documents:</i><br/>Board Meeting Minutes, Income Plan</p> <p><i>Data:</i><br/>→ Financial Reports, Staff Feedback Survey Results</p> |
| →                    | <b>F.) Hire a fulltime Executive Director for the CSWN.</b>                           | <p>a.) Y/N An updated ED job description is finalized.</p> <p>b.) Y/N An interview process is established and used.</p> <p>c.) Y/N A salary medium is offered to the best candidate which is specific to living in the geographic region.</p>   | <p><i>Documents:</i><br/>ED job description, Board Minutes</p> <p><i>Data:</i><br/>Financial Reports</p>                                   |
| →                    | <b>G.) Partner with a Communications specialist for a robust communications plan.</b> | <p>a.) Y/N A RFP is developed to recruit a communications specialist (i.e. pro bono, intern, paid, etc.)</p> <p>b.) Y/N A communications specialist is contracted with to develop a full communications plan and execute it</p> <p>c.) Y/N Communications strategies are made partially sustainable without future need for a communications specialist</p>   | <p><i>Documents:</i><br/>RFP, External Communication Plan</p> <p><i>Data:</i><br/>→ Staff Feedback Survey Results</p>                      |

## Instructions

---

The CSWN Board and staff members have many roles to play in communicating the accomplishments of the CSWN and the CSWs; it is important to widely, creatively, and consistently celebrate the accomplishments. In the following mini-Communication Plan, the CSWN organizational team will find conventional and creative means for connecting with the hearts and minds of stakeholders who benefit from understanding the important work of the CSWN and champion that work. This mini-Communication plan is the charge of the Board and staff, together, supplementing an immediate need for a communications specialist.

## Outlets

---

- CSWN builds personal relationships with reporters in regions where CSWs operate. Schedule coffee or lunch with reporters who already have an interest in the STEM and tinkering sector and adjacent sectors; ask them how the CSWN can contribute to their story finding. Ultimately, partner with reporters to give them interesting stories to write about the CSWN and partner organizations.
- CSWN builds personal relationships with bloggers in the STEM and tinkering sector as well as adjacent sectors. Ultimately, partner with bloggers to give them interesting stories to write about the CSWN and partner organizations.
- Using the stories from journalists and bloggers, the CSWN Board communicates with funders, potential donors, and program consumers about the beauty and importance of the CSWs. Share the stories on the CSWN website, in the annual report, in mailers, and in pitches to journalists and bloggers.
- Using Hootsuite, the CSWN Board schedules social media posts to release in FB, Twitter, LI, and Instagram. Posts go out at least twice during the week and once on the weekend. The posts are short and make a call to action including encouragement to a.) visit the CSWN website about an upcoming event, new report, and a story about a staff member; b.) visit the website of a partner about an upcoming event, an article, and a new trend in the sector; c.) donate at the CSWN website to support a specific program, campaign, and season like Giving Tuesday. Always tag key words and the names of partners in order to link the posts to the social networks of the partners.
- The CSWN Board builds the organizational email list by including an opt-in on the CSWN website and all CSWs websites; at all events collect email addresses; and all partners and contacts of the CSWN should be asked to join the newsletter in order to benefit from up-to-date developments with CSWN and CSWs and sector-wide developments. From this email list, future donors will arise.
- The CSWN Board submits conference proposals to conduct workshops and lectures on topics relevant to the work of the CSWN. At all such events, collect email addresses from conference session participants to add to the CSWN newsletter email list; share stories by journalists and bloggers; and overall communicate CSWN successes. Local, regional, and national conferences are considered.
- The CSWN Board participates in community events in order to put the CSWN in front of future community partners, donors, and program consumers. This is an opportunity to collect email addresses for the newsletter email list and take photos to share in social media posts, the newsletter, and thank you letters to donors.
- The CSWN Board develops an annual event that provides a fun and exciting introduction to the important work of CSWs. The event has low overhead costs and is planned three months in advance. The public promotions for the event begin six-weeks in advance.

## Take Action with The Outlets

The Board should master each of these outlets across the three-year period of the Strategic Plan. Board members will be required to stretch their personal comfort zones to successfully engage the outlets. The Board may also benefit from recruiting interns with specialized skills from local university programs such as business and nonprofit management students; many universities coordinate paid internships for such opportunities for their students. The interns should work with the Board to offer skills that the Board members do not have, but not take-on the full responsibility of engaging each outlet.

## Content

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- Using quantitative data, the CSWN Board describes the positive impact made to children's youth development indicators, high school mentors' youth development indicators, schools and academic success, educational equity, public safety, etc.
- Using qualitative data such as case studies, stories, and quotes, the CSWN Board describes the positive impact to children's youth development indicators, high school mentors' youth development indicators, schools and academic success, educational equity, public safety, etc.
- Using the stories from journalists and bloggers, the CSWN Board communicates with funders, potential donors, and program consumers about the beauty and importance of the CSWs.
- Using branding best-practices, the CSWN Board uses and repeats specific, memorable words and phrases to ensure that the important work of the CSWN and CSWs is deeply embedded into the hearts of stakeholders.
- Oscillating between sharing text and infographics, the CSWN Board uses Canva software – a free and low-cost tool – for developing infographics.
- With social media posts and newsletters, prioritize pictures and images. Use images that are freely available on the internet to create text that is visually appealing to the viewer.
- The CSWN continues to update the website with reports and articles about the important work of the CSWN and CSWs.

## Take Action with The Content

The Board should reflect on which types of content and content strategies the CSWN is already using to communicate widely. Ask questions such as the following:

- Is all content clear about the CSWN successes and/or contributions to the community?
- Is content edited so that audiences see the value in reading the content? (i.e. *Success content*: Children in CSWs gain XYZ. *Value of reading content*: You make children's lives better with every dollar that you donate.).
- Is the content communicated through all of the above outlets, as appropriate?
- Is the content streamlined, appropriate for non-academic and non-science audiences?

Where content and content strategies are not yet being used, the Board should master each across the three-year period of the Strategic Plan

# mini-Communication Action Plan

In order to successfully implement the External mini-Communication Plan, the CSWN Board can build an action plan. The external mini-communication plan may roll-out in steps; hence, the full plan may not be fully implemented for several months. On this page and the next, assign two outlet actions and two content actions to Board members (i.e. from the check lists above).

## Outlet Action 1

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

## Outlet Action 2

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_



# mini-Communication Action Plan, *continued*

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## Content Action 1

---

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

## Content Action 2

---

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

## Instructions

The internal communications plan supports the CSWN transition into its next phase of organizational development. CSWs benefit from the plan by clearly understanding what they gain from the CSWN and their responsibilities as part of a network of programs that use their collective work to advance the workshop approach and its impact on children and youth. Ultimately, the processes and materials that comprise the internal communications plan are small steps towards strengthening the infrastructure of the CSWN and its important work in as The Hub.

## Processes

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- Annually, review the Partnership Map with each CSW to ensure that the needs of each CSW are met.
- Annually, review the technical support materials relied on for the Partnership Map to refine the materials as needed.
- Hold quarterly check-ins with all CSW leaders to confirm ongoing needs.
- Quarterly, send CSWs appropriate grant proposal opportunities and technical support materials to support individual CSW needs around curriculum, external communication, and human resources best-practices.

### *Take Action*

As The Hub, the CSWN must deliver technical support to CSWs as outlined in a tailored way, as outlined and agreed upon in the annually completed Partnership Map.

## Materials

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- Partnership Map document
- CSW safety policies signature form
- Travel Recording & Reimbursement Form
- Digital CSWN logo
- High School Mentors Program Design Handout
- Other technical support documents such as thank you cards for donors, event flyers, etc.

### *Take Action*

Develop a physical and digital portfolio of technical support materials to regularly provide to each CSW. The materials will reflect those items agreed upon in the Partnership Map.

# PARTNERSHIP MAP

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## Instructions

This map provides a list of materials and supports that each CSW benefits from as part of the CSWN. The map outlines technical support across four categories including fund development, curriculum, external communications, and human resources best-practices. At the start of each year, the CSWN Executive Director and each CSW Director should check-off which technical support items the CSW desires for the year ahead. This allows for the CSWN to plan for the time commitment needed to successfully deliver on that support. Each CSW also benefits from completing the Partnership Map by being reminded to use as much technical support as is appropriate for their unique site.

## Technical Support

Mark Needs

### *Fund Development*

- The CSWN will find at least two grant proposal opportunities for each CSW each year.
- The CSWN can serve as a fiscal sponsor to an CSW that desires this for receiving grant funds from a funder with a 7% administrative cost for facilitating this.
- The CSWN offers coaching to CSW leadership for best-practices with grant writing.
- The CSWN offers coaching to CSW leadership for best-practices with communicating with donor audiences through print, in-person, and online.

### *Curriculum*

- The CSWN will provide at least two professional development trainings per year to CSW staff at no cost with travel support.
- The CSWN will provide the CSW Handbook to CSWs with a 50% discount.
- The CSWN will offer at least one opportunity per year to CSW staff to participate in public presentations on the CSW approach at no cost with travel support, pending available funding.
- The CSWN and CSWs will write and manage their own grant applications without competing regionally.

### *External Communications*

- The CSWN will maintain strategic actions for communicating in print, online, and in-person the mission of the CSWN and the CSW approach. The strategic actions are aimed to support fund development and champion the CSW approach.
- The CSWN will provide the CSWs with the CSWN logo to place on all communication documents.
- The CSWs will include the CSWN logo on all communications in order to communicate the larger movement and cause for creating equitable access to STEM and tinkering opportunities.

### *Human Resources Practices*

- The CSWs will hold an annual staff retreat or planning meeting to map-out the coming year’s major events, needs, and goals. This event will be a collaborative opportunity to ensure all voices inform future strategies in line with the consensus-style leadership values of the CSW approach.
- The CSWN will support each CSW with organizing its annual staff retreat or planning meeting, as appropriate.
- The CSW leaders will provide monthly coaching to all employees so that staff members’ professional and personal goals are supported through their work at the CSW.

### Technical Support Tailored to the CSW for Year Ahead

Based in the check marks above, the CSWN and CSWs articulate the technical support agreement for the year ahead. In the area below, add notes that reflect any unique, additional technical support needs that will be provided to the specific CSW:

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### Signatures

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Signature, CSW Director

---

Date

---

CSW location

---

Signature, CSWN Executive Director

---

Date

### [Attachments]

- Partnership Agreement Form
- Flyers for Upcoming Professional Development Events
- Safety Policies and Signature Form
- Travel Recording Form
- Digital CSWN logo
- High School Mentors Program Design Handout

# Internal Communication Action Plan

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In order to successfully implement the Internal Communication Plan, the CSWN Board can build an action plan. The internal communication plan may roll-out in steps; hence, the full internal communication plan may not be fully implemented for several months. On this page and the next, assign two process actions and two material actions to Board members (i.e. from the check lists above).

## Process Action 1

---

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

## Process Action 2

---

Person leading this action \_\_\_\_\_

- Additional Board members supporting

\_\_\_\_\_

- Materials needed

\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

# Internal Communication Action Plan, *continued*

## Material Action 1

Person leading this action \_\_\_\_\_  
• Additional Board members supporting \_\_\_\_\_  
\_\_\_\_\_

• Materials needed \_\_\_\_\_  
\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

## Material Action 2

Person leading this action \_\_\_\_\_  
• Additional Board members supporting \_\_\_\_\_  
\_\_\_\_\_

• Materials needed \_\_\_\_\_  
\_\_\_\_\_

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

## Instructions

Each year, this short, two-part worksheet can be completed by the Board and staff team individually or as a group. The responses to worksheet prompts assist the Board and staff team in evaluating progress and planning for the next year.

### **Part 1** What can be celebrated?

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- One or more outcomes from the Strategic Plan fully completed.
- One or more outcomes from the Strategic Plan partially completed.
- The organizational team surpassed expectations with any outcomes.
- The organizational team is excited about current accomplishments.
- An outcome from the Strategic Plan is now obsolete because of fluid changes in the organization or the sector.

#### *Take Action*

Literally take a marker and cross-out those outcomes in the Strategic Plan that are no longer needing your team's brain space. With the Board and staff team, draft language about these accomplishments for celebrating in the website, annual report, and thank you letters to donors.

### **Part 2** Targets for the year ahead

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- Outcomes in the Strategic Plan that need to be accomplished match-up with major events, activities, or agenda items already planned for the year ahead.
- Outcomes in the Strategic Plan that need to be accomplished align with the personal and professional goals of specific Board and staff members. Can these members be the year-long champion for accomplishing an outcome?
- Outcomes in the Strategic Plan that need to be accomplished align with open positions currently being recruited/hired for. Can the new Board or staff member be the year-long champion for accomplishing an outcome?
- Outcomes in the Strategic Plan that need to be accomplished require funding allotment and should go before the Board for an immediate planning session.
- Of the outcomes that were attempted last year, there were roadblocks. (What can be done?)
- Based on what was learned from engaging the Strategic Plan last year, some of the outcomes need to be adjusted (e.g. increase benchmark).

#### *Take Action*

With the Board and staff team, literally plan the ways that some Strategic Planning outcomes will be met by existing major events, activities, or agenda items. Include details of this alignment between accomplishing those outcomes and existing calendars items.

Hold one-on-one meetings with current Board and staff members who you know are eager to build skills and champion certain Strategic Planning outcomes. Together, brainstorm what qualifies as "championing" and get buy-in. Make a fun and exciting announcement of the new champion and what is entailed in championing through the organizational newsletter, weekly email from the Executive Director, etc.

With the Board and managers, decide which job descriptions should be updated with components that reflect Strategic Planning outcomes that need to be accomplished. Also collaborate with the Board team on the needed funding for any outstanding outcomes.

Date:

Location:

## Intended Outcomes

- 1 | Board gains knowledge and skills that support them in their daily grind.
- 2 | Board contributes to the refinement of Board practices.
- 3 | Board builds enriching relationships for cultivating a meaningful work environment.
- 4 | Board applies strategic decision-making to take back to their Board responsibilities.

## Agenda Items **DAY 1**

{8:00am} Refreshments

{8:30am} Session 1.1 Where do I fit into the Strategic Plan?

{9:30am} Session 1.2 Planning for accomplishing Strategic Plan intended outcomes

{10:45am} Take a breather...a walk...but come back!

{11:15am} Session 2.1 Committee-specific annual calendar building

{12pm} Lunch away from the training area

{1pm} Session 2.2 Organization-wide annual calendar building

{1:30pm} Session 3.1 Find inefficiencies in Committee Processes  
with a design process

{2:30pm} Take a breather...a walk...but come back!

{2:45pm} Session 3.1 Continued

{3:30pm} [Local tour](#)

## **DAY 2**

{8:00am} Refreshments

{8:30am} Session 3.2 Which inefficiencies can be designed around and which can't?

{10:30am} Take a breather...a walk...but come back!

{10:45am} Session 4 Tour program sites





# VESTIBULAR

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## DISORDERS ASSOCIATION

5018 NE 15<sup>TH</sup> AVE · PORTLAND, OR 97211 · FAX: (503) 229-8064 · (800) 837-8428 · INFO@VESTIBULAR.ORG · [VESTIBULAR.ORG](http://VESTIBULAR.ORG)

## VEDA Ambassador Agreement

**The mission of the Ambassador Board is to increase awareness about vestibular disorders through personal advocacy. VEDA Ambassadors accomplish this in several ways:**

- Ambassadors are enthusiastic and dedicated VEDA members who are excited to share their story to help elevate awareness for vestibular disorders.
- Ambassadors are passionate about our cause and committed to keeping abreast of new, relevant issues that may impact the vestibular community.
- Ambassadors have the ability to participate in fundraising activities and to seek the contributions of time, money, and/or in-kind support from individuals and corporate partners, large and/or small.

### **Ambassador Responsibilities:**

- VEDA Ambassadors agree to participate in a minimum of **four** suggested activities per year:
  - Create a personal campaign page for Balance Awareness Week (“BAW”)<sup>1</sup>
  - Post about vestibular disorders on their own social media page (Facebook/Twitter) once a month
  - Share VEDA’s Facebook or Twitter posts at least weekly
  - Post about vestibular disorders on their own personal or business blog at least twice a year
  - Create a Pinterest board(s) about vestibular disorders and post to it at least once a month
  - Distribute VEDA promotional materials (brochures, infographics, posters, etc.) in your community—e.g. hospitals, clinics, senior centers, retirement communities, veterans centers, libraries, etc.
  - Use VEDA’s Power Point presentations when speaking to your local civic organization (e.g. Kiwanis, Rotary)
  - Start/lead a vestibular support group
  - Add “VEDA Ambassador” and “[Defeat Dizziness™](http://www.defeatdizziness.org)” to your email signature with a link to VEDA’s website (<https://vestibular.org>)
  - Create a video and share it on YouTube and with VEDA
  - Distribute the Balance Awareness Week press release to your local media
- Ambassadors will submit reports on completed projects monthly

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<sup>1</sup> Participation in Balance Awareness Week is a required activity.



# VESTIBULAR

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## DISORDERS ASSOCIATION

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- When representing VEDA, Ambassadors will conduct themselves in a professional manner. Ambassadors may present themselves as VEDA volunteers, and should avoid unintentional inference to any official or legal relationship with VEDA.
- Ambassadors may share VEDA's messages in their outreach. Ambassadors should clearly label outreach that contains original content and therefore does not represent VEDA.
- Ambassadors serve a one-year term and are eligible to re-apply on an annual basis.

### VEDA Support:

- Ambassadors will receive a PR Ambassador kit, including a copy of this signed agreement, VEDA brochures, material samples, and BAW materials.
- Ambassadors will have access to online informational resources, including a downloadable power point presentation, reference materials and suggested meeting topics and outlines.
- VEDA will recognize Ambassadors on our website, in newsletters and through social media.
- VEDA will promote events and activities groups by listing meeting times and locations on the VEDA website and Facebook page.
- VEDA will share Ambassador blog posts, Tweets and Facebook posts on VEDA sites.

Ambassador Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Home  Work  Cell

Email Address: \_\_\_\_\_

When signed below, the Vestibular Disorders Association acknowledges its responsibilities as set forth in relation to the above VEDA Ambassador Agreement.

\_\_\_\_\_

\_\_\_\_\_ Date

5018 NE 15<sup>th</sup> Ave., Portland, OR 97211  
Phone: (800) 837-8428/E-Mail: [info@vestibular.org](mailto:info@vestibular.org)

# EVENT KIT

## Instructions

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This event kit hand-out can be engaged as a check-off list to prepare for strategic participation in events. The event kit should be used by CSWN staff and Board members to make event preparation easy and practical. The intention behind creating this kit is to step into the ambassador role and employ communications strategies to relay the mission and vision of the CSWN with people at events, including attendees, speakers, and colleagues.

## Before the Event

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- Tell your social media networks that you are going to the event (e.g. NOMCON, STEAM symposium, etc.) and direct them to the CSWN website to learn more about your work.
- Set an email away message that alerts people that are you away at the specific event and direct them to the CSWN as an example of the type of professionals involved in the event.
- Pack CSWN business cards in a location that they will not get scuffed.
- Pack small printed materials like post cards that outline who the CSWN and CSWs serve and the impact made by the CSWN. Bring a sharpie marker to hand write a note on the post card before giving it to relevant people that you meet.
- Study the event handles for posting on social media about the event. This way, when you share on social media about the things that you are learning or gaining from the event, the event handle will draw more eyes to your posts.
- Memorize the CSWN mission statement.
- Memorize the most recent program outcomes and impact made on the children and youth.
- Rehearse your explanation for why the CSWN means so much to you.
- Review who will be at the event (e.g. speakers) that you think would like to learn about the CSWN and reach out to them in advance to schedule a coffee or drink.
- Make sure that the CSWN online newsletter sign-up form is working perfectly.

## During the Event

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- Share on social media about the things that you are learning or gaining from the event and be sure to use the event handle to draw more eyes to your posts.
- Take lots of pictures and short videos of things that would interest your networks on social media. Pictures draw more engagement. Share these on social media and save some to share upon your return home.

- Set a goal to help 5 to 10 people sign-up for the CSWN newsletter. When you're discussing the CSWN with people, ask them, "Do you want me to get you set-up to receive our newsletter?" Then do so that day using the online sign-up form and the person's email address.
- When meeting people for the scheduled coffee or drink, make sure to consider, "How can the CSWN and my role with the CSWN benefit this person? How can I support this person with their vision for their own work?" This way, you are acting as a CSWN ambassador for the mutual benefit of all parties.
- Get a sense from the event organizers or event design whether or not you or someone from the CSWN could submit a proposal in the future to speak or facilitate an activity at the event.

## After the Event

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- Share pictures and short videos on social media about the things that you are learning or gaining from the event and be sure to use the event handle to draw more eyes to your posts. Direct viewers to the CSWN. Do this at least two times during the week after your return.
- On social media posts, remind your network why you are proud to be part of the CSWN and ask them to donate to the CSWN.
- Confirm that all 5 to 10 people that you personally recruited to receive the CSWN newsletter are in the newsletter system. Also email the people directly to let them know you look forward to staying connected.
- From the scheduled coffee or drink dates, send a follow-up email to continue the conversation about mutually benefitting or supporting one another's work.
- Ensure that the next CSWN newsletter goes out within two weeks following the event with a minimum of two newsletters per month. Confirm that there is information in the newsletter that instructs readers on how to give.

# Board Member Position Description

## **Mission**

The mission of the Community Science Workshop Network is to serve as an advocate and resource for member Workshops, providing equitable access to opportunities for California's underserved youth to Tinker, Make, and explore the natural and human-made world through science, technology, engineering, and mathematics. For more information, please visit [cswnetwork.org](http://cswnetwork.org).

## **Position**

The Board will support the work of Community Science Workshop Network (CSWN) and provide mission-based leadership and strategic governance. While day-to-day operations are led by CSWN's chief executive officer (CEO), the Board-CEO relationship is a partnership, and the appropriate involvement of the Board is both critical and expected. Specific Board Member responsibilities include:

### ***Leadership, governance and oversight***

1. Serving as a trusted advisor to the CEO as s/he develops and implements CSWN's strategic plan
2. Reviewing outcomes and metrics created by CSWN for evaluating its impact, and regularly measuring its performance and effectiveness using those metrics; reviewing agenda and supporting materials prior to board and committee meetings
3. Approving CSWN's annual budget, audit reports, and material business decisions; being informed of, and meeting all, legal and fiduciary responsibilities
4. Contributing to an annual performance evaluation of the CEO
5. Assisting the CEO and board chair in identifying and recruiting other Board Members
6. Partnering with the CEO and other board members to ensure that board resolutions are carried out
7. Serving on committees or task forces and taking on special assignments
8. Representing CSWN to stakeholders; acting as an ambassador for the organization
9. Ensuring CSWN's commitment to a diverse board and staff that reflects the communities CSWN serves

### ***Fundraising***

CSWN Board Members will consider CSWN a philanthropic priority and make annual gifts that reflect that priority. So that CSWN can credibly solicit contributions from foundations, organizations, and individuals, CSWN expects to have 100 percent of Board Members make an annual contribution that is commensurate with their capacity.

### ***Board terms/participation***

CSWN's Board Members will serve a three-year term to be eligible for re-appointment for one additional term. Board meetings will be held quarterly and committee meetings will be held in coordination with full board meetings.

### ***Qualifications***

This is an extraordinary opportunity for an individual who is passionate about CSWN's mission and who has a track record of board leadership. Selected Board Members will have achieved leadership stature in business, government, philanthropy, or the nonprofit sector. His/her accomplishments will allow him/her to attract other well-qualified, high-performing Board Members. Ideal candidates will have the following qualifications:

1. Extensive professional experience with significant executive leadership accomplishments in business, government, philanthropy, or the nonprofit sector
2. A commitment to and understanding of CSWN's beneficiaries, preferably based on experience
3. Savvy diplomatic skills and a natural affinity for cultivating relationships and persuading, convening, facilitating, and building consensus among diverse individuals
4. Personal qualities of integrity, credibility, and a passion for improving the lives of CSWN's beneficiaries
5. Service on CSWN's Board of Directors is without remuneration, except for administrative support, travel, and accommodation costs in relation to Board Members' duties.