

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE:  13-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID:  11AC125233	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ACHMA0010007														
<b>5. APPLICATION INFORMATION</b>																
LEGAL NAME: Mount Wachusett Community College  DUNS NUMBER: 848394763  ADDRESS (give street address, city, state, zip code and county): 444 Green St. Gardner MA 01440 - 1378 County: Worcester	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Fagan Forhan  TELEPHONE NUMBER: (978) 630-9595  FAX NUMBER: (978) 630-9558  INTERNET E-MAIL ADDRESS: f_forhan@mwcc.mass.edu															
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  046002284	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled  7b. Community College															
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/>  A. AUGMENTATION        B. BUDGET REVISION  C. NO COST EXTENSION    D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Job Ready Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Northern Worcester County	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11      END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 001"/> b.Program <input type="text" value="MA 001"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?  <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  DATE:  <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">a. FEDERAL</td> <td style="text-align: right;">\$ 195,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 217,051.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 412,051.00</td> </tr> </table>	a. FEDERAL	\$ 195,000.00	b. APPLICANT	\$ 217,051.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 412,051.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 195,000.00															
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c. STATE	\$ 0.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 412,051.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Joseph Stiso	b. TITLE: Assoc. VP	c. TELEPHONE NUMBER: (978) 630-9113														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/04/11														

## Narratives

### Executive Summary

N/A

### Rationale and Approach

#### 1) COMPELLING COMMUNITY NEED

According to the Montachusett Opportunity Council, among the 240,000 people living in north central Massachusetts, 20,000 of them live in poverty; and over 51,000 persons -- one in five -- are low-income (Poverty Symposium, October 2006). Regional nonprofit organizations have faced serious resource shortages in responding to all who need assistance, and executive directors state the lack of available volunteers as their most critically needed resource.

In March 2009, Mount Wachusett Community College (MWCC) administered a survey to regional nonprofit organizations to determine the most pressing social needs in the region, receiving 48 responses. In the spring of 2008, Fitchburg State College (FSC) conducted a series of focus groups with over 50 local residents about the most pressing needs of the community. Both showed social needs of joblessness and job retraining which emanate from the underlying cause of high poverty. Forty-eight percent of the respondents indicated that placement of volunteers in their agencies would be both useful in combating this issue and provide meaningful service learning (SL) opportunities for volunteers. All of the focus groups identified the need and importance of volunteers in helping to address these needs. Data corroborating social needs of region include the following:

POVERTY: US Census data from 2000 show the following six communities as having the highest proportion of persons living at or below 100% of poverty level in the north central region: Fitchburg 15%; Ayer 10.8%; Winchendon 10%; Gardner 9.6%; Leominster 9.5%; and Athol 9.4%. (Note: 2005-2007 tabulation data is not provided by the US Census Bureau for the communities listed; therefore, the

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2000 results are the most recent data available.) In the time that has passed since this census data was collected, the area's economy has continued in a downward spiral at a greater rate than the state average as is demonstrated by the data compiled by MA Department of Elementary and Secondary Education. From academic year (AY) 2000-2001 to AY 2008-2009, the increase in the number of students from families with low income rose dramatically in almost every district. These increases are as follows: Athol-Royalston increased from 29% to 44.5%; Ayer, the only district with a decrease, went from 25.6% to 23.5%; Fitchburg increased from 49.7% to 58.9%; Gardner saw the greatest increase from 20.8% to 40.1%; Leominster went from 25% up to 37.9%; and Winchendon went from 23.7% to 41.4%. While the state average increased as well, from 25.1% to 30.7%, five of the six districts have a far greater percentage of low-income students.

JOBLESSNESS AND JOB RETRAINING: October 2009 jobs data from the MA Executive Office of Labor and Workforce Development show that the six communities listed all have been devastated by job losses. Since the 2002 recession the region lost over 3,000 jobs in manufacturing, and reports indicate that this trend is continuing. Job losses have contributed to the high unemployment rate for the area's workers. The region's unemployment rate is consistently higher than the state's and has recently been higher than the nation as a whole. The growth in unemployment in the six communities for October 2009 compared to the rate in October 2008 is as follows with the highest being Fitchburg with 11.4% in October 2009 up from 7.7% in October 2008. For this same time period, Athol had a rate of 12.1% in 2009 and 7.3% in 2008; the remainder are as follows: Gardner 11.7% (2009) from 8.2% (2008); Winchendon 10.8% (2009) from 7.2% (2008); Leominster 11% (2009) from 6.4% (2008) and: Ayer 9.1% (2009) from 4.8% (2008).

The manufacturing jobs that held employment opportunities for area residents have all but disappeared as many industries have folded or left the area. This change in the region's economic base has left few

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options for the area's unskilled laborers. Approximately 14% of the population aged 25 or older have not received a high school diploma or its equivalent. Only 19.9% of these community residents have attained a bachelor's degree or higher. This is significantly lower than both the state (37.7%) and nation (27.4%). (Source: U.S. Census Bureau, 2006-2008 American Community Survey)

The median income for the combined Fitchburg, Gardner, and Leominster community is \$57,760 compared to the state average of \$64,684. For the smaller community of Athol, the median household income is \$46,313. (Source: U.S. Census Bureau, 2006-2008 American Community Survey) Fitchburg and Gardner have lower median household income than the national average. According to the National Center for Education Statistics, there is a direct correlation between the level of educational attainment and income. In 2007 the average income for a male with some high school but no diploma was \$29,320 while a male with a bachelor's degree had an average income of \$62,090. Without job retraining and educational opportunities, many unemployed in the region have little chance of finding jobs, especially those that would provide enough income to overcome poverty or low-income status.

According to the North Central Workforce Development Board, "the two fastest growing sectors, Professional, Technical and Business Services (19.3) and Health and Education Services (16.2), will also add the most jobs. Education and training will play an increasingly prominent role for current and future job seekers with more than half requiring an associate degree or higher with a bachelor's degree preferred. Postsecondary education will be essential for careers that are financially rewarding and offer upward mobility." (Summary of Trends in the North Central Workforce Area, 2007)

According to the United Way of North Central Massachusetts 2007 Community Assessment, the business leaders from the North Central Massachusetts Chamber of Commerce's Leadership Council rank the issue of an 'underdeveloped workforce' as the number one issue of concern in the region and

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indicate that there is a lack of "appropriately prepared workers" to fill jobs. Related to this is the warranted concern over high school dropout rates (number three on the list of concerns). The percentage of students who are listed as dropped out in the MA Department of Elementary and Secondary Education 2008 graduation rate report are as follows: Fitchburg 18.6%; Gardner 19.7%; Athol 16.5%; and Winchendon 14.7%, all higher than the state average of 9.9%. The averaged percentage of students graduating from these schools who plan to attend a four-year college is 39%, considerably lower than the state average of 57%. Clearly, the lack of educational attainment, from high school diploma to baccalaureate degree and beyond, has contributed to the low wages and joblessness of the population in the region.

There is significant community need for greater educational attainment and job preparedness at many levels in our region.

### 2) MEMBER ROLES and DESCRIPTION OF ACTIVITIES

The AmeriCorps Job Ready Program (the Project) is a partnership between Mount Wachusett Community College (MWCC) and Fitchburg State College (FSC). MWCC is the applicant and fiscal and programmatic manager of this project.

#### MEMBER ROLES IN ACTIVITIES:

Designed as an individual placement/scattered site AmeriCorps program, 15 full-time AmeriCorps member slots placed at 12 sites throughout the region will address the north central Massachusetts high unemployment rate. The number of slots being requested aligns with the design and activities of the program as follows:

AMERICORPS MEMBER LEADERS (2) will assist in coordinating program activities such as the

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orientation, recognition events, and group activities, mentoring/serving as role model to community based members, and working with each member to develop a volunteer or service learning (SL) project for their service site. These two members will be placed at MWCC in the Center for Democracy and Humanity and FSC's Crocker Center for Civic Engagement, the volunteer and SL arms of the colleges. In the second and third years of the program, leaders will be recruited from the community-based members that served the year before.

AMERICORPS COMMUNITY-BASED MEMBERS (13) will be recruited and placed into ten service sites in the region. Seven will be placed in high/middle schools or programs that provide job preparedness and career awareness to high/middle school students. Two will be placed in MWCC and FSC's career and alumni centers. And four members will be placed at organizations that target unemployed, underemployed, and dislocated workers (e.g. job seekers) such as the Workforce Investment Board (WIB); chambers of commerce; community action agency; dislocated worker program; and HOPE, an organization that provides economically disadvantaged women job training. Each community-based member will design a sustainable SL or volunteer project that will engage MWCC and FSC students.

### DESCRIPTION OF ACTIVITIES

The project will address the north central Massachusetts high unemployment rate through job preparedness training and career exploration activities that assist three distinct target populations: (1) high/middle school students; (2) college students and alumni; and (3) the unemployed, underemployed, and dislocated workers (e.g. job seekers) to identify a career, education required to pursue this career, and find a job.

All members will dedicate three hours a week to participation in weekly career strategies and civic engagement training seminar and mentoring from project staff or member leader. The community

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based members will dedicate 4.5 hours per week to developing and coordinating one volunteer or service learning (SL) project related to job preparedness and career exploration at their service site per semester.

### HIGH SCHOOL AND MIDDLE SCHOOL STUDENTS TARGETED ACTIVITIES:

Both MWCC and FSC work with high school and middle school students on job preparedness and career exploration. MWCC operates 21 college access and preparation programs (CAPP) located within seven high schools in the region, serving 2,500 middle and high school students to promote college access, job preparedness, and career exploration. FSC operates a federally funded Upward Bound program, a year-round, college preparatory program serving 67 high school students in Fitchburg and Leominster for the duration of their high school career and beyond. MWCC also is collaborating with the region's WIB and school districts in developing a workplace readiness certificate that is an eight hour training for 8th-12th grade students that provides them with key workplace competencies.

Seven AmeriCorps members will expand upon existing MWCC and FSC job preparedness and career awareness programs in high schools and middle schools. Each member will be responsible for delivering the new workforce readiness certificate program to the region's 29 school districts. This certificate program prepares students for key 21st Century workplace competencies that will assist them in transitioning between school and work. The training will cover the following topics: the difference between school and the working world, how to manage their time, how to dress for success, understanding the evaluation process, professional and non-verbal communication, interpersonal relationships at work, completing job applications, how to write a cover letter and a resume, perfecting a job interview, and the importance of developing a career portfolio. Members will deliver the training in a four week, two hour per session format for a total of eight hours per school. It is anticipated that each member will deliver six 8-hour certificate trainings per year (with an estimated one day per week

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commitment to this activity).

These members will also be responsible for coordinating career cluster field trips. Members will plan and implement career cluster group field trips, a day long exploration of a career field that involves visiting workplaces in a career field. For example, a criminal justice career cluster field trip would include a visit to a lawyer, sheriff, police station, and juvenile probation officer. Students interested in criminal justice from area schools would attend this field trip to be exposed to the criminal justice field and obtain a real-world perspective that cannot be taught in the classroom. It is anticipated that each member will dedicate one day per week to coordinating a career cluster field trip.

These members will also be responsible for coordinating career specific SL projects with high school and middle school students. Area students will choose a career field and will be placed in a group with a member. The member will lead the students in developing an SL project that addresses a community need while giving them a taste of a career field. Currently, MWCC and FSC only have the capacity to complete this in their Upward Bound and Upward Bound Math and Science programs and would like to expand this highly successful activity to its 20 other high/middle school programs. It is anticipated that each member will dedicate one day per week to coordinating a career specific SL project.

Finally, the members will assist in expanding MWCC's existing high school career fair. All seven members will work together to expand the fair from a half day career fair limited to CAPP students in the spring to a full-day career fair offered in both the fall and spring, open to all students in the school, not simply those participating in the CAPP programs. It is anticipated that each member will dedicate one day per week to coordinating the career fair.

### COLLEGE STUDENTS AND ALUMNI ACTIVITIES:

Currently, both MWCC and FSC provide a variety of programs and activities to assist college students in



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planning for career decisions during and after college. Both colleges have a career center that provides career guidance and counseling, as well as assists students in the school--to-work transition and undergraduate-to-graduate transition. Counseling services include assistance with selecting a major, job search strategies, job-seeking skills training, preparing for professional interviews, and assistance with changing careers. At MWCC, the career center primarily serves its main Gardner campus, only offering services on an "as-needed" basis at MWCC's three satellite campuses in Leominster, Fitchburg, and Devens, Massachusetts. Both MWCC and FSC career centers only work with college students and do not provide services to alumni. Because of the high unemployment rate, the centers have seen a significant increase in the number of alumni who are in need of services.

The high unemployment rate has also made it more competitive for college students or alumni to find jobs without relevant real-world experience on their resume. Although both career centers offer assistance in finding and being placed in internships and job shadowing experiences, limited staffing and an increase in demand make it difficult. The same is true for career and job fairs. Although both are offered at each college, fairs are only once a year and are not available on MWCC's two satellite campuses. Finally, both colleges have extensive web-based tools for career exploration and job seeking; but older students or alumni have difficulty navigating and understanding the power of the new social media and job search mechanisms and need one-on-one assistance.

Two members will expand upon existing MWCC and FSC job preparedness and career exploration programming to provide more college students and alumni with skill development to find and obtain a job. Placed at MWCC and FSC's Career and Alumni Services, members will be responsible for delivering training on each campus's self directed job search tools, careers, and the educational requirements to pursue these careers, career interest inventories, 21st Century workplace competencies, resume writing, networking, interviewing, job search skills, and using social media find a job. Activities will include one-

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on-one resume assistance, assistance with 'self-guided' tutorials, and follow-up with students and alumni who have completed workshops provided by the Career Centers. It is anticipated that each member will dedicate one day per week to delivering a career focused training. At MWCC members will expand these services to its satellite campuses. At FSC the member will expand these services to alumni.

The two members will also be responsible for coordinating real world experiences for college students and alumni through job shadowing and internships with area businesses and community-based organizations. Activities will include assisting with identifying and serving as lead contact for internship and job shadowing experiences. Members will coordinate CORI checks, assist students and alumni in developing a resume and appropriate questions for the visit, reviewing with students how to dress for success, and completing the follow-up evaluation with the student and employer. Members will develop a data bank of job shadowing and internship sites that is currently not in existence at either college. It is anticipated that each member will dedicate one day per week to coordinating real world experiences for students and alumni.

These members will also be responsible for coordinating career cluster field trips targeted to college students or alumni in collaboration with faculty. Members will plan and implement career cluster group field trips, similar to the proposed high school and middle school field trips, but targeted to an older audience. It is anticipated that each member will dedicate one day per week to coordinating a career cluster field trip. Finally, members will also be responsible for coordinating and expanding existing job, career, and transfer fairs and mock interview days for graduating college students and alumni. It is anticipated that each member will dedicate one day per week to job, career, and transfer fairs and mock interview days.

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### JOB SEEKER ACTIVITIES:

The north central Massachusetts region has many organizations that address the issue of job preparedness and career exploration for the unemployed, underemployed and dislocated worker (e.g. job seeker). The region's WIB operated career center and dislocated worker services, provide job search resources to include: access to online job search sites, resume writing assistance, financial aid assistance for those interested in furthering their education, and job readiness workshops. Job preparedness workshops are provided on a monthly basis at the Leominster based career center, but demand by current job seekers supports a weekly job preparedness workshop series located in additional communities (22 supported by the career center) that cannot be supported by the career center. The region's community action agency and HOPE House, a non-profit organization, both have job readiness training programs targeted to the economically disadvantaged individual. Both agencies have indicated substantial need to expand their capacity to serve more individuals and to add and expand a job readiness/career exploration component to their programs.

Four members will be placed at area organizations to expand upon existing job preparedness /career exploration programs within north central Massachusetts that target job seekers such as the WIB, career center, community action agency, and dislocated worker services to provide skill development to find and obtain a job. Within these programs, members will be responsible for delivering training on the following topics: different careers and the educational requirements to pursue these careers, administer career interest inventories, teach 21st Century workplace competencies, using social media to find a job, resume writing, networking, interviewing, and job search skills. Trainings will be delivered in a group format and will be two hours per training topic. Members will work with the organizations to expand the scope of their existing trainings to additional communities (i.e. expand the career center training to its other 22 communities) or to additional individuals. It is anticipated that each member will dedicate four days per week on conducting training.

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### MEMBER LEADERS/SERVICE LEARNING ACTIVITIES:

Both MWCC and FSC have an established center for coordinating volunteer and SL projects for the college. MWCC's is the Center for Democracy and Humanity, and FSC's is the Crocker Center for Civic Engagement. Both centers have not previously focused efforts or have the capacity to focus efforts on job preparedness volunteer or SL projects.

Two AmeriCorps members, called member leaders, placed at MWCC and FSC will work with each community based member (the 13 members described above) to develop volunteer and SL projects at each college related to their service site. These two members will be responsible for recruiting student, faculty, and staff volunteers to participate in volunteer and/or SL projects at community based member service sites. This will be accomplished through organizing and conducting targeted group and individual presentations with students, faculty, and staff at MWCC and FSC (approximately 20 one-hour presentations per semester) to promote volunteer or SL projects. Members will also run a table at each college's volunteer and SL fair to promote projects on their college. It is anticipated that member leaders will dedicate three days per week developing volunteer and SL projects with community based members. Members will also serve as role models/mentors for the project and will meet with community based members before or after the weekly seminar. It is anticipated that member leaders will dedicate 5 hours per week to mentoring. These members will also assist the project director with coordinating the member orientation, recognition event, and group activities. It is anticipated that member leaders will dedicate one day per week to these leadership activities.

### ASSURANCES:

MWCC understand the CFR 2540.100 non-duplication, non-displacement, and non-supplementation requirements and will review the rules with services sites and will monitor member activities. MWCC

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will also ensure that members comply with the rules regarding prohibited activities. Each member and their participating service site will be oriented at the beginning of the member's service and ongoing activities will be monitored by the director.

### AMERICORPS GRANT VALUE ADDED:

This grant will add value to MWCC efforts to build collaborative relationships in the community. Through 15 new members, 1,100 high/middle school students, college students and alumni, and job seekers will be prepared to obtain job that otherwise would not have been possible without this project. Additionally, the project design generates an estimated 200 more volunteers among the MWCC and FSC communities, totaling 4,000 additional hours of service that will add value to existing job preparedness services that MWCC provides.

### 3) MEASURABLE OUTPUTS AND OUTCOMES

The project will address the OPPORTUNITY priority area and will be opting into the standard performance measures (Measure 2) tracking the number of economically disadvantaged individuals receiving job training and skill development services. Overall, the project will provide job preparedness training to 1,100 individuals in north central Massachusetts.

Members will serve 100 economically disadvantaged job seekers through group job preparedness skills enhancement training. Of those participants, 75 percent will demonstrate an increase in skills in conducting job search activities, identifying potential employers and career paths, and completing the job application/interview process measured by a pre and post workplace readiness survey. Our goal is for participating job seekers to obtain a job and/or interview within six months of participating in the program's job readiness skills enhancement training.

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In addition, members will serve 500 high/middle school students by leading career exploration activities or job preparedness training. Through the training, 75 percent of participating high/middle school students will demonstrate increased knowledge of potential career opportunities and/or job readiness skills competency through a pre and post self job readiness survey. The goal is that students will have a career goal and demonstrate proficiency in obtaining a job.

Members will also serve 500 college students and alumni who will participate in job preparedness/career exploration training or a job shadowing, internship, or coop experience. With the members' assistance, 75 percent of these participating college students or alumni will increase job readiness skills demonstrated by a pre and post workplace readiness survey. The goal is for participating college students and alumni to obtain an interview and/or a job related to their career interest within six months of graduating.

The project director has ultimate responsibility for tracking the outputs and outcomes of the project. Data will be collected from the instruments specified in the performance measurement section of eGrants and will be inputted regularly by the clerk into a database. The results will be reviewed by the director monthly to ensure the program is on track for achieving its performance measures. The director will report results to the advisory board on a quarterly basis.

#### 4) PLAN FOR SELF ASSESSMENT AND IMPROVEMENT

Plans for continuous improvement include feedback regarding day-to-day operations that are gleaned from weekly status reports completed by the Operations Team (AmeriCorps Job Ready Project Director and Learning Community Coordinator). The weekly status report would include an overall review of the project timeline and would address progress on major activities and performance measures. Regular

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monthly Management Team meetings (including all AmeriCorps project staff) will review weekly status reports to ensure progress is being made on achieving the established performance measures.

The advisory board, consisting of representatives from each of the service sites and senior project management staff, will meet quarterly to review the formative evaluation results and advise program staff for necessary improvements. The project will submit an annual report that is a compilation of monthly management reports and year end accomplishments to the board serving as an assessment tool and provide opportunity for reflection and feedback for improvement. Program staff will report on progress and outcomes to measure the rate of success in achieving grant outcomes. The advisory board would be able to make suggestions and provide feedback on meeting project objectives.

Strengths, weaknesses, problem resolution, and an ongoing feedback process will occur for members through the monthly one-on-one meetings with the project director. Six months into their service, members will complete a self assessment of their progress. If a weakness is identified, the director will work with the member to overcome it and provide remediation as needed. This will be followed up at the end of the member's service with an end of the service performance assessment.

An ongoing feedback process will occur for service sites through the initial two day orientation (one day in a group format and one day meeting individually with the director). Service site supervisors will be asked to submit monthly status reports on the progress of their members in completing the performance measures. Additionally, the director will be available on an as needed basis to assist in resolving problems. Service sites will also have an opportunity to receive and provide feedback through their participation on the project's advisory board.

An ongoing feedback process with FSC will be completed through bi-weekly meetings between the

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project director and learning community coordinator. Additionally, monthly meetings with the entire AmeriCorps project staff that includes representatives from MWCC and FSC will also be used as a forum to resolve problems.

### 5) COMMUNITY INVOLVEMENT

The north central Massachusetts community was involved in identifying the needs and activities described in this project through a two step process. First, 2,500 individuals representing approximately 600 organizations in north central Massachusetts were surveyed on the most essential community needs. At the same time a series of focus groups with over 50 local residents were held to determine the most pressing needs of the communities. Both results overwhelmingly indicated that joblessness and job retraining were the largest needs in the north central Massachusetts community. After these results were received, the grant development committee completed a second more targeted survey to focus on activities that an AmeriCorps member could complete to address the issue of joblessness and job retraining. Over 20 organizations were surveyed to include local school districts, college access programs at MWCC, the WIB, career center, dislocated worker program, chambers of commerce, FSC and MWCC career services, and the local community action agency. These organizations provided specific examples of activities that members could assist their organizations with regarding joblessness and job retraining and a list of potential measurable outcomes that the project could use.

The organizations listed above will continue to be engaged as community partners and stakeholders throughout the three year program period by serving as service sites for the 15 AmeriCorps members and participating on the advisory board. These organizations will also be used to market the program to potential members and assist with the year-end recognition event and performance report.



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### 6) RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE

The project will build on (without duplication) the work of other national and community service programs supported by CNCS and the State. The project will work with other AmeriCorps programs in Massachusetts to share member training curriculum to promote and learn best practices. Additionally, the program will use instruments for tracking performance measures posted on the Corporation's resource webpage. Finally, MWCC will use Massachusetts Service Alliance facilitated program director meetings to make connections with programs and to learn best practices.

### 7) POTENTIAL FOR REPLICATION

The program could be replicated by other institutions of higher education located in communities with high rates of unemployment and low rates of educational attainment. By the end of year three, all orientation and training materials including syllabi, PowerPoint presentations, and handouts and performance measurement instruments will be organized into a resource tool kit. This tool kit will include the how-to's of setting up and operating an AmeriCorps program targeted to job preparedness. Additionally, this tool kit will include 45 training or activity profiles (one profile per member over the three year project period) on job preparedness. These project or activity profiles will include, as appropriate, a short description of the training, activity, or service learning project; target population; steps and materials needed; and PowerPoint presentation and handouts. These tool kits will be posted on the project's website and also be distributed via presentations at local, regional, and national community service conferences for potential replication by other organizations.

## Organizational Capability

### 1) SOUND ORGANIZATIONAL STRUCTURE

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### a. ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT:

Established in 1963, MWCC is an accredited two year higher education institution focused on career and transfer programs. This project will be managed through MWCC's Center for Democracy and Humanity, established in 2004 to oversee and coordinate civic engagement and SL programs.

EXPERIENCE IN OPERATING AND OVERSEEING COMPARABLE PROGRAMS: MWCC has substantial experience operating and overseeing a program comparable to the one proposed. MWCC has successfully administered the Scholarships for Service AmeriCorps Education Award program in 2007 where five MWCC students dedicated more than 1,300 hours of service (300 hours per student) to local organizations and received a \$1,000 education award upon completion. MWCC has also successfully administered the Community Scholars program from 2007 to 2009, a pilot project created by the college where students received a free associate degree education, leadership and civic engagement training, and 1,000 hours of paid internship experience at an organization in the community. Each community scholar was also required to create and manage a volunteer or SL project at their organization. After two years of piloting the Community Scholars program, MWCC graduated 9 of 12 original students in two years time and was able to provide 10,206 hours of service to its community. The pilot was a lesson in what to do, as well as what to avoid, in placing students out in the community, how best to prepare students and organizations to work together, and how to meaningfully connect students with community. The experience gained from piloting the Community Scholar program will be used as a framework for operating the AmeriCorps Job Ready program. Finally, MWCC has hosted nine AmeriCorps VISTAs since 2004, of which two re-enrolled for a second year to continue their service.

FEDERAL GRANT MANAGEMENT CAPACITY: MWCC successfully manages over \$9.5 million in grants yearly. Full capability exists for documenting and reporting cash and in-kind matching funds,

## Narratives

staff time and effort, and monitoring participants. Sound programmatic oversight is ensured through a grants management team of finance, research, and HR personnel working together toward successful project implementation, evaluation, and dissemination.

### MULTI-SITE PROGRAM LOGISTICS

**SERVICE SITE SELECTION:** Service sites will be selected through a two tiered system. First, personal invitations to organizations listed earlier in this proposal who also participated in developing the proposed activities for the project will be asked to submit an application in March of 2010. The application determines the organization sites' ability to be a service site for the program. Minimum qualifications for service sites for the project are as follows:

- Service plan that aligns with the outcomes of the project;
- Adequate financial and programmatic capacity of the organization to host and supervise a full-time AmeriCorps member;
- Indication that a member expands or builds upon an existing job readiness and career exploration initiative and does not replace or displace an employee of the organization;
- Demonstrated impact on the target audience regarding job readiness and career exploration training; and
- Potential opportunities for volunteer and/or SL projects.

Using a selection team made up of MWCC and FSC project staff, potential service sites will be evaluated based on the following criteria:

- Articulation of realistic service plans that fit into outcomes and objectives of the project and align with the priorities of the service site;
- Degree to which the project will enhance or expand upon services that are already provided in job readiness and career exploration;

## Narratives

- Extent to which projects will yield a tangible resource and/or product that might be shared;
- Evidence that the member will be supported and provided with the necessary leadership, guidance, and resources; and
- Interest in developing volunteer and SL collaborations with MWCC and/or FSC.

Potential service sites who have passed initial review will be invited for an interview by the selection team to determine their commitment and understanding of the project. Projects that score highest on both the application and interview will be selected for the project.

**SUPPORT AND OVERSIGHT OF SERVICE SITES:** Selected service sites will receive a two day orientation (one day as a group and a one-on-one session at the service site), work with the project director on one year service plan for the member; assist with member recruitment; and commit to being an SL/volunteering site for MWCC/FSC students.

**PREVIOUS PROGRAMMATIC/FUNDING RELATIONSHIPS WITH SERVICE SITES:** MWCC operates 21 programs targeted to college access and preparation that includes major components focused on job preparedness and career awareness. These programs have existing relationships with 29 school districts and the region's WIB. Approximately, \$2.75 million worth of grant funding is shared with the high/middle school targeted service sites proposed for this project. MWCC and FSC's career centers are funded by the colleges. MWCC operates the north central Massachusetts dislocated workers service for a total \$960,000 per year. MWCC has existing programmatic relationships with the WIB, chambers of commerce, and the region's community action agency as members of their board of directors.

**MONITORING SITE COMPLIANCE:** The project director will monitor service sites for compliance with fiscal and programmatic requirements via three site visits per year. Additionally, service site supervisors will be required to submit a monthly report to the director that lists the activities completed by the

## Narratives

member and progress towards completing the performance measure. Service sites, including FSC, will sign a contract with MWCC regarding scope of responsibilities.

DEVELOP CONNECTIONS AMONG SITES THROUGH COMMON ELEMENTS: The project will develop connections among service sites through its CBO two day orientation, weekly career strategies and community and civic engagement seminars (of which service site supervisors will be invited to participate), and participation in the program's advisory board.

### b. BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF:

MWCC is an accredited, public two-year institution that is overseen by a nine member Board of Trustees and operated by a president. MWCC is organized into six divisions each directed by a vice president that employs over 1,300 full and part-time faculty and staff members. These divisions are as follows: Administrative Services, Academic Affairs, Lifelong Learning and Workforce Development, Advancement and Community Relations, Access and Transitions, and Student Services and Enrollment Management. Located within the Academic Affairs division, the Center for Democracy and Humanity, established in 2004, oversees and coordinates civic engagement and service learning programming on the campus. The AmeriCorps Job Ready program will be located with this center.

The staff structure and key positions for the project are as follows:

Robin Duncan, MBA, will be responsible for oversight of the advisory board and the AmeriCorps project, assuring that performance measures are being met and program and financial reports are in compliance. She will be responsible for member and service site recruitment and serve on the member and service site selection committee. She has over 12 years experience administering community and business programs and has had oversight of the CDH since 2008. Ms. Duncan is MWCC's Assistant Vice President of Community and Civic Engagement.

## Narratives

Fagan Forhan, B.S, will serve as the AmeriCorps Job Ready Project Director. She will be responsible for the day-to-day operations of the project that include overseeing the recruitment and selection of service sites and members, supervising and mentoring members, coordinating the orientation, training, and recognition activities, and performing site visits to service sites. Ms. Forhan will serve on the member and service site selection team. She has successfully directed other national, state, and regional community engagement programs and managed nearly \$500,000 funding each year. Ms. Forhan has been the Director of MWCC's Center for Democracy and Humanity since 2007.

Clerk, to be determined, will be responsible for providing clerical support to the program including, but not limited to, compiling performance measurement data into the program's database, tracking weekly time sheets of members, and scheduling program meetings and trainings with members, service site supervisors, advisory board, and the management team.

John Chetro-Szivos, Ph.D., will serve as the Learning Community Coordinator for the project. Dr. Chetro-Szivos will be responsible for developing and implementing the weekly learning community seminar and ongoing learning community activities. He will assist with member and service site recruitment and serve on the member and service site selection committee. He has over 20 years experience in administering community programs, holds the rank of associate professor at FSC, and has conducted and published research on community issues. He has had oversight of FSC's Crocker Center for Civic Engagement as its Director since its inception.

Henry Parkinson, Ed. D, will serve as the service learning specialist for the project. He will provide additional SL technical assistance to all members before or after the weekly seminar in the development and implementation of their mandatory volunteer or SL project in collaboration with the member

## Narratives

leaders. Dr. Parkinson will supervise FSC's member leader and will serve on the member selection committee. Dr. Parkinson directly advises the Student Government Association and Fitchburg Activities Board. In addition, he oversees the Crocker Center for Civic Engagement Volunteer Program, leadership development programs, campus center, and orientation. Dr. Parkinson is FSC's Director of the Office of Student Development.

c. PLAN FOR SELF ASSESSMENT OR IMPROVEMENT:

MWCC conducts internal assessments and improvements of its systems, structure, and staffing through its Office of Institutional Advancement. Each division or department provides an annual report at the end of each academic year to the above mentioned office. These reports compare goals set forth in the previous year to actual accomplishments. These reports provide an opportunity for each area of the college to reflect on their performance and improve in the coming year.

d. PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE:

TECHNICAL ASSISTANCE FOR PROGRAM STAFF: Program staff will receive technical assistance from Massachusetts Service Alliance by attending their bi-monthly project director meetings. Additionally, program staff will have access to MWCC's leadership development training program for managers.

TECHNICAL ASSISTANCE FOR SERVICE SITES: Service sites and the supervisors assigned to the members at those organizations will be provided technical assistance/coaching by the project director. Technical assistance is available on request.

Each August service sites will receive a handbook and two days of orientation. The first day will be held as a group and will include an introduction to the AmeriCorps Job Ready Program and to AmeriCorps,

## Narratives

CNCS and the Serve America Act. The structure of the program will be reviewed; and the expectations of the service sites, supervisors, and members will be discussed. Prohibited activities will be discussed and a placement site agreement signed. A review of the volunteer and SL component of the member's service will occur so the service sites understand each member will be required to coordinate one project during their 1,700 hours of service.

The second training will be held as an individual one day site visit with their member (which means 12 separate individual trainings at the 12 service sites). The member, project director, and service site supervisor will be in attendance at this on-site training. Members and supervisors will further develop the details of their service plan and determine a schedule. The director will also conduct two additional site visits each year.

### 2) SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

a. VOLUNTEER GENERATION AND SUPPORT: Besides recruiting over 250 community volunteers for MWCC's annual KidExpo event, MWCC also promotes volunteerism through collaboration with the North Central Massachusetts Volunteer Brigade and United Way of North Central Massachusetts' Community Builders program. MWCC also recruits and supports a diverse group of volunteers by tapping into its targeted audience of diverse students. The Center for Democracy and Humanity is the liaison between MWCC and the community and is the catalyst that sparks greater community service through portable projects provided on campus, through SL on and off campus with CBOs, and through collaboration with Student Life activities. Currently, a total of 868 students are volunteering and providing service to area community organizations; 459 of these students are providing at least 20 hours of service; and over 20,380 total hours of volunteer service have been provided to the community. The program is projected to add 200 additional student volunteers and 4,000 additional hours of volunteer



## Narratives

service to the community.

b. ORGANIZATIONAL AND COMMUNITY LEADERSHIP: MWCC leads the region in student SL and volunteering and community based programming. In 2008, 34 individuals at the director level or higher at MWCC served as a board member in over 94 local boards, task forces, and committees for such diverse organizations as the United Way, community health centers, local governments, and community organizations whose mission is to combat poverty. MWCC operates four adult basic education sites and is also a leader in college access programming, operating over 21 programs designed to increase college attendance rates of 2,500 low-income and first generation middle and high school students. MWCC has been recognized for its leadership in the community by CNCS through the Presidential Honor Roll for the past three consecutive years. MWCC also received the esteemed Carnegie Foundation Classification in Civic Engagement in 2008.

### 3) SUCCESS IN SECURING COMMUNITY SUPPORT

a. COLLABORATION: MWCC collaborated with several partners on the development and, if successfully funded, will collaborate with them on the implementation of this project. MWCC has a unique partnership with Fitchburg State College (FSC) for this project. FSC designed and will facilitate the weekly member follow-up training. Additionally, FSC will use their FSC students, faculty, and staff in volunteering or SL projects affiliated with this project. Additionally, MWCC collaborated with the MWCC's college access and preparation programs that have connections to the areas 29 school districts, the WIB, career centers, chambers of commerce, and community action agency in developing a project that meets the needs of the region. These same organizations will serve as host sites for the project.

b. LOCAL FINANCIAL AND IN-KIND CONTRIBUTION: MWCC has worked hard to diversify and

## Narratives

expand the financial and in-kind support it receives from local contributions. Since 1992, MWCC has expanded its annual grant funds from \$2.9 million to \$9.5 million. Since 2002, MWCC has expanded and diversified its local support (i.e. foundations and private individuals) in its MWCC Foundation endowment fund from \$1 million to over \$4.5 million.

c. WIDE RANGE OF COMMUNITY STAKEHOLDERS: MWCC has numerous community stakeholders that include students, faculty, staff, and alumni. Additionally, the college has strong local school district affiliations and relationships with local government officials and CEOs/executive directors of corporations, non-profit and faith based organizations who serve on program advisory boards, various committees, and as college trustees. MWCC's non-financial support has expanded drastically over the past 20 years. For example, in 1989 MWCC had no existing relationships with local school districts in the region. Today, MWCC has over 21 programs that work collaboratively with 29 school districts in north central Massachusetts to improve high school graduation and college attendance rates. These relationships contribute staff to operate these programs and space to operate these collaborative programs.

d. SPECIAL CIRCUMSTANCES: MWCC serves the resource poor community of north central Massachusetts. Over the past five years, MWCC has seen a substantial decrease in state funding, moving the college from a state supported college at 59% funded by the state to a state assisted college at 40% funded by the state. Because of this change in funding, MWCC has been forced to pursue philanthropic foundations and donors and corporate foundations to support the college's growing enrollment and community initiatives in a primarily rural region where foundations and donors are limited.

### Cost Effectiveness and Budget Adequacy

#### 1) COST EFFECTIVENESS

## Narratives

a. The Corporation cost per member service year (MSY) is \$13,000.

b. DIVERSE NON-FEDERAL SUPPORT: The AmeriCorps Job Ready Program has obtained or will obtain a total of \$170,204 from diverse non-federal resources for program implementation and sustainability. The match is or will be committed from the following sources:

Committed Non Federal Resources: \$137,704

-MWCC commits \$96,644 of resources to the project from its endowment and annual college budget.

-FSC commits \$40,060 resources to the project from its endowment and annual college budget.

Resources Project Plans to Obtain: \$32,500

-Service sites will each provide a \$2,500 fee for each member adding an additional \$32,500 in local support.

### 2) BUDGET ADEQUACY

The first year budget is \$365,204, representing a \$195,000 request to the CNCS and a match of \$170,204 from MWCC and participating service sites. The CNCS funding request is sufficient to assure that members receive living allowances for their service, that staff have funding to perform site visits, that member training is provided, and marketing and recruitment expenses are covered. Additional funds ensure adequate staff to manage program, staff have funding to travel to mandated training activities, supplies for service site and member training, supplies for a recognition event, and adequate member support costs. This budget is adequate to support the project's design and to achieve the outputs and outcomes listed earlier in this proposal.

### Evaluation Summary or Plan

## Narratives

Not applicable for a new applicant.

### Amendment Justification

NA

### Clarification Summary

Mount Wachusett Community College, Application ID 11AC125233

This application is under consideration for a grant in the amount of \$195,000, 15 Member Service Years (MSYs) and 15 member positions.

Budget Clarification Items:

Please make the following changes directly in the application budget in eGrants:

- (1) Please revise your budget to equal the funding and MSY amount listed above. Adjusted budget accordingly -- please see budget and budget narrative for further detail
- (2) C. Staff and Member Travel: Travel to CNCS-sponsored meeting is not reflected in the budget. Please clarify. Travel to CNCS-sponsored meetings is included in the budget, but was allocated under "other operating costs"; it has been moved to "staff travel".
- (3) I. Other Program Operating Costs: I. Other Program Operating Costs: Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public website for all members and employees as described above. And FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations. A detailed description of the requirements can be found at <http://www.nationalservice.org/criminal-history>. Please verify that criminal history checks will be conducted on all members, employees and other individuals described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which

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you are under consideration. Criminal history checks, including the FBI fingerprint check, will be provided as required. The budget has been adjusted to allow for an additional cost of \$18/member.

(4) Section II. Member Support Costs: FICA is not reflected in the budget. If the program is exempt from paying FICA, provide exemption letter to CNCS. As a state institution, MWCC is exempt from paying FICA and as such, provides all new employees with Social Security Form SSA-1945. Please see [www.socialsecurity.gov/form1945](http://www.socialsecurity.gov/form1945) for additional information. Documentation is being supplied to our program officer at Mass Service Alliance.

(5) Section II: Member Support Costs: Workers' compensation is not reflected in the budget. If there is an exemption, please provide a copy of the letter to CNCS. In regard to worker's compensation, all employees of MWCC (including AmeriCorps Members) are covered under the MWCC/Commonwealth of Massachusetts umbrella policy at no additional cost to the program. Documentation is being supplied to our program officer at Mass Service Alliance.

(6) Identify source, amount and intended purpose of match funds in the budget narrative.

\$217,051 in match funds will come from three separate streams. Mount Wachusett Community College will commit \$104,761, which will be used to fund program staff salaries and fringe, staff travel, the increase in Member living allowance, Member health insurance, program supplies and FBI fingerprinting. Fitchburg State University will provide match funds totaling \$41,734 which will be used to fund program staff salaries and fringe, staff travel, and Member health insurance. Finally, the community based organizations (CBO) who host Members provide \$70,556 in match through a site placement fee of \$2,500 per member, and in-kind match which funds the service site managers, orientation and training, , travel to CNCS sponsored meetings, recognition events, CORI checks, recruitment materials, and Member health insurance.

Programmatic Clarification Items:

No programmatic clarification items identified.

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Performance Measure Clarification Items:

Clarification items for national performance measures reflect our assessment of the following criteria:

- \* measures align with the need, activities and outcomes described in the narrative
- \* outputs and outcomes are correctly aligned as directed in the NOFO background document
- \* measures utilize rigorous methodologies to demonstrate significant impacts

Please make the following changes in the Performance Measures screens in eGrants:

Expanding Volunteers in Job Preparedness and Career Awareness Through Service Learning

Performance Measure: Please consider deleting this measure, or explain why you think it should be left in the application. When volunteer generation isn't the primary focus of a program, we are directing applicants to remove these measures from their application. Volunteer generation outputs are captured in the annual progress report. Understandably a commission may find it valuable for its programs to collect volunteer generation data even if these measures aren't part of the AmeriCorps grant application and subsequent award. Volunteer Measurement Measure: DELETED per CNCS recommendation

Member Training in Job Preparedness and Career Awareness: Please consider deleting this measure, or explain why you think it should be left in the application. While we recognize that member development is an essential element of program design, as reflected in the application review criteria, we are not able to aggregate data from applicant-determined member development measures. For this reason, we are directing applicants to eliminate member development measures from their grant application so they won't be required to report on them to the Corporation. Applicants whose program design focuses on helping economically disadvantaged members complete their high school education, attend college and/or obtain employment should consider opting into the national performance measures for member

## Narratives

development in the Opportunity Focus Area. Understandably a commission may find it valuable for its programs to collect member development data even if these measures aren't part of the AmeriCorps grant application and subsequent grant award. Member Development Measure: DELETED per CNCS recommendation

Career Awareness and Job Preparedness for High School and Middle School Students Performance Measure: no clarification items identified.

Job Preparedness for College Students Performance Measure: no clarification items identified.

National Performance Measure O2: No clarification items identified.

AmeriCorps Job Ready Program

Mount Wachusett Community College

Year 2 Continuation

The AmeriCorps Job Ready Program proposes to move one Member from the high school and middle school placement program College Access and Preparation (CAPP) to a community based organization. This would mean a total of six Members placed at high school and middle schools, and five Members placed at local community based organizations. This would provide another opportunity to serve the unemployed or underemployed. Currently the program is far exceeding the goal of serving 500 middle and high school students and requires a better balance of corps Members to achieve our stated outcomes with regard to the unemployed/underemployed population.

The program proposes to physically relocate the Member currently placed at Mount Wachusett Community College (MWCC) to the Greater Gardner Chamber of Commerce. The focus of this member will continue to be the creation of real world experiences for college students and alumni, including

## Narratives

service learning and internship placements, but with additional focus on local businesses. While being physically placed at the Chamber, this Member will cultivate relationships between local businesses and MWCC. With MWCC's recent acquisition of Title III, the college has capacity to address the career readiness needs of our students. This opportunity allows MWCC to now focus our AmeriCorps placement on experiential learning, providing students with the 21st century job readiness skills via hands-on learning opportunities, with the added value of a direct connection to areas businesses. The role of the Member will stay essentially the same, with the same objectives and expected outcomes; it will only be the physical location that will change. This position will serve as a liaison between Chamber membership and the college to provide support to MWCC students in preparation for job openings, internships and other forms of experiential learning. This Member will also be responsible for mentoring students in experiential learning opportunities with regard to 21st century job readiness skill development, and for assisting with site visits with community partner support for those hosting MWCC students. This Member will also provide support to local businesses in their efforts to provide retraining and job readiness skills to underemployed or displaced workers, creating a two-way flow of students to businesses and businesses to the college's workforce development services.

The member placed at FSU will be placed within alumni services as opposed to career services to assist with the increased demand for services from recent graduates who are struggling to obtain employment. Activities will remain the same, but will target the recent alumni population (graduates from past 3 years).

Another change for the AmeriCorps Job Ready Program is an adjustment in the weekly hour allocation for Member Leaders. Member Leaders are engaged more deeply in mentoring other Members with regard to development of individual service projects. In addition to work mentoring individual service projects, Member Leaders also spend time mentoring Members on their participation in a group service project. Member Leaders also mentor Members in their day to day activities at their service sites, aiding them in a peer capacity to provide information about professional development opportunities and



## Narratives

understanding how to assess the impact of their activities at their service sites, including reflection. Other Member Leader duties will remain unchanged. Therefore, Member Leaders will spend 15 hours per week (approx. 2 days) engaged in mentoring other Members. Two hours per week from January -- June will be spent in volunteer recruitment activities, taking these two hours from time spent on mentoring other Members.

The program will be acquiring an internet-based database tracking system to allow for Members to enter their outputs associated with grant related activities from any location with an internet connection. This will allow for immediate data collection and data processing and the option to assess progress of program goals on an as-needed basis. This system will also allow for longitudinal data storage and comparative reporting.

### Enrollment and Retention

Enrollment for the 2010-11 year as of January 2011 is 94 percent. One unfilled full-time slot was converted to two part-time slots in January. The program is currently seeking an additional part-time person to begin in January to bring to the project to 100 percent enrollment. Our retention to date has been 100 percent. Recruitment for year two will commence with committee meetings in early 2011; all applications will be due on June 6, 2011 with interviews being conducted in June and July. Discussions of current Members' intentions to reapply for a year two position began in November of 2010 and will continue through April. Members hoping to return will need to participate in the same process as potential new Members, with preference for placing returning Members in leadership roles. All returning Members must exceed expectations on their mid-year and year-end evaluations in year one. Program orientation will be held the second and third weeks in August in order for Members to be oriented to their sites prior to the commencement of the academic year. The project will recruit 15 full-time members. An earlier start date for recruitment in year two will allow for 100 percent enrollment at the start of the program year.

## Narratives

### Budget

The budget has been modified from year one to reflect the purchase of a database tracking system; the Commonwealth of Massachusetts proposed fringe rate of 35.16% percent for full time employees; the negotiated pay rate of the full-time Assistant Director for the program upon hire; and, increases in FSU and MWCC employee salary. Additionally, mileage reimbursement will be adjusted from \$ .40/mile to the newly approved rate for Commonwealth institutions of \$ .51/mile. Finally, full-time members for '11-'12 will receive the required minimum of \$12,100 in living allowance. We have reallocated the funds intended for an outside facilitator to provide professional development for Members and reduced funding allocated for a tracking database. Professional Development for Members will still occur, but at a reduced scope and utilizing current employees at the respective institutions. The database will still be acquired; however, we have identified a more cost effective system, for \$1,500 per year, which will be 50 percent cost-shared with another grant funded program.

Internal structural changes at MWCC require some modification of reporting lines within the grant. The proposed coordinator position was hired as an Assistant Director. The Assistant Director, Michelle Errington Nicholson, reports to Fagan Forhan who retains oversight of the program. Fagan Forhan now reports to Melissa Fama, Vice President of Academic Affairs. Robin Duncan, now VP of Communications and Marketing, will retain involvement with the grant at 5 percent in support of Member recruitment and as Chair of the Advisory Board. These positions are all accurately reflected in the proposed budget.

### Continuation Changes

The AmeriCorps Job Ready Program proposes to move one Member from the high school and middle school placement College Access and Preparation (CAPP) to a community based organization. This would mean a total of six Members placed at high school and middle schools, and five Members placed

## Narratives

at local community based organizations. This would provide another opportunity to serve the unemployed or underemployed. Currently, the program is far exceeding the goal of serving 500 middle and high school students and requires a better balance of corps Members to achieve our stated outcomes with regard to the unemployed/underemployed population.

The program proposes to physically relocate the Member currently placed at Mount Wachusett Community College (MWCC) to the Greater Gardner Chamber of Commerce. The focus of this member will continue to be the creation of real world experiences for college students and alumni, including service learning and internship placements, but with additional focus on local businesses. While being physically placed at the Chamber, this Member will cultivate relationships between local businesses and MWCC. With MWCC's recent acquisition of Title III, the college has capacity to address the career readiness needs of our students. This opportunity allows MWCC to now focus our AmeriCorps placement on experiential learning, providing students with the 21st century job readiness skills via hands-on learning opportunities, with the added value of a direct connection to areas businesses. The role of the Member will stay essentially the same, with the same objectives and expected outcomes; it will only be the physical location that will change. This position will serve as a liaison between Chamber membership and the college to provide support to MWCC students in preparation for job openings, internships and other forms of experiential learning. This Member will also be responsible for mentoring students in experiential learning opportunities with regard to 21st century job readiness skill development, and for assisting with site visits with community partner support for those hosting MWCC students. This Member will also provide support to local businesses in their efforts to provide retraining and job readiness skills to underemployed or displaced workers, creating a two-way flow of students to businesses and businesses to the college's workforce development services.

The Member placed at FSU will be placed within alumni services as opposed to career services to assist with the increased demand for services from recent graduates who are struggling to obtain employment. Activities will remain the same, but will target the recent alumni population (graduates from past 3

## Narratives

years).

Another change for the AmeriCorps Job Ready Program is an adjustment in the weekly hour allocation for Member Leaders. Member Leaders are engaged more deeply in mentoring other Members with regard to development of individual service projects. In addition to work mentoring individual service projects, Member Leaders also spend time mentoring Members on their participation in a group service project. Member Leaders also mentor Members in their day to day activities at their service sites, aiding them in a peer capacity to provide information about professional development opportunities and understanding how to assess the impact of their activities at their service sites, including reflection. Other Member Leader duties will remain unchanged. Therefore, Member Leaders will spend 15 hours per week (approximately 2 days) engaged in mentoring other Members. Two hours per week from January -- June will be spent in volunteer recruitment activities, taking these two hours from time spent on mentoring other Members.

The program will be acquiring an Internet-based database tracking system to allow for Members to enter their outputs associated with grant related activities from any location with an Internet connection. This will allow for immediate data collection and data processing and the option to assess progress of program goals on an as-needed basis. This system will also allow for longitudinal data storage and comparative reporting.

### Enrollment and Retention

Enrollment for the 2010-11 year as of January 2011 is 94 percent. One unfilled full-time slot was converted to two part-time slots in January. The program is currently seeking an additional part-time person to begin in January to bring the project to 100 percent enrollment. Our retention to date has been 100 percent. Recruitment for year two will commence with committee meetings in early 2011; all applications will be due on June 6, 2011 with interviews being conducted in June and July. Discussions

## Narratives

of current Members' intentions to reapply for a year two position began in November of 2010 and will continue through April. Members hoping to return will need to participate in the same process as potential new Members, with preference for placing returning Members in leadership roles. All returning Members must exceed expectations on their mid-year and year-end evaluations in year one. Program orientation will be held the second and third weeks in August in order for Members to be oriented to their sites prior to the commencement of the academic year. The project will recruit 15 full-time members. An earlier start date for recruitment in year two will allow for 100 percent enrollment at the start of the program year.

### Performance Measures

No changes.

### Budget

The budget has been modified from year one to reflect the purchase of a database tracking system; the Commonwealth of Massachusetts proposed fringe rate of 34 percent for full time employees; the negotiated pay rate of the full-time Assistant Director for the program upon hire; and an increase in FSU employee salary. Additionally, mileage reimbursement will be adjusted from \$.40/mile to the newly approved rate for Commonwealth institutions of \$.51/mile. Finally, full-time members for '11-'12 will receive the required minimum of \$12,100 in living allowance; and, therefore, the maximum cost per MSY has increased to \$13,300.

Internal structural changes at MWCC require some modification of reporting lines within the grant. The proposed coordinator position was hired as an Assistant Director. The Assistant Director, Michelle Errington Nicholson, reports to Fagan Forhan who retains oversight of the program. Fagan Forhan now reports to Melissa Fama, Vice President of Academic Affairs. Dr. Fama will contribute 5% of her time

## **Narratives**

towards management of the grant. Robin Duncan, now VP of Communications and Marketing, will retain involvement with the grant at 5 percent in support of Member recruitment and as Chair of the Advisory Board. These positions are all accurately reflected in the proposed budget.

## Performance Measures

### SAA Characteristics

- AmeriCorps Member Population - None  
 Geographic Focus - Urban  
 Geographic Focus - Rural  
 Encore Program

### Priority Areas

- |  |  |
|--|--|
| <input type="checkbox"/> Education<br><i>Selected for National Measure</i> <input type="checkbox"/>                                  | <input type="checkbox"/> Healthy Futures<br><i>Selected for National Measure</i> <input type="checkbox"/>                |
| <input type="checkbox"/> Environmental Stewardship<br><i>Selected for National Measure</i> <input type="checkbox"/>                  | <input type="checkbox"/> Veterans and Military Families<br><i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Economic Opportunity<br><i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <input type="checkbox"/> Other<br><i>Selected for National Measure</i> <input type="checkbox"/>                          |

Grand Total of all MSYs entered for all Priority Areas 15

### Service Categories

Job Preparedness/School to Work/Vocational Education/Youth ESL Primary  Secondary

## Performance Measures

### Service Categories and GED

#### Career Awareness and Job Preparedness for High School and Middle School Students

**Service Category:** Job Preparedness/School to Work/Vocational Education/Youth ESL and GED

**Measure Category:** Needs and Service Activities

#### Strategy to Achieve Results

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

Seven members will implement a job preparedness and career awareness program for north central Massachusetts high schools and middle schools. Members will develop, implement, and conduct presentations on careers and the educational requirements to pursue these careers, career interest inventories, 21st Century workplace competencies, interview skills, and job search skills. Members will also coordinate career exploration activities such as job shadowing experiences, career cluster group field excursions, and developing community service learning projects related to different careers, and coordinate a career fair.

#### Results

**Result: Output**

High school and middle school students provided career awareness activities and taught job preparedness skills.

Indicator: # of high school and middle school students provided career exploration and job

Target: 500 high school and middle school students will participate in a career exploration activity or job preparedness training taught by Americorps member.

Target Value: 500

Instruments: Attendance sign-in sheets will be completed by each high school and middle school student at each career exploration activity or job preparedness training.

PM Statement: 500 high school and middle school students are provided with career awareness activities and taught job preparedness skills by an Americorps member.

Prev. Yrs. Data



**Result: Output**

preparedness training and activities

**Result: End Outcome**

NA

Indicator:

PM Statement:

Prev. Yrs. Data

**Result: Intermediate Outcome**

Participating high school and middle school students demonstrate knowledge of broad array of potential careers and ability to apply and obtain a job.

Indicator: Percent of participating high school and middle school students who increase on a

Target: 75 percent of participating high school and middle school students will demonstrate increased knowledge of potential career opportunities and/or increased job readiness skills.

Target Value: 75%

Instruments: Pre and post self assessment survey completed by participating high school and middle school students before and after completing two or more career exploration and/or job preparedness trainings over a year.

PM Statement: 75 percent of participating high school and middle school students demonstrate knowledge of broad array of potential career opportunities and skills to apply for and obtain a job.

Prev. Yrs. Data

**Result: Intermediate Outcome**

career awareness and job readiness skills pre and post test.

**Job Preparedness for College Students**

**Service Category:** Job Preparedness/School to Work/Vocational Education/Youth ESL and GED

**Measure Category:** Needs and Service Activities

**Strategy to Achieve Results**

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

Two members will implement a career exploration and job preparedness program for Mount Wachusett Community College and Fitchburg State College. Members will develop, implement, and conduct presentations on career interest inventories, 21st Century workplace competencies, interview skill, and job/career search skills, including online job search skills and using social media to find a job for college students and alumni, and coordinate career and job fairs. Members will also work with local employers in the region and faculty from each major to coordinate and market real world experiences for college students.

**Results**

**Result: Output**

College students and alumni receive job preparedness/career exploration skills and/or coordinate job shadowing experience, internships or coop placements.

Indicator: # of college students and alumni provided job preparedness/career exploration skills

Target: Each year, 500 college students and alumni will participate in job preparedness/career exploration training or participate in a job shadowing experience, internship, or coop experience.

Target Value: 500

Instruments: Attendance sign-in sheets will be completed by each college student or alumni at each job preparedness/career exploration training or once placed into a job shadowing, internship, or coop experience.

PM Statement: Each year, 500 college students and alumni will participate in job preparedness/career exploration training or participate in a job shadowing experience, internship, or coop experience.

Prev. Yrs. Data

**Result: Output**

and/or job shadowing experiences, internships, and coop placements.

**Result: End Outcome**

NA

Indicator:

PM Statement:

Prev. Yrs. Data

**Result: Intermediate Outcome**

Participating college students or alumni have increased job readiness/career exploration skills to make them competitive in the job market.

Indicator: Percent of participating college students or alumni who increase job readiness skills

Target: 75 percent of participating college students or alumni increase job readiness skills on a pre and post test.

Target Value: 75%

Instruments: Pre and post self assessment workplace readiness survey completed by participating college students and alumni before and after completing job readiness training or placement into a job shadowing, internship, or coop experience.

PM Statement: Participating college students or alumni have increased job readiness/career exploration skills to make them competitive in the job market with 75 percent of participants indicating increased job readiness skills on a pre and post test.

Prev. Yrs. Data

**Result: Intermediate Outcome**  
on a pre and post test.

## National Performance Measures

**Priority Area:** Economic Opportunity

**Performance Measure Title:** Skill Development Services for Economically Disadvantaged Individuals

**Service Category:** Job Preparedness/School to Work/Vocational Education/Youth ESL and GED

### Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Four members will support existing job training programs within north central Massachusetts organizations that target economically disadvantaged job seekers such as the workforce investment board, dislocated worker services, career center, chambers of commerce, and community action agency. Within these programs, members will develop, implement, and conduct presentations on career interest inventories, 21st Century workplace competencies, including online job search and career tools, and how to use social media to find a job, interview skills, and job/career search skills.

### Result: Output

Result.

Job seekers receive career exploration and job preparedness training.

Indicator: O2: Individuals receiving job training services.

Target : 100 economically disadvantaged job seekers will receive job training or skill development services.

Target Value: 100

Instruments: Attendance sign-in sheets will be completed by each economically disadvantaged job seeker (e.g. economically disadvantaged job seeker) at each job training or skill development service.

PM Statement: 100 economically disadvantaged job seekers will receive job preparedness skills/career exploration training.

### Result: Intermediate Outcome

Result.

Participating economically disadvantaged job seekers demonstrate proficiency in conducting job search activities, identifying potential employers, or completing the job application/interview process.

Indicator: Percent of economically disadvantaged job seekers who increase job readiness skills.

Target : 75% (75) of participating economically disadvantaged job seekers increase skills in conducting job search activities, identifying potential employers, completing job application/interview process, or understanding the level of education & experience.

Target Value: 75

Instruments: Pre- and post-tests completed by economically disadvantaged job seekers after the job readiness training provided by the AmeriCorps member.

PM Statement: 75% (75) of participating economically disadvantaged job seekers increase skills in conducting job search activities, identifying potential employers, completing the job application/interview process or understanding the level of education and experience required.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable