

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 conform 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:															
2b. APPLICATION ID: 11ED125507		4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11															
		STATE APPLICATION IDENTIFIER:															
		FEDERAL IDENTIFIER: 10EDHWA001															
5. APPLICATION INFORMATION																	
LEGAL NAME: Washington Campus Compact DUNS NUMBER: 079253134		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jennifer Dorr TELEPHONE NUMBER: (360) 650-7984 FAX NUMBER: (360) 650-6895 INTERNET E-MAIL ADDRESS: jennifer.hine@wwu.edu															
ADDRESS (give street address, city, state, zip code and county): 516 High Street, MS 9038 Bellingham WA 98225 - 5946 County: Whatcom																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 916000562		7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b.															
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: Students in Service															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): 20 States: AK, AL, CA, FL, HI, ID, IL, LA, MD, ME, MN, NV, NH, NY, OH, OK, OR, TX, VT, WA, WV		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 10/01/13		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>WA 00</u> b.Program <u>WA 002</u>															
15. ESTIMATED FUNDING: Year #: <u>2</u>		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;">\$ 774,096.00</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;">\$ 774,096.00</td> </tr> </table>		a. FEDERAL	\$ 774,096.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 774,096.00	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	\$ 774,096.00																
b. APPLICANT	\$ 0.00																
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f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 774,096.00																
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: Ken Clark		b. TITLE: Director	c. TELEPHONE NUMBER: (360) 650-4403														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/04/11															

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Executive Summary

Washington Campus Compact's Students in Service (SIS) Program meets critical community needs in 20 states by engaging college students in service while fostering within them an ethic of civic responsibility. SIS members serve in partnership with community organizations and schools to address issues such as education, human services, the environment, and community development.

Rationale and Approach

A. RATIONALE AND APPROACH

1. COMPELLING COMMUNITY NEED

Washington Campus Compact (WACC) Students in Service (SIS) program will address Corporation for National & Community Service (CNCS) priority areas across 22 states: Alaska (AK), California (CA), Florida (FL), Hawaii (HI), Idaho (ID), Illinois (IL), Louisiana (LA), Maryland (MD), Minnesota (MN), Mississippi (MS), Montana (MT), Nevada (NV), New Hampshire (NH), New York (NY), Ohio (OH), Oklahoma (OK), Oregon (OR), Pennsylvania (PA), South Carolina (SC), Texas (TX), Washington (WA), and West Virginia (WV). Needs to be addressed include VOLUNTEER MOBILIZATION, VETERAN ENGAGEMENT, ACADEMIC ACCESS AND SUCCESS, COLLEGE STUDENT CIVIC DEVELOPMENT, AND COLLEGE STUDENT WORKFORCE AND CAREER DEVELOPMENT.

The SIS program will MOBILIZE VOLUNTEERS to meet educational, veteran, health, environmental, and economic needs across the nation. Mobilizing college students to serve in communities as service-learners and volunteers is an excellent strategy for increasing capacities of community agencies while developing civic and workforce skills in students.

The SIS program will ENGAGE COLLEGE STUDENT VETERANS as volunteers and service-learners across CNCS's five priority areas. Student veterans face multiple challenges related to connecting with

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peers and reintegrating into the campus culture. Veterans are an excellent community resource due to their strong leadership experience, mission-driven nature, ability to confront difficult challenges, and discipline (Ackerman, DiRamio, Mitchell, 2009; Bauman, 2009; DiRamio, Ackerman, & Mitchell, 2008; Summerlot, Green, Parker, 2009).

The SIS program will provide ACADEMIC ACCESS, SUCCESS AND SUPPORT to P-12 and college students. High school students without a degree are less likely to be employed, earn less money, and require more social services than those who complete high school (OSPI, 2008). According to the Annie E. Casey Foundation's 2009 Kids Count Data Book, less than 70% of students across the 22-state region graduate from high school, with rates dipping as low as 47% (NV) and 58% (FL) (Editorial Projects in Education). State-specific rates of children living in poverty across the 22-state region are as high as 27% (LA) and 29% (MS) (Annie E. Casey Foundation, 2009). Disparities in college enrollment and college completion rates also have a major social and economic impact. Those not graduating from college experience decreased health, productivity, and involvement in civic life (Institute for Higher Education Policy, 1998). Only 12% of students whose families fall in the bottom income quartile earn a bachelor's degree by age 24, compared to 22% of those in the middle quartiles and 73% from the top quartile (Engle & O'Brien, 2007).

The SIS program will provide students many opportunities to DEVELOP CIVIC KNOWLEDGE AND SKILLS. Students who participate in service-learning and volunteer activities gain a greater sense of civic responsibility and ethic of service (Berkas, 1997; Jones & Abes, 2004; Melchior, 1999; Rhoads & Neururer, 1998; Stephens, 1995). More than 70% of the almost 2,000 students who responded to WACC's 2007-2008 Civic Engagement Survey reported, as a result of their service experiences, an improved ability to think critically about community issues and problems; understanding of how to use knowledge and skills to improve the community; and awareness of critical community needs, issues, and

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problems. Finally, they reported an intention to continue serving the community and capacity to create positive change.

The SIS program will BUILD WORKFORCE KNOWLEDGE AND SKILLS. The Partnership for 21st Century Skills identifies the following key skills as necessary to succeed in the workforce: information and communication skills; thinking and problem-solving skills; interpersonal and self-direction skills; global awareness; financial, economic, and business literacy; and civic literacy. Research shows that many of these skills are developed through service and service-learning (Astin & Sax, 1998). At least 70% of the college student volunteers and service-learners who participated in 2007-2008 WACC programming reported, as a result of their service experiences, increased involvement with people different from self, improved understanding of group dynamics, and increased interest in initiating change for the common good. Also, service-learning connects college students to potential employers, allows students to apply principles they learn in class to the world of work, and encourages exploration of careers in service-oriented fields (Kuh, 2005).

The NEEDS to be addressed by the SIS program were IDENTIFIED as part of a MULTI-STEP PROCESS including reading key regional/national research; reviewing and analyzing program survey data (i.e., Civic Engagement Survey, program evaluations, site supervisor surveys); and consulting with key community partners (i.e., discussions with staff of 22 Campus Compact offices, K-12, government, and community-based organizations).

2. DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

All 6,931 members will RECRUIT and MOBILIZE an additional 20,000 college student volunteers in a 22 state region to meet critical community needs across the CNCS's five priority areas. Partnering campuses will MOBILIZE students as SIS members through academic courses, practica, internships,

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community work study placements, and co-curricular activities. SIS members will coordinate volunteer outreach efforts; coordinate volunteer fairs; present to classes; staff service-learning offices; and market service opportunities to residence halls, fraternities/sororities, student government, and student clubs. Members will also develop and sustain campus/community partnerships, and organize and participate in National Days of Service.

At least 3,466 members (50% of members) will IMPROVE ACADEMIC ACCESS AND SUCCESS of disadvantaged youth by serving in schools and youth-serving community-based organizations. Members will work with children and families to eliminate the barriers to academic success, reduce poverty, and create safer and healthier communities. They will provide classroom support, mentoring, early childhood education, English Language Learner support, coaching, K-12 service-learning coordination, family support, etc. at local schools and community agencies.

At least 250 college student VETERANS will be recruited to serve local communities. Campus partners will collaborate with veteran student service offices and clubs to recruit veterans to serve in the SIS program.

All 6,931 members will develop CIVIC SKILLS and ATTITUDES, and lifelong habits of service. Their service will occur in the community and on campuses as they recruit volunteers and organize service projects. For some, the service experience will be directly tied to academics in the form of a service-learning class or community service-based practicum. For others, it will be a co-curricular service experience. SIS members, as well as the college student volunteers they recruit, will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Members are also required to complete an end-of-term survey that includes reflection about how their service benefited their communities and themselves.

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All 6,931 members will serve in the areas of education, environment, health, veteran services, and economic development in their local communities to develop WORKFORCE SKILLS and ATTITUDES. Through their service, they will be able to reflect on how their experiences align with their career goals. As they serve in the community, they will develop and improve valuable workforce skills such as communication skills, thinking and problem-solving skills, interpersonal and self-direction skills, community and global awareness, and civic literacy. Students engaged in the SIS program develop a sophisticated understanding of community systems and organizations to apply in any community where they work in the future. They increase their professional networks, explore career options, and are better prepared for the workforce beyond graduation.

WACC has committed its programs to VOLUNTEER MOBILIZATION, VETERAN ENGAGEMENT, ACADEMIC ACCESS AND SUCCESS, COLLEGE STUDENT CIVIC DEVELOPMENT, and COLLEGE STUDENT WORKFORCE AND CAREER DEVELOPMENT and is well-positioned to address these needs. During the 2008-09 program year WACC-sponsored national service programs (Learn and Serve America, Students in Service AmeriCorps, Retention Project AmeriCorps, and VISTA) recruited nearly 14,000 college students who contributed nearly 700,000 hours of service to address each of CNCS's priority areas. Veteran engagement is a new activity for campuses to engage this unique population in service opportunities. In addition, 87% of all SIS members reported increased abilities to make connections between classroom and out-of-classroom learning. Data from WACC-sponsored national service programs shows that participants' civic and workforce skill development has improved through their program participation. For example, more than 90% of all CNCS-funded WACC program participants indicated that they "intend to continue serving the community"; more than half of all participants agreed that their participation in service allowed them to further clarify their career/professional goals. Receiving a 2010-2013 national direct AmeriCorps grant will allow replication

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and expansion of current efforts across a 22-state region, engaging more students in serving their communities and addressing the CNCS's five priority areas.

WACC and the state Campus Compact partners PLAN TO PARTNER with 365 campuses in 22 states. The following are the states with the number of campuses pre-identified to participate in the SIS program: AK -- 1; CA -- 22; FL -- 12; HI -- 1; ID -- 3; IL -- 16; LA -- 9; MD -- 22; MN -- 9; MS -- 9; MT -- 17; NV -- 3; NH -- 5; NY -- 12; OH -- 16; OK -- 16; OR -- 13; PA -- 49; SC -- 14; TX -- 61; WA -- 30; and WV -- 15.

MEMBERS' ROLES ARE DISTINCT FROM STAFF OR VOLUNTEERS. Campus supervisors and site supervisors are responsible for supervising members. Members, while also serving side-by-side with student volunteers, are responsible for recruiting and providing leadership with volunteers. Members will serve more hours than the volunteers and are accountable for meeting program objectives and are responsible for collecting program impact data.

WACC requests 5,029 300-hour slots, 1,115 450-hour slots, and 487 900-hour slots. This PROGRAM STRUCTURE is based on requests received from campus partners, as well as past enrollment trends. Program data confirms that 300-hour slots are most appropriate for students new to service-learning, 450-hour slots are mostly filled by students completing a second term of service or practicum, and students enrolled in the 900-hour slots are those interested in service opportunities with a career focus.

The SIS program has developed a strong decentralized structure over the last three years that leverages technology to successfully administer the SIS program in seven states. The same structure will be used to administer the SIS program on 365 campuses in 22 states. Within the SIS program's decentralized structure, there are five main PARTNER levels:

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1) WACC will act as the parent organization and will train and monitor other state Campus Compacts to administer the SIS program. WACC will maintain the SIS program website, provide a time log database, contract a service provider for criminal record checks, and update the Campus Compacts network regarding any new CNCS policies and procedures. WACC will disseminate program impact data to partners, stakeholders and State Commissions.

2) State Campus Compacts will train, monitor, and support their participating campus partners in administering the SIS program on their respective campuses. The Campus Compacts will provide orientation and training at the start of each grant year; provide monthly support phone calls to campus partners; review member files yearly through site visits or desk reviews; and monitor campus partners' compliance through portal reports. The Campus Compacts will collaborate with their State Commissions to coordinate trainings and strategizing on statewide national service delivery.

3) Campus partners will administer the SIS program on the campus level. They will recruit members, provide in-person orientations, plan for member development, assist in coaching members, facilitate reflection, administer criminal record checks, collect member paperwork, and maintain member files. Campus partners, in partnership with site supervisors, will ensure that members' roles are distinct from those of staff and other volunteers, and that program activities comply with non-duplication, non-displacement, and non-supplication requirements. They will enroll and exit members from the portal, establish partnerships with local community agencies and schools, and act as liaisons between the SIS program and the specific service sites.

4) Site supervisors are professionals at nonprofit agencies/P-12 schools. They supervise SIS AmeriCorps members at the individual sites and sign members' site agreements, time logs, and end-of-term site supervisor evaluations. In addition, site supervisors will train and mentor the AmeriCorps members and facilitate the development of civic and workforce skills and attitudes as members learn the importance of service, recognize the need for service in the community now and in the future, and recognize the service that organizations provide to the community.

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5) SIS members serve at community nonprofit agencies/P-12 schools in the areas of education, health, environment, veteran services, and economic development. Members will complete a site agreement defining her/his role.

SIS members will participate in several MEMBER DEVELOPMENT AND TRAINING OPPORTUNITIES to contribute to successful program outcomes. Members first participate in both a web-based and in-person orientation that gives detailed information about AmeriCorps and the SIS program include their roles and responsibilities in meeting program outcomes. They will be trained on topics such as volunteer recruitment, community resources and service sites, service-learning, leadership development, and assessment. The program website has training resources to help members succeed. Members have a campus program coordinator to help with their placement and any issues arise. Site supervisors provide day-to-day guidance, training, and support to help members succeed at meeting program objectives.

WACC and its Campus Compact partners will ensure that the program and its service sites comply with AmeriCorps policies and DO NOT VIOLATE NON-DUPLICATION, NON-DISPLACEMENT, AND NON-SUPPLEMENTATION REQUIREMENTS. Campus Compacts will orient and train campus partners at the start of the program on all the AmeriCorps policies and procedures. The service site and member agreements clearly outline the CNCS policies that guide the AmeriCorps program. AmeriCorps guidelines are clearly posted on the SIS program website and referenced during orientations and trainings.

The 6,931 SIS members and the 20,000 recruited volunteers will ADD VALUE by providing serving in their communities to address critical needs; build capacity of community agencies; building and strengthening partnerships; and organize National Days of Service events.

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3. MEASURABLE OUTPUTS AND OUTCOMES

The SIS program will address the VETERAN priority area and will use the national standard performance measure. Also, WACC is offering to convene campus-based Education Award Program (EAP) grantees to identify possible national performance measures that are well-aligned with CNCS priority areas and leverage the EAP program to increase community impact.

THREE OF THE FIVE PERFORMANCE MEASURES ARE FULLY ALIGNED. AMBITIOUS performance measures will engage over 26,931 college students in service in their local communities. THE LONG TERM IMPACT is to build capacity in community agencies with the support of partnerships and student volunteers. We intend to build a strong service ethic in all students so they can be engaged leaders in the community during and after their college years.

MOBILIZING VOLUNTEERS. OUTPUT: 6,931 college students will be recruited, trained, and supported to participate in service activities to meet critical community needs. They will recruit 20,000 college students to participate in service-learning/volunteer activities to meet critical community needs.

ENGAGING VETERANS. OUTPUT: 250 veterans will be recruited, trained, and placed in service in their local communities.

IMPROVING ACADEMIC ACCESS AND SUCCESS. OUTPUT: 6,931 college student SIS members will participate in service activities to meet critical community needs. INTERMEDIATE OUTCOME: 50% of the SIS members and college student volunteers will serve in schools and youth-serving community-based organizations, and/or organize and participate in national days of service with youth.

FACILITATING COLLEGE STUDENT CIVIC DEVELOPMENT. OUTPUT: 6,931 college students will be

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recruited, trained, and supported to participate in service activities to meet critical community needs. INTERMEDIATE OUTCOME: 80% of members who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of members who respond to a survey will report an increased capacity to initiate positive change for the common good.

FOSTERING COLLEGE STUDENT WORKFORCE AND CAREER DEVELOPMENT. OUTPUT: 6,631 college students will be recruited, trained, and supported as to participate in service activities to meet critical community needs. INTERMEDIATE OUTCOME: 80% of members who respond to a survey will report improved workforce knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of members who respond to a survey will report an increased interest in pursuing careers for the common good.

The SIS program includes a robust TRACKING AND ASSESSMENT SYSTEM including regular statewide progress reports; a survey completed by each member; and surveys completed by partnering state Campus Compact offices, campuses, and community partners. Partnering Campus Compact state offices will submit annual progress reports to WACC. Staff will track outputs and outcomes related to and beyond the performance measures described in this proposal. Progress via the SIS Member Civic Engagement Survey, which assesses service activities completed during the term of service (i.e., participation in National Days of Service); community impacts; students' civic, workforce, career, and academic impacts; member demographics (i.e., veteran status) will be tracked. Also, surveys will be administered to all SIS site supervisors to measure the impact the program has on the community including building capacity, expanding reach, and deepening impacts.

4. PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

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WACC will implement strategic, ongoing mechanisms for ASSESSMENT, EVALUATION, AND PROGRAM IMPROVEMENT TO TRACK PROGRESS TOWARD PROGRAM OBJECTIVES. WACC program staff will provide comprehensive orientations outlining clear expectations and accountabilities to partnering Campus Compact staff. WACC will use existing systems such as email, websites, listservs, and twitter--and leverage the annual Continuums of Service Conference--to disseminate program information; provide/solicit feedback to/from members, service sites, and partners; and foster reflection. WACC will collect program data to both qualitatively and quantitatively assess the program's progress toward the five performance measures outlined in this proposal via progress reports; member activity logs; and surveys completed by members, site supervisors, and community partners. Program staff will regularly review and analyze the data collected to inform program planning and improvements. When problems or challenges are identified, program staff will work with members, campus partners, and site supervisors to reach effective solutions.

5. COMMUNITY INVOLVEMENT

The IDENTIFICATION OF NEEDS AND ACTIVITIES, as well as program PLANNING AND IMPLEMENTING was provided by Campus Compact offices and campus partners who submitted an Information Form (i.e., state-specific program goals and critical community needs). WACC and its partners reviewed member and community survey data, consulted with policy makers, and researched needs data within each participating state.

WACC will continue to actively seek input regarding NEEDS, ACTIVITIES, PLANNING, and IMPLEMENTATION from a broad base of community stakeholders--including members, campus partners, service sites, community leaders, media, elected officials, and Campus Compact staff. Campus Compact staff will lead this process and be responsible for seeking input from stakeholders within their states. For example, site supervisors will complete end-of-term surveys to describe emerging and

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continuing community needs, the level to which their AmeriCorps member(s) supported the organizational mission, and how the SIS program may better support organizations and communities at large. As impact data is collected, it will be analyzed and then disseminated to stakeholders.

6. RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

Program staff, campus partners, and members meet regularly with community leaders and participants from other national service programs to leverage resources, share trainings, and collaborate on common goals. For example, in a successful collaboration at South Puget Sound Community College (Olympia, WA) a WACC VISTA AmeriCorps member has recruited SIS members to assist in poverty abatement activities. Cross-collaboration will increase within the context of National Days of Service, and program sites will be required to register their projects/activities on the national website. These collaborations help bring greater awareness and support to the SIS program as well as other CNCS-funded programs.

Currently WACC receives the following CNCS FUNDING: VISTA: 13 member, 3 ARRA members; State Formula AmeriCorps program (Retention Project): 23 members; National direct 7-state Education Award Program (Students in Service): 2,300 part time members.

Campus Compact staff will offer to present program information to STATE COMMISSIONS and STATE CNCS OFFICES to bring greater program awareness to other national service participants and to develop cross-stream collaborations. STATE COMMISSIONS have been notified via the CNCS consultation form. We have encouraged each STATE COMMISSION to contact their state Campus Compact to ask specific questions about how AmeriCorps members will meet state-specific critical needs and also to coordinate any efforts with other organizations that might be working on the same critical needs. Each Campus Compact will include the respective STATE COMMISSION representatives on its mailing list; invite representatives to trainings and other special events; and participate in annual needs

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assessment and training plan development activities, the development of state service plans, and appropriate State Commission-sponsored training and other events.

7. POTENTIAL FOR REPLICATION

The SIS program is designed for REPLICATION. Since its inception over ten years ago, numerous state Campus Compacts have inquired about participating in the program due to its strong impacts in the community, its effective decentralized program design, and excellent fit for the college students interested in serving in their local communities.

Organizational Capability

D. ORGANIZATIONAL CAPACITY

1. SOUND ORGANIZATIONAL STRUCTURE

Established in 1992, WACC is a consortium of higher education institutions that have joined together to 1) help students become engaged citizens, 2) further the civic and public purposes of higher education, and 3) strengthen communities. WACC is affiliated with the national Campus Compact network of 35 state offices and more than 1,200 higher education institutions as members throughout the United States--representing some 6 million students--dedicated to promoting community service, civic engagement, and service-learning in higher education. National Campus Compact was founded in 1985 by the presidents of Brown, Georgetown and Stanford Universities and the president of the Education Commission of the States.

Over its 18 years, WACC has supported campuses and communities through effective programming, training, advocacy, and leadership. WACC has worked closely with presidents, administrators, faculty, students, community partners, P-12 schools, and policymakers to increase the number of students serving in communities; instill a lifelong service ethic in students; build sustainable infrastructure on

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campuses to increase their capacity to mobilize students; increase the number of faculty trained in using service-learning in their classes; and build sustainable partnerships between higher education, schools, and communities.

WACC has EXTENSIVE EXPERIENCE OVERSEEING PROGRAMS including successfully managing the seven-state SIS program for more than 10+ years. SPECIFIC EXAMPLES of current and past programs, along with evidence of successfully meeting and exceeding program outcomes are in Sections B and C.

The current SIS program has mobilized nearly 100,000 college students in a seven-state western region to meet critical community needs in the areas of education, public safety, health, and the environment. They have helped build the capacity of community-based organizations by serving in after-school programs, mentoring gang members, planting trees, distributing books to children, mentoring children in foster care, volunteering in the justice system, collecting food for food banks, and by participating in hundreds of other activities that strengthen communities.

WACC has extensive experience ADMINISTERING FEDERAL GRANTS, including AmeriCorps, VISTA, and Learn and Serve America (LSA) programs. WACC has served as the intermediary in several multi-state programs including the seven-state SIS program (1997 to present), the five-state Continuums of Service LSA program (1997-2000), and the three-state Partners in Service LSA program (2000-2003) and the Count Me In LSA Program (2006-2009). In partnership with western regional Campus Compacts, WACC hosts the Continuums of Service conference, now in its thirteenth year, for faculty, administrators, students, AmeriCorps members, and community partners. WACC has presented workshops at CNCS grantee meetings and has hosted national grantees at regional events. WACC has managed grants from the Washington State Higher Education Coordinating Board; Washington Service

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Corps; and public and private foundations including the Ford Foundation, the Stuart Foundation, the Henry M. Jackson Foundation, and the Pew Charitable Trust.

WACC has demonstrated its ABILITY TO PROVIDE SOUND PROGRAM & FISCAL OVERSIGHT & MONITORING through upfront strategic planning; strong partnership building; consistent communication practices with grantees and stakeholders; thorough program record keeping; leadership on civic engagement initiatives; a strong commitment to assessment; and meeting program objectives. WACC's leadership in program and grant management is widely recognized. Congresswoman Cathy McMorris Rodgers said "Washington Campus Compact provides great opportunities and resources for higher education students while providing our communities with valuable volunteer services."

Staff conduct site visits, monitor progress toward objectives, provide feedback to sites, support opportunities for members and campus partners to share best practices, solicit feedback from stakeholders, and integrate lessons learned into program improvements.

The SIS program will BUILD ON THE SUCCESS OF THE CURRENT SEVEN-STATE PROGRAM and REPLICATE the successful model in 15 states utilizing the Campus Compact networks. 365 campuses with the capacity to administer the program have been pre-identified. The SIS program is poised to be replicated nationally due to its sound program design, strong track record, and existing Campus Compact networks.

WACC SUPPORTS AND OVERSEES MULTI-SITE and MULTI-STATE PROGRAMS and has developed the organizational infrastructure to support these through regular communication within the regional network and between the state Campus Compact offices and their campus partners. Program data is collected regularly from site-monitoring visits, progress reports, and members. Western Washington

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University (WWU) serves as the fiscal agent and provides administrative support to manage multi-site programs. WACC is confident about expanding the program to nationally due to the success in meeting performance measures, the strong regional network, and 10+ years of experience administering programs while complying with CNCS policies.

The process for SELECTING SERVICE SITES began with the identification of campuses that have the capacity to administer the program on their campus. Campus partners were selected based on their project design, ability to meet program objectives, the impact the project will have on the community, leadership of the program coordinator, past performance, current or planned community partners, compliance with CNCS policies, the quality of support they can provide to members, and their ability to sustain the project with non-CNCS resources. Campus Compact staff will provide orientation, training, and monitoring to support program success on the selected campuses. Before the program starts, subcontracts between Campus Compact state offices and each campus will be issued to outline the roles and responsibilities and will require adherence to all AmeriCorps regulations. Campuses are oriented at the start of the program year and receive ongoing communication, training, and support. Campus partners and members will be responsible for developing partnerships with the service sites. Site supervisors will orient and train members and sign a site agreement outlining roles and responsibilities; and program policies and procedures.

CURRENT OR PREVIOUS PROGRAMMATIC AND FUNDING RELATIONSHIPS WITH PROGRAM PARTNERS is strong. WACC is able to expand the program both with current campus partners and to new campuses nationally. All 365 identified campus partners are members of Campus Compact and have ongoing partnerships with Campus Compact offices. Many campus partners have received grants and/or support from their state Campus Compacts, so they have the infrastructure in place to administer the program.

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PROGRAM PARTNERS WILL BE MONITORED by regular communication, annual progress reports, and site-monitoring to assure compliance with AmeriCorps regulations and progress toward program objectives. CONNECTIONS AMONG THE SITES (state Campus Compact staff) will be achieved by convening them for orientation, training, networking, and monitoring. State Campus Compact staff will provide orientation, training, and monitoring to campus partners as well as provide opportunities for campus partners to share lessons learned and best practices at annual meetings, regional conferences, and statewide gatherings. Campus Compact staff will regularly contact campus partners, facilitate networking, and encourage and encourage collaboration on local and regional events such as organizing national days of service.

Many campus partners are in RURAL, RESOURCE-POOR COMMUNITIES and the SIS program will be a valuable resource to local schools and agencies with limited access to philanthropic or corporate resources.

2. BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

The WACC ORGANIZATIONAL MANAGEMENT includes an EXECUTIVE BOARD of nine university and college presidents. The board oversees WACC's governance, budget, policies, and strategic direction. Partnering Campus Compact state offices also have boards that will serve as additional resources for feedback and support. Board members will promote the program to their stakeholders. Each state Campus Compact has an executive director and they meet semi-annually to discuss best practices. A national advisory committee will develop strategies for program improvement.

KEY PROGRAM AND FISCAL POSITIONS

EXECUTIVE DIRECTOR Jennifer Dorr will be instrumental in building strategic partnerships across

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the country and expanding the program. She will disseminate program best practices and impacts at state, regional, and national venues. Ms. Dorr, executive director since 1995, has a strong record of providing regional and national leadership. She has extensive experience in organizational management and has successfully directed several multi-million dollar budgets and multi-state programs. She has an M.A. in Psychology.

PROGRAM DIRECTOR Patrick McGinty will serve as the SIS program director. Mr. McGinty has more than 15 years of program management in higher education institutions and has an MBA in Financial Management and an M.Ed. in Higher Education Administration.

CAMPUS COMPACT STATE PROGRAM COORDINATORS. Piper McGinley (CA), Laryn Flikkema (FL), Denise Pierson (HI), Amy Ludwig (IL), Karen Powell (LA), Madeline Yates (MD), Meghan Aanenson (MN), Jennifer Brewington (MS), Josh Vanek (MT), Jillian Dahlberg (NH), Heather Savoy (NY), Dick Kinsley (OH), Debbie Terlip (OK), Emily Gilliland (OR), Meghan Oakley-Henning (PA), Ellin McDonough (SC), Patricia Potyka (TX), Franchesca Nestor (WV), and Patrick McGinty (AK, ID, NV, WA) will serve as SIS program coordinators. They will be accountable for orienting and training campus partners, recruiting new campuses, maintaining state records, and monitoring for compliance with all AmeriCorps policies and procedures. They will serve as liaisons with state commissions and state CNCS offices to network and inform them of the program's activities and impacts.

CAMPUS PARTNERS (365 campus partners from 22 participating states) will coordinate the program on their campuses. They will maintain compliance with AmeriCorps policies and procedures and maintain member records. They will recruit, orient, and provide training and technical support to SIS members. Some campus partners will supervise members. They will disseminate program material to stakeholders.

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SITE SUPERVISORS will provide member supervision, training, and evaluation at the service site.

DIRECTOR OF RESEARCH AND ASSESSEMENT Raelyn Axlund will provide assessment and evaluation support and procedures and coordinate the program evaluation process. Ms. Axlund will train Campus Compact state staff and campus partners on data collection and evaluation. She has extensive experience working in higher education in program management and assessment. She has an M.Ed. in Student Affairs Administration.

COMMUNICATIONS DIRECTOR Brian Heinrich will develop program materials for educating policymakers; media; and stakeholders. Mr. Heinrich has extensive experience working with the media and policymakers. He has a B.A. in Political Science.

WESTERN WASHINGTON UNIVERSITY (WWU) will provide grant and administrative support and serve as the legal applicant.

3. PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

WACC ASSESSES ALL ITS SERVICES REGULARLY. Data is collected from program partners, members, stakeholders, and staff. Each training and networking event is evaluated. Annual progress reports collect data from members and program partners. An outside evaluator will be hired to make recommendations on both organizational and programmatic structures. WACC EVALUATES ITS SYSTEMS, STRUCTURE, STAFFING AND OTHER CAPACITIES REGULARLY. WACC's board meets annually to review impacts of the programs and to address any concerns or issues as needed. The staff meets monthly to review all activities and problem-solve issues. WACC updates organization-wide and program-specific policies and procedures regularly to strengthen the organization's sustainability.

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4. PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

WACC will continue to improve its program website and time log database while being open to FEEDBACK from campus partners, site supervisors, and members to make them user-friendly. Continued improvements will be funded from the grant. Technical support is provided by the host institution (Western Washington University) and by contracting a time log database specialist. All CAMPUS PARTNERS will be trained on how to use the website and database at the beginning of the grant year. Ongoing training will be provided through regular communication so that the website and database are useful tools for administering the SIS program. WACC will be able to RESPOND to any CNCS compliance updates or areas that need technological improvements in a timely manner.

5. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEERS HAVE SERVED in numerous capacities with WACC. They have assisted with planning efforts for state and regional events; provided input on program design and evaluation; and reviewed proposals. WACC believes that volunteers inform and strengthen the organization's work and impact. WACC regularly recognizes its volunteers in newsletters, letters of appreciation, and public events.

WACC has provided ORGANIZATIONAL AND COMMUNITY LEADERSHIP and is a national leader in the service-learning and civic engagement fields. For example, Executive Director Jennifer Dorr served on the Washington Commission for National and Community Service (WCNCS) for 10 years. In 2003 and 2004 she was recognized as one of the top "150 Victories for Humanity" by Antioch University, Seattle. All key staff have served in leadership roles on community boards. WACC campus partners are regularly recognized on the President's Honor Roll.

WACC has consistently been successful at PROCURRING MATCH RESOURCES FOR ALL

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PROGRAMS. Since WACC is an intermediary agency, most match requirements are passed on to program partners. They, in turn, have leveraged their institutional resources with funds they procure from foundations, community donations, federal work study, etc.

Since the SIS program is an Education Award Program (EAP), a match is not required; however, on average campus partners supply approximately \$20,000 of in-kind match with staff time and benefits, staff travel, student assistant wages and other office resources. Campus partners recognize the value of administering the SIS program as it benefits their students as well as the community.

6. SUCCESS IN SECURING COMMUNITY SUPPORT THAT RECURS, EXPANDS IN SCOPE, INCREASES IN AMOUNT, AND IS MORE DIVERSE

WACC has successfully COLLABORATED with multiple entities at the state, regional, and national levels. WACC regularly collaborates with over 100 diverse colleges and universities; the Higher Education Coordinating Board; The Secretary of State; the state legislature; the Corporation for National & Community Service state office; the Washington Commission for National and Community Service; the Office of the Superintendent for Public Instruction; local, state, and national foundations; media; policymakers; service clubs; and businesses. WACC collaborates with Campus Compacts from throughout the nation for program management, assessment, training, and dissemination.

The SIS program demonstrates how LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS continue and expand in scope, amount, and diversity. SIS program campuses have greater program ownership through the development of multiple community partners, working with existing campus programs and incorporating program objectives into sustained campus models. College and University presidents have allocated staffing support to help administer the program. Community partners are enthusiastic to build stronger sustainable partnerships with AmeriCorps programs.

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WACC represents a WIDE RANGE OF COMMUNITY STAKEHOLDERS including private, public, faith-based, four-year, and two-year higher education institutions. Campuses offer staff time and organizational resources to support WACC programs and events. WACC has strong Congressional support for the SIS program and received letters of support from 14 members of the House of Representatives, four U.S. Senators, as well as the Governor of Washington.

Congressman John Rockefeller IV from West Virginia writes, "Students in Service will allow college students in my state to serve their community, learn valuable workforce skills, and earn an education award to help pay their college tuition or loans. If approved, the Students in Service program will be offered to at least 10 campuses in West Virginia." Congresswoman Jackie Speier from California adds, "As I hope you recognize, these students also recruit thousands of their peers to perform public service within communities across our state."

d. SPECIAL CIRCUMSTANCES. N/A

Budget/Cost Effectiveness

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

1. CNCS COST PER MEMBER SERVICE YEAR (MSY)

The SIS program is COST EFFECTIVE. The budget is \$800 per MSY, aligning with CNCS guidelines for Education Award programs.

2. DIVERSE NON-FEDERAL SUPPORT

WACC has a successful history of leveraging local, state, and other NON-FEDERAL DIVERSE SUPPORT for program IMPLEMENTATION AND SUSTAINABILITY. Serving as the intermediary

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organization for the SIS program, WACC will administer the program in WA and in states that do not have a state Campus Compact office (AK, ID, NV). WACC will issue sub-grants to 18 state Campus Compacts and will compensate them at a rate of \$550 per MSY to help them cover administration costs at the state level. The balance of the costs incurred for administering the program at the state level will be from fee-for-service revenue, membership dues, state funding, and other grants. The state Campus Compacts' level of cash and in-kind support will vary depending on the size of their respective programs. It is estimated that, on average, state Campus Compacts will provide approximately \$10,000 each in additional cash and in-kind support to cover staff salaries, benefits, training, office space, and other expenses associated with operating the program in their states. With 18 Campus Compact partners, that equates to approximately \$180,000 of cash and in-kind support.

A total of 365 campus partners have been pre-identified to participate in the SIS program. The campus partners will be responsible for administering the program at the local level and will use cash and in-kind support to operate the SIS program in their local communities. Campus partners will provide \$5,000 to \$75,000 in cash and in-kind support, depending on the size of their programs. On average, campus partners will provide approximately \$20,000 of support to cover staff salaries, benefits, training, office space, phone, printing, travel, etc. With SIS program implementation on approximately 365 campuses, this equates to approximately \$7.3 MILLION IN CASH AND IN-KIND SUPPORT provided by CAMPUS PARTNERS to administer the program in their local communities. The SOURCE of the support will be from local donations, foundation and corporation grants, and state and federal work study funds that campus partners are able to procure and leverage. As the campus programs grow, their level of cash and in-kind support will grow as well, thus improving the SUSTAINABILITY of the program at the local level.

The sites where members serve will also provide in-kind support for the program, including member

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supervision and training, and any operational expenses needed for members to serve in their agencies. The SIS program will recruit approximately 6,931 members. A conservative estimate of the contributions made by a service site is approximately \$5,000 per member. An estimate that local service sites collectively will contribute is approximately \$35 MILLION IN CASH AND IN-KIND SUPPORT for the program.

The SIS program requests 1,666.3 MSY with a corresponding \$1,333,040 budget. In return, WACC and its program partners cumulatively will provide approximately \$42.5 MILLION IN CASH AND IN-KIND SUPPORT.

3. DECREASED RELIANCE ON FEDERAL SUPPORT

The SIS program would not be possible without federal support. However, this successful program HAS DECREASED ITS RELIANCE ON FEDERAL SUPPORT by leveraging local, state, and federal resources. The education awards provide assistance to college students to both serve in their community and continue their education. The grant helps support the intermediary infrastructure to bring the program to local communities. This cost-effective model leverages federal support with local and state resources to bring services to local communities. More services at the local level are provided than any one entity could provide on its own. While the request for federal funding is approximately \$1.3 million, the program partners collectively will leverage approximately \$42.5 million in local and state support.

The hundreds of collaborative partnerships created as a result of the federal support of the SIS program have helped build SUSTAINABLE PARTNERSHIPS that will continue regardless of federal funding. (See Example in Section C1) The partnerships that have been built between campus partners and service sites become less reliant on federal resources to sustain them and can be used to further bring resources to the local communities.

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WACC has successfully decreased reliance on federal funding by requiring campus partners to demonstrate increased responsibility to cover program costs. Each program year, campus partners commit a higher level of cash and in-kind support as their programs mature. While AmeriCorps members may initially serve on campuses to oversee a new initiative or project, campus partners often see the value of their service and work toward leveraging other resources to make those positions more permanent for the institution. For example, service-learning director positions at Seattle Central Community College, Gonzaga University, and Central Washington University originated as AmeriCorps positions from WACC programs. These positions are now fully institutionalized and held by professional staff.

WACC has the infrastructure in place for administering the SIS program and for the last few years has worked with campus partners to DEEPEN THE IMPACT of the program in communities and with the members. Campus Partners have increased the quality and quantity of trainings offered to the members, service sites, and volunteers involved in the program. Several have implemented REFLECTION SESSIONS for members on their campuses so they can integrate the service experience more intentionally into their academic goals. Program data shows that members have developed a very strong service ethic; many of them have stated that their experience serving contributed to choosing careers that would serve the community, and that they would continue to serve once they graduated.

According to program data, service sites have reported that they have INCREASED THEIR CAPACITY as a result of hosting SIS members. They have reported the ability to serve more clients and increase the level of service to the public. Also, as mentioned previously, partnerships developed between the service sites and the campus partners have become more sustainable.

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Each year, the SIS program has BROADENED ITS REACH to remote communities throughout the current seven-state region. Campus partners have successfully placed members in some of the most impoverished regions. This successful and sustainable infrastructure allows replication in 15 new states using the existing Campus Compact infrastructure and partnerships, the program can BROADEN ITS REACH to local communities across the country.

4. BUDGET ADEQUACY

The budget is ADEQUATE TO MEET PROGRAM OBJECTIVES and to support program administration at the state level through the Campus Compact network. With program expansion, the new Campus Compact state partners will receive the same training and support that current partners receive. The state Campus Compacts will then provide ongoing training and monitoring of the campus partners. The BUDGET ADEQUATELY supports this structure. The campus partners administer the program locally, and the state Campus Compact staff provide the necessary training and monitoring to the campus partners to assure consistency and compliance with program policies and procedures. WACC has used this model at the regional level for more than ten years and has been so successful that replication in new states is now possible.

The program model SUPPORTS THE ACTIVITIES outlined in this proposal. The campus partners will be able to recruit and place students in community agencies and provide ongoing support to assure program success. The SIS program will ENGAGE VETERANS to continue their service in local communities. Many campus partners have, or will develop, partnerships with local schools and community organizations that focus on IMPROVING ACADEMIC ACCESS AND SUCCESS for youth; at least 50% of members will support this initiative.

A cornerstone of the SIS program is to MOBILIZE VOLUNTEERS. The budget supports the

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infrastructure to increase the number of volunteers recruited to serve in community agencies focused on the CNCS priority areas: EDUCATION, CLEAN ENGERGY/ENVIRONMENT, HEALTHY FUTURES, VETERANS, AND ECONOMIC OPPORTUNITY. Members will be placed in agencies and help those agencies increase their capacity in the local community. WACC has developed assessment tools to measure the impacts on the community. The budget supports WACC to cover the cost of all background checks for all members, if they are not routinely covered by the local service site.

In addition, the SIS program will help FACILITATE COLLEGE STUDENT CIVIC AND WORKFORCE SKILL DEVELOPMENT. As a result of the service experience, and supported with training and reflection, the (student) members will gain the civic and workforce skills necessary to be actively engaged leaders in their communities, even after their AmeriCorps term of service is completed. The budget supports success of this objective by providing training, supervision, and assessment.

The program is more than ten years old and has all the infrastructure, policies, and procedures to be able to ADD NEW SITES nationally. The SIS program website is cost-effective and used extensively for program training, management, and resources, and is accessible to all Campus Compact staff, campus partners, members, and service sites. This helps provide consistent information to all program participants.

By leveraging the existing Campus Compact network, and with campus partners' cash and in-kind program support, CNCS funds can be used to strengthen the inter-state infrastructure; collect, analyze, and disseminate common impact data from 6,931 members in 22 states; develop effective volunteer recruitment collateral; and provide quality training and technical support to campus partners.

Resources will also provide support for Campus Compact staff to conduct outreach to new campuses, promote the program with stakeholders, and develop member service leadership initiatives and awards.

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Costs incurred for this program that WILL NOT BE COVERED BY CNCS FUNDING include: site supervision and campus coordination including salaries and benefits, office supplies, phone, equipment, printing, travel, etc. As detailed in the Cost Effectiveness section, the SIS program requests 1,666.3 MSY with a corresponding \$1,333,040 budget. In return, WACC and its program partners cumulatively have committed approximately \$42.5 MILLION IN CASH AND IN-KIND SUPPORT. The program design and plan for leveraging federal, state, and local resources has made the SIS program remarkably successful and cost-effective over the last several years.

Evaluation Summary or Plan

F. EVALUATION SUMMARY

WACC explores how, under what circumstances, and to what extent service-learning and volunteerism--facilitated by WACC programming--improves lives, strengthens communities, and fosters civic engagement. Specifically, we seek to document, reflect on, and use data in meaningful ways to improve programs, build upon existing student learning, and make data-informed decisions. Formal and informal program evaluation occurs on ongoing basis. Three formal avenues by which we evaluate program success are by collecting and analyzing data in relation to our program performance measures, analyzing and disseminating data in relation to our program surveys, and reviewing feedback from CNCS.

The SIS program MET or EXCEEDED each of its PERFORMANCE MEASURES as part of the 2008-2009 grant cycle. In the areas of VOLUNTEER AND SERVICE-LEARNER RECRUITMENT, 2,120 AmeriCorps members recruited 13,837 college volunteers and service-learners (38% above 10,000 target) to serve in schools and community-based organizations, and to participate in national days of service. 90% of SIS members reported having a positive experience serving in schools and community-based organizations, and participating in national days of service (13% above 80% target). 95% of SIS

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members reported having a strong commitment to volunteering after they graduate from college (36% above 70% target). In the area of CIVIC SKILLS, ATTITUDES, AND LIFELONG HABITS OF SERVICE, 100% of our AmeriCorps members served in schools and community-based organizations to develop civic skills and attitudes, and lifelong habits of service. 90% of SIS members reported having a positive experience serving in schools and community-based organizations, and participating in national days of service (13% above 80% target). 95% of SIS members reported having a strong commitment to volunteering after they graduate from college (36% above 70% target). In the area of WORKFORCE SKILL DEVELOPMENT, 100% of our AmeriCorps members served in schools and community-based organizations to improve their workforce skills. 94% of SIS members reported improved workforce skills as a result of their service experience (18% above 80% target). In the area of ACADEMIC SUCCESS OF DISADVANTAGED YOUTH, 68% of AmeriCorps members served in schools and youth-serving community-based organizations; and organized and participated in national days of service with youth (94% above 35% target).

In addition, WACC developed two evaluative reports reflecting 2007-2008 SIS program survey data:

WACC Civic Engagement Survey Summary

<http://www.wacampuscompact.org/media/publications/WACC%20Civic%20Engagement%20Survey%20Summary.pdf>

and the WACC SIS Program Site Supervisor Survey Summary

<http://www.wacampuscompact.org/media/publications/SIS%20Site%20Supervisor%20Survey%20Summary.pdf>.

Finally, the WACC SIS program has received positive feedback from CNCS regarding our November 2009 Grantee Progress Report. Highlights include that the program utilizes a solid applicant-to-slot ratio, met or exceeded all of its performance measure targets, is highly successful at collecting member

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feedback to inform program improvements and changes, has increased its focus on strengthening community partner relationships and creating more structured opportunities for members to reflect on their service, and reports success at increasing members' workforce skill development. CNCS staff also reported that the SIS program addressed "CNCS strategic initiatives by engaging 13,837 volunteers, 13,757 of these volunteers were enrolled in a degree-seeking program, and 8,711 were disadvantaged youth and children. The program mentored 32,251 individuals and served 51,875 disadvantaged children and youth. 73 AmeriCorps members were certified in disaster preparedness and response, 89 members participated in disaster services projects, and 105 members were available for deployment in support of any disaster. In addition, 18 Baby Boomers served as volunteers."

Amendment Justification

Amendment Justification November 2010

Adding Alabama

The Students in Service (SIS) AmeriCorps program will expand to include Alabama in order to help support its civic engagement efforts.

Auburn University has expressed strong interest in getting involved with the Students in Service AmeriCorps program and we may eventually offer the program to the University of Alabama as well as other colleges and universities in Alabama. Auburn University will be trained by the Washington Campus Compact office during a site visit in December 2010 to administer the program on their campus. Washington Campus Compact will oversee their program because at this time there is no Alabama Campus Compact. In the future, we may ask Florida Campus Compact or other area state Campus Compact to assist in the oversight of Alabama campuses

Auburn University will be trained in the specific program objectives; AmeriCorps policies and

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procedures; and program assessment requirements, in order to provide orientation and support to SIS members from their campuses. Auburn University will also have member file administration and program oversight responsibility for their campus. Washington Campus Compact will monitor Auburn University on their performance and will conduct periodic site visits as needed.

Auburn University is projecting an enrollment of 20-50 members for this pilot year. The Students in Service program will not request any additional MSY for the 2010 -- 2011 grant year to accommodate these anticipated enrollments, as we feel that with our current grant funding, we should be able to integrate their request into our current grant.

The SIS Director will notify the Alabama State Commission via the CNCS consultation form about the Students in Service AmeriCorps Program being administered in their state as soon as possible.

SIS Program Amendment:

Adding two new State Campus Compacts

The Students in Service (SIS) AmeriCorps program will expand to include Maine and Vermont in order to help support civic engagement efforts in those states.

The SIS program in these 2 new states will be administered by Maine Campus Compact and Vermont Campus Compact; each State Campus Compact will have an SIS State Coordinator, who will be trained by the Washington Campus Compact office. The new SIS State Coordinators will in turn, train their campus partners at participating colleges and universities on hosting the SIS program on their campus. The campus partners will be trained in the specific program objectives; AmeriCorps policies and procedures; and program assessment requirements, in order to provide orientation and support to SIS

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members from their campuses. The campus partners will also have member file administration and program oversight responsibility for their campus. The State Campus Compacts will be required to monitor the campus partner programs on their performance and will conduct periodic site visits as needed.

Maine and Vermont Campus Compacts are projecting a combined enrollment of 10 -- 60 members for this pilot year. The Students in Service program will not request any additional MSY for the 2010 -- 2011 grant year to accommodate these anticipated enrollments, as we feel that with our current grant funding, we should be able to integrate these new Compacts into our current grant.

The SIS Director will notify the Maine and Vermont State Commissions via the CNCS consultation form about the Students in Service AmeriCorps Program being administered in their state as soon as possible.

There will be a change of wording on two of our Performance Measures.

Current performance measures:

3,962 college student SIS AmeriCorps members will participate in 4 -- 5 trainings intentionally designed to facilitate civic development (i.e., extended SIS web-based and in-person orientations, WACC civic engagement webinar, and site-specific training) during their terms of service.

3,962 college student SIS AmeriCorps members will receive site specific training (e.g., those mentoring may receive training in effective mentoring, communication skills, and diversity; members who will be teaching might receive training in classroom management, developing effective lesson plans, and dealing with disciplinary issues; and students completing communication internships may receive training in public speaking, networking, and writing effective press releases) to develop workforce knowledge and skills.

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New wording of performance measures:

100% of our college student SIS AmeriCorps members will participate in 4 -- 5 trainings intentionally designed to facilitate civic development (i.e., extended SIS web-based and in-person orientations, WACC civic engagement webinar, and site-specific training) during their terms of service.

100% of our college student SIS AmeriCorps members will receive site specific training (e.g., those mentoring may receive training in effective mentoring, communication skills, and diversity; members who will be teaching might receive training in classroom management, developing effective lesson plans, and dealing with disciplinary issues; and students completing communication internships may receive training in public speaking, networking, and writing effective press releases) to develop workforce knowledge and skills.

Rationale of change from a numeric value to a percentage value:

The Students in Service AmeriCorps program is a part-time program administered on over 175 campuses in 20 states. Currently our performance measures are based on "slot" values. At the same time, there are situations where we may have to convert slots in order to enroll SIS members on participating campuses. With this potential of slot conversion, the program could gain or lose slots, resulting in a situation that leaves us unaware of the exact number of slots that will ultimately reflect our available MSY.

Clarification Summary

BUDGET CLARIFICATION ITEMS

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

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RESPONSE: The revised budget reflecting the considered grant amount of \$774,096, 967.62 MSY, and 3,962 member positions has been entered into eGrants.

PROGRAMMATIC CLARIFICATION ITEMS

1. Clarify the targeted community and the compelling need. What is the focus of the program design and how do the member activities address each of the identified needs to ensure measurable program outcomes? The compelling need, as described in the application, is multi-faceted to include, member development, veterans support, and educational enrichment of Pre-K thru 12 students.

RESPONSE: The targeted communities are (a) school and community-based organizations (members will serve at these sites to strengthen their organizational capacity); (b) college student veterans (veterans will be recruited to serve in the SIS AmeriCorps program); (c) other college students (college students will be recruited to serve as volunteers/service-learners in their communities); and (d) SIS AmeriCorps members (members will receive training to develop civic attitudes and behaviors; and training to develop workforce knowledge and skills.)

The SIS AmeriCorps program will address five key compelling needs:

(1) STRENGTHENING COMMUNITY-BASED ORGANIZATIONS' (INCLUDING SCHOOLS') CAPACITY. The SIS AmeriCorps program will recruit college students to enroll as part time AmeriCorps members to serve in the community and meet key educational, health, environmental, economic, veteran, and social service needs across the nation. With the growing number of people needing to access social services, along with budget cuts in all sectors of communities, schools and community-based organizations need added support to strengthen their capacity to meet the needs of their

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students/clients. All 3,962 SIS AmeriCorps members will serve in schools or community-based organizations to help them strengthen their capacity to meet the needs of communities.

(2) MOBILIZING VOLUNTEERS. The SIS AmeriCorps program will mobilize volunteers to meet key educational, health, environmental, economic, veteran, and social service needs across the nation. Mobilizing college students to serve in communities as service-learners and volunteers is an excellent strategy for expanding opportunities to gain life and workforce skills, experience the spirit of citizenship, understand diversity, and strive toward academic achievement. Young people who serve in the community are twice as likely to continue their community engagement through increased volunteerism and also give more dollars financially as adults (The Independent Sector, 2009). On average, 33% of college students within each state nationally volunteers (CNCS, 2006). This rate is slightly lower across our 22-state region (32%), with state averages ranging from 23.4% (NY) to 44.4% (ID). 64% of the states that will participate in SIS have state-specific college student volunteer rates that are below that of the national average.

All 3,962 members will RECRUIT and MOBILIZE an additional 11,500 college student volunteers to meet critical community needs across the Corporation's five priority areas. Specifically, SIS AmeriCorps members will coordinate volunteer outreach efforts; coordinate volunteer fairs; present to classes; staff service-learning offices; and market service opportunities to residence halls, fraternities/sororities, student government, and student clubs. Members will also develop and sustain campus/community partnerships, and organize and participate in national days of service (i.e., Martin Luther King, Jr. Day and Make a Difference Day).

(3) ENGAGING VETERANS. SIS will engage college student veterans as volunteers and service-learners

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thereby addressing this population's need for community and structure while, at the same time, leveraging their leadership and abilities to meet community needs across each of the Corporation's five priority areas. College student veterans face multiple challenges related to connecting with peers and reintegrating into the campus culture. Specifically, these students transition from having a sense of clear purpose, duty, responsibility, structure, and group cohesion to a loosely configured campus structure in which their fellow students--and most faculty--have not experienced combat. Additionally, college student veterans are an excellent community resource due to their strong leadership experience, mission-driven nature, ability to confront difficult challenges, and discipline (Ackerman, DiRamio, Mitchell, 2009; Bauman, 2009; DiRamio, Ackerman, & Mitchell, 2008; Summerlot, Green, Parker, 2009).

At least 198 college student VETERANS (5% of total SIS member population) will be recruited as SIS members to serve their local communities. Campus partners will be trained and instructed to contact veteran student service offices and student clubs to deliver SIS presentations to student veterans about civic engagement in their local community and how they can get involved in SIS. SIS campus partners will be strongly encouraged to get involved with any campus activities that support the veteran academic experience and to develop strong partnerships with the veteran student services staff. Although the SIS members themselves are not tasked with recruiting veteran students as SIS members, they will likely play an indirect role (i.e., via word of mouth) to recruit veteran college students as SIS members and volunteers.

(4) FACILITATING COLLEGE STUDENT (MEMBER) CIVIC DEVELOPMENT. The SIS AmeriCorps program will provide multiple opportunities for students to develop civic knowledge and skills. Students who participate in service-learning and volunteer activities experience an increase in community need/issue awareness and viewing issues from multiple perspectives (Berkas, 1997; Jones & Abes, 2004;

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Jones & Hill, 2001; Melchior, 1999); an improved commitment to helping others who are in difficulty, helping promote racial understanding, and serving community (Astin & Sax, 1998); and a greater sense of civic responsibility and ethic of service (Berkas, 1997; Jones & Abes, 2004; Melchior, 1999; Rhoads & Neururer, 1998; Stephens, 1995). Additionally, more than 70% of the almost 2,000 students who responded to WACC's 2007-2008 Civic Engagement Survey reported an improved ability to think critically about community issues and problems; understanding of how to use knowledge and skills to improve the community; and awareness of critical community needs, issues, and problems as a result of their service experiences. Furthermore, they reported an intention to continue serving the community and capacity to create positive change.

All 3,962 members will develop CIVIC ATTITUDES and BEHAVIORS, and lifelong habits of service, by serving in schools and community-based organizations and by participating in national days of service. Their service will occur in the community and on campuses as they recruit volunteers and organize service projects. For some, the service experience will be directly tied to academics in the form of a service-learning class or community service-based practicum. For others, it will be a co-curricular service experience. SIS AmeriCorps members, as well as the college student volunteers they recruit, will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Their reflection will help contextualize their service experiences into larger local and global issues. Their service experiences will be designed to strengthen development of their civic attitudes and behaviors, and lifelong habits of service. Members are also required to complete an end-of-term survey that includes reflection about how their service benefited their communities and themselves.

(5) FOSTERING COLLEGE STUDENT (MEMBER) WORKFORCE DEVELOPMENT. The SIS AmeriCorps program will build workforce knowledge and attitudes. The Partnership for 21st Century Skills identifies the following key skills as necessary to succeed in the workforce: information and

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communication skills; thinking and problem-solving skills; interpersonal and self-direction skills; global awareness; financial, economic, and business literacy; and civic literacy. Research shows that many of these skills are developed through service and service-learning (Astin & Sax, 1998). For example, at least 70% of the college student volunteers and service-learners who participated in 2007-2008 WACC programming reported increased involvement with people different from self, improved understanding of group dynamics, and increased interest in initiating change for the common good as a result of their service experiences. Additionally, service-learning connects college students to potential employers, allows students to apply the principles they learn in class to the world of work, and encourages exploration of careers in service-oriented fields (Kuh, 2005).

All 3,962 members will serve in the areas of education, health, environment, economic, veteran, and social services in their local communities to develop WORKFORCE KNOWLEDGE and ATTITUDES. Through their service, they will be able to reflect on how their experiences align with their academic, personal, and career goals. As they serve in the community, they will develop and improve valuable workforce skills such as communication skills, thinking and problem-solving skills, interpersonal and self-direction skills, community and global awareness, and civic literacy. Students engaged in SIS develop a sophisticated understanding of community systems and organizations to apply in any community where they work in the future. They increase their professional networks, explore career options, and are better prepared for the workforce beyond graduation.

2. The roles of members who are veterans are not clear. Clarify if veterans' engagement is primarily a targeted recruitment function, or a proposed service activity area.

RESPONSE: Veteran engagement in the Students in Service AmeriCorps (SIS) program is primarily a targeted recruitment function. We intend to leverage their leadership and commitment to serving their

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country to participate in the SIS AmeriCorps program once they return from duty and enroll into college. We intend to use service as a strategy to help them stay engaged in their education while also meeting critical needs in their communities. To help us with this effort, a student intern (who is a veteran) is creating a database of directors of Veteran Student Services at participating campuses. The intern will contact them to educate them about our program, and provide them with resources and materials on how to outreach to veterans to participate in the SIS AmeriCorps program.

3. Clarify the number of member slots by type and how these positions are distributed across the 365 campuses in 22 states as mentioned in the application. Additionally, describe how the program has ensured the application's member slots are not duplicative of existing AmeriCorps programs in the same service location.

RESPONSE: Below is an estimated distribution of slots by state. Next to each state will be the estimated number of slots in the following order (300-hr, 450-hr, 900-hr):

California	310	200	70
Hawaii	75	75	100
Oregon	600	0	0
West Virginia	100	0	0
Oklahoma	125	0	0
Florida	150	0	0
Pennsylvania	150	0	0
Louisiana	150	0	0
New York	150	0	0

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Maryland 150 0 0
Texas 100 0 0
Mississippi 100 0 0
South Carolina 100 0 0
Idaho 30 30 28
Nevada 40 0 0
Alaska 0 10 0
Washington 416 290 276

TOTAL: 967.63 MSY

Note: Montana Campus Compact will not be a partner with the SIS AmeriCorps program during this program cycle. Four other states--New Hampshire, Minnesota, Illinois, and Ohio--have an Education Award Program in their state, but the programs are relatively small. Many of the communities have a great need for (college student) part time AmeriCorps members to help them build capacity and meet critical needs. We would like to include these states as part of our grant so we can have the ability to allot slots to them to serve in communities where the other programs are not serving. As we determine final allocation, we will take into consideration other programs operating in their states and assure that the SIS AmeriCorps program will not duplicate or replace existing programs. We will not issue any slots to states where they would be duplicative with other AmeriCorps programs in their states.

4. Describe the accountability for ensuring member satisfaction.

RESPONSE: Member satisfaction begins with the initial screening process. Potential members first

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complete a pre-service web-based orientation. Those interested then attend an in-person orientation with the campus program coordinator. At this orientation, the potential member learns about the policies and procedures of the program and the expectations of serving in the community. The in-person orientation is a good opportunity for the members to get to know the campus program coordinator and to ask questions. The campus coordinator contact information is readily available on the program website so if/when members have issues that need to be addressed, they can easily access the campus coordinator. The site supervisor also offers another layer of support to help assure member satisfaction. To help improve member satisfaction, the member and site supervisor will meet regularly to discuss the service experience, provide training, and address any issues as they arise.

Each member is required to complete the Member Civic Engagement Survey at the end of his/her term of service. We assess service accomplishments; member satisfaction; civic, leadership, and workforce skill development; and career development.

Over the course of the last three grants years, over 95% our members have reported on their Member Civic Engagement Survey that they agreed or strongly agreed that they had a positive service experience with the Students in Service AmeriCorps program.

5. Describe the actual process that applicant will implement to expand to an additional 255 campuses.

RESPONSE: First, Washington Campus Compact (WACC), in collaboration with the anticipated state Campus Compact partners, will establish criteria for distributing allocated slots. We will consider several criteria including geography, state need, capacity of the State Campus Compact staff, capacity of campus partners, (if applicable) level of support from other national program support (to assure that we do not duplicate other AmeriCorps programs in their state), and state population.

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Once we allocate the slots to our state Campus Compact partners, we will begin extensive training with them. We will conduct multiple conference calls, and if possible, convene the program managers from each state to receive in-person training on the administration of the program. We will use the already established program website as a tool for training and program management. We may also have an opportunity to present program training at a Campus Compact members meeting in June 2010.

State Campus Compacts will then train (pre-identified) campus partners to administer the program on their campus and begin outreach to students, faculty, staff, and community organizations.

Our participating state Campus Compacts will receive support from the WACC program management team through conference calls, webinars, monitoring calls, and listserv emails. WACC will conduct site visits as needed to provide adequate training and monitoring and assure success of the program.

6. Clarify if all 22 state commissions were consulted during the application planning process.

RESPONSE: Yes, all 22 state commissions were contacted during the grant development process. Each state Campus Compact informed their state commission of our intent to replicate the Students in Service program in their state. WACC sent each commission a completed consultation form before we submitted our grant proposal. State commissions were invited to contact their state Campus Compact office if they had state program-specific questions. The state commissions were also invited to contact Patrick McGinty, the program director, if they had program specific questions. In addition, the program director did answer questions from some of the state commission staff after the grant proposal was submitted. Upon request, we did send a copy of the grant proposal to state commission staff.

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7. Clarify WACC's relationship with the National Campus Compact network of 35 state offices and more than 1,200 higher education institutions as partners.

RESPONSE: Washington Campus Compact (WACC) has been affiliated with the National Campus Compact since 1992. We collaborate with the National Campus Compact office and other state Campus Compact offices on national and regional initiatives. For example the Continuums of Service conference, the first regional service-learning conference in the country and now in its fourteenth year, grew out of a collaboration between Washington, Oregon, California, and Hawaii Campus Compacts. Other state Compacts have used this model to develop similar regional conferences. In addition, we coordinate advocacy work for civic engagement at the federal and state levels; we share resources, tools, best practices, etc. The national office maintains a useful website where we can further disseminate best practices and program impact data to the 1,200 Campus Compact member campuses. We communicate regularly with one another through list serves and semi-annual national meetings.

8. Clarify if member activities that include tutoring comply with the CNCS tutoring requirement.

RESPONSE: The Students in Service AmeriCorps program does not include tutoring. Several members do serve as mentors, coaches, service-learning leaders, etc., but the program does not support formal tutoring.

9. Clarify the role of members in designing their own activities at service sites.

RESPONSE: Before members can enroll, all members are required to select a service opportunity that fits with one of the priority areas of CNCS. Members do not design their own service activities; they seek out service activities that support their academic and/or personal interests. For example, members with

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an interest in environmental issues may serve at a site that works on stream restoration or forestry issues. Or, members taking a class in child psychology or who want to work with children as mentors, may identify education opportunities in their community.

10. Clarify the TriO entity mentioned in the application and how outreach to this organization or body will help ensure a diverse member corps.

RESPONSE: Many of our campuses have TRIO offices or other programs that work with disadvantaged youth on campus. We strongly encourage campus partners to outreach to these programs to engage more at-risk youth in service. In partnership with these programs, the SIS AmeriCorps program uses service as a strategy to help these at-risk youth stay engaged in their education and advance along the academic continuum.

11. Describe the training of trainers model in more detail, specifically how site supervisors will be trained and in turn how they will train the members.

RESPONSE: The SIS model utilizes the existing Campus Compact infrastructure to deliver effective training to the key leaders involved in the program. Washington Campus Compact will train the state Campus Compact partners on how to administer the statewide program. The state Campus Compact will train and support their campus partners on managing the program from their campus. At the local level, the campus partners will work with the members and the service sites to train and manage the program. The response to question #13 also provides additional information about this program model.

In addition, the SIS website has been very successful as a training tool for each of the different levels of program management. We continue to refine and add tools for our partners to use to better manage the

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program. When we conduct trainings, we help participants learn how to navigate the website to access all the training and program management tools they need to be successful. Included are PowerPoint presentations, orientation video, policies, procedures, best practices, frequently asked questions, contact information, etc..

12. Clarify the member training plan and describe the site supervision plan, including who approves member time sheets and completes member evaluations.

RESPONSE: The members first have an in-person orientation before they begin their terms of service with their campus program coordinators. At the in-person orientation, they review the goals of the Students in Service AmeriCorps program, policies and procedures, member agreement, and the various program forms. Training topics will include civic engagement, workforce skills, career development as well as other topics relevant to the needs of the members.

Members then work with their site supervisors (at the community service sites) to develop the site-specific member training plans. The site trainings takes place at the site throughout their term of service and the members' development goals (service oriented and/or professional goals) are reviewed with their site supervisors before the site supervisors signs the site agreements.

Once enrolled, members record hours served in a monthly time log. At the end of each month of service, the members sign and date the time logs. Site supervisors verify the hours and sign and date the forms within 30 days of the last service date on the time logs.

At the end of the members' terms of service, the site supervisors complete an end of term site supervisor evaluation. For members who are completing a 900-hour term of service, they are encouraged to request

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a mid-term evaluation from their site supervisors. Campus partners can also complete the mid-term evaluations in lieu of their site supervisors (if there have been no conduct problems or concerns raised by their site supervisors.)

13. Clarify the organizational structure of the program and the role and responsibilities of the campus and community partners as well as the state campus compact coordinator.

RESPONSE: The Students in Service AmeriCorps (SIS) program leverages multiple levels of leadership. The primary roles and responsibilities are as follows:

(1) Washington Campus Compact (WACC) serves as the fiscal agent and oversees the overall program. We are responsible for developing and implementing policies and procedures and assuring compliance from all program partners. We provide training and technical support to all of the state Campus Compact partners. We also provide direct program management for all the campus partners in Washington, Idaho, Alaska, and Nevada. WACC maintains the program website used for training, program management, marketing, and impact data dissemination.

(2) State Campus Compact partners are responsible for administering the SIS AmeriCorps program in their state. They are responsible for outreach to campus partners, training and technical support to campus partners, and monitoring campus partners for CNCS and program policy compliance. State Campus Compact partners provide training and technical support to their campus partners. They train their campus partners on how to use the SIS web site, they monitors their campus partners through site visits and desk reviews, and they assure campus partners are being compliant with CNCS and program policies and procedures.

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(3) Campus partners are responsible for administering the program on their campus. They recruit potential members, conduct orientations, maintain member files, provide ongoing training and technical support to members and site supervisors. They are responsible for assuring compliance of CNCS and program policies and procedures.

(4) Site supervisors (community partner sites) provide training of members as well as supervise members in their service. They sign off on member time sheets and complete evaluations to assess the impact of the program on their service site. They are responsible for assuring compliance of CNCS and program policies and procedures.

(5) AmeriCorps members are enrolled college students. They enroll as part-time AmeriCorps members and address CNCS priority areas by serving in their communities. They are responsible for following all CNCS and program policies and procedures. They complete their term of service and, upon completion, complete a civic engagement survey. They also are responsible for submitting "great stories" throughout their term of service.

Clarification Response May 3, 2011

1. Please describe how you will consult with state commissions for the states in which your program will operate.

RESPONSE: Each of the State Commissions (20 in all) in which the Students in Service (SIS) AmeriCorps program operates have been consulted through the use of the CNCS State Commission Consultation Form. If a State Commission had state-specific questions they were directed to the appropriate state Campus Compact office and all SIS program questions were directed to Washington

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Campus Compact. We received several email confirmations from state commissions and also fielded a few follow-up phone calls.

2. Please verify that criminal history checks will be conducted on all members, employees and other individuals as described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

RESPONSE: All new SIS AmeriCorps members complete a criminal record check authorization form during their enrollment process and are subject to checks through the National Sex Offender Public Registry website (NSOPR) and statewide criminal history checks by their Campus Partner. These checks are reviewed before members are enrolled into the SIS program. Going forward, we will assure all staff and Campus Partners have been subject to both an NSOPR and statewide repository check before the beginning of the new grant year.

3. Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

RESPONSE: In addition to the required NSOPR and statewide repository check conducted on all new SIS AmeriCorps members, FBI fingerprint checks will be required for any SIS AmeriCorps member who will have recurring access to vulnerable populations during their term of service. We will also subject any campus partners who will have access to vulnerable populations to an FBI fingerprint check. FBI fingerprint checks will be conducted by a member's campus police department before they can be enrolled, with the campus partner covering the cost for the FBI fingerprint check. Each state Campus Compact will then reimburse SIS campus partners in their state for the cost of the FBI fingerprint

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checks using the sub-grant funds that they receive from Washington Campus Compact (WACC). SIS members will not be allowed to serve with vulnerable populations unsupervised until the results of the FBI fingerprint checks have been reviewed and approved.

With guidance from CNCS, WACC will pursue approval of an "alternative search process" (ASP) where appropriate and where the new policy may cause hardship and/or be cost prohibitive.

Continuation Changes

CHANGE #1: ADDITION OF 680 SLOTS (154 MSY)

Rationale:

The SIS program is adding 680 slots based on increased capacity and our national expansion of the Students in Service (SIS) program. Our 14 new state programs have had tremendous interest from their campuses and the communities they serve for placing SIS members at various sites to mentor disadvantaged students, act as ambassadors for non-profit organizations, recruit volunteers, and help build organizational capacity at non-profit organizations. We are increasing the slot allotment in our 14 new states by 530 slots (or approximately 38 slots for each state), so as to enhance and strengthen their impacts in their local communities.

Our six other state partners have been administering the program for over ten years and have a very strong infrastructure in place. Their capacity continues to grow each year, as campuses build sustainable systems and increase the number of non-profit organizations they support with SIS members. The SIS program is planning a 5% increase (approximately 150 slots) for our established state partners (or approximately a 25 slot increase for each state).

We are confident we can administer the increase in slot allocation in a compliant manner, as last grant year we increased our slot allotment by 75% and our enrollment compliance is currently at 99.9%. Our

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program utilizes the program website to standardize processes and train all of our campus partners, AmeriCorps members, and site supervisors throughout our 20 state program, enhancing our ability to be compliant with CNCS policies and procedures. We will continue to strengthen our processes and procedures as we increase the size of our program. Last full grant cycle we enrolled 101% of our allotted slots and accomplished all of our performance measures. As of January 20, 2011, we have enrolled 70% of our allotted MSY and have wait lists at some colleges and universities. Non-profit organizations continue to contact us about having SIS members serve at their sites.

The increase in our slot allocation will further enhance our recruitment of more veterans into the SIS program to serve their local community. This year has seen the creation of a database of Veteran Services offices/clubs which are located near each campus partner. This has allowed SIS Campus Coordinators to connect with and recruit more veterans for service, as well as become more aware of the needs of veterans in their surrounding communities.

CHANGE #2: TWO PERFORMANCE MEASURES ARE REVISED TO REFLECT THE 16% MSY INCREASE

Current Performance Measure: 198 veterans will be recruited, trained, and placed in service in their local communities and will be tracked via the SIS enrollment form.

Revised Output: 230 veterans will be recruited, trained, and placed in service in their local communities and will be tracked via the SIS enrollment form.

Current Performance Measure: SIS AmeriCorps members will recruit 11,500 college students to participate in service-learning/volunteer activities to meet critical community issues and will be tracked via activity log.

Revised Output: SIS AmeriCorps members will recruit 13,500 college students to participate in service-

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learning/volunteer activities to meet critical community issues and will be tracked via activity log.

All other performance measures will remain the same.

2009-10 RETENTION RATE OF 83.3%

IMPROVEMENT PLAN:

Campus partners will be provided instruction on our website and during site visits regarding how to discuss commitment with applicants/new enrollees.

Campus Partners will be provided more reflective/team-building opportunities during terms of service: We have been encouraging campus partners to provide group reflection sessions and team-building activities for SIS members throughout the year to keep them engaged. Several campus partners already do this and have seen an improved retention rate. We are confident that with added support to our campus partners, they will be able to develop these same retention strategies within their SIS program.

NOTIFICATION OF STATE COMMISSIONS

All state commissions will be notified through the use of the CNCS consultation form within 30 days of submission of this Continuation Request.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 48.68

Service Categories

- | | | |
|------------------|---|---|
| Service-Learning | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Other Education | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |

Community-Based Organization Capacity

Service Category: Service-Learning

Measure Category: Not Applicable

Strategy to Achieve Results

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

1200 community-based organizations (including schools) will receive support from SIS members whose efforts will improve organizational capacity. Members will work with their campus coordinators to identify schools or community-based organizations in need of volunteer/service-learning support. The members will develop service plans with their site supervisors to outline the service to be conducted. Members will receive training from the site supervisors to prepare them for their service experience and to increase their effectiveness in strengthening the capacity of the school or organization. Members and site supervisors will meet regularly to provide the members with feedback on the effectiveness of their service and to problem solve issues that may arise. Member efforts will improve organizational capacity by, for example, increasing the scope and/or quality of services,

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

reaching out to new populations, developing organizational marketing tools, mobilizing additional volunteer support, etc. The schools and organizations will complete an evaluation of the members and report on the effectiveness of the member in strengthening their organizational capacity.

Result

Result: Intermediate Outcome

80% of community partners who respond to a survey will report that SIS AmeriCorps member services have increased organizational capacity (i.e., increased/improved services, outreach to new populations, etc.).

Indicator: increased organizational capacity

Target: community partners reporting that SIS AmeriCorps member services have increased organizational capacity

Target Value: 80%

Instruments: WACC Community Partner Survey

PM Statement: 80% of community partners who respond to a survey will report that SIS AmeriCorps member services have increased organizational capacity (i.e., increased/improved services, outreach to new populations, etc.), as will be reported via the WACC Community Partner Survey.

Prev. Yrs. Data

Result: Output

1200 community-based organizations (including schools) will receive SIS members to serve in their agencies for the purpose of improving organizational capacity.

Indicator: community-based organizations

Target: Community-based organizations (including schools) receiving SIS members to serve in their agencies

Target Value: 1200

Instruments: time log database or activity log

PM Statement: 1200 community-based organizations (including schools) will receive SIS members to serve in their agencies for the purpose of improving organizational capacity, as will be tracked via time log database and/or activity log.

Prev. Yrs. Data

Member Civic Development

Service Category: Service-Learning

Measure Category: Participant Development

Strategy to Achieve Results

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

All 3,962 members will develop civic knowledge, skills, and attitudes, as well as lifelong habits of service, by serving in schools and community-based organizations and by participating in national

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

days of service. Their service experiences will occur in the community and on campuses as members recruit volunteers and organize service projects, and will be intentionally designed to strengthen the development of civic knowledge, skills, and attitudes. For some, the service experience will be directly tied to academics in the form of a service-learning class or community service-based practicum. For others, it will be a co-curricular service experience. Each member will participate in 4-5 trainings intentionally designed to facilitate civic development (i.e., extended SIS web-based and in-person orientations that stress the importance of lifelong community engagement; a WACC civic engagement webinar focused on building awareness of community needs and strengths, campus-community connections, and how to work collaboratively with groups; and site-specific training) during their terms of service. Additionally, SIS AmeriCorps members, as well as the college student volunteers they recruit, will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Their reflection will help contextualize their service experiences into larger local and global issues. Members are also required to complete an end-of-term survey that includes reflection about how their service benefited their communities and themselves (including civic development).

Result

Result: Output

3,962 college student SIS AmeriCorps members will participate in 4-5 trainings intentionally designed to facilitate civic development (i.e., extended SIS web-based and in-person orientations, WACC civic engagement webinar, and site-specific training) during their terms of service.

Indicator: participants

Target: College student SIS members

Target Value: 100%

Instruments: activity log

PM Statement: 3,962 college student SIS AmeriCorps members will participate in 4-5 trainings intentionally designed to facilitate civic development (i.e., extended SIS web-based and in-person orientations, WACC civic engagement webinar, and site-specific training) during their terms of service, as will be tracked via activity log.

Prev. Yrs. Data

Result: Intermediate Outcome

80% of members who respond to a retrospective survey will report improved civic knowledge, skills, and attitudes at the end of their service experiences by responding positively to a series of civic

Result: Intermediate Outcome

development questions/statements (including indicators such as increased knowledge of community needs, improved ability to work collaboratively toward common goals, and increased commitment to continue volunteering in their communities throughout their lives).

Indicator: improved civic knowledge, skills, and attitudes

Target: College student SIS members

Target Value: 80%

Instruments: WACC Civic Engagement Survey (includes retrospective questions)

PM Statement: 80% of members who respond to a retrospective survey will report improved civic knowledge, skills, and attitudes at the end of their service experiences by responding positively to a series of civic development questions/statements (including indicators such as increased knowledge of community needs, improved ability to work collaboratively toward common goals, and increased commitment to continue volunteering in their communities throughout their lives), as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

Volunteer Mobilization

Service Category: Service-Learning

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

All 3,962 members will recruit and mobilize an additional 13,500 college student volunteers to meet critical community needs across the Corporation's five priority areas. Partnering campuses will mobilize students as SIS members through academic courses, practica, internships, community work study placements, and co-curricular activities. SIS AmeriCorps members will, in turn, coordinate volunteer outreach efforts; coordinate volunteer fairs; present to classes; staff service-learning offices; and market service opportunities to residence halls, fraternities/sororities, student government, and student clubs. Members will also develop and sustain campus/community partnerships, and organize and participate in national days of service (i.e., Martin Luther King, Jr. Day and Make a Difference Day).

Result

Result: Output

SIS AmeriCorps members will recruit 13,500 college students to participate in service-learning/volunteer activities to meet critical community issues.

Indicator: serving students

Target: College student volunteers/service-learners recruited by SIS members
13500

Result: Output

Target Value:

Instruments: activity log

PM Statement: SIS AmeriCorps members will recruit 13,500 college students to participate in service-learning/volunteer activities to meet critical community issues, as will be tracked via activity log.

Prev. Yrs. Data

Member Workforce Development

Service Category: Service-Learning

Measure Category: Participant Development

Strategy to Achieve Results

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

All 3,962 members will serve in the areas of education, environment, health, veteran services, and economic development in their local communities to develop workforce knowledge and skills. Through their service, they will be able to reflect on how their experiences align with their academic, personal, and career goals. As they serve in the community, they will develop and improve valuable workforce skills such as interpersonal communication, problem-solving, self-direction, and civic literacy. For example, an SIS member who will be mentoring others as part of her/his service work may receive site-specific training in effective mentoring, communication skills, and diversity. SIS members who will be teaching might receive site-specific training in classroom management, developing effective lesson plans, and dealing with disciplinary issues. A student completing a communications internship as part of her/his term of service may receive training in public speaking, networking, and writing effective press releases. Additionally, students engaged in SIS develop a sophisticated understanding of community systems and organizations to apply in any community in which they work in the future. They increase their professional networks, explore career options, and are better prepared for the workforce beyond graduation. Finally, each member is required to complete a survey that includes reflection about how their service benefited their communities and themselves (including workforce development).

Result

Result: Output

3,962 college student SIS AmeriCorps members will receive site-specific training (e.g., those

Result: Output

mentoring may receive training in effective mentoring, communication skills, and diversity; members who will be teaching might receive training in classroom management, developing effective lesson plans, and dealing with disciplinary issues; and students completing communications internships may receive training in public speaking, networking, and writing effective press releases) to develop workforce knowledge and skills.

Indicator: participants

Target: College student SIS members participating in training to develop workforce knowledge and skills

Target Value: 100%

Instruments: activity log

PM Statement: 3,962 college student SIS AmeriCorps members will receive site-specific training (e.g., those mentoring may receive training in effective mentoring, communication skills, and diversity; members who will be teaching might receive training in classroom management, developing effective lesson plans, and dealing with disciplinary issues; and students completing communications internships may receive training in public speaking, networking, and writing effective press releases) to develop workforce knowledge and skills, as will be tracked via activity log.

Prev. Yrs. Data

Result: Intermediate Outcome

80% of members who respond to a retrospective survey will report improved workforce knowledge and skills at the end of their service experiences by responding positively to a series of workforce development questions/statements (including indicators such as increased understanding of group dynamics and increased ability to communicate ideas in a real world setting).

Indicator: Increase in workforce knowledge and skills

Target: College student SIS members reporting improved workforce knowledge and skills

Target Value: 80%

Instruments: WACC Civic Engagement Survey (includes retrospective questions)

PM Statement: 80% of members who respond to a retrospective survey will report improved workforce knowledge and skills at the end of their service experiences by responding positively to a series of workforce development questions/statements (including indicators such as increased understanding of group dynamics and increased ability to communicate ideas in a real world setting), as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

Engaging Veterans

Service Category: Service-Learning

Measure Category: Not Applicable

Strategy to Achieve Results

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

At least 230 college student veterans (5% of total SIS member population) will be recruited as SIS

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members to serve their local communities. Campus Partners will be trained and instructed to contact veteran student service offices and student clubs to deliver SIS presentations to student veterans about civic engagement in their local communities and how they can get involved in SIS. SIS campus partners will be strongly encouraged to get involved with any campus activities that support the veteran academic experience and to develop strong partnerships with the veteran student services staff. Additionally, WACC will identify and encourage all campus partners to use a training module focused on veteran integration/reintegration into campus culture. Each veteran SIS member will receive a list of campus-specific resources or supports, and will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Members are also required to complete an end-of-term survey that includes reflection about how their service benefited their communities and themselves. WACC will add a veterans-only page to the survey in order to measure improved confidence in their ability to succeed academically (i.e., increased knowledge of and access to campus resources/supports, improved sense of integration into the campus culture, etc.), due in part to their participation in SIS.

Result

Result: Output

230 veterans will be recruited, trained, and placed in service in their local communities.

Indicator: serving students

Target: veterans recruited, trained, and placed in service in their local communities

Target Value: 230

Instruments: SIS enrollment form

PM Statement: 230 veterans will be recruited, trained, and placed in service in their local communities, as will be tracked via the SIS enrollment form.

Prev. Yrs. Data

Result: Intermediate Outcome

75% of veteran members who complete their terms of service and respond to a retrospective survey will report improved confidence in their ability to succeed academically (i.e., increased knowledge of and access to campus resources/supports, improved sense of integration into the campus culture, etc.), due in part to their participation in SIS.

Indicator: improved confidence in ability to succeed academically

Target: Veteran members reporting improved confidence in their ability to succeed academically

Target Value: 75%

Result: Intermediate Outcome

Instruments: WACC Civic Engagement Survey (includes retrospective questions)

PM Statement: 75% of veteran members who complete their terms of service and respond to a retrospective survey will report improved confidence in their ability to succeed academically (i.e., increased knowledge of and access to campus resources/supports, improved sense of integration into the campus culture, etc.), due in part to their participation in SIS, as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

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National Performance Measures

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable