

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/24/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ED124607	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 10EDHNJ001														
5. APPLICATION INFORMATION																
LEGAL NAME: The College of New Jersey DUNS NUMBER: 030315980	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Christen Foell TELEPHONE NUMBER: (609) 924-6663 FAX NUMBER: (609) 683-4626 INTERNET E-MAIL ADDRESS: cfoell@bonner.org															
ADDRESS (give street address, city, state, zip code and county): The College of NJ, The Bonner Center 1938 Pennington Road Ewing NJ 08618 - 1110 County: Mercer																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222797398	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. 4-year 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: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: National Bonner AmeriCorps Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): CA:Alameda; Contra Costa; Los Angeles; San Mateo; and Sonoma Counties. FL:Volusia County. GA:Floyd; Fulton; Newton; and Towns Counties.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 10/06/11 END DATE: 10/05/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NJ 012"/> b.Program <input type="text" value="NJ 012"/>															
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: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 239,880.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 0.00</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;">\$ 239,880.00</td> </tr> </table>	a. FEDERAL	\$ 239,880.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 239,880.00	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	\$ 239,880.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 239,880.00															
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: Matthew Golden	b. TITLE: VP for College Adv	c. TELEPHONE NUMBER: (609) 771-3255														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 01/24/11														

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Executive Summary

Since 1997, the National Bonner AmeriCorps Program has mobilized more than 5,000 college students to serve as AmeriCorps members at 65 institutions of higher education. This initiative aims to provide mentoring and academic support programs for at-risk youth, offer hunger relief and job placement services to low-income individuals, and build healthy futures for communities through health education and disease prevention programs.

Rationale and Approach

Compelling Community Need

Since 1997, the National Bonner AmeriCorps Program has mobilized more than 5,000 college students to serve as AmeriCorps members at more than 65 institutions of higher education. This initiative aims to provide mentoring and academic support programs for at-risk youth, offer hunger relief and job placement services to low-income individuals, and build healthy futures for communities through health education and disease prevention programs.

The need for the aforementioned services across state boundaries is well documented in research literature and by the community agencies involved in this program. Space limitations prevent us from profiling all of the communities in which Bonner AmeriCorps members serve, thus below is a sampling of the need present nationally and in several specific communities where Bonner AmeriCorps members serve.

[1] Education: Youth Mentoring & Academic Support

The challenges confronting young people in this nation continue to mount. Serious issues related to poverty hinder the ability of youth to succeed both socially and academically. Nationally, the number of

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children living in poverty rose 6% between 2000 and 2007, representing an additional 900,000 children living in poverty.[1] Research has overwhelmingly shown that growing up in poverty has long term consequences for youth: "Childhood poverty is negatively correlated with school success, future earnings, and both physical and mental health. Children raised in poverty are far more likely than affluent or middle-class children to suffer abuse or neglect. They are many times more likely than other children to become ensnared in the justice system and less likely to find stable employment or form durable families." [2]

There is a compelling need for youth to develop positive relationships with adults committed to providing youth with the support needed to encourage their success and realize their potential. A study by Public/Private Ventures on the mentoring program Big Brothers-Big Sisters found that "students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class." [3] These youth were also 46% less likely to than their peers without mentors to use illegal drugs. [4] Nationwide, an estimated 14.6 million youth are in need of mentors. [5]

Youth throughout the nation are in the position to participate in programs supported by the efforts of Bonner AmeriCorps members. According to studies, involving unrelated adults in the lives of youth has numerous positive benefits: "Mentoring is a critical element in any child's social, emotional and cognitive development. It builds a sense of industry and competency, boosts academic performance and broadens horizons. Without doubt, young people who have the benefit of caring adult mentors navigate the path to adulthood more successfully." [6]

In addition to mentoring activities, Bonner AmeriCorps are committed to providing youth with educational support both in classroom and after-school program settings as a means of encouraging academic success. Researchers from a Harvard Family Research Project ten-year study revealed that

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participation in after-school programs is associated with higher educational aspirations, lower drop-out rates, better academic performance in school and improved engagement in learning.[7] Yet every day more than 14 million youth spend their time after school alone and without adult supervision or organized activities.[8]

Bonner AmeriCorps members serve in urban and rural contexts to address mentoring and academic support needs in their communities. We highlight several targeted communities below:

- Bonner AmeriCorps members at Jackson State University and Tougaloo College serve in Mississippi, a state with some of the lowest rankings in childhood wellbeing indexes in the nation. In Mississippi, 11% of high school students drop out before earning their degree, and 43% of children live in families where no parent has full-time, year-round employment.[9]

- In the state of Kentucky nearly one in four children live in poverty. In Knox County, Bonner AmeriCorps members at Union College serve a population where 31.1% of families live in poverty, 42% of children live in poverty (2007) and more than three out of four children receive subsidized lunch (2009).[10]

- In Los Angeles, California, home to the Bonner AmeriCorps Program at Cal State Los Angeles, 28% of children live in poverty and 19,000 teens were high school dropouts in 2008.[11]

[2] Economic Opportunity

Bonner AmeriCorps members are committed to addressing compelling needs compounded by the recent economic downturn. Our community partners have requested additional support of Bonner AmeriCorps

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members as they work to meet increased needs within communities related to higher levels of unemployment and significantly higher rates of home foreclosures. According to the Bureau of Labor Statistics, over the past year jobless rates increased in all fifty states and the national unemployment rate reached 10.2% in October 2009.[12] Below is a sampling of the need present nationally, and the communities in which members and the volunteers they recruit serve:

- At the end of 2008, 95% of respondents to The United States Conference of Mayors Hunger and Homelessness survey reported an increase in the demand for emergency food assistance, including increases in the number of individuals requesting food assistance for the first time. Eighty-three percent reported an increase in homelessness.[13]

- The state of California, home to four Bonner AmeriCorps programs, has among the highest joblessness rates in the nation at more than 12%. [14]

- In Los Angeles, nearly 900 community agencies worked to distribute almost 36 million pounds of food through emergency assistance, though advocates estimate that as many as 30% of the food assistance needs in the city remain unmet.[15]

- In Charleston, South Carolina, home to the Bonner AmeriCorps Program at the College of Charleston, statistics show a 19% increase in overall homelessness between October 2007 and September 2008. The same time period saw a 52% increase in homeless families; requests for emergency food assistance increased by 26% at the same time that food donations from national sources declined.[16]

In a 2009 survey conducted by the Bonner Foundation, 76% of the 43 community partners contacted reported experiencing decreases in funding support due to the recent economic downturn, while 56%

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have seen an increase in their number of clients.

[3] Health-Related Services

In addition to serving in the areas of youth and economic opportunity, the Bonner AmeriCorps Program is committed to increasing access to health care and providing education on disease prevention and health literacy. The need for AmeriCorps members to serve in health-related capacities continues to grow, impacting all age groups, from the child reared on sedentary habits and fast food, to our older citizens coping with rising health care costs and a fixed income.

From 2007 to 2008, employer-provided health insurance declined, public programs increased, and the overall number of uninsured people continued to rise. Though states are making concerted efforts to secure coverage for children, increasing numbers of adults lack care. Between 2007-2008, another 1.5 million adults became uninsured.[17]

The recent economic downturn increases the need for free health clinics, yet ongoing adjustments to state budgets to cover unexpected shortfalls continue to threaten the success of state programs that provide coverage to the low-income uninsured, as well as the ability of local, free clinics to provided much-needed services.

Though levels of health coverage among children continue to improve, obesity rates among children are on the rise nationwide. The most significant increase in childhood obesity levels can be found among 12-19 year olds, where obesity rates jumped from 5% at the end of the 1980s to 17.6% in 2006.[18] The consequences of childhood obesity rates are long-lived: Youth who are overweight are more likely to be overweight in adulthood, and to suffer from weight-related health risks. Bonner AmeriCorps members

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provide nutrition education and health resources to individuals in four of the five states with the highest levels of obesity in the nation: Alabama, Mississippi, South Carolina, and Tennessee.

Below are some of the specific communities in which Bonner AmeriCorps members provide health-related services:

- Bonner AmeriCorps members teach nutrition to youth in Mississippi, where a record 44% of children are overweight or obese. Members also teach nutrition in Kentucky, Georgia, and Arkansas, states in which more than one in three youth are overweight or obese.[19]

- In Florida, home to the Bonner AmeriCorps Program at Stetson College, 19% of children 18 and under lack health coverage-the highest rate in the nation. In Mississippi, home to two Bonner AmeriCorps programs, as many as 15% of children under 18 lack health insurance.[20]

- Bonner AmeriCorps members at six campuses in Virginia provide service to clinics throughout the state. Virginia ranks 49th among all states in Medicaid coverage of low-income adults (ages 19-64),[21] and budget cuts in the millions are threatening the services provided by free clinics. Members at Lynchburg College have the opportunity to serve at The Free Clinic of Central Virginia, providing services to low-income persons without health insurance, Medicare or Medicaid. Over 70% of patients who utilize the clinic are working at least one part-time job, and often more. [22]

[1][2] The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org

[3][4][5][6] MENTOR, www.mentoring.org

[7] After School Programs in the 21st Century, Harvard Family Research Project, February 2008

[8] Academy for Educational Development, www.aed.org

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[9][10][11] datacenter.kidscount.org

[12] Bureau of Labor Statistics, www.bls.gov

[13] The United States Conference of Mayors 2008 Hunger and Homelessness Report,
www.usmayors.org

[14] www.bls.gov

[15][16] www.usmayors.org

[17] The Henry J. Kaiser Family Foundation, www.kff.org

[18] Centers for Disease Control and Prevention, www.cdc.gov

[19][20] datacenter.kidscount.org

[21] www.kff.org

[22] Virginia Free Clinics, www.vafreeclinics.org

Description of Activities & Member Roles

The Bonner AmeriCorps Program is a collaborative initiative of The College of New Jersey (TCNJ) and the Corella and Bertram F. Bonner Foundation. Founded in 1855, TCNJ embraces service to the community as one of its core values as an educational institution.

Established in 1990, the Bonner Foundation supports the Bonner Scholars Program, an initiative designed to provide financial support to students to attend college and to be active in community service. The Bonner Foundation provides scholarships to 1400 students annually. Students are required to complete 560 hours of service each year.

For the past six years, TCNJ and the Bonner Foundation have worked together to manage the Bonner AmeriCorps Program with the goal of addressing critical community needs by increasing civic

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engagement on college campuses nationwide. Program activities include: 1) Recruiting a team of Bonner AmeriCorps members devoted to delivering client services and building organizational capacity; 2) Supporting Bonner AmeriCorps members as they develop the knowledge and skills necessary to serve at the forefront of campus-wide efforts to engage students, faculty, and staff in community service activities; 3) Instilling in members a life-long ethic of service and an increased understanding of civic engagement.

AmeriCorps funding provides campuses with the opportunity to better serve their communities by recruiting a team of students who engage in intensive and sustained service with community partners. As the recognized service leaders within the institution, members engage their peers, the campus community and the community at large in valuable service projects that build the capacity of community partners. Without the AmeriCorps Education Award, many students might need to work a part-time job to earn money for school expenses rather than devote their time to meeting critical community needs.

Given the breadth of community needs within the targeted geographic areas, Bonner AmeriCorps members will serve with a wide range of organizations addressing needs related to education, poverty, economic opportunity, environmental issues, services for persons living with disabilities and other human needs. However, Bonner AmeriCorps members will be primarily involved in service related to the educational, economic and health related needs of disadvantaged persons within the targeted communities.

[1] Education

(a) Youth Mentoring

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Bonner AmeriCorps members will serve as mentors for youth within structured programs offered by community-based agencies and schools. Members will:

- develop enrichment opportunities that explore the youth's areas of interest in ways that enhance their educational success;
- assist youth with homework and class projects; and
- develop opportunities for youth to participate in community service and civic engagement projects.

(b) Academic Support and Enrichment for Youth

Bonner AmeriCorps members will serve at schools and academic enrichment programs offered by community based agencies. Members will:

- assist teachers with developing and executing lessons plans;
- assist youth individually or in small groups to help them complete assignments and reinforce learning concepts presented by the teacher;
- provide assistance to youth with special needs, such as non-English-speaking students or those with physical and/or intellectual disabilities; and
- facilitate enrichment activities in community-based settings that develop the social and leadership skills of participating youth.

[2] Economic Opportunity

(a) Housing Assistance

Bonner AmeriCorps members will serve with housing assistance programs designed to mitigate homelessness. Members will:

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- meet with clients to determine need and eligibility for rental, mortgage or utility assistance;
- provide case management services to ensure clients receive assistance; and
- assist with building new homes and/or rehabilitating existing structures.

(b) Job Training and Placement

Bonner AmeriCorps members will provide employment skills training, job search assistance, and job placement resources to un/underemployed individuals.

- facilitate employment skills classes such as computer instruction;
- teach GED and ESL classes;
- aid clients in developing resumes; and
- assist with employment searches and applications.

(c) Nutritional Assistance

Bonner AmeriCorps members will provide nutritional assistance to low-income individuals and families.

Members will:

- conduct food drives;
- distribute food via pantries and soup kitchens;
- assist clients with the food stamp enrollment process; and
- manage community gardens and distribute produce.

[3] Health

Bonner AmeriCorps members will assist in providing health related services to low-income individuals

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and families. Members will:

- serve in community health centers that offer free or low-cost healthcare to patients;
- facilitate health education programs such as HIV/AIDS, diabetes and cancer awareness events; and
- provide nutrition education to community members including children.

If funded for the 2010-2013 grant cycle, we expect to enroll 944 college students as Bonner AmeriCorps members each year. Members will serve either a minimum-time, quarter-time or two year, half-time term. These slot types align well with our member's dual role as either part-time or full-time college students, allowing them to continue their pursuit of higher education while addressing critical community needs through their AmeriCorps service placements. These slot types also align well with our proposed program activities. For example, mentoring and after-school programs often operate in the afternoon hours on week days. Thus, members enrolled in one of the aforementioned slot types serve the 10 to 12 hours a week on average needed to complete their term.

Bonner AmeriCorps Program staff and campus directors work to ensure that member roles are distinct from staff and volunteer roles at community partner agencies. Staff members serve as supervisors for Bonner AmeriCorps members and evaluate their service ethic and performance. Bonner AmeriCorps members often serve in a leadership role with volunteers by acting as volunteer coordinators responsible for recruitment and training.

Bonner AmeriCorps Program staff and campus directors are responsible for verifying that the roles and responsibilities of Bonner AmeriCorps members do not duplicate those of paid staff or include any of the Prohibited Activities. Campus directors and site supervisors receive training related to appropriate roles for AmeriCorps members through face-to-face meetings, written communication and phone calls. Bonner AmeriCorps Program staff monitor compliance with non-duplication, non-displacement and

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non-supplementation requirements when approving service placements and when conducting site visits to participating campuses and community-based agencies.

Additionally, we utilize several strategies to educate campus directors, site supervisors and members on the AmeriCorps Prohibited Activities. These strategies include:

- Campus directors and site supervisors are informed of the Prohibited Activities in the Service Site Agreement which is a formal memorandum of understanding between the campus and community-based organizations.
- Each semester, campus directors use our online Bonner Web-based Reporting System (BWBRs) to complete a profile of each service opportunity available to members. Bonner AmeriCorps Program staff then review each service opportunity to ensure that it is eligible and appropriate for AmeriCorps service.
- Members receive training on the Prohibited Activities during orientation and acknowledge receipt of such training in the member contract.
- Finally, the list of Prohibited Activities is available on the Bonner Foundation website.

Our plan for member development and supervision is designed to provide Bonner AmeriCorps members with the knowledge and skills needed to meet and exceed the program's objectives. Throughout the member's term of service, the site supervisor is responsible for providing training as needed, monitoring the member's service, giving feedback to the member on his/her performance, and reviewing the member's timesheet. Site supervisor support provides the member with the tools necessary to excel in his/her placement and successfully complete the term of service.

Member supervision by community agencies is monitored by the campus director. The campus director meets regularly with members and site supervisors to ensure that members receive the appropriate

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training and supervision from the agency. Campus directors also organize weekly or bi-weekly meetings of Bonner AmeriCorps members throughout the year for training and reflection. The Bonner Foundation offers more than 60 training modules that campus directors can utilize during these meetings.

Measurable Outputs and Outcomes

The Bonner AmeriCorps Program will address three of the Corporation's focus areas: Education, Opportunity, and Healthy Futures. We will utilize the standard performance measures.

[1] Mentoring - Aligned Performance Measure

Output: Number of disadvantaged youth/mentor matches that are commenced by the Bonner AmeriCorps Program. (700 matches in Years 1, 2 and 3)

We will track this output by collecting program records from schools and community partners.

Output: Number of disadvantaged youth/mentor matches that were sustained by the Bonner AmeriCorps Program for at least the required time period. (400 matches in Years 1, 2 and 3)

We will track this output by collecting program records from schools and community partners.

Intermediate Outcome: Number of youth who have improved their school attendance over the course of the Bonner AmeriCorps Program's involvement with the student. (225 youth in Years 1, 2, and 3)

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We will track this output by obtaining attendance records from schools.

End Outcome: Youth will increase their academic performance during the mentoring period. (25% of youth in Years 1, 2, and 3)

Though we are not required to report on the end outcome, the above represents the outcome we hope to achieve through the program.

[2] Opportunity

Output: Number of economically disadvantaged individuals receiving job placement services. (200 individuals in Years 1, 2, and 3)

We will track this output by obtaining program attendance records.

Output: Number of economically disadvantaged individuals placed in jobs. (40 individuals in Years 1, 2, and 3)

We will track this outcome by obtaining program records such as copies of employment offers.

[3] Healthy Futures - Aligned Performance Measure

Output: Number of children receiving nutrition education with the purpose of reducing childhood obesity. (450 children in Years 1, 2, and 3)

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We will track this output by using attendance records.

Intermediate Outcome: Children demonstrate an increase in their knowledge of good nutrition habits.
(300 children in Years 1, 2, and 3)

We will assess the intermediate outcome using a pre and post test administered to participating children.

End Outcome: Children maintain a healthy body weight and body mass index. (25% over a five period.)

Though we are not required to report on the end outcome, the above represents the outcome we hope to achieve through the program.

Plan for Self-Assessment and Improvement

Bonner AmeriCorps Program staff devote significant time and energy to continuous program assessment which guides our efforts to improve the program. Assessment activities are described below.

[1] Member Activities

The Bonner Web-Based Reporting System (BWBR) has dramatically increased our ability to track member activities. Campus directors input service and training opportunities into BWBR at the start of each semester. Bonner AmeriCorps Program staff then review these opportunities to ensure that they are appropriate for the program. Members then use BWBR to track their service and training hours.

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Campus directors and Bonner AmeriCorps Program staff can easily monitor member hours and address issues right away.

[2] Member Impact

The Bonner Student Impact Survey is our primary tool for assessing the impact of the program on AmeriCorps members. The 73 question pre-enrollment survey and the 104 question post-enrollment survey examine among other issues the member's habits of civic engagement and intentions for post-AmeriCorps service.

The Bonner Student Impact Survey is administered to students participating in the Bonner Program, and thus provides a national data set of approximately 2500 students against which we can compare the Bonner AmeriCorps members. Individual campus programs are able to compare their average campus responses against those of the entire Bonner network. Survey results guide our efforts to instill in members a life-long ethic of service.

[3] Program Objectives

At the end of each semester, Bonner AmeriCorps members complete a Service Accomplishments report on BWBRS. BWBRS automatically aggregates the entries and produces a campus-by-campus and national summary of accomplishments.

[4] Campus Program Assessment and Improvement

Bonner AmeriCorps Program staff also utilize written and face-to-face strategies that assist us and our

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campus directors with managing and improving a program that supports effective community partnerships, meaningful service activities and member development.

The Bonner Program Self-Assessment Tool is designed to provide campus programs with a rubric of the most important indicators of a high-quality program. The tool consists of 38 indicators in the areas of staffing and governance, program administration, member development, and community partnerships. For each indicator, there are five descriptive levels that allow campus directors to select the choice that most resembles the status of their campus.

In addition to the Self-Assessment Tool, we receive annual reports from Bonner AmeriCorps Programs. These reports describe their service partnerships and service trips, member development activities and internal program development strategies.

Bonner AmeriCorps Program staff also conduct site visits to monitor campus program implementation and impact. During these visits we use a monitoring tool to assess compliance with the program objectives and AmeriCorps provisions. Following the visit, staff provide a written report to the campus director that identifies the program's strengths and areas for continued improvement.

Community Involvement

The Bonner AmeriCorps Program seeks to bring campuses and community partners together on equal footing to implement strategies to build stronger, healthier communities. This long-standing commitment to collaboration requires clear and consistent communication between campus directors and community partners. These parties devote significant time and energy to developing collaborative, sustained and mutually beneficial partnerships.

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In a January 2010 survey, campus directors responded that their primary means of identifying community needs include meeting face-to-face with community partner staff and reviewing needs assessments conducted by organizations such as United Way. By tracking Bonner AmeriCorps service in BWBRS, we are able to extract data on the key issue areas that members address through their service responsibilities. We used this data to identify the targeted member activities outlined previously in this proposal.

We expect campus directors and community partner staff to support and engage with one another on a continuing basis. For example, site supervisors support campus directors by serving in the following capacities:

- interviewing potential Bonner AmeriCorps members;
- leading training and reflection sessions;
- coordinating member recognition activities; and
- completing annual evaluations of the partnership with the campus.

Campus directors support the work of community partners in various ways including:

- recruiting professors and students to complete community-based research projects;
- organizing in-service trainings for community partner staff; and
- recruiting volunteers to assist with special events hosted by the community partner.

Relationship to other National Service Programs

The College of New Jersey and the Bonner Foundation are actively involved with multiple national service programs. In addition to the Bonner AmeriCorps Program, we jointly manage the New Jersey

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AmeriCorps Bonner Leader Program and the New Jersey AmeriCorps Bonner Leader Recovery Program. Members enrolled in all three programs gather together on a regular basis to participate in joint training and service events. We are also working to include AmeriCorps VISTA members in New Jersey in our training and service activities. For example, for Martin Luther King Day of Service 2010, members from our three AmeriCorps programs and AmeriCorps VISTAs served together at anti-hunger organizations.

The College of New Jersey and the Bonner Foundation are also active in a current Learn and Serve Initiative. Middlesex County College in partnership with the Bonner Foundation received a Learn and Serve grant to promote the use of social media tools to enhance volunteerism and civic engagement. Via this initiative, Bonner AmeriCorps members receive on-going training on how to integrate social media tools such as Wikis, Twitter and Facebook into volunteer recruitment and management efforts.

In 2009, the Bonner Foundation made the Bonner Web-based Reporting System (BWBRs) available to AmeriCorps grantees and State Commissions to use in place of the retired CNCS WBRS system. Currently, BWBRs is used by approximately 7000 AmeriCorps members throughout the country.

In addition, Bonner AmeriCorps Program Director, Christen Foell, plays an active role in the Corporation's Higher Education Affinity Group. This group meets regularly via conference call and at AmeriCorps conferences to discuss pressing issues and share best practices.

As a multi-state program, we strive to collaborate with State Service Commissions in the states in which we operate Bonner AmeriCorps Programs. At the start of each new grant year, we send a mailing to the State Commissions which includes a letter of introduction and the contact information for the campus programs operating in the state. When possible, Bonner AmeriCorps Program staff visit State

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Commission offices during site visits to Bonner AmeriCorps Programs.

Prior to submitting this proposal, Bonner AmeriCorps Program staff sent a introductory letter and the National Direct Consultation Form developed by the Association of State Service Commissions, to each Commission in the states in which we plan to operate the Bonner AmeriCorps program.

We received a response from and held further conversations with the following State Commissions: Florida, Georgia, Idaho, Kansas, Mississippi, New Jersey, Ohio, South Carolina, Tennessee, Vermont, and West Virginia. In addition, our campus director at College of Charleston attended the most recent South Carolina State Commission Meeting to share information about the Bonner AmeriCorps program.

We did not receive a response from the following Commissions: California, Indiana, Kentucky, North Carolina, New York, Pennsylvania, Vermont and West Virginia. We made follow-up calls to these Commissions and left messages.

Potential for Replication

In 1990, the Bonner Foundation launched a community service-based scholarship program at Berea College in Kentucky for 30 students. Twenty years later, the Foundation funds 1400 students at 24 colleges. When the Corporation for National and Community Service developed alternative AmeriCorps enrollment models including minimum-time positions, it allowed The College of New Jersey and the Bonner Foundation to replicate the students-in-service model at additional higher education institutions and thus, the Bonner AmeriCorps Program began. As the cost of higher education rises, AmeriCorps funds allow college students to respond to critical community needs while providing them with the

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financial resources necessary to remain in school.

Thirteen years after the launch of the Bonner AmeriCorps Program at Middlesex County College, over 65 campuses in 20 states host the program. Within the past three years, 24 campuses have started a Bonner AmeriCorps Program. To facilitate the program's growth, we have developed a wide range of resources for new campuses, beginning with the Bonner AmeriCorps Program Start-Up Guide. This guide walks campus directors through the program model and the steps required to set up appropriate systems for tracking and reporting.

We have presented our program model at a number of conferences including the American Association of Colleges & Universities, National Society for Experiential Education, the C.O.O.L. Idealist conference, the IMPACT conference and the annual conference for the Midwest Consortium for Service Learning in Higher Education.

Organizational Capability

Ability to Provide Sound Programmatic and Fiscal Oversight

In 2004, The College of New Jersey (TCNJ) began administrating the Bonner AmeriCorps Program with active support from the Corella and Bertram F. Bonner Foundation. Both organizations have a sound track record in administering federal, state, and local grants.

Founded in 1855, TCNJ has become an exemplar of the best in public higher education. TCNJ is ranked one of the 75 most competitive schools in the nation by Barron's Profiles of American Colleges and is rated the number one public institution in the northern region of the country by U.S. News & World Report. In 2009, the college managed \$4.5 million in state, federal and private grants.

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In 1989, the Bonner Foundation began working with colleges and universities, seeking a way to provide scholarships to students who could not otherwise afford to attend college and to drive students and institutions of higher education to service in their own communities. The Bonner Foundation serves as a national leader in the field of service-based scholarships by providing more than 1400 scholarships annually to students at 24 colleges and universities.

Cumulatively, The College of New Jersey and the Bonner Foundation have successfully managed the following federal national service grants awarded since 1992:

- four 3-year AmeriCorps National Direct grants;
- four 3-year AmeriCorps State grants;
- two 3-year Learn & Serve America consortium grants totaling nearly \$2 million; and
- three 3-year U.S. Department of Education's Fund to Improve Post-Secondary Education programs totaling more than \$1 million.

The College of New Jersey provides the following programmatic, fiscal and administrative resources to the Bonner AmeriCorps Program.

- centralized fiscal systems for grants management;
- five staff responsible for managing programmatic, fiscal and administrative aspects of the Bonner AmeriCorps Program; and
- experience in managing a campus-based service program through the Bonner Center for Civic and Community Engagement.

The Bonner Foundation provides the following programmatic support:

- three senior staff (Wayne Meisel, President; Robert Hackett, Vice President; Ariane Hoy, Senior Program Officer) with more than 50 years of combined experience in managing multi-site, campus-

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based community service and service-learning programs;

- extensive training and support resources for campus directors and site supervisors;
- a national network of 80 Bonner campuses that share best practices and resources for campus service programs;
- infrastructure and funding for convening four annual conferences for campus directors, community partners, and Bonner AmeriCorps members;
- staff training and support for participating campuses and agencies in how to recruit, support, sustain, manage, and evaluate volunteers;
- fiscal and programmatic resources for campus visits and consultations; and
- development and maintenance of the Bonner Web-Based Reporting System.

Our capacity to manage the Bonner AmeriCorps Program results in strong member accomplishments.

For example, during the 2008-2009 grant year, Bonner AmeriCorps members responded to the compelling needs of their communities by serving as mentors for youth, recruiting volunteers for service projects, distributing food to the hungry, and much more. In 2008-2009, Bonner AmeriCorps members mentored 4,266 youth and recruited 9,392 volunteers for community-based projects.

Managing a Multi-Site Program

Bonner AmeriCorps Program staff collaborate with campus directors to ensure that Bonner AmeriCorps members are placed at appropriate community partner agencies. Each organization must agree to provide a site supervisor, appropriate training, and adequate workspace and supplies for the member.

The site supervisor selected by the agency must also agree to maintain regular communication with the campus director. Expectations for the service site and the site supervisor are clearly outlined in the Service Site Agreement.

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Our ability to monitor and support participating campuses and service sites is dramatically enhanced by the tools described below. We employ each of these tools to aid us in managing a multi-site program.

[1] Bonner Web-based Reporting System (BWBR)

All Bonner AmeriCorps Programs are required to use the system, which enables the Bonner AmeriCorps Program staff to monitor the following:

- Service and Training Activities: BWBR enables staff to monitor service placements and training activities at all participating campuses. Campus directors input service and training descriptions into BWBR on an on-going basis. Bonner AmeriCorps Program staff then review the service and training opportunities to ensure that they are appropriate for AmeriCorps and reflect high quality, outcome oriented service and training.
- Member Status: BWBR allows Bonner AmeriCorps Program staff and campus directors to assess member status. BWBR displays information on all members enrolled in a particular grant year, their start dates, the number of hours completed to date and their expected end date. A second screen shot enables staff to see how many hours a member has logged, the number of hours approved by the campus director, and the number of hours approved by Bonner AmeriCorps staff. The system divides the hours between training and service, which allows us to monitor the 20% cap on training hours.
- Time Sheets: Members use BWBR to record service and training hours. They print out hard copies of the time sheets and then obtain the signature of their site supervisor and/or campus director. Time sheets are then mailed to Bonner AmeriCorps Program staff in New Jersey. Once received, staff review

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the time sheets to ensure they are completed correctly and approve the timesheets in BWBRS. If there are problems, staff notify the campus director and the member via BWBRS.

[2] Site Visits

Bonner AmeriCorps Program staff conduct site visits to participating campuses and community partners. During these visits, staff meet with campus directors to discuss program quality and administrative compliance. In addition, staff interview Bonner AmeriCorps members to assess their satisfaction with the program and obtain their feedback. Staff also lead member training activities during their time on the campus and visit participating community partner agencies.

[3] Annual Meetings

The Bonner Foundation hosts several annual meetings for campus directors each year. During these meetings, we train campus directors on AmeriCorps policies and procedures. In addition, Bonner AmeriCorps Program staff meet with members at the Bonner Congress Meeting held every October.

The College of New Jersey and the Bonner Foundation are committed to replicating the Bonner AmeriCorps Program at colleges and universities throughout the country. When a college or university expresses interest in starting a Bonner AmeriCorps Program, the school is assigned a staff liaison who works with the campus director to educate him or her on the program design and administrative requirements. Before officially becoming a participating institution, the campus must demonstrate that it has adequate staffing (at least 1 full-time staff per 40 members), financial resources, community support, and member training resources to run the Bonner AmeriCorps Program. The campus director is asked to attend the New Bonner Directors meeting held each August. This conference provides

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further training related to the Bonner AmeriCorps Program. Once the assigned staff liaison determines that the school is ready to begin, the campus director receives a welcome letter and a slot award notification.

Annual gatherings serve as the primary mechanism to educate campus directors on program design and implementation requirements which apply to all participating institutions. Campus directors have the opportunity to attend presentations on various program elements or initiatives led by TCNJ and Bonner Foundation staff. Campus directors then meet in small groups to discuss the information presented. All of the material shared at the conferences is posted on the Bonner Foundation website allowing campus directors easy access to the information when they return home. Bonner AmeriCorps Program staff monitor compliance with program design and implementation requirements using the tools noted above.

Board of Directors, Administrators and Staff

The College of New Jersey is governed by a 15 member Board of Trustees which includes the College's President, Dr. Barbara Gitenstein. The Bonner Center for Civic Engagement which houses the Bonner AmeriCorps Program falls under Vice Provost, Dr. Mark Kiselica. Dr. Kiselica received his doctorate in counseling psychology from The Pennsylvania State University. A licensed psychologist, a national certified counselor, and a licensed professional counselor, Dr. Kiselica has provided extensive community service to numerous nonprofit organizations, including the Indiana Council on Adolescent Pregnancy, the Teen Pregnancy Task Force of Bucks County, the No Place for Hate Campaign, the American Humane Association, and the New Jersey Teen Parents Initiative.

Bonner Center Director, Patrick Donohue, supervises the efforts of Bonner AmeriCorps Program

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Director Christen Foell and her team. Mr. Donohue received his Master's degree in Political Science from Rutgers University and served as a professor at Middlesex County College for twelve years prior to coming to TCNJ in 2006.

Christen Foell, Program Director for the Bonner Center for Civic and Community Engagement, serves as the Project Director for the Bonner AmeriCorps Program. She provides programmatic and fiscal oversight, working closely with Lloyd Ricketts, Associate Treasurer in the Office of Finance and Business Services. This office is responsible for oversight of grants and contracts. Ms. Foell also serves as the Project Director for the College's New Jersey AmeriCorps Bonner Leader Program and New Jersey AmeriCorps Bonner Leader Recovery Program, which are funded through the State Commission. Ms. Foell holds a Master of Public Administration in Nonprofit Management from Seton Hall University. She has extensive program and volunteer management experience having worked with the National Multiple Sclerosis Society and Special Olympics prior to joining the TCNJ staff in 2006.

Mr. Donohue and Ms. Foell will collaborate closely with Robert Hackett, Vice President of the Bonner Foundation. Since 1997, Mr. Hackett has been a lead project director in three Learn and Service America grants, a series of National Direct and New Jersey State AmeriCorps grants, and three FIPSE grants. Mr. Hackett has also designed and managed the development of (a) the Bonner Foundation's website (www.bonner.org) and (b) the Bonner Web-Based Reporting System currently used by 80 campuses and 2,500 students. BWBRS is now licensed by other AmeriCorps programs as a replacement for the CNCS WBRS system (www.bonner.org/bwbrstour/index.html).

Bonner AmeriCorps Program staff will also utilize the skills and expertise of Bonner Foundation staff Wayne Meisel and Ariane Hoy. Mr. Meisel has been President of the Bonner Foundation for 20 years and was the co-founder and former director of the Campus Opportunity Outreach League. Ms. Hoy

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serves as the Senior Program Officer for the Bonner Foundation. Before joining the Bonner Foundation staff, Ms. Hoy served as the Executive Director of Campus Outreach Opportunity League, Vice President for Program at Jumpstart, and Program Director at City Year.

Bonner AmeriCorps members are supervised by the campus director and site supervisor. The Bonner AmeriCorps Program staff support their efforts through campus visits and regular communication. The campus director is directly responsible for overseeing the recruitment, training, service activities, program activities, and data collection for the program.

Plan for Self-Assessment or Improvement

The Office of Institutional Research and Assessment is responsible for conducting internal assessments that provide college administrators with the analytical reports needed to evaluate the degree to which the institution is meeting its goals and objectives. The office is a trusted provider of accurate, timely, and unbiased research-based information in support of the College's operational activities. Two examples of assessments are described below:

- National Survey of Student Engagement: This survey of first year students and seniors provides an estimate of how undergraduates spend their time and what they perceive they have gained from attending college. According to the Indiana University Center for Postsecondary Research, colleges and universities "use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education." [<http://nsse.iub.edu/html/about.cfm>]
- Graduating Senior Survey: This survey is designed for exiting students to determine post-graduation

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plans.

In addition, preparations for the annual fiscal audit allow the Office of Finance and Business Services to evaluate their policies and procedures and make needed improvements to ensure that grant funds are properly administered.

Plan for Effective Technical Assistance

Bonner AmeriCorps Program staff identify and provide financial and programmatic technical assistance to participating campuses through face-to-face meetings, phone calls and email correspondence.

Strategies include:

- coordinating annual meetings with campus directors during which we review the AmeriCorps provisions and financial matters related to the grant;
- on-going communication via in-person meetings, phone calls and email correspondence with our campus directors and Bonner AmeriCorps members to answer inquiries, communicate new initiatives or resources, give reminders on reporting deadlines, and provide immediate technical assistance as needed;
- conducting site visits to participating campuses and community partner agencies to assess program implementation and monitor compliance with AmeriCorps regulations;
- providing an extensive series of Implementation Guides, which provide step-by-step instructions, recommendations, and best practices for various program components such as recruiting, orientation,

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training, and advising.

- developing a comprehensive calendar for campus directors which provides a month-by-month guide to important reporting deadlines, target dates for particular community partner activities (such as when to do a site visit), and a recommended training agenda built on the 60+ Bonner Civic Engagement Training Modules;

- consulting by Bonner AmeriCorps Program staff to assist campuses in developing their customized Member Development Roadmap, a process which includes (a) a campus self-assessment survey used to identify their current training, reflection, placement, and meeting activities, (b) a planning tool used to identify intentions in terms of skill, service, and knowledge development for each year of a member's participation in the program, and (c) recommendations on strategies for delivering these through enhancements to the programming identified in the survey; and

- producing the Bonner AmeriCorps Management Handbook which outlines policies, procedures, and best practice recommendations.

All of the aforementioned technical assistance approaches are introduced at and complemented by three annual gatherings organized by TCNJ and Bonner Foundation staff. These meetings build a strong network for the campus programs so that directors can turn to each other for advice and technical assistance. The agendas for these meetings are driven by the needs articulated by the field through on-line surveys and advisory/working groups. The Bonner Foundation provides financial assistance to participating campuses for meals and lodging costs at these meetings, which are often hosted by participating campuses. These gatherings include:

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- The New Bonner Directors & Coordinators meeting is held in New Jersey each summer. This meeting reviews the program's history, mission, and model. It also trains the campus directors in the more technical aspects of managing a program.
- The annual Fall Bonner Directors & Coordinators Meeting focuses on best practices and new initiatives, reviewing AmeriCorps policies and reporting requirements, and building the professional bonds among campus directors.
- The Summer Leadership Institute takes place each June. The location rotates among the participating campuses. There are three tracks: One track for Bonner AmeriCorps members in a leadership role, another for Bonner AmeriCorps members engaged in a service plunge, and a comprehensive track for the campus directors. Workshops are delivered by TCNJ and Bonner Foundation staff, Bonner AmeriCorps members, leaders in the national service field, and community partner staff.

Sound Record of Accomplishment as an Organization

[1] Volunteer Generation and Support

A majority of participating colleges and universities have community service centers, which function as a central hub for volunteer recruitment, training, and management. Advancements in the field have allowed such centers to develop sophisticated systems for managing volunteers from both the campus and the community at large. In 2008-2009 alone, participating campuses recruited and managed more than 9000 volunteers.

As the sponsoring institution in this proposal, The College of New Jersey has a strong commitment to

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community service. Starting in 1995, the College required all 1200 freshmen to complete 10 hours of service. As of 2004, the program features were intensified. Students must now complete a minimum of 25 hours of community work in two components. The first component is the "First Year Experience." Freshman students participate in an eight hour service experience which includes a training component, direct service activities, and a closing reflection. The second component is an advanced experience that directly links critical thinking about community issues with applied work in a community setting. It requires community service as part of an approved course, a series of courses within a program, or an equivalent sustained experience.

From September 2009 through December 2009, TCNJ engaged 580 college student volunteers through the First Year Experience. On a follow-up survey, 69% of students indicated a desire to volunteer again in the future.

Efforts to recruit volunteers are supported by Bonner AmeriCorps members and the staff of the Bonner Center for Civic and Community Engagement. In addition, the College annually allocates 7% of its total work-study budget to community service placements including a literacy component defined in the regulations. The College also provides half and full tuition scholarships for students engaged in service.

[2] Organizational and Community Leadership

The College of New Jersey and the Bonner Foundation are recognized as leaders in the field of civic engagement both locally and nationally.

Together, TCNJ and the Bonner Foundation administrate two New Jersey State AmeriCorps grants which support members at six colleges and fifteen nonprofit organizations. Three of these members are

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currently leading a statewide food stamp enrollment campaign utilizing student volunteers from fourteen colleges and universities throughout New Jersey. In 2008, TCNJ received an award from former New Jersey Governor John Corzine for efforts to address environmental issues within the state.

On a National level, The College of New Jersey was named to the President's Higher Education Community Service Honor Roll with Distinction in 2008. Also in 2008, the Association of American Colleges and Universities (AAC&U) published "Civic Engagement from the Center" which profiles the work of the Bonner Foundation. In 2006, AAC&U highlighted the Bonner Foundation's unique and comprehensive Developmental Model for Civic Engagement in a special 24-page Diversity Digest that was mailed to 10,000 of their members. In 2005, The National Society of Experiential Education named The Bonner Foundation "The Foundation Leader of the Year" for establishing a program that advances experiential education and where top management's commitment is evident through the organization's continuing efforts.

Success in Securing Match Resources

As an Education Award Only Program, we are not required to contribute a specified match amount. However, we do secure significant funding beyond the Corporation's fixed contribution to support program operations.

For example, The College of New Jersey employs a full-time Grant Accountant who manages the fiscal aspects of the Bonner AmeriCorps Program in collaboration with the Program Director.

Participating campuses contribute to program operating expenses by providing funding for the campus director's salary and benefits, office space, supplies, and member training and recognition activities.

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The Bonner Foundation provides salaries and benefits for three senior staff who serve as advisors and one support staff person. In addition, the Foundation covers lodging, meal and other expenses for four meetings held each year to train campus directors and Bonner AmeriCorps members. The Foundation also pays expenses related to resource development for participating campuses including software development and maintenance fees for the Bonner Web-based Reporting System.

Success in Securing Community Support

[1] Collaboration

Collaboration serves as the foundation for the Bonner AmeriCorps Program. The College of New Jersey and the Bonner Foundation partner with participating campuses to engage over 900 Bonner AmeriCorps members in service to their communities each year. The ongoing relationships that campuses develop with community partner agencies allow campus directors and members to better understand the needs present within their communities and to develop meaningful service placements with increasing levels of complexity and responsibility. Thus, Bonner AmeriCorps members are able to meet the needs of the community partner more effectively and efficiently.

The College of New Jersey, the Bonner Foundation, and participating campuses also collaborate with national service organizations such as KaBoom, Share Our Strength, Playworks and the Institute on Philanthropy and Volunteer Service. These relationships provide Bonner AmeriCorps members with opportunities for training and post-AmeriCorps internship placements and employment.

The success of the Bonner AmeriCorps Program on individual campuses relies on collaboration between

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various departments and administrators. For example, on many campuses, the Admissions Office plays a key role in identifying potential Bonner AmeriCorps members during the application review process. In addition, other departments, such as the Development Office, offer skill building workshops such as grantwriting.

Participating campuses also collaborate with one another to offer unique opportunities for Bonner AmeriCorps members from different schools to come together to build community and share opportunities for service, training, and reflection. For example, members from Carson-Newman College and Tusculum College recently met to study immigration issues in the state of Tennessee.

[2] Local Financial and In-kind Contributions

Participating institutions and community partners have made increasingly valuable in-kind contributions to support the Bonner AmeriCorps Program. Participating campuses have civic engagement centers in which the Bonner AmeriCorps Program is housed. These centers have permanent staff, office space and program budgets provided by the institution, providing strong evidence of the school's on-going commitment to the community. Participating community partners also devote staff time, space and materials to the program. The Bonner Foundation also provides in-kind support to Bonner AmeriCorps Program. Senior staff members including Wayne Meisel, Robert Hackett and Ariane Hoy assist with program development, member training and staff training on an on-going basis. In addition, the Foundation provides funding for national gatherings of campus directors and Bonner AmeriCorps members.

[3] Wide Range of Stakeholders

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The stakeholders involved with the Bonner AmeriCorps Program include members, staff of participating higher education institutions and community partners, clients receiving services, community members, volunteers, funders, TCNJ staff and Bonner Foundation staff. From the program's inception, these stakeholders have provided continued non-financial support.

Bonner AmeriCorps members devote their time, talents and energy to meeting critical community needs. Staff of higher education institutions and community partners facilitate meaningful service placements for members, provide specialized training for members, and offered structured supervision designed to help Bonner AmeriCorps members excel in their service responsibilities. Clients served by community partner agencies provide valuable feedback on how the organization can better meet their needs. Community members and volunteers support the efforts of the Bonner AmeriCorps Program by donating much needed food and supplies to community partner agencies and devoting their time to serving alongside Bonner AmeriCorps members at their service sites.

Budget/Cost Effectiveness

Corporation Cost per MSY

The Corporation cost per MSY is \$800 for an Education Award Only Program as outlined in the Notice of Funding Opportunity.

Diverse Non-Federal Support

The College of New Jersey, the Bonner Foundation and participating colleges and universities have secured a diverse portfolio of non-federal resources to support the Bonner AmeriCorps Program. Participating campuses allocate institutional funds and secure private donations and grants to sustain the campus director's salary and benefits, provide office space, procure supplies and facilitate member

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training and recognition activities.

The College of New Jersey does not utilize any of the federal funds generated from the AmeriCorps grant to support the salary and benefits of key staff including Bonner Center Director, Patrick Donohue, Associate Treasurer, Lloyd Ricketts or Grant Accountant, Amy LoPrinzi. These positions are supported through institutional resources.

The Bonner Foundation provides approximately \$1 million annually in direct and in-kind financial support to the Bonner AmeriCorps Program. The Foundation's contributions are as follows:

- salaries and benefits for three senior Foundation and one support staff who advise and assist with the program;
- lodging, meals, and other expenses related to four national Bonner Program meetings held each year;
- grants to participating campuses to strengthen service and training activities; and
- expenses related to resource development, especially programming costs for the continued improvement and hosting of the Bonner Web-Based Reporting System (BWBRs).

Decreased Reliance on Federal Support

As participating colleges secure institutional and private funding to financially support community service efforts and students engaged in service, the need for AmeriCorps funding will decrease. Many of our campuses enjoy strong institutional support for the operations of their civic engagement centers, however, the AmeriCorps Education Award remains an important resource for students who desire to pursue higher education and serve their communities at the same time. A number of institutions including Lindsay Wilson College, Rider University and Stetson University have been successful in securing institutional and privately-funded scholarship support for students engaged in service. The

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College of New Jersey and the Bonner Foundation remain committed to helping institutions identify and procure funding to aid students in service to their communities.

Budget Adequacy

This AmeriCorps grant provides funding for five Bonner AmeriCorps staff (3FT and 2PT), program supplies such as AmeriCorps Enrollment Workbooks, member background checks and staff travel for program monitoring and Corporation gatherings. Additional operating expenses are covered by The College of New Jersey, the Bonner Foundation and participating campuses.

The College of New Jersey employs a full-time Grant Accountant who manages the fiscal aspects of the Bonner AmeriCorps Program in collaboration with the Program Director. TCNJ also supports two campus directors who recruit, train and manage Bonner AmeriCorps members at the college.

Participating colleges and universities contribute to program operating expenses by providing funding for the campus director's salary and benefits, office space, supplies, and member training and recognition activities.

The Bonner Foundation supports the Bonner AmeriCorps Program through its gifts of direct and in-kind financial resources. The Foundation provides salaries and benefits for three senior staff who serve as advisors and one support staff person who assists with member paperwork including enrollment materials and time sheets. In addition, the Foundation covers lodging, meal and other expenses for four meetings held each year to train campus directors and Bonner AmeriCorps members. The Foundation also pays expenses related to resource development for participating campuses including software development and maintenance fees for the Bonner Web-based Reporting System.

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The resources described above enables us to ensure that Bonner AmeriCorps members receive the training, supervision, and supplies necessary to meet critical community needs and achieve program objectives.

Evaluation Summary or Plan

Evaluation Summary

Abstract: This internal evaluation summary of the Bonner AmeriCorps Program covers the 2007-2008 and 2008-2009 grant years. Christen Foell, Project Director for the Bonner AmeriCorps Program completed this evaluation. Ms. Foell is experienced in both external and internal program evaluation having worked with the Seton Center for Community Health at Seton Hall University.

Given the design and structure of the Bonner AmeriCorps Program, we chose to conduct a process evaluation which will aid us in better implementing the program. The evaluation covers program elements such as: Staffing, Member Development, Member Enrollment, Member Retention, Member Satisfaction and Performance Measurement.

A summary of the key evaluation findings are below along with corrective action plans.

I. Staffing

Key Finding(s)

A review of our staffing structure during the 2007-2008 and 2008-2009 grant years revealed the need to hire additional administrative support to process member enrollments, time sheets and exits in order to abide by the Corporation's 30 day rule.

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Corrective Action

In September 2008, we hired a part-time Administrative Associate who is responsible for assisting our Enrollment Manager, Program Associate, and Program Coordinator with processing member paperwork.

II. Member Development

Key Finding(s)

A review of Member Development resources revealed the need to develop an AmeriCorps orientation presentation that could be distributed to all participating campus programs. Our practice had been to allow campus directors to design their own orientation. However, we decided that it would be best to standardize the presentation to ensure consistency across the program.

Corrective Action

Bonner AmeriCorps Program staff created an AmeriCorps orientation presentation via PowerPoint. We now require all campus directors to use this PowerPoint presentation for their AmeriCorps orientation. The PowerPoint file is accessible via our website. Members certify in their Enrollment Workbook that they completed the orientation.

III. Member Enrollment

Key Finding(s)

Historically, the recruitment strategies utilized by Bonner AmeriCorps Program staff and campus directors have proved effective in achieving a high rate of enrollment. Successful strategies identified

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include:

- > collaborating with the Admissions staff, Financial Aid staff, faculty members, and Bonner AmeriCorps members to identify students who demonstrate an interest in service;
- > enclosing applications to the program in college acceptance letters;
- > making presentations to student clubs and organizations, and participating in work-study and community service fairs; and
- > speaking at area high schools.

In 2007-2008, we enrolled 100% of our awarded slots.

In 2008-2009, we filled 77% of our awarded slots, a significant decrease from the previous year. Discussions amongst Bonner AmeriCorps Program staff and campus directors revealed two primary factors that led to the decrease in our enrollment rate. Given the state of the economy and rising tuition costs, some students did not enroll in AmeriCorps because they needed to work to pay their educational expenses. In addition, staff layoffs and resignations led some participating institutions to opt out of enrolling new members or decrease the number of new enrollees due to diminished staff capacity to manage members.

Corrective Action

We are implementing the following strategies to ensure that we fully enroll all of our slots for our current grant year (2009-2010) and subsequent grant years:

- > automating member management functions via the Bonner Web-based Reporting System to help campus directors support more members without a commensurate increase in staff resources.
- > providing additional resources to campus directors on marketing the program to potential members; (i.e. collaboration with Upward Bound Programs, Possee Programs, etc.) and

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> conducting outreach to potential new campus partners.

IV. Member Retention

Key Finding(s)

Our retention rate for 2007-2008 is currently 73% with 320 members still active. For 2008-2009, our retention rate is currently 72% with 660 members still active.

We have identified a number of factors that adversely affect our retention rates including:

- > the rising cost of higher education which forces some members to withdraw from school and thus exit the Bonner AmeriCorps Program;
- > the rigor of some academic programs results in members exiting from the Bonner AmeriCorps Program in order to improve their grades so they can remain in school and/or retain a scholarship; and
- > personal and family circumstances including illness and death.

Corrective Action:

We are implementing the following strategies to increase our retention rates for 2008-2009, 2009-2010 and subsequent grants years:

- > developing resources to help campus directors identify factors that might affect a member's ability to complete the term during the screening process rather than after the term of service begins;
- > requesting that campus directors increase the frequency of required one-on-one meetings with members to discuss their status in the program;
- > encouraging campus directors to refer members who experience personal or academic difficulties to appropriate resources on campus such as the Writing Center or the Counseling Center; and
- > making improvements to our Bonner Web-Based Reporting System to allow campus directors to

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monitor member hours more effectively and efficiently and thus identify members who are in need of one-on-one advising.

V. Member Satisfaction

Key Finding(s)

Through this internal evaluation, we identified the need to create a Member Satisfaction Survey to aid us in continuous program improvement.

Corrective Action

We are currently developing a Member Satisfaction Survey using resources from the Corporation's website. Our deadline for completing the survey is February 15, 2010. We plan to use an on-line survey tool such as Survey Monkey to distribute the questionnaire to our members.

VI. Performance Measurement

Key Finding(s)

Our performance measurements related to mentoring proved challenging for us in the 2007-2008 and 2008-2009 grant years. During the evaluation process, we developed a comprehensive list of the factors that led to our difficulty assessing our intermediate and end outcomes for mentoring. These factors include issues related to privacy, confidentiality, parental concerns and Institutional Review Board policies regarding the surveying and testing of human subjects. These issues are compounded by the fact that those being assessed are minors.

Corrective Action

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We have convened a working group comprised of The College of New Jersey and Bonner Foundation staff, campus directors and faculty members to help us explore the ways in which we can measure the impact of mentoring on the youth served while placing utmost importance on privacy, confidentiality, addressing parental concerns, and adhering to Institutional Review Board policies.

For the 2009-2010 grant year, we worked with Project Star to modify our intermediate outcome so that it aligns more closely with our program design and member service activities.

Amendment Justification

Not applicable.

Clarification Summary

Year 2 (2011-2012)

Criminal History Checks

We will conduct criminal history checks on all AmeriCorps members and grant funded staff. Criminal history checks will include a search of the National Sex Offender Public Registry website and either the designated statewide criminal history repositories or alternate repositories approved by the Corporation via an Alternate Search Protocol Request. We are preparing an Alternate Search Protocol Request to submit to the Corporation for approval.

We recognize that FBI checks will be required for all AmeriCorps members and grant funded staff who have recurring access to vulnerable populations. We are planning to file an exemption request based on the following provisions from the Serve America Act.

(3) EXCEPTIONS. The provisions of this subsection shall not apply to an entity.

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(A) where the service provided by individuals serving with the entity to a vulnerable population described in paragraph (2)(B) is episodic in nature or for a 1-day period;

(B) where the cost to the entity of complying with this subsection is prohibitive;

(C) where the entity is not authorized, or is otherwise unable, under State law, to access the national criminal history background check system of the Federal Bureau of Investigation;

(D) where the entity is not authorized, or is otherwise unable, under Federal law, to access the national criminal history background check system of the Federal Bureau of Investigation; or

(E) to which the Corporation otherwise provides an exemption from this subsection for good cause.

It is our understanding that we cannot submit an exemption request to the Corporation until the final rule regarding FBI checks is published. We will submit our request at that time. We are aware that should our request be denied we will be required to conduct FBI checks.

Year 1 (2010-2011)

1. Please elaborate on the Office of Institutional Research's role in assessing the parent organization.

The mission of the Office of Institutional Research and Assessment is to provide The College of New Jersey decision-makers with data and analytical reports designed to improve the quality of planning and assessment, appropriately allocate its resources, and to continue to successfully attain its goals and objectives. The Office exists to promote and support ongoing academic and administrative assessment, planning, and curriculum evaluation processes. Staff provide technical assistance to college departments in the areas of quantitative and qualitative research methods, tests and measurements, and survey development.

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Examples of assessments conducted by the Office of Institutional Research and Assessment include:

> Survey of Student Engagement

Survey of first year and seniors providing an estimate of how TCNJ undergraduates spend their time and what they perceive they have gained from attending college.

> Graduating Senior Survey

Survey of exiting students to determine post-graduation plans. A cooperative effort of the offices of admissions, career services, alumni affairs and institutional research and assessment.

> Cooperative Institutional Research Program

Survey of entering first year students examining demographic characteristics, background experiences, educational aspirations, family background, personal values and goals, current views on political and social issues, and expectations about college.

In addition, the staff of the Office of Institutional Research and Assessment has worked with the Bonner Center for Civic and Community Engagement to assess the impact of the College's First Year Experience.

First year students participate in an eight hour community service experience. The Bonner Center and the Office of Institutional Research and Assessment have developed pre service and post service surveys designed to assess students' history of and attitude towards civic engagement. Survey results show that 60% of students indicate a desire to volunteer again.

Staff of the Office of Institutional Research and Assessment are committed to sharing their expertise and resources with academic and administrative departments at College. The assessments conducted help the College to determine its progress towards meeting organizational goals and objectives.

Narratives

Continuation Changes

Year 2

I. Applicant Info

No changes.

II. Application Info

Entered program start and end dates for 2011-2012.

III. Narratives

Executive Summary

Entered.

Program Design

Given the breadth of community needs within the targeted geographic areas, Bonner AmeriCorps members will serve with a wide range of organizations addressing needs related to education, poverty, economic opportunity, environmental issues, services for persons living with disabilities and other human needs. However, Bonner AmeriCorps members will be primarily involved in service related to the educational, economic and health related needs of disadvantaged persons. We respectfully request 299.88 MSY for the 2011-2012 grant year.

a. Problem

No changes.

Narratives

b. Solution

No changes.

c. AmeriCorps Member Selection, Training and Supervision

No changes.

d. Outcome: Performance Measures

For 2011-2012, we will only use the National Performance Measures related to Education, Opportunity and Healthy Futures. The Education Performance Measures have been updated in eGrants. As per the application instructions, ED3A and ED4A replaced ED3 and ED4 for Years 2 and 3.

e. Volunteer Generation

No changes.

f. Partnerships and Collaboration

We are developing stronger relationships with State Service Commissions in the states in which we operate our program. Program Director Christen Foell participates in conference calls with State Service Commission staff, AmeriCorps State Program Directors and AmeriCorps National Program Directors. These persons offer valuable insight on the needs present within the particular state and the factors contributing to the identified needs. Partnering with State Service Commissions also enhances our ability to provide high quality training opportunities to our Members. Bonner AmeriCorps members can attend training events sponsored by State Service Commissions.

g. Sustainability

Narratives

No changes.

Organizational Capacity

a. Organizational Background

The primary contact for this application is Program Director Christen Foell. She can be reached at (609) 924-6663 or cfoell@bonner.org. The secondary contact is Bonner Center Director Patrick Donohue. He can be reached at (609) 771-2362 or pdonohue@tcnj.edu.

The College of New Jersey's budget for fiscal year 2011 is \$209,226,000. Revenue sources are as follows:

- > Tuition & Fees: \$97,698,000
- > State Appropriations: \$55,706,000
- > Room & Board and other Auxiliary Income: \$45,265,000
- > Federal Grants: \$8,030,000
- > Other Revenue: \$ 2,527,000

The funds requested in this proposal represent less than 1% of the College's total operating budget.

Over the past five years, the College has received the following grants from the Corporation for National and Community Service:

- > AmeriCorps National Direct Education Award Only Grant;
- > AmeriCorps State Competitive Grant;
- > AmeriCorps State Competitive Recovery Grant; and
- > AmeriCorps State Formula Grant.

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If both our AmeriCorps National Direct Education Award Only Grant and our AmeriCorps State Competitive Grant are awarded for 2011-2012, the total funds received will equal less than 1% of the College's total operating budget.

The Bonner Center for Civic and Community Engagement has also secured funding for service activities and initiatives from the following sources:

- > Bonner Foundation
- > Comcast
- > Janssen Pharmaceuticals
- > New Jersey Department of Corrections
- > Public Service Gas and Electric
- > Sunshine Lady Foundation

b. Staffing

No changes.

c. Multi-State Applicants Only: Collaboration with State Service Commissions

As a multi-state program, we strive to collaborate with State Service Commissions in the states in which we operate the Bonner AmeriCorps Program. We provide the Commissions with information regarding our program via the National Direct Consultation Form developed by the American Association of State Service Commissions. When possible, Program Director Christen Foell participates in conference calls coordinated by the State Service Commissions. In addition, Bonner AmeriCorps Program staff make attempts to visit State Service Commission offices during site visits to participating campuses and community partner agencies.

Narratives

Prior to submitting this continuation proposal, we sent a letter and updated National Direct Consultation Forms to the Commission offices in the states we plan to operate the Bonner AmeriCorps Program.

c. Multi-State Applicants Only: Member Service Sites

In 2011-2012 we plan to work with the following colleges and universities.

- > Allegheny College
- > Bates College
- > Berea College
- > Berry College
- > Bluefield College
- > Brigham Young University - Idaho
- > Burlington County College
- > California State University - Los Angeles
- > Carson-Newman College
- > Central Washington University
- > Centre College
- > College of Charleston
- > Concord University
- > Converse College
- > Davidson College
- > Dickinson College
- > Earlham College
- > Edgewood College

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- > Emory & Henry College
- > Emporia State University
- > Ferrum College
- > Guilford College
- > Jackson State University
- > Juniata College
- > Kean University
- > Lees-McRae College
- > Lindsey Wilson College
- > Lock Haven University
- > Lynchburg College
- > Mars Hill College
- > Maryville College
- > Mercer County Community College
- > Middlesex County College
- > Montclair State University
- > Morehouse College
- > Notre Dame de Namur University
- > Oberlin College
- > Oxford College of Emory University
- > Pepperdine University
- > Pfeiffer University
- > Rhodes College
- > Rider University
- > Rutgers University

Narratives

- > Siena College
- > Sonoma State University
- > Spelman College
- > St Mary's College of California
- > Stetson University
- > The College of New Jersey
- > Tougaloo College
- > Tusculum College
- > Union College
- > University of California - Berkeley
- > University of Dayton
- > University of Louisville
- > University of Richmond
- > Ursinus College
- > Warren Wilson College
- > Washburn University
- > Washington and Lee University
- > Waynesburg University
- > West Chester University of Pennsylvania
- > West Virginia Wesleyan College
- > Wheeling Jesuit University
- > Widener University
- > Wofford College
- > Young Harris College

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Additional colleges and universities may be added.

d. Member Enrollment and Retention

Member Enrollment

During our last full year of program operation (2009-2010), we achieved an enrollment rate of 99.8%. We did not fill one two-year 900 hour slot because a potential Member did not complete the necessary paperwork. We anticipate achieving a 100% enrollment rate for 2010-2011.

Member Retention

At this time, we are unable to report on our final retention rate for 2009-2010 as 77% of Members are still active. Of the 954 Members enrolled in the 2009-2010 grant year, 176 have exited with an award and 41 have exited without an award.

There are a number of factors that influenced our retention rate in 2009-2010 including:

- > the rising cost of higher education coupled with the economic downturn forced some Members to withdraw from school and thus exit the Bonner AmeriCorps Program.
- > the rigor of some academic programs resulted in Members exiting from the Bonner AmeriCorps Program in order to improve their grades and remain in school.
- > personal and family circumstances prevented Members from completing the term of service.

To improve our retention rates we are implementing a number of strategies including:

- > developing resources to help campus directors and site supervisors identify factors that might affect a Member's ability to complete the term during the screening process rather than after service begins;
- > requiring campus directors and site supervisors to increase the frequency of one-on-one meetings; and

Narratives

> encouraging campus directors and site supervisors to refer Members who experience personal or academic difficulties to appropriate resources in the community such as counseling or social services.

Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness

We request \$800.00 per MSY for the 2011-2012 grant year. The maximum Corporation cost per MSY is \$800.00 for an Education Award Only Program as outlined in the Notice of Funding Opportunity. We are requesting the maximum amount per MSY primarily due to increasing costs related to conducting criminal history checks on Members.

The College of New Jersey, the Bonner Foundation and participating colleges and universities have secured a diverse portfolio of non-federal resources to support the Bonner AmeriCorps Program. Participating campuses allocate institutional funds and secure private donations and grants to sustain the campus director's salary and benefits, provide office space, procure needed supplies, and facilitate Member training and recognition activities.

The College of New Jersey does not utilize any of the federal funds generated from the AmeriCorps grant to support the salary and benefits of key staff including Bonner Center Director, Patrick Donohue, Treasurer, Lloyd Ricketts or Grant Accountant, Amy LoPrinzi. These positions are supported through institutional resources. Federal funds from this grant support Program staff salary and benefits, staff training, supplies, criminal history checks, and staff travel for monitoring visits.

The Bonner Foundation provides approximately \$1 million annually in direct and in-kind financial support to the Bonner AmeriCorps Program. The Foundation's contributions are as follows:

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- > salaries and benefits for two senior Foundation staff who advise and assist with the program;
- > lodging, meals, and other expenses related to four national Bonner Program meetings held each year;
- > grants to participating campuses to strengthen service and training activities; and
- > expenses related to resource development, especially programming costs for the continued improvement and hosting of the Bonner Web-Based Reporting System (BWBRs).

As participating colleges secure institutional and private funding to financially support community service efforts and students engaged in service, the need for AmeriCorps funding will decrease. Many of our campuses enjoy strong institutional support for the operations of their civic engagement centers, however, the AmeriCorps Education Award remains an important resource for students who desire to pursue higher education and serve their communities at the same time.

b. Budget Adequacy

This AmeriCorps grant provides funding for four Bonner AmeriCorps staff (3FT and 1PT), program supplies such as AmeriCorps Enrollment Workbooks, Member criminal history checks, and staff travel for program monitoring and Corporation meetings. Additional operating expenses are covered by The College of New Jersey, the Bonner Foundation and participating campuses.

The College of New Jersey employs a full-time Grant Accountant who manages the fiscal aspects of the Bonner AmeriCorps Program in collaboration with the Program Director. Participating colleges and universities contribute to program operating expenses by providing funding for the campus director's salary and benefits, office space, supplies, and Member training and recognition activities. The Bonner Foundation supports the Bonner AmeriCorps Program through its gifts of direct and in-kind financial resources. The Foundation provides salaries and benefits for two senior staff who serve as advisors. In addition, the Foundation covers lodging, meal and other expenses for four meetings held each year to

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train campus directors and Bonner AmeriCorps members. The Foundation also covers expenses related to resource development for participating campuses including software development and maintenance fees for the Bonner Web-based Reporting System. The resources described above enable us to ensure that Bonner AmeriCorps members receive the training, supervision, and supplies necessary to meet critical community needs and achieve program objectives.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 251.83

Service Categories

- Adult Education and Literacy (including ESL and GED)
- Other Health/Nutrition
- Mentoring

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Bonner AmeriCorps members will serve as mentors for youth within structured programs offered by community-based agencies and schools. Members will:

- develop enrichment opportunities that explore the youth's areas of interest in ways that enhance their educational success;
- assist youth with homework and class projects; and
- develop opportunities for youth to participate in community service and civic engagement projects.

Result: Output

Result.

Pilot Year 1 (ED3): In Year 1, 700 disadvantaged youth/mentor matches will be commenced by the Bonner AmeriCorps Program.

ED3A: In Years 2 and 3, 700 disadvantaged youth/mentor matches will be commenced by the Bonner AmeriCorps program.

Indicator: ED3A: Youth/mentor matches started.

Target : Year 1: 700 matches

Year 2: 700 matches

Year 3: 700 matches

Target Value: 700

Instruments: We will track this output by collecting program records from schools and community partners.

PM Statement: In Years 1, 2, and 3, 700 disadvantaged youth/mentor matches will be commenced by the Bonner AmeriCorps Program.

Result: Output

Result.

Pilot Year 1 (ED4): In Year 1, 400 youth/mentor matches will be sustained by the Bonner AmeriCorps Program for at least the required time period.

ED4A: In Years 2 and 3, 400 youth/mentor matches will be sustained by the Bonner AmeriCorps Program for at least the required time period.

Indicator: (PRIORITY) ED4A: Youth/mentor matches sustained.

Target : Year 1: 400 matches

Year 2: 400 matches

National Performance Measures

Result.

Year 3: 400 matches

Target Value: 400

Instruments: We will track this output by collecting program records from schools and community partners.

PM Statement: In Years 1, 2 and 3, 400 youth/mentor matches will be sustained by the Bonner AmeriCorps Program for at least the required time period.

Result: Intermediate Outcome

Result.

In Years 1, 2, and 3, 225 youth will improve their school attendance over the course of the Bonner AmeriCorps

Program's involvement with the student.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : Year 1: 225 youth

Year 2: 225 youth

Year 3: 225 youth

Target Value: 225

Instruments: We will track this output by obtaining attendance records from schools.

PM Statement: In Years 1, 2, and 3, 225 youth will improve their school attendance over the course of the Bonner AmeriCorps Program's involvement with the student.

Priority Area: Economic Opportunity

Strategy to Achieve Results

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

Bonner AmeriCorps members will provide employment skills training, job search assistance, and job placement resources to un/underemployed individuals.

- facilitate employment skills classes such as computer instruction;
- teach GED and ESL classes;
- aid clients in developing resumes; and
- assist with employment searches and applications.

Result: Intermediate Outcome

Result.

In Years 1, 2, and 3, 40 economically disadvantaged individuals will be placed in jobs.

Indicator: O10: Individuals placed in jobs.

Target : Year 1: 40 individuals

Year 2: 40 individuals

Year 3: 40 individuals

National Performance Measures

Result.

Target Value: 40

Instruments: We will track this outcome by obtaining program records such as copies of employment offers.

PM Statement: In Years 1, 2, and 3, 40 economically disadvantaged individuals will be placed in jobs.

Result: Output

Result.

In Years 1, 2 and 3, 200 economically disadvantaged individuals will receive job placement services from Bonner AmeriCorps members.

Indicator: O3: Individuals receiving job placement services.

Target : Year 1: 200 individuals

Year 2: 200 individuals

Year 3: 200 individuals

Target Value: 200

Instruments: We will track this output by obtaining program attendance records.

PM Statement: In Years 1, 2 and 3, 200 economically disadvantaged individuals will receive job placement services from Bonner AmeriCorps members.

Priority Area: Healthy Futures

Strategy to Achieve Results

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

Bonner AmeriCorps members will assist in providing health related services to youth. Members will facilitate nutrition education classes for youth.

Result: Intermediate Outcome

Result.

In Years 1, 2, and 3, 300 children and youth will demonstrate an increase in their knowledge of good nutrition habits.

Indicator: Children and youth demonstrate an increase in their knowledge of good nutrition

Target : Year 1: 300 children and youth

Year 2: 300 children and youth

Year 3: 300 children and youth

Target Value: 300

Instruments: We will assess the intermediate outcome using a pre and post test administered to participating children and youth.

PM Statement: In Years 1, 2, and 3, 300 children and youth demonstrate an increase in their knowledge of good nutrition habits.

National Performance Measures

Result.

habits.

Result: Intermediate Outcome

Result.

25% of participating children and youth in Years 1, 2, and 3, will maintain a healthy body weight and body mass index.

Target : Year 1: 25%

Year 2: 25%

Year 3: 25%

Target Value: 25

Instruments: NA

PM Statement: 25% of participating children and youth in Years 1, 2, and 3, will maintain a healthy body weight and body mass index.

Result: Output

Result.

In Years 1, 2 and 3, 450 children and youth will receive nutrition education with the purpose of reducing childhood obesity from Bonner AmeriCorps members.

Indicator: H6: Youth receiving nutrition education.

Target : Year 1: 450 children and youth

Year 2: 450 children and youth

Year 3: 450 children and youth

Target Value: 450

Instruments: We will track this output by using attendance records.

PM Statement: In Years 1, 2 and 3, 450 children and youth will receive nutrition education with the purpose of reducing childhood obesity from Bonner AmeriCorps members.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable