

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:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ED125985	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 10EDHMA001														
5. APPLICATION INFORMATION																
LEGAL NAME: Tufts University/MA Campus Compact DUNS NUMBER: 073134835	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Barbara Canyes TELEPHONE NUMBER: (617) 627-3957 FAX NUMBER: INTERNET E-MAIL ADDRESS: barbara.canyes@tufts.edu															
ADDRESS (give street address, city, state, zip code and county): 20 Professors Row Medford MA 02155 - 5807 County: Middlesex																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 042103634	7. TYPE OF APPLICANT: 7a. Higher Education Organization - Private 7b. 4-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: MACC AmeriCorps Student Leaders in Service															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Massachusetts, Connecticut, Puerto Rico	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="MA 008"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 54,883.00</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;">\$ 54,883.00</td></tr> </table>	a. FEDERAL	\$ 54,883.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 54,883.00	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	\$ 54,883.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 54,883.00															
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: Barbara Canyes	b. TITLE:	c. TELEPHONE NUMBER: (617) 627-3957														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

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Executive Summary

The goals of the AmeriCorps Student Leaders in Service program are to strengthen the civic mission of higher education by creating a pathway to lifelong civic engagement for college students, leverage resources for the benefit of communities and develop students as civic leaders. Members provide direct service to community organizations as well as build sustainable campus-community partnerships through volunteer recruitment/coordination and program management and development.

Rationale and Approach

A. Compelling Community Need

Massachusetts Campus Compact, Connecticut Campus Compact and the University of Sacred Heart, a consortium of 90 colleges and universities, propose to continue into a new grant cycle with a strategic national service initiative that will simultaneously 1) advance the public service mission of higher education; 2) leverage resources for the benefit of communities throughout our region; 3) develop students as civic leaders. With nine years of experience with Education Award Programs, Massachusetts Campus Compact will act as the lead for the program.

Annually, over 675,000 students are enrolled in higher education institutions in MA, CT, and PR. However, according to the Corporation for National and Community Service Report, Volunteering in America, on average less than a quarter of these college students are volunteering in their communities. AmeriCorps Student Leaders in Service seeks to take advantage of the unharnessed resource of young people creating change in their communities. College students who actively volunteer are more likely to actively participate in civic life as adults. AmeriCorps Student Leaders in Service will be a vehicle for college students to be more active in their local communities by developing their civic skills and beliefs as they recruit their peers to volunteer alongside them. In the current economic climate, community-based organizations rely even more on skilled volunteers to increase their capacity. This program will help fulfill that need.

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AmeriCorps Student Leaders in Service will capitalize on the skills, energy and passion of one of the greatest resources in Massachusetts, Connecticut and Puerto Rico, our college students. This program will continue to empower college students to connect campuses and communities from across all three regions through active citizenship and service. As AmeriCorps members, 325 college students will each provide direct service to community and faith-based organizations, through tutoring, mentoring, addressing immediate needs of food, clothing, and shelter, and a variety of other efforts. Through their service, students will ADDITIONALLY build the capacity of campus-community partnerships for long-term sustainability through volunteer recruitment and coordination and service program management and development. This aligns with the Corporation for National and Community Service's goals of MOBILIZING MORE VOLUNTEERS, ENGAGING STUDENTS IN COMMUNITIES and ENSURING A BRIGHTER FUTURE FOR AMERICA'S YOUTH.

Furthermore, AmeriCorps Student Leaders in Service will strengthen the civic mission of higher education by creating a pathway to lifelong civic engagement for college students. This assertion has been confirmed by the Massachusetts Campus Compact's previous AmeriCorps Education Award grant. College students enrolled as AmeriCorps members reported an increased belief in their ability to create change along with stronger civic competencies and leadership skills. A significant majority reported that their experience in AmeriCorps service contributed to a deeper understanding of their role as citizens and enhanced their understanding of the needs facing their communities. Students also reported that they will continue to serve within the community throughout college and after graduation.

Given this knowledge of the beneficial effects of service and service-learning, it is essential that more college students participate in these programs to develop as civic leaders. In accomplishing this goal, the proposed program will be providing direct support to community organizations. Higher education can

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offer community and faith-based organizations a wealth of resources. Campus location, its facilities and human/volunteer resources are assets that community organizations can access to achieve their missions. The collective student body of volunteers, their time, skills, and energy can contribute in significant ways. In order to invest more people in the community and to maximize public resources, higher education must partner with community-based organizations to develop strategic and systemic programming that meets local community needs.

B. Description of Activities and Member Roles

Campus Compact is a membership organization of colleges and universities committed to fulfilling the civic mission of higher education. Campus Compact provides visibility and support to campus-community partnerships that promote community service, service-learning, and civic engagement as critical components to higher education. AmeriCorps Student Leaders in Service will include college students from a diverse set of higher education institutions in rural and urban areas. College students from 4-year public colleges, community colleges, elite private colleges, and small liberal arts colleges will unite under a common cause: to serve as AmeriCorps members, committed to becoming civic leaders in their community and to working collaboratively with local organizations in meeting critical community needs.

AmeriCorps Student Leaders in Service members will select a primary service agency to partner with throughout their term of service. In doing so, college students will work closely with committed professionals in identifying locally defined problems and solutions. Allowing members to identify the organization and issue they want to address increases accountability and the commitment levels of the AmeriCorps members. These community organizations, including but not limited to homeless shelters and soup kitchens, churches, K-12 schools, YMCAs and YWCAs, Boys and Girls Clubs and other major civic, community, educational, and faith based organizations, rely on the support of volunteers.

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According to the Independent Sector, the dollar values of a volunteer hour in Massachusetts is \$25.47, \$27.02 in Connecticut and \$10.56 in Puerto Rico. The 325 AmeriCorps members in one year alone will provide almost \$3 million worth of support to community based organizations in all three regions. In coordination with their direct service site, the AmeriCorps members will be required to track the number of college students they recruited to volunteer, the organization the volunteers served, and the number of hours served. The AmeriCorps members will promote the need for more committed college student volunteers by engaging their peers in service.

Host campuses will designate an on-campus supervisor who will directly support the AmeriCorps members in the selection and placement of their primary service agency. Campuses will be encouraged to build upon their existing partnerships in the community. In doing so, campuses will develop deeper partnerships and systems for engaging college students in long-term, community-based learning and service. This is in direct alignment with the Corporation for National and Community Service's commitment to using its resources strategically to help higher education institutions to increase volunteer and service-learning opportunities for college students. Engaging college students in these partnerships promotes life-long civic engagement while also providing direct support to community organizations working to meet critical needs in local communities.

ENSURING A BRIGHTER FUTURE FOR ALL OF AMERICA'S YOUTH

Taking an active role in aiding youth to realize their potential and achieve the "American Dream" of prosperity, security, and happiness has a perpetual impact. When college students engage with their community and tutor or mentor local youth, they serve as an example of future opportunity. Many youth need this positive interaction to guide them in their transition into adulthood.

Placing an emphasis on youth targeted organizations and programs is a logical fit for AmeriCorps

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Student Leaders in Service. In the previous years of the MACC managed EAP, over half of the members reported working with youth, primarily through tutoring, mentoring, or other outreach programs (while the remaining members focused their work on community strengthening, public safety, and other human services). Research has shown that college students can create a partnership with youth that translates into a college positive relationship and contributes to positive future career paths. With 15 years of partnering college students and youth, we are well equipped with the skills to support these relationships. By identifying how college students are engaging youth, this program also aligns with the Corporation's strategic goal of ensuring a brighter future for America's youth.

In alignment with the Corporation for National and Community Service's priority issues and measures, Massachusetts Campus Compact is also excited to dedicate a new pilot cohort of student leaders to work on college access and success. This cohort will work collaboratively with the College Advising Corps, a MACC program that hires recent college graduates to work as full-time college advisers in high schools across the state. The aim of the Corps is to promote college enrollment and prepare low-income students for college success.

Our new student leader cohort will work to recruit student volunteers, conduct an asset map of campus and community resources focused on access and success, and promote events for low-income and first generation students served by the College Advising Corps. This cohort of student leaders represents another opportunity for increased synergy and collaboration between public schools and higher education, and it has the potential to expand and enhance the services MACC already provides.

While there will be a focus on youth targeted service, members will not be limited in determining their primary service placement, in so much as it complies with the AmeriCorps rules and regulations.

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Activities will include but are not limited to

DIRECT SERVICE TO COMMUNITY AND FAITH-BASED ORGANIZATIONS

- Tutor and mentor youth
- Coordinate after-school programs
- College access and success support
- Provide public health outreach and education
- Build and renovate homes for low-income families
- Provide basic food and shelter needs
- Improve natural resources, environmental education
- Provide other services as identified by community organizations

VOLUNTEER RECRUITMENT AND COORDINATION, SERVICE PROGRAM MANAGEMENT

- Recruit and coordinate additional campus and community volunteers
- Education, outreach and recruitment efforts on and off campus related to service programs
- Program development support for community service and service-learning offices
- Assist faculty, community service and service-learning offices, and community partners in the development of campus-based programs that will meet needs identified by community-based organizations
- Assume a leadership role in the initiation, development and coordination of campus service projects and programs to address local needs

MACC, CTCC, and USC will collect exhaustive information before, during and after the AmeriCorps term of service concerning the type of service conducted, the organizations partnered with, and the outputs of the service.

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C. Measurable Outputs and Outcomes

AmeriCorps Student Leaders in Service will address the Education priority area and we will not be using standard performance measures. We are very interested in participating in a conversation with other Education Award Programs to develop standard performance measures for all EAPs that fit our part-time member model, however.

We will track the following outputs and outcomes in order to evaluate program success:

OUTPUTS

hours served at community based organizations

college student volunteers recruited

youth served by members

youth receiving college preparatory guidance

OUTCOMES

% AmeriCorps members who report an increased belief in their ability to create positive community change as a result of their service

% AmeriCorps members who expect to actively participate in civic life after their AmeriCorps term of service

AmeriCorps Student Leaders in Service will use monthly member timesheets and member surveys to track outputs and intermediate outcomes. This information is entered in our database where it automatically calculates program and survey statistics by program year.

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D. Plan for Self-Assessment and Improvement

Massachusetts Campus Compact has developed several tools for tracking and evaluating progress towards achieving performance measures over the last three years of our current EAP. Tracking member outputs will take place continuously throughout the program. On their monthly timesheets, members will be able to report the number of hours served, number of new college students recruited to volunteer, and number of youth served. Members are also surveyed at the end of their term of service to provide valuable feedback and input on program orientation and training, support at service site and on campus, member development, and program satisfaction.

Over the course of our last AmeriCorps EAP grant, MACC has developed strong partnerships with participating member campuses. As a result of site visits, meetings, and informal conversations, MACC has successfully solicited feedback from our site supervisors, AmeriCorps members and community partners. This feedback is evidence that a strong relationship with the campus supervisor is vital to the success of the program. In an evaluation, campus supervisors had the formal opportunity to offer suggestions and ideas for the overall program improvement. In the evaluation, 100% of the campus supervisors reported that communication and support from MACC staff is helpful and easily accessible. MACC's successful experiences in working with member campuses and community partners will allow us to train and support CTCC and USC in these same relationships. MACC's years of programming experience have equipped us with proven tools and resources that we will share with CTCC and USC.

As part of a continuous self-assessment process, each region will conduct site visits to campus and community partners. The AmeriCorps Student Leaders in Service Monitoring Tool will be used at all site visits to ensure compliance and success. In-person member interviews will also be conducted on site visits to gain feedback on program strengths and weaknesses. All stakeholders, including the campus and community-based organization supervisors, will have the opportunity to provide feedback via an

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online survey that will be distributed each year. In addition, AmeriCorps Student Leaders in Service is expanding current practices to have deeper conversations with community-based organizations about how we are responding to their needs, if we are effective in our work, and what these organizations are getting out of our AmeriCorps program. One of the new approaches we will take is to invite community-based organizations into our civic dialogues with members. This will not only strengthen our relationship with community-based organizations, but will improve communication and understanding between these organizations and their volunteers, spread knowledge of community needs and activities from across all three regions, and create a new easily accessible online community of resources.

E. Community Involvement

AmeriCorps Student Leaders in Service members will be serving in various communities throughout Massachusetts, Connecticut, and Puerto Rico. Upon selecting a primary service organization, the AmeriCorps member and the community-based organization supervisor will sign an agreement identifying the work that the member will be conducting as well as the goals and expectations.

Community-based organizations have a strong voice in the work of Campus Compact offices. We regularly seek the involvement of non-profit and K-12 leaders in grant planning, training, and convening events. The involvement of community organizations in Campus Compact programming primes our organization and EAP for success. We will look to these partners, especially those who have supervised AmeriCorps members in the past, to publicize this opportunity and to provide feedback on the strengths and challenges of the program.

Community involvement at a local level occurs at our 90 higher education institutions through the placement of students in community service, service-learning, and Federal Work-Study experiences with community organizations and K-12 schools. We seek to deepen existing campus-community

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relationships by challenging colleges and community-based organizations to build transformative partnerships that impact student learning and the health of local communities. Member campus service centers will primarily coordinate this effort and regularly solicit information from community partners about on-going needs and assets through joint strategic planning, community needs assessments and surveys, and community focus groups. Campus service directors will work collaboratively with community-based partners to focus service efforts on key issue areas and to build strategic partnerships with community-based organizations. Community-based site supervisors will remain in regular communication with campus service directors throughout the year to discuss the development of the partnership and the impact of member service. All programming is site-specific and a result of this foundational work. It is subject to change upon review and evaluation.

F. Relationship to other National and Community Service Programs

Massachusetts Campus Compact has developed successful relationships with other national and community service programs supported by the Corporation. MACC has collaborated with the Massachusetts Promise Fellowship, the National College Advising Corps, National Campus Compact and AmeriCorps*VISTA. MACC has also successfully administered an AmeriCorps*VISTA program for the past thirteen years and has very close working relationships with our Corporation state office and the Massachusetts Service Alliance, the state commission for service. MACC collaborates with the state commission on several programs including MLK Day of Service and a Volunteer Impact Retention and Expansion (VIRE) grant from the HandsOn Network. Each year MACC contacts the state commission with updates on program staff, number of members, program campuses, and our calendar of events. The AmeriCorps Student Leaders in Service Program Coordinator also attends several state commission trainings each year. MACC began the re-competing conversation with the Massachusetts Service Alliance in the fall, and later completed the consultation form describing our program and intentions. Based on the consultation form submitted, the Massachusetts Service Alliance did not require any

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further consultation. Our consultation process is considered complete for the National Direct competition. Connecticut Campus Compact also works closely with their state commission, the Connecticut Commission on Community Service. The CT Commission on Community Service currently funds CTCC in an ongoing and systematic way through a multi-year grant supporting operations and member engagement initiatives. Member engagement initiatives include member meetings, member recruitment, catalyst grants and program funding. CTCC also completed a consultation form for the state commission and the process is complete with no consultation needed. At this time Puerto Rico does not have a state commission.

Nationally, Campus Compact AmeriCorps Education Award Programs have formed an affinity group to share best practices, resources and ways for collaboration. This group is a tremendous resource for its members.

G. Potential for Replication

With this grant we are replicating our program in two different regions of the Atlantic. Due to structural and resource limitations, neither CTCC or USC has had the opportunity to host an EAP program before. Through this partnership, MACC is expanding the civic engagement opportunities for students in these regions.

Organizational Capability

Organizational Capability

A. Sound Organizational Structure

Campus Compact is a membership organization of over 1100 colleges and universities nationwide dedicated to the civic mission of higher education. For this application two of the State Compact offices, Massachusetts and Connecticut, will partner with the University of Sacred Heart in San Juan, PR, all part of the CNCS Atlantic cluster. Each institution has a wide variety of programs and departments from

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offices of financial aid to campus volunteer centers that involve students, faculty and staff in meeting the needs of local communities. The University of Sacred Heart and member campuses in Massachusetts and Connecticut have a longstanding commitment to the value of service in education. This year marks the 15th anniversary of Massachusetts Campus Compact (MACC) and 13th anniversary of Connecticut Campus Compact (CTCC). The University of Sacred Heart is the oldest private educational institution on the island of Puerto Rico, established in 1880.

Massachusetts Campus Compact has a long history of collaboration, especially with other New England Campus Compact. Connecticut Campus Compact (CTCC) and Massachusetts Campus Compact (MACC) have been partnering for over ten years on a variety of projects including the annual New England Regional Campus Compact Conference and two Learn and Serve applications. Currently, the New England Campus Compacts are also hosting a webinar series focused on engaging students in community-based economic recovery activities. CTCC and MACC already partner on other AmeriCorps programming too, including pre-service training and support for AmeriCorps*VISTA members. MACC began its partnership with the University of Sacred Heart (USC) in the fall of 2008. This developed out of a recommendation from the CNCS Atlantic cluster staff to discuss possible civic engagement collaboration between MACC and USC. As a result, USC was added to the 2009-2010 MACC Education Award Program portfolio as a pilot project with 10 members. The collaboration has been a great success.

This program builds upon nine successful years of AmeriCorps Education Award Programs, six coordinated collaboratively between Massachusetts and Rhode Island Campus Compacts (Teach to Change and Scholarships for Service), and three independently as MACC's Student Leaders in Service. From 2007-2010 Rhode Island Campus Compact was awarded an AmeriCorps Education Award Program grant from the Rhode Island state commission to focus exclusively on Rhode Island schools

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and communities, therefore MACC established its own program focused on Massachusetts colleges, communities, and students. These experiences have provided Massachusetts Campus Compact extensive knowledge on single state and multi-state programming. Because of Scholarships for Service's success, MACC is confident in our ability to partner with CTCC and the University of Sacred Heart in this grant cycle.

Throughout its history, Massachusetts Campus Compact (MACC) has built the capacity of member colleges for civic engagement through support for service-learning program development. In doing so, MACC has utilized the AmeriCorps*VISTA and Learn & Serve programs. MACC's 2006-2009 Learn & Serve grant with RI Campus Compact created strategic and sustainable campus-community partnerships focused on the needs of disadvantaged youth in the region. At the end of the grant, there were a total of 1,748 economically disadvantaged youth beneficiaries and 502 college students contributing 73,000 service hours.

MACC has extensive experience in managing and organizing student programming. Through our "Raise Your Voice Campaign," college students explored issues related to local communities and engaged in activities to meet locally expressed needs. "Raise Your Voice" not only encouraged colleges and universities to create opportunities for students to be a part of democratic life, but also built democratic practice on campus so student leaders could think about public life at their schools. MACC annually hosts the Carter Academic Service Entrepreneur Grant through the Carter Foundation. The award is given to a student leader demonstrating the most innovative and promising use of funds to establish or significantly expand a partnership between the student (and his or her school) and a community non-profit organization.

Since 1997, MACC's AmeriCorps*VISTA program has placed over 300 VISTA members, serving 61

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higher education institutions. Through their unique campus-based placements, MACC AmeriCorps*VISTA members build, support, and develop and improve the capacity for MACC member institutions to establish and maintain strong service programs. They are able to connect multiple community-based organizations with campus resources, including student volunteer groups, service-learning courses and Federal Work Study programs. MACC has a proven record of highly trained and supported AmeriCorps*VISTA members and takes their personal and professional development seriously. Over 30 full-time positions have been institutionalized on campuses as a result of the MACC AmeriCorps*VISTA program. In a typical year, MACC VISTA members get together at least ten times, starting with a six-day residential Pre-Service Orientation, and continuing with a three-day residential training in December and a close of service overnight retreat.

In its second year of operation, the Connecticut Campus Compact's AmeriCorps*VISTA program has been quite successful. Currently, five VISTA members are placed in institutions of higher education throughout the state of CT. CTCC provides supervisory oversight as well as regular opportunities and support for VISTA members and their supervisors. CTCC's training calendar for AmeriCorps*VISTA members includes sessions on: facilitation and training, grant writing, job searching, understanding poverty and civic reflection. The members consistently report high levels of satisfaction with the support they receive from their on-site as well as CTCC supervisors. CTCC anticipates that their AmeriCorps*VISTA program will grow to 10-12 members in July 2010.

The University of Sacred Heart has been actively running AmeriCorps*VISTA programs since 1995. Since 2000, six VISTA members serve each year in institutional AmeriCorps*VISTA projects with the Community Engagement Center (CEC). Members establish alliances with non-profit organizations to amplify the Center's resources, develop educational materials, and participate in promotional activities and service evaluations.

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Member campuses are chosen based on a host application. Campuses are required to demonstrate their ability to manage the program by identifying a campus supervisor, specify strong campus-community partnerships to act as service sites, recruit and support quality members, and the extent to which members and community members are involved in the design and operation of the program. These commitments will be formalized in a memorandum of understanding at the beginning of the program year. The campus supervisor will sign this MOU and in doing so will assume responsibility for recruitment and selection of members, as well as the verification of service hours of all members from that campus.

AmeriCorps Student Leaders in Service will use systems put in place from previous years of EAP funding to track each individual member's service and keep records on all pertinent forms. A file is created for each member and categorized by campus. Each member file contains the AmeriCorps member contract, Position Description form, Enrollment Form, Birth Certificate/Certification of Naturalization/US Passport, Monthly Timesheets, Exit Form, and all written correspondence. A file checklist is affixed to the inside of the folder for easy reference of its contents. Each campus has its own file containing the MOU, Member Roster, and any written correspondence. Campuses are also asked to keep their own copy of member files.

Massachusetts Campus Compact will be in charge of all fiscal and programmatic requirements as lead for this grant. MACC partners with Tufts University Grants and Contracts Office and Sponsored Accounting for assistance with subgranting and financial management. The relationship between Massachusetts Campus Compact and Tufts University has existed for the past 15 years and has enabled MACC to establish effective, efficient subgranting processes for its AmeriCorps*VISTA program, Learn and Serve America Higher Education consortium program, and its past AmeriCorps EAP grant. As an

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institution, Tufts University has had extensive experience in the management of federal dollars, which makes the partnership a successful match. Massachusetts Campus Compact has a fifteen year history of development and delivery of quality training, technical assistance, outreach, and dissemination of materials.

In 2008, MACC partnered with the Center for Information & Research on Civic Learning and Engagement (CIRCLE) and Tufts University to pilot a social networking project, one of just six grants chosen for funding by CNCS Learn and Serve America. The three-year grant funds the development of a new, online social network to recruit students for service projects to meet identified community needs. The grant is empowering students in Massachusetts to discuss common issues and concerns that arise in service projects, coordinate their work to enhance their impact on community problems, and recruit fellow students who will serve for the first time. MACC intends to take the learning from this research on social networks and create an virtual community for civic dialogue with the AmeriCorps Student Leaders in Service members in all three regions. MACC also currently hosts a member of the CIRCLE graduate research team, and she will initiate this civic engagement dialogue, with the AmeriCorps Student Leaders in Service Program Coordinator, for the AmeriCorps members. The AmeriCorps Student Leaders in Service blog will host our first civic dialogue. Members will share service experiences, reflections, challenges, and successes. The blog will provide a free and easy opportunity for all members to connect to one another regardless of location.

AmeriCorps Student Leaders in Service will use the expansion and development of technological and social networking tools to ensure our overall mission and vision is maintained in each region. MACC and CTCC are currently involved in a partnership between the New England Campus Compact offices and the University of Massachusetts Dartmouth to create a series of webinars for member campuses. As a result, our EAP will have access to the tech staff to conduct our own state of the art online education

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system which includes webinars, orientations, and online classrooms. MACC will also begin videotaping upcoming orientations, trainings, meetings, and events. This will allow AmeriCorps Student Leaders in Service sessions to be taped and accessed online, moving the program toward online training. It will also ensure that all orientations meet the AmeriCorps criteria and that members are being trained properly. All of these tools will aid in training and technical assistance for the program. The AmeriCorps Student Leaders in Service Program Coordinator will also travel to each region to train supervisors and meet members.

B. Board of Directors, Administrators, and Staff

State Campus Compact Offices are governed by an Advisory Board, representative of the broader membership of colleges and universities. The Advisory Board is comprised of representatives of two-year and four-year, public and private institutions, with attention to geographic diversity. The Advisory Board will always be comprised of a majority of college and university presidents and will include expert non-president representatives in key areas as deemed appropriate by the board.

The Program Coordinator, Kate Ustach, a full time employee of MACC, and will be responsible for AmeriCorps Student Leaders in Service. Kate will be each host site institution's primary contact for the program and will be responsible for the collection and compilation of all necessary reporting materials, including tracking of performance measures. She currently coordinates MACC's AmeriCorps Education Award Program grant. Kate will maintain constant communication with the host campuses via phone, email, and site visits. MACC will also create an electronic listserv that campus supervisors can use to share resources. Each campus will participate in one mandatory site visit conducted by a staff member. Kate has exceptional organizational and facilitation skills, tremendous experience in working with students, and she served as an AmeriCorps*VISTA member with New York Campus Compact. Barbara Canyes, the Executive Director at Massachusetts Campus Compact, will supervise Kate. Barbara has

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extensive experience in the management of federal service programs, including MACC's former Learn and Serve grant. MACC will also hire a part-time, paid intern who will provide program support.

C. Plan for Self-Assessment or Improvement

Campus Compact offices are constantly assessed and receive feedback. National Campus Compact conducts an annual survey for member campuses. It is an opportunity to rate Campus Compact and calculates student and faculty involvement in community service, service-learning and civic engagement activities; to understand institutional support/culture, community-campus partnerships, and assessment; and to gauge satisfaction with Campus Compact programs and services. Each year member campuses must renew their commitment to Campus Compact by electing to sign on again as a member and pay membership dues. During this process, individual conversations occur with campuses and feedback on services and programming is given. The Advisory Board also provides perspective and advice at quarterly meetings.

D. Plan for Effective Technical Assistance

As mentioned above, we plan to use email listservs, websites, webinars, blogs, and video for effective programmatic orientation, training and technical assistance. Site visits, monitoring tools, and constant communication with our campus supervisors identify any training or technical assistance needs. Once identified, an action plan is created with specific deadlines to receive training and support and correct any findings.

E. Sound Record of Accomplishment as an Organization

With a collective membership of 90 colleges and universities, it is our goal to support their efforts to recruit and support volunteers, whether they are faculty and staff, students, or community members. These volunteers build the capacity of community-based organizations, help develop sustainable

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systems for engagement, and deepen partnerships between their schools and community organizations.

Campus Compact's successful leadership is best demonstrated by the number of awards and distinctions member campuses receive, including: the Carnegie Community Engagement Classification which honors the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources and the President's Higher Education Community Service Honor Roll which recognizes institutions of higher education for their commitment to and achievement in community service. As a result of its multiple community service initiatives, the University of Sacred Heart is the only Puerto Rican university recognized by the Carnegie Foundation for the Advancement of Teaching in their "Community Engagement" and "Outreach and Partnerships" categories. Strong leadership and support can also be shown through the MACC AmeriCorps*VISTA program. Because of member ability to build, develop, and improve capacity at institutions, over 30 positions have been created on host campuses to sustain their work in the community.

As one of the largest Campus Compact State Offices, MACC acts as a leader, bringing a huge depth and breadth of knowledge to the Campus Compact world. MACC also hosts the Carter Foundation's Campus Community Partnership Award, recognizing the best practices in campus-community partnership programs and innovative ideas for student-led service learning projects to address the needs of the community. MACC Executive Director Barbara Canyes is a board member of the state service commission, the Massachusetts Service Alliance, and is also very active with the National Campus Compact office located in Boston, MA. Anne Watkins, the Executive Director of Connecticut Campus Compact, has served as a Peace Corps Volunteer in Mali, West Africa and has volunteered as a mentor for Big Brothers Big Sisters since 2005.

Massachusetts Campus Compact and Connecticut Campus Compact continue successful collaborations

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with their state commissions. MACC shares service site volunteer information and resources with the MA state commission for MLK Day of Service. MACC is also helping with the state commission's newly awarded Volunteer Impact Retention and Expansion (VIRE) grant from the HandsOn Network to recruit baby boomers among faculty and staff at our western MA member campuses. The Connecticut Commission on Community Service currently funds CTCC to support operations and member engagement initiatives, increasing the quality and reach of their services across the state. Massachusetts Campus Compact, in collaboration with Tufts University, is one of 10 institutions that secured funding for a College Advising Corps (CAC) from the Jack Kent Cooke Foundation to increase college enrollment rates and prepare students for college success. This collaboration is also part of a larger national effort, the National College Advising Corps. Partnering with CAC has greatly increased our reach of services for college access and success, serving 3,000 low-income and first generation students in one year. MACC is also working on grant opportunities with the United Way to expand programming around youth and college access.

Massachusetts and Connecticut Campus Compact receive a great deal of in-kind contributions from member campuses. These contributions include staff time, school space and facilities, keynote speakers, facilitators, and food. In-kind contributions allow us to hold more gatherings across the state, and we continue to receive these contributions from a variety of campuses. Member campuses also make financial donations to MACC, which allow us to offer programming longer and in different areas of the state.

Our stakeholders are the fundamental source of the organization's strength. The increase in stakeholder support can best be described by the growth of our organizations. Massachusetts Campus Compact began with 23 founding members, and has increased to 70 members in fifteen years. Connecticut began with only three founding members and has grown to 18. This growing belief in Campus Compact and the

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work we do is great evidence of support. Our stakeholders have also opened the doors and invited us into important conversations. It was the late Senator Edward Kennedy who held a meeting at Tufts University in 1995 with thirty-eight college presidents to promote the establishment of Massachusetts Campus Compact (MACC) as the sixteenth State Compact. Today, state officials working on bills to bring more support to the community consult with us. The Massachusetts Department of Education consults with us on K-16 service-learning education and strategies, and The Boston Mayor's Office is currently consulting with MACC on a citywide service initiative. However, we recognize that strong partnerships are reciprocal. In all of our planning processes we invite our stakeholders help in connecting mutual understanding, strategic thinking, and informed leadership.

Budget/Cost Effectiveness

Cost Effectiveness and Budget Adequacy

In order to accommodate expanding the Corps to two new regions, deepening the impact and broadening the reach of our program in New England and Puerto Rico, MACC will hire a paid intern, who will provide administrative support and expand and develop our use of social networking tools. Connecticut Campus Compact and Sacred Heart University will also contribute an annual contract fee to help with the management of the program and training at the new sites. We anticipate incurring additional costs to effectively manage this program, including the support costs of salary and benefits for the Executive Director and Operations Manager, travel, printing, training supplies, telephone, computer and technical support, and evaluation costs.

MACC will organize two additional trainings/forums throughout the year for campus supervisors. Costs will include training supplies and speaker/trainer honoraria.

Host site campuses also contribute financially to the AmeriCorps Student Leaders in Service program with in-kind donations including: staff time, space, food, and supplies.

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We anticipate using the education award program funds to cover the majority of the salary and benefits of the MACC AmeriCorps Student Leaders in Service Program Coordinator. As MACC is the central office for this program, the Program Coordinator will act as the full-time manager of the program for all three regions. We will also use funds to host an annual Student Leadership Conference in Massachusetts, which will include paying for the travel for out of state members in Connecticut and Puerto Rico to attend.

AmeriCorps Students Leaders in Service has grown from 25 campus sites to 34 over the last three years, providing AmeriCorps members for half of the MACC member campuses. We are now ready and excited to grow this program to two new regions of the Atlantic.

Evaluation Summary or Plan

Program description and primary activities:

AmeriCorps Student Leaders in Service empowers college students to connect campuses and communities through active citizenship and service. As AmeriCorps members, the students provide direct service to community and faith-based organizations. Through their service, students build the capacity of campus-community partnerships for long-term sustainability through volunteer recruitment and coordination, service program management and development, and by improving community knowledge of the Community Federal Work-Study program and other partnership-building resources. Through service activities, student AmeriCorps members learn to navigate community and campus systems, work with diverse stakeholders and use their unique skills to meet pressing community needs. The program challenges students to assume leadership roles in the development of campus partnerships with community-based organizations and to develop competencies enabling them to be effective participants in public problem solving. Furthermore, AmeriCorps Student Leaders in Service will strengthen the civic mission of higher education by creating a pathway to lifelong civic engagement for

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college students.

Summary of Performance Measures

Developing Civic Leaders Through Service

350 AmeriCorps members will serve either 300, 450, 675, or 900 hours, of which 75% will complete their term of service in Year 1, 80% in Year 2, and 85% in Year 3.

At the end of the term of service, 90% of AmeriCorps members will report an increased belief in their ability to bring about positive community change as a result of their service.

At the end of the term of service, 90% of AmeriCorps members will report an expressed interest to continue active participation in civic life as an adult.

Leveraging Non-AmeriCorps Volunteers

AmeriCorps members will be expected to recruit at least 3 additional volunteers in service, whether it be ongoing or episodic volunteering, generating 1050 additional volunteers each year.

Engaging Youth Through Service

175 AmeriCorps members will engage 300 youth in direct service through tutoring, mentoring, and other outreach activities each year.

Steps Taken to Measure Activities/Instruments Used

AmeriCorps Student Leaders in Service uses several instruments to collect data on our performance measures. Monthly member timesheets document service hours completed. These timesheets are entered into our database and calculate when members have completed the required amount of service

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hours. The AmeriCorps exit form and our exit survey are then completed by the member, and the member is officially exited. The database calculates how many members successfully completed their term of service.

The AmeriCorps Student Leaders in Service member exit survey must be filled out by every member exiting the program, whether or not they completed. The survey is used to provide member feedback on program orientation and training, support at the service site and on campus, member development, and program satisfaction. The member development section asks members to respond to questions regarding understanding the needs facing their communities, continuing to serve throughout college and possibly after graduation, feeling they have an ability to create positive community change, and interest in serving in a full-time AmeriCorps or other post-graduate service program. The exit surveys are entered into our database, where member responses are summarized and percentages are calculated.

Monthly member timesheets track the number of non-AmeriCorps volunteers that members are recruiting. Timesheets are entered into our database and calculate the total number of volunteers by year. The member exit survey also asks members to enter how many volunteers they recruited, whether they served in ongoing or episodic projects, the commitment level of volunteers, and how volunteers were recruited.

Monthly member timesheets track the number of youth engaged in direct service. When timesheets are entered into the database, the total number of youth served is calculated by year.

AmeriCorps Student Leaders in Service uses additional instruments to evaluate our program. Annually, campus supervisors take an online survey and provide feedback on program impact, supervisor

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orientation and training, program enrollment, daily management, program forms and policies, the exit process, program communication (with Program Coordinator), and any other comments or suggestions to help improve the program. Campus supervisors also give input and feedback in-person at trainings and forums as well as via email and phone through every day communication. We collect success stories from members on their experiences serving in our program. These stories are used in reporting and also spotlighted in our organization newsletter. We conduct annual site visits and use the AmeriCorps Student Leaders and Service site monitoring tool. The tool allows us to assess program compliance at all of our campuses. We check that campus supervisors understand AmeriCorps and program policies, prohibited activities, and maintain correct member files. We also conduct member interviews during a site visit to gain additional feedback on the campus and the member's experience with our program. Lastly, we have campus supervisors complete a risk assessment tool annually, halfway through the program year. This tool requires supervisors to rate themselves on their compliance for program activities including orientation for members, enrollment, timesheets, program rules and policies, and communication. The Program Coordinator then rates the supervisor as well, and based on the scores determines which campuses will receive additional support and training to improve member success for the remainder of the year.

Results of Data Analysis

AmeriCorps Student Leaders in Service has been successful in meeting, and in some cases greatly exceeding, the performance measures. Year 1 of the grant met the target of 75% of members completing full award. Because our program year aligns with the academic year in order to accommodate our members, there are still active members for Year 2. To date, 230 have completed their service hours. Once the remaining active members complete, our completion rate will be 86%, exceeding the Year 2 goal of 80%. We anticipate that we will exceed the completion rate for Year 3 as well.

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In Year 1 and 2, 94% of members reported to the statement strongly agree or agree- As a result of my AmeriCorps service, I have a stronger sense of my own ability to create positive community change, exceeding the 90% target number. We expect Year 3 to exceed the measure as well.

In Year 1 and 2, 95% of members reported strongly agree or agree- As a result of my service, I will continue to serve within the community throughout college and possibly after graduation. We expect Year 3 to at least meet the measure as well. In addition, in Year 1, 37% of members reported strongly agree or agree- As a result of my service, I have become interested in serving in a full-time AmeriCorps or other post-graduate service program after graduation. In Year 2, 41% strongly agreed or agreed. We expect to see even more members who want to serve in full-time AmeriCorps or post-graduate service programs for Year 3.

In Year 1, 2337 non-AmeriCorps volunteers were recruited, exceeding the target number of 1050 by 1287 volunteers. To date, 3422 volunteers have been recruited in Year 2. We are not even halfway through Year 3, and already over 1000 volunteers have been recruited.

In Year 1, we were transitioning from WBRS into a new data collection system, and members were exited before the development of the database. These ambitious members finished way ahead of their completion date, and therefore their statistics on the number of youth they worked with is not in the database. To date, 5162 youth have been served in Year 2 however, so we are confident that we exceed the target number of 300 in Year 1 as well. Already in Year 3 we have served 2269 youth.

Additional Findings

In addition to the data used to track performance measures, we collect additional data to aid in program evaluation.

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Annually, a quarter of our portfolio is made up of community college and public institutions. This helps us to recruit and enroll diverse members from all different economic backgrounds, races, ethnicities, ages, genders, marital statuses, and education levels.

Member service hours are diverse and contribute to a variety of community needs. In Year 2, 26167 hours were devoted to education, 1000 to public safety, 18432 to human needs, and 1748 to environmental needs.

In our campus supervisor survey from Year 2, 55% agree that our program has allowed students to serve/volunteer who might not have been able to otherwise.

100% agreed this program has had a positive impact on the members, 97% agree our program has had a positive impact on the institution, and 97% agree that AmeriCorps Student Leaders in Service has had a positive impact on the community. Positive community impact includes providing more volunteers to local agencies, helping recruit college volunteers from campus to work in the community, and strengthening campus-community relations/partnerships.

100% of supervisors agree that it is easy to contact the Program Coordinator, that the Program Coordinator gets back to them in a reasonable amount of time, and that the Program Coordinator supports their role as a campus supervisor.

On our member exit survey, 96% of members report that they would recommend this program to friends each year, 96% of members report feeling supported by service site staff, and 93% agree or strongly agree that as a result of their AmeriCorps service they have gained a deeper understanding of

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their roles as citizens.

Amendment Justification

N/A

Clarification Summary

Please elaborate on the program's training plan for members.

Program rules and policies are outlined for members beginning in the recruitment process. This allows us to select well-qualified and appropriate members. Once recruitment is over, every member receives a thorough orientation to the Student Leaders in Service program. The orientation begins by looking at the larger picture of the grant- CNCS, AmeriCorps, and Campus Compact. It is very important that members have an understanding of where the education award comes from (how it is possible) and that they are part of a much larger network of individuals serving across the country. The orientation then covers: eligibility for service, terms of service, member rights and responsibilities, ASLIS rules of conduct, prohibited activities, drug-free workplace policy, suspension and termination from service, the 30 day rule, grievance procedures, criminal history check policy, the education award, sexual harassment, reasonable accommodation and other non-discrimination issues. Members receive a copy of the member timesheet, a completed example of a timesheet, and a timesheet checklist. Campus supervisors go over the process for filling out the timesheet properly and the campus-specific policy for passing in timesheets. Campus supervisors then complete the enrollment packets with members to ensure that members complete the document correctly and that if there are any questions from the members they can be answered immediately. Members also receive a member handbook that covers all of the information at the orientation. To ensure that members are receiving the same information regardless of location, campus supervisors are provided with a Power Point to walk through with members, along with all program paperwork (including enrollments and exits).

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Throughout the year members receive training, support, and reflection opportunities through their campus supervisors and institutions. Campuses train members on everything from public speaking and running an effective meeting to social networking and leadership skills. In addition, members are invited to Campus Compact student events. This fall we are hosting a New England Campus Compact student leadership conference. The conference will provide the opportunity for students to learn from experts in the field and each other in order to be more effective campus/community leaders. The event will focus on concrete skill building, and the Compacts will consult with their extensive networks of students, staff, faculty and community partners to identify key skills to cover at the event. We hope to include a group of USC students from Puerto Rico as well to meet and collaborate with other ASLIS students. ASLIS will also be conducting regional events in the spring in response to member requests for more training and opportunities to meet and network with other ASLIS members. These one day events will include time to discuss best practices, network, and provide additional training with the topic determined ahead of time by the members.

Please provide a detailed description of the program's plan for supervising members.

We begin the discussion of member supervision with the Request for Proposals. Expectations for campus administrative support and supervision expectations are outlined clearly. Campus supervisors must answer questions regarding resources/member support at their campus program (check-in meetings, group service projects, reflection, readings, etc.) and any additional resources that will help members succeed academically, develop the knowledge, skills, attitudes and behaviors that lead to a lifelong commitment to active community and civic participation, and develop healthy relationships with faculty/staff, community partners, and with their peers. Campuses typically have bi-weekly (or monthly) meetings with members. They all have email listservs and systems in place to remind members to turn in paperwork and monitor their service.

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Member supervision continues at the campus supervisor orientation. Once again, program rules, prohibited activities, acceptable service, and supervision expectations are discussed. Campus supervisors receive a handbook which contains program rules and expectations and also examples of acceptable service and how other campuses have utilized/managed the program in the past. For out-of-state regions, the program coordinator will conduct a site visit before enrollment to train the campus supervisors and any support staff in person. This will ensure all regions involved in the grant will have a clear understanding of supervisor expectations. Open communication with all regions is essential for member success. There will also be bi-monthly program conference calls, with each region represented, to discuss the status of the campus program/members and any issues or challenges. To reiterate the importance of our rules and campus supervisor expectations, each campus supervisor must sign and send in a memorandum of understanding (MOU) before enrollments may be completed. Each enrollment contains a member position description. The ASLIS program coordinator reviews each description before approving and enrolling the member to ensure service activities are compliant.

Because this grant has many sub-sites, we rely on our campus supervisors to do a majority of the member supervision. A proven system of policies has been developed over the years based on our experience managing multi-sites and a long-term relationship with our campus supervisors. A strong, open relationship with campus supervisors has been crucial in this program's success, and we expect all supervisors, regardless of location, to continue this tradition. A majority of the members work directly with our campus supervisors in their community service/service-learning offices. These members are constantly under supervision from the campus supervisors. The supervisors know their service projects and can directly confirm they are compliant. For members working at a community-based organization, campus supervisors maintain regular contact with the service site supervisor via email and phone to double-check that members are completing the hours listed on timesheets, doing appropriate service

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projects, and not engaging in prohibited activities. Finally, the ASLIS program coordinator meets with members while conducting site visits to review their term of service, service projects, and paperwork. This provides an opportunity for the member to provide feedback on the program and their campus. If a member feels that he/she is not being supported or supervised properly, an inquiry will be made and pending findings, an action plan will be instated to assure these issues are corrected. To date, there has been no member feedback to prompt such an inquiry.

Please elaborate on the program's monitoring plan.

AmeriCorps Student Leaders in Service monitors our program in many ways. Daily/weekly informal monitoring occurs through phone calls, emails, and paperwork from the campus supervisors. These communications are crucial in keeping a pulse on the program at each campus. For example, it was apparent last year that a sub-site was struggling with paperwork and the 30 day rule based on conversations and the paperwork coming in. The program coordinator conducted a site visit, gave a refresher orientation to the campus supervisor on regarding paperwork rules and the 30 day rule, and within months the site had successfully modified their system and caught up on/corrected paperwork. There have been no issues at this site since. We recognize the importance of being available to our campuses, and as a result ASLIS has a program coordinator exclusively focused on the grant and supporting sub-sites.

Halfway through the program year, each campus supervisor completes a risk assessment tool. This tool requires them to honestly rate themselves as a supervisor and as sub-site in the areas of: member orientation, completing paperwork properly and on time, timely member exits, familiarity with program rules and policies, campus supervisor turnover, and communication. The program coordinator then rates the school as well, based on paperwork and observations thus far. Campuses that fall below the

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pre-determined score will receive a corrective site visit. The program coordinator also conducts regular site visits each spring. On these site visits a site monitoring tool is used, which has been adapted from the Corporation for National and Community Service's model. There are several sections to the tool. The first rates the campus on program requirements and prohibited activities, timesheets, criminal history checks, MOU, policies around reasonable accommodation, safety, drug-free workplace, non-discrimination, grievance procedures, member enrollments, and member training and supervision. Then campus supervisors describe service activities their members are involved in, once again check a box confirming members do not participate in prohibited activities, and member files are reviewed. Lastly, the program coordinator conducts member interviews to get program and campus feedback and to meet the members and hear about their service experiences.

At the end of a member's term, the member must complete an exit survey along with the exit form. The survey requests program feedback from members on their orientation, service placement, member development, and overall program satisfaction. Based on feedback from members, we are now connecting members through social media outlets such as Facebook and a blog. We will also invite them to the student leadership conference in the fall to provide additional training and will allow them to network at regional meetings in the spring. Campus supervisors also complete a program survey each year. They provide feedback, ratings, comments and suggestions on: the impact of the ASLIS program on their students, the campus, and in the community; supervisor orientation (preparation level, location, timing, materials, presentation); timesheets (clear, easy to use, accessible); exiting/enrolling members; 30 day rule; communication with the program coordinator; training and focus group topics; and general feedback. Because of our commitment to continuous improvement, we are using supervisor recommendations to enhance the program further. Supervisor orientation will now have a networking/best practices element to utilize the experience of veteran supervisors to support new supervisors. We will add more resources to our website including examples of completed forms,

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reflection and group discussion topics, screen shots of My AmeriCorps, and a best practices section where veteran campuses can post sample documents (flyers, program applications, exit interviews, etc.) and lessons learned for newer campuses to access. We are also working to record and upload video of a member orientation so any member, at any location, could access an ASLIS orientation online. All of the above sources are used to monitor the program, assess satisfaction, impact, compliance, and make improvements. These practices will be used in each region.

Please describe the plan for training campus supervisors/liaisons on how to screen potential member position descriptions for appropriateness and compliance with CNCS guidelines.

As mentioned above, campus supervisors sign a memorandum of understanding that outlines their responsibilities and also the rules regarding member service. Supervisors are made aware that it is their responsibility to interview each member regarding their anticipated service and review member position descriptions before turning in enrollments to the program coordinator. During the supervisor orientation, supervisors are trained on acceptable service for members, prohibited activities, and program policies such as the Correct Use of Funds (regarding supplantation, non-duplication and non-displacement). Supervisors also receive these policies and guides in the form of a supervisor handbook to reference back at campus when recruiting members and completing the member position descriptions during enrollment. Often, campus supervisors email or call the program coordinator to approve service for a member before sending in the enrollment. For members working at community-based organizations, campus supervisors share the prohibited activities and acceptable service with the service site supervisor so that while the member is creating a service plan they are aware of CNCS guidelines and compliant in service projects. However, the enrollments themselves are completed with the member and campus supervisor. As a final precaution, the program coordinator reads each member position description that comes into the office before enrolling members. In the last two years, we have

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yet to receive a non-compliant position description. If for some reason a position description is not compliant by CNCS standards, the enrollment is sent back to the campus with a reasoning as to why it is not compliant, and the campus supervisor and member would redo the service description and plan.

A Note Regarding Performance Measures

Because the National Performance Measures were released two months before the application was due, we felt we needed time to strategically plan and reflect on how to transition our program to these new, significant changes. However, in an effort to align our program with the Serve America Act Priorities Areas and National Performance Measures, we are focusing half of our Corps on education and have created a new college access and success performance measure. We plan to opt into the National Performance Measures in the future.

Continuation Clarifications:

Please provide a plan for consulting with the State Commissions where the project is operating. Massachusetts Campus Compact and Connecticut Campus Compact both contacted their State Commissions when writing our continuation and sent the Commissions our consultation form. Because we were filing a continuation, no further consultation was required by the State Commissions. Puerto Rico has a new State Commission this grant year. Our Program Director met the State Commission Executive Director at the 2010 AmeriCorps Grantee Meeting. We sent Puerto Rico the consultation form with our continuation information. They required no further information. We plan to visit their State Commission on a site visit this summer.

Performance Measures:

We have identified three program performance measures. Two of them focus on K-12 students being served by the Corps members and the third focuses on our actual Corps members, college students. The

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first of the two K-12 performance measures focuses on students' enthusiasm and commitment to succeeding in their K-12 education and the second picks up where performance measure #1 leaves off, an interest in and knowledge of post-secondary educational opportunities. The third measure builds on college students (our part-time AmeriCorps members) and their skills and confidence to succeed in their post-college professional lives. We believe this is a great example of a spectrum of success across the K-16 pipeline.

We are in alignment with President Obama's education goal of increasing the college graduation rate to 60 percent by 2020. To even reach college graduation, there are a variety of factors that affect a student's potential that must be addressed starting at a very young age. Academic engagement is the foundation of the K-16 pipeline. When students are enthusiastic and committed to their academics, they are more likely to continue their education. This is why measure #2 is so important. Often the pipeline is presented as a K-12 spectrum, but when college students mentor and tutor K-12 students these students in turn see the opportunities available to them beyond high school. However, college knowledge and success is more than just an academic fit. It is about being a smart consumer and understanding your financial, social and emotional needs. Our sub-grantee institutions include four-year public, community colleges and private colleges. Our college student AmeriCorps members are representative of the options K-12 students have and the different backgrounds college students come from.

So often the discussion ends at college access and we do not talk about college success. To graduate, it takes all of the academic preparations you have had, but also life skills that are often acquired through campus engagement and hands on experience in the community. There is literature that supports that civic engagement is a factor in college success. Performance measure #3 tracks the development our members receive that increases their confidence to be successful in their college and post-college professional lives.

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We will hire an assessment consultant this summer to develop our new instruments as well as design a training program on how to administer the instruments.

Engaging Youth to Support Academic Engagement

NEED:

One of the most basic responsibilities of our nation is to prepare its youth to lead productive and prosperous lives as adults. Yet according to reports, in an era in which education has never been more important to economic success, the U.S. has fallen behind many other countries in educational attainment and achievement. Taking an active role in aiding youth to realize their potential and achieve the 'American Dream' of prosperity, security, and happiness has a perpetual impact. When college students engage with their community and tutor or mentor local youth, they serve as an example of future opportunity and why education is exciting and a worthwhile commitment. As a result, many youth are more engaged academically and enthusiastic about school due to this positive interaction.

Leveraging Members to Increase College Knowledge and Interest in Students

NEED:

A college degree is the key to opportunity and economic success in America today. According to the College Board, workers with a bachelor's degree earn 73 percent more than those with only a high school diploma. Over a lifetime, the gap in earnings between those with only a high school diploma and those with a bachelor's degree or higher exceeds \$1 million. Research has also shown that college students can create a partnership with youth that translates into a college positive relationship. These partnerships contribute to a student's knowledge of educational opportunities and positive future career paths.

Definition of "Increased Academic Engagement":

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For our purposes, academic engagement refers to attitude and interest in school, attendance, and classroom skills (i.e. responding to instruction, working with others, completing activities). The increase will be 520 (65%) of the K-12 students demonstrating an improvement in these categories based on our pre/post student assessment. We plan on tracking this with our sub-sites through out of school time programming.

Budget Verification:

I verify that the submitted budget is \$54,883, which is \$87 less than the funding amount under consideration (\$54,970).

Continuation Changes

Change in Cost Per MSY

Due to new regulations regarding FBI fingerprint criminal record checks, AmeriCorps Student Leaders in Service requests an increase in our cost per MSY from \$675 to \$800. Based on preliminary inquiries, a FBI fingerprint criminal record check would cost \$18.00 for processing, plus an additional \$15.00 charge for the actual fingerprint card. This card would have to be obtained from the member's local police department and subsequently submitted to the FBI for processing. This would result in potential total costs of \$33.00 per fingerprint check. We enroll mostly 300 hour slots. In terms of cost and MSY, about five 300 hour slots equal one MSY. The consequential cost of implementation would then be \$165.00 per MSY. As you know, currently AmeriCorps Student Leaders in Service does not ask for the maximum cost for EAPs of \$800 per MSY, but only \$675 per MSY. With our current cost per MSY, this would result in a consumption of about 25% of available funding strictly for executing the FBI fingerprint checks.

Also, it is required that a statewide criminal record check be completed on each member. A statewide criminal record check costs \$15 per member in Massachusetts and \$40 per member in Connecticut.

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Therefore, the total cost of one member's criminal background check could be between \$48 and \$73. The two requirements would consume nearly 30% of our budget, or about \$15,000. These monies would have been spent on providing services to help our college student members complete hours on time. Over the years our track record has proven us to be an efficient, compliant grantee. Spending more money on criminal record checks and less on programming could potentially harm our ability to remain this successful.

Change in Full-Time Slots

AmeriCorps Student Leaders in Service also requests that we adjust our member positions from 10 full-time positions to five full-time positions. This would change our total MSY from 81.44 to 76.44. We use the full-time slots for our college access and success corps. These members are placed in high schools across the state of Massachusetts and provide one-to-one college application guidance to low-income and first-generation students to increase college enrollment rates and prepare students for college success. The main goal of the corps is to help ensure that higher education is an attainable goal for all, regardless of socioeconomic status. As a result of the poor economy, however, several of our high school partners have made budget and positions cuts and have communicated with us recently that they will no longer be able to provide site supervision and support for a full-time AmeriCorps member. Proper site supervision and support is critical to the college access and success corps' survival, but a suitable high school partner is also necessary. We do not feel that we can find new, appropriate partners in time and therefore ask for the full-time slot adjustment to ensure that we continue to fill all ASLIS slots, make certain members are set up for success and will have the best possible chance to complete their hours and exit full award.

National Performance Measures

Like last year, we will not be opting into the National Performance Measure Pilot program, however, due

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to a glitch in the eGrants system we had to select "yes I am using national performance measures related to this focus area" next to the Education Focus Area. My Program Officer informed me of this glitch (the system thinks we are a fixed grant program not an EAP) and advised me to select yes so we can submit the continuation. This is why we have not selected any of the measures in the pilot program.

Performance Measures

SAA Characteristics

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

Priority Areas

- Education
Selected for National Measure
 Environmental Stewardship
Selected for National Measure
 Economic Opportunity
Selected for National Measure
 Healthy Futures
Selected for National Measure
 Veterans and Military Families
Selected for National Measure
 Other
Selected for National Measure

Grand Total of all MSYs entered for all Priority Areas 39.63

Service Categories

- Leadership Development Primary Secondary
Community-Based Volunteer Programs Primary Secondary

Engaging Youth to Support Academic Engagement

Service Category: Leadership Development

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will provide direct service to K-12 students through tutoring, mentoring and other outreach activities.

Result

Result: Output

200 AmeriCorps members will engage with an average of four K-12 students in service throughout their AmeriCorps term of service.

Indicator: student beneficiaries

Target: 200 AmeriCorps members will engage with an average of four K-12 students in direct service through tutoring, mentoring, and other outreach activities.

Target Value: 800

Instruments: Monthly member timesheets, documenting the number of K-12 students engaged in service.

PM Statement: 200 AmeriCorps members will engage with an average of four K-12 students in direct service through tutoring, mentoring, and other outreach activities. This will generate a minimum of 800 K-12 youth being served annually.

Prev. Yrs. Data

Result: Intermediate Outcome

600 K-12 students, assisted by AmeriCorps members, will demonstrate increased academic engagement.

Indicator: increase in academic engagement

Target: In Year 2, 560 K-12 students will demonstrate improved academic engagement due to AmeriCorps member support and mentoring; and in Year 3, 600 of K-12 youth will demonstrate improved academic engagement due to AmeriCorps member support and mentoring.

Target Value: 600

Instruments: Community-based organization survey, pre/post student assessment

PM Statement: AmeriCorps members will support and mentor K-12 students and contribute to their increased academic engagement. In Year 2, 560 K-12 students will demonstrate increased academic engagement due to AmeriCorps member support and mentoring; in Year 3, 600 K-12 students will demonstrate increased academic engagement due to AmeriCorps member support and mentoring.

Prev. Yrs. Data

Leveraging Members to Increase College Knowledge and Interest in Students

Service Category: Leadership Development

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will serve K-12 students through awareness events, mentoring, tutoring, and other general college preparatory activities.

Result

Result: Intermediate Outcome

K-12 students mentored by AmeriCorps members will demonstrate an increased knowledge of and interest in educational opportunities.

Indicator: participants

Target: 175 K-12 students showed an increased knowledge of and interest in post-secondary educational opportunities due to AmeriCorps member activities.

Target Value: 175

Instruments: Community-based organization surveys, pre/post Youth Development: Education Opportunities Assessment

PM Statement: 175 K-12 students will show an increased knowledge of and interest in post-secondary educational opportunities due to AmeriCorps member activities.

Prev. Yrs. Data

Result: Output

50 AmeriCorps members will engage with an average of five K-12 students in service throughout their AmeriCorps term of service.

Indicator: participants

Target: AmeriCorps members will serve 250 students in activities such as awareness events,

Result: Output

mentoring, tutoring, and other general college preparatory activities.

Target Value: 250

Instruments: Monthly member timesheets, documenting the number of students engaged in college preparatory activities.

PM Statement: AmeriCorps members will serve 250 students in activities such as awareness events, mentoring, tutoring, and other general college preparatory activities.

Prev. Yrs. Data

Developing Future Professionals through Service

Service Category: Community-Based Volunteer Programs

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps Student Leaders in Service will consist of college students from a diverse set of higher education institutions. College students from 4-year public colleges, community colleges, private colleges, small liberal arts colleges and elsewhere will unite under a common cause: to serve as AmeriCorps members, committed to becoming civic leaders in their community while gaining the skills and confidence to be successful in their post-college professional lives. AmeriCorps Student Leaders in Service is structured to provide members with many opportunities for training and development, whether it is directly from the program, at their campus, or in the community. Members will be tied to campus supervisors and a network of peers who are all committed to public service and gaining skills that will positively affect them and their communities. This provides career preparation while also developing reflective thoughtful citizens with a commitment to service in their community.

Result

Result: Output

320 AmeriCorps members will receive a minimum of 5 training/development opportunities

(reflections, supervisory meetings, program meetings, orientations, workshops) each.

Indicator: Number of training/development opportunities that AmeriCorps members receive.

Target: Members will be expected to receive at least 5 training/development opportunities during their year of service. Members will be required to track what types of opportunities.

Target Value: 1600

Instruments: Monthly member timesheets, documenting type of training/development opportunity and length of training.

PM Statement: 320 AmeriCorps members will receive a minimum of 5 training/development opportunities (reflections, supervisory meetings, program meetings, orientations, workshops) during their year of

Result: Output

service. Members will be required to track what types of opportunities they receive.

Prev. Yrs. Data

Result: Intermediate Outcome

As a result of their community-based service and participation in AmeriCorps, AmeriCorps members will report an increase in their skills to be successful in their post-college professional lives.

Indicator: Number of AmeriCorps members who report an increased confidence in their skills to

Target: At least 208 AmeriCorps members will report an increased confidence in their skills to be successful in their post-college professional lives as a result of their participation in

AmeriCorps.

Target Value: 208

Instruments: Pre/Post survey administered during enrollment and at the end of the term of service, which will be required of all members wishing to enroll in and exit out of the program.

PM Statement: As a result of their community-based service and participation in AmeriCorps, AmeriCorps members will report an increase in their skills to be successful in their post-college professional life. At the end of the term of service, at least 208 AmeriCorps members will report an increased confidence in their skills to be successful in their post-college professional lives as a result of their participation in AmeriCorps.

Prev. Yrs. Data

Result: Intermediate Outcome

be successful in post-college professional lives as a result of their participation in

Result: Intermediate Outcome
AmeriCorps.

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National Performance Measures

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable