

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction	
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)			
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 04-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ES124706		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ESHMI0010002
5. APPLICATION INFORMATION			
LEGAL NAME: Michigan Nonprofit Association DUNS NUMBER: 027690952		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Shannon Zoet TELEPHONE NUMBER: (517) 492-2406 FAX NUMBER: INTERNET E-MAIL ADDRESS: szoet@micampuscompact.org	
ADDRESS (give street address, city, state, zip code and county): 330 Marshall St Ste 200 Lansing MI 48912 - 2327 County: Ingham			
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 382959692		7. TYPE OF APPLICANT: 7a. Non-Profit 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 (State)		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Michigan Service Scholars	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): State of Michigan		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 10/01/11 END DATE: 09/30/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MI 008"/> b.Program <input type="text"/>	
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	
a. FEDERAL	\$ 48,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT	\$ 0.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 48,000.00		
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: Michelle Snitgen		b. TITLE: Assistant Director	c. TELEPHONE NUMBER: (517) 492-2439
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 01/04/11

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Executive Summary

The Michigan Service Scholars (MSS) AmeriCorps Program, administered by the Michigan Campus Compact (MCC) in partnership with member college campuses across Michigan will mobilize 300 college students across the state to provide community service as volunteers to community/faith based organizations in order to promote civic and service habits among Michigan college students. Three hundred college and university students across Michigan will provide, at minimum, 300 hours each of community service to community/faith based organizations and K-12 education institutions. These AmeriCorps members will address CNCS AmeriCorps priorities through strengthening communities, volunteer recruitment, member development and education. The MSS members will identify as part of one of three service categories: 1) Teacher Preparation members will be education students performing their student teaching in K-12 classrooms. These members will perform 300 hours of service in these classrooms while designing and implementing at least one lesson plan that involves a service-learning component, therefore exposing youth to the value of service. 2) College Positive Volunteer members will serve the majority of their 300 hours with youth, implementing the ideas and activities of the College Positive Volunteer (CPV) curriculum developed by Michigan Campus Compact. 3) Community/Faith-based Service members will serve at a variety of nonprofit organizations in communities across Michigan. Their service focus will vary and include volunteer recruitment and direct service initiatives. All MSS members will receive member training that will include an introduction and overview of the MSS program requirements, citizenship training and College Positive Volunteer training specially tailored to this group. MCC's College Access AmeriCorps*VISTA will give all MSS members an introduction to the CPV curriculum, and all members in the Teacher Preparation and College Positive Volunteer categories will be required to complete the full CPV training online. MCC will measure our success through participant surveys, tabulation of impact numbers--such as new volunteers recruited, hours volunteered, service-learning units taught, and CPV activities implemented--and surveys to community/faith based organizations will assess if members are helping fulfill the community/faith

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based organizations mission. MCC is a growing consortium of forty-two college and university presidents, with the mission to promote the education and commitment of Michigan college students to be engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement. In line with this mission, MCC proposes a continuation of members for the Michigan Service Scholars (MSS) AmeriCorps Education Award program.

Rationale and Approach

Rationale and Approach

Compelling Community Need

Michigan is in dire economic condition. Its unemployment rate is the highest in the nation. Michigan needs a more prepared and well-educated workforce to meet the changing, nonmanufacturing, needs of our state. A focus on college access and success has become even more critical if Michigan is going to compete in today's global economy. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day and Newburger, 2002). According to a 2005 report issued by the Institute for Higher Education Policy, nationally, only about 17% of the population age 25 and older holds a bachelor's degree. Increasing the number of individuals who plan for and attend college ensures the long-term viability of Michigan. The National Center for Public Policy and Higher Education issued a Policy Alert in 2005 that stresses the need for all Americans to obtain a college education, stating that if current trends continue, the proportion of workers with high school diplomas and college degrees will decrease and the personal income of Americans will decline over the next 15 years. This decline will become a reality if efforts are not made to promote college enrollment with access for all, and success in college completion for those who enroll.

College access involves encouraging and creating a pathway for K-12 students to consider, plan for,

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and attend post-secondary institutions, including four-year colleges or universities, junior or community colleges, or vocational, business or technical schools, following high school completion. The issue of college access begins with ensuring youth graduate from high school. The Detroit News (2008) reported that one-fourth of Michigan's high school students are not graduating in 4 years, as indicated by numbers calculated from the class of 2007. In Wayne County, which includes Detroit, the graduation rate in 2007 was at 58.4%, with a dropout rate of over 30%. While in high school it is critical for youth to understand that post-secondary education is an option for everyone. Youth in Michigan, especially low-income or first generation college students, face many barriers to attending college. One of the key factors in access is the presence of someone who believes in the ability of a youth to go to college, encourages them to stay in school, and helps him or her take advantage of the available resources at an early age. Not only do we need to focus on youth accessing higher education, Michigan needs students who continue their education to persist and graduate. According to the National Center for Higher Education Management Systems (2009), the six-year graduation rate of bachelor's students in Michigan for 2007 was 54.7%, meaning that just over half of the students who enrolled in post-secondary education actually graduated within six years.

Michigan, in particular, is focusing on college access for its K-12 student population and success for those who do continue education. For decades, the automobile industry has been a cornerstone of the state's economy. This large manufacturing base produced a thriving economy in which a number of the state's residents who had little formal education could maintain a middle class standard of living. Failure of major automotive industries dictates the need to rebuild the state's economy, which requires Michigan to have a trained and versatile workforce of individuals who have more knowledge and capabilities than a high school diploma provides. Among the young adult population (ages 18 to 24), the gap in college participation between Whites and other ethnic groups has narrowed substantially but still remains. Currently, 44 out of 100 White young adults in Michigan are enrolled in college, compared with 36 out of 100 young adults from other ethnic groups (Measuring Up 2006: The State Report Card of

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Higher Education-Michigan).

The answer to the question of why postsecondary education is important to the state is summed up in the following statement by the Lieutenant Governor's Commission on Higher Education and Economic Growth (2006, May): Better educated people/families earn more, better educated people create new firms and jobs, and better educated people provide the skilled workforce needed to compete. In order to fully address Michigan's lack of a skilled workforce, efforts need to be made to get high school students to graduation, and then make post-secondary education accessible AND attainable. Michigan Campus Compact (MCC), through affiliation with the Michigan Nonprofit Association, is requesting funds to field 400 minimum time AmeriCorps members to address these issues through a program entitled Michigan Service Scholars (MSS).

The need for work to be done in the area of access and success was brought to the forefront for MCC during a three year Learn and Serve grant, awarded in 2006, that focused on college students exposing youth to higher education, and the effects of those service experiences on college student retention. Through this grant, partnerships were created with others working on college access and retention issues, such as the newly developed Michigan College Access Network, www.micollegeaccess.org, and the Michigan Department of Human Services around foster care youth accessing higher education. MCC and its partners continue to address issues of college access and retention, and the work evolves as the issues have gained state and national recognition, with Michigan becoming a Lumina KnowHow2Go state with a multimedia campaign focused on college access, as well works to develop a one stop shop web portal for Michigan college access. Michigan Campus Compact's mission is for Michigan higher education students to grow in their civic participation and commitment to service. The focus of this application was selected because it ties directly to the core mission of our organization and addresses the needs of our constituents and state. The need was identified by member campuses that are seeing the affects of Michigan's declining economy on college enrollment and retention. Through the MSS Program and its focus on college access and retention, MCC will target community needs as well as focus on

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student outcomes. "Partnerships with K-12 schools and community organizations focused on boosting academic skills and aspirations for college are valuable for preparing future students and supporting students already in college" (Shorr and Parks, 2000).

Description of Activities and Member Roles

To address the need for a skilled workforce in Michigan, MCC and their member campuses propose to mobilize college students through the Michigan Service Scholars (MSS) AmeriCorps program. Members will serve in local communities throughout Michigan, addressing issues around college access and success. Members will serve through the program in one of three ways.

1) Youth are not graduating from high school: Member students in teacher education programs will create service-learning lesson plans and implement those plans with youth during their student teaching experience. In Michigan, only 29% of K-12 students are being engaged in service-learning, according to a 2005 study from the Michigan Community Service Commission.

(http://www.michigan.gov/mcsc/0,1607,7-137-8148_11542-53738--,00.html). This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels. A 2009 study titled Engaged for Success: Service-Learning as a Tool for Dropout Prevention reports that service-learning can play a major role in keeping students engaged in school and on the track to graduation. The study indicated that 82% of K-12 students who have participated in service-learning say their feelings about high school became more positive as a result of service-learning, leading to a greater connectedness to school and a greater likelihood they will persist to high school graduation. Encouraging pre-service teachers to incorporate service-learning into their curriculum will help grow the field of teachers participating in service-learning. These future teachers will then likely bring this concept to their future schools, infusing service-learning within multiple K-12 settings, and introducing more K-12 youth to a life of civic engagement and leading them toward the path to graduation from high school. Members participating

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in the student teacher portion of the program will also be trained to facilitate college-focused activities with youth, so not only will youth be participating in service-learning, they will understand that college is an option for them.

2) Youth do not see college as an option: MSS members will serve in youth-serving nonprofits, including K-12 schools, working with youth on college exploratory activities. Youth in Michigan, especially low income or first generation college students, face many hurdles to attending college. MCC's MSS AmeriCorps members will be trained to serve as College Positive Volunteers. College Positive Volunteers (CPVs) are college students who work with or are planning to volunteer with K-12 youth, who will be trained to engage in a number of activities with K-12 youth to help them prepare for and enter college. CPVs will adopt the mindset that college is attainable for all youth and CPVs are willing to do whatever they can to help K-12 students prepare for and enroll in college. CPVs won't ask youth "Are you going to college?" Instead, they ask: "Where are you going to college, and how can I help you get there?". MCC has finished the third year of a Learn and Serve America grant focused on college students working with disadvantaged youth and exposing them to higher education. Year 3 outcomes indicate that 65% of a representative sample of 3,655 youth reported that because of the program, they want to go to college more, or much more. This indicates that college students introducing college as an option has a positive impact on youth outlook on higher education. In addition, the average retention rate for college students who participated in the MCC Learn and Serve America grant was 92%, compared to the overall average institutional retention rate of 78%, indicating that college students participating in the program were persisting toward college graduation at a 14% higher rate than their peers who were not participating. Through serving as College Positive Volunteers, college student members will also reinforce the merits of their own higher education experience, thereby addressing the issue of college student success.

3) MSS members will serve in a variety of nonprofits: When community is added to the educational experience, classrooms come alive, giving students an understanding of real life application for their

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education, and reminding them that with education comes responsibility to use it for the public good. Through engaging members in the community, research shows that students retain more information from their classes, are inspired by education, and are more likely to graduate and become community leaders, citizens and volunteers. In addition high-quality service-learning is a key measure of student success and persistence to graduation (Keup, 2005 -- 2006; Hatcher, Bringle, & Muthiah, 2005; Gallini & Moely, 2003).

Members serving in one of these three areas will contribute to youth persisting to graduation from high school, youth understanding that post-secondary education is an option, and college students having a greater understanding of the importance of higher education, leading to greater persistence toward college graduation.

Members will have specific roles in activities that address the need for college access and retention. First, members will serve through the teacher preparation program where they will be teaching service-learning through their pre-service teaching training for K-12 students across the state, through creating and implementing service-learning lessons. Members who are pre-service teachers will continue the cycle of service for Michigan's K-12 students. Members will create their own service-learning units, field test the units and evaluate their practical usage in the classroom. Second, members will serve with youth-serving nonprofits, including K-12 schools to expose youth to higher education. Members will serve as tutors or mentors, and will conduct college-focused activities with youth and hold intentional conversations about post-secondary education, acting as College Positive Volunteers. Third, members will serve in community/faith-based nonprofits with a focus on addressing local community needs through direct service or volunteer recruitment. Once members select a community/faith based organization where they will perform their service, they will help community organizations to recruit, support and retain volunteers. They will be helping with special events, press releases, public speaking, volunteer recognition events, maintaining volunteer recruitment websites and databases, conducting trainings, following up with volunteers, helping to evaluate programs, aiding the homeless, candy

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striping, river cleanups, tax preparation and more. These service experiences will lead to the members being feeling more connected to their community and campus.

In Michigan there are 43 members of campus compact that operate directly in 23 counties. The exact sites and locations will vary from year to year, but we do know that members will serve largely in counties where institutions of higher education exist. 400 minimum time members will be selected to serve in diverse sites across the state, including K-12 schools, youth-serving nonprofit organizations, and other community/faith-based nonprofits. The program will also change from a first-come first-serve model for campuses, to a program model where campuses will give a number of slots that they plan to fill and manage, giving more accountability to the campus site supervisors who are more connected day-to-day to members, whereas MCC is one step removed.

The MSS AmeriCorps program is requesting 400 education award only slots at 300 hours each. Since the program is designed to fit the needs of current college students, many of whom will be taking full time classes, 300 hours roughly equates to an average of ten hours a week during an academic year, which campuses believe is a high level of service activity and a challenge to most students

The structure of the MSS AmeriCorps program is to recruit students across a variety of campuses in the state to serve their local community/faith based organizations through community service. MCC member campuses that choose to participate in the MSS program will designate an on-campus site supervisor, who will be trained by MCC to manage the program and to effectively recruit and retain members. Through the help of campus site supervisors, members will find community/faith based organization/s in which to serve. Programmatic requirements are monitored by site visits, consistent connection to campus site supervisors and continual reporting to and from the individual sites. Policies and procedures are universal across the board. This ensures the overall mission and vision for the program is maintained. Since constituents serving as site supervisors often serve in other capacities within MCC, connections are naturally made throughout the year. Campus site supervisors are typically staff of campus volunteer centers or service-learning offices, who have extensive experience in creating

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and maintaining community partnerships. The role of the site supervisor is to help facilitate the relationships with potential partners to place members at requested sites. Campus supervisors support students to maintain commitment toward completing their hours and accessing the AmeriCorps educational award.

MCC will administer the program, helping campuses with AmeriCorps reports, required trainings, and initial promotion of the program. MCC will also be developing new ways to attract and retain members, as well as train site supervisors. Campuses who participate in the program will indicate a number of slots that they expect they can fill. Site supervisors will be the point person for students on their campus, verify time spent in community agencies and member trainings, and directly recruiting members on their campus. Students will report hours, turn in time sheets, and impacts of their program, as well as complete all MSS and AmeriCorps paperwork for the program. MCC has run this program this way for the last three years, making constant improvements based on feedback from MCSC, campuses, members and site supervisors.

MCC will ensure that campuses and MSS AmeriCorps members do not engage in prohibited activities, including not violating nonduplication, non-displacement, or nonsupplementation requirements by orienting members and sites to the requirements at regional trainings for members and statewide meetings for campus site supervisors. MCC will also provide the necessary compliance information to every member and campus site supervisors in writing. A listserv for members and supervisors to ask questions and clarify information will be established and prohibited activities will be explained on the MCC web page. Site visits will ensure direct communication with supervisors and members and will be used to monitor compliance.

This AmeriCorps grant will add value to the service activities performed by college students in several ways. First, the grant will allow members additional reflection opportunities, including a focus on citizenship connecting service experiences to life after graduation. Second, members will be introduced to National Service, be exposed and feel connected to a network AmeriCorps alums, and

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complete a year of service, which is only the platform for a life of civic involvement. Third, members serving will feel more of a connection to local communities as well as their individual campuses, all of which leads to greater school connectedness, an increase in student engagement and more college students who persist to graduation.

Measurable Outputs and Outcomes

MSS members will address college access and retention, and the projected results are as follows:

MSS AmeriCorps members will produce 150 K-12 service-learning units.

80% of members plan to use service-learning curriculum during future teaching experiences.

The Michigan graduation rate will increase by 5% because of more youth being involved in service-learning.

400 MSS AmeriCorps members will be trained as College Positive Volunteers.

AmeriCorps members will expose 200 youth to higher education.

90% of youth involved in the program will seek college attainment.

125 MSS AmeriCorps members will serve at community/faith-based nonprofits.

80% MSS AmeriCorps members serving in those nonprofits will persist to the next year of college, will graduate from college.

Michigan will acquire a more skilled workforce.

These outcomes will have a direct impact on increasing the skilled workforce to meet the needs of Michigan's changing economy.

Service-learning unit development will be measured through members submitting field-tested units to MCC. Members in the student teacher program will self-report on their exit survey whether or not they plan to use the service-learning pedagogy in the future. Youth will be exposed to higher education through the facilitation of college-focused activities, which will be measured through members self-reporting on exit surveys how many and what activities they facilitated. Member service at

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community/faith-based nonprofits will be measured through the return of community partner surveys. College students will self-report on their exit survey whether they have enrolled for the next year of college or will graduate.

The MSS AmeriCorps program will operate in the focus area of Education, and plans to use the following performance measures:

Education #18 Number of teachers who have had a positive impact on student learning as determined by observation-based assessment of teacher performance: 75%

Education #11 Number of college students earning a postsecondary degree: 95% percent of seniors who exit with an education award

Plan for Self-Assessment and Improvement

MCC has an elaborate system and protocols for tracking member progress through time sheets, a site supervisor network and member training. These systems will be deployed for the new iterations of this grant. Staff regularly solicits feedback from the site supervisors and members and looks for ways to address their needs. In addition, the staff looks at and analyzes member satisfaction, persistence and retention to improve the program quarterly, and member survey data yearly. All this information is also shared with sites and partners at the state level. Site supervisors have regular contact with staff to give feedback on the program and the effectiveness on their campus. Finally, community/faith based organizations where members serve are asked to assess the utility and helpfulness of the program for their organizations yearly. All these systems and analysis are directed to meeting the program performance measures.

Since beginning the MSS AmeriCorps Educational Award program (EAP) six years ago, MCC has looked at program continuous improvement and capitalizing on strengths. MCC has and will continue to identify strengths and weaknesses, resolve problems and solicit and provide feedback to members, service sites and partners through discussion facilitation, maintaining listservs, conducting site visits,

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holding conference calls and through e-mail. Specific examples include community partner surveys, member exit surveys, monthly reports submitted by members and periodic meetings of campus site supervisors

Community Involvement

The target communities are and were represented in several constituent caucuses that Michigan Campus Compact convenes on a regular basis. Community Service Directors (paid administrative staff of colleges and universities) and Faculty gather at least 3 times per year. During these meetings, MCC solicits campus and community needs as well as suggestions for support MCC can supply to campuses. The MSS program is a regular topic of discussion with the groups. The program was developed with the help of the Community Service Directors, who largely administer the program on their campuses. These individuals provide continual improvement feedback and help us get feedback from members. Students, faculty groups, and National Service members regularly help us to promote the program. MCC currently operates a grant program focused on partnering campus service and volunteerism offices with existing campus programs focused on college access. Representatives of those ten subgrantee programs, located in diverse locations throughout Michigan, indicated that they would be interested in placing MSS AmeriCorps members in community/faith-based nonprofits in conjunction with campus pre-college programs including GEAR UP, TRiO, Admissions, Financial Aid. Additionally expressed interest came from MCC partners The LEAGUE Michigan Powered by Learning to Give, who works with statewide networks of K-12 schools.

Throughout the grant period, these constituent groups, such as Community Service Directors, Faculty, and students will be engaged on further identifying community needs during gatherings at least 3 times per year, facilitated by MCC. Evaluations from community agencies will allow MCC to better understand if the program is meeting the true needs that they feel their agency and community have.

Relationship to other National and Community Service Programs

Each CNCS funded program that MCC manages has some interaction with other National Service

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programs. The most direct connection to the MSS AmeriCorps program is the MCC AmeriCorps*VISTA program, where MCC AmeriCorps*VISTAs placed at college campuses often recruit and conduct outreach for the MSS AmeriCorps program on the campuses where they are serving. The MCC Pay it Forward Learn and Serve program just began in fall of 2009, but it is anticipated that many of the students who participate in the student-led philanthropy projects will also become MSS AmeriCorps members. MSS AmeriCorps members are encouraged to participate in the Michigan Signature Service Project and Member Celebration sponsored by the MCSC, where they can connect with AmeriCorps members from across the state. In addition, MCC has a seat on Michigan's Cross-Stream Advisory Team, committed to seeing that cross-stream collaboration and training among AmeriCorps, Senior Corps, and Learn and Serve programs in Michigan becomes a common and permanent practice.

Potential for Replication

MCC's MSS AmeriCorps program could be replicated, in whole or in part, by other Campus Compact offices, statewide higher education associations, or other partners with the capacity to run the program. The national focus around access and success makes this program design attractive to other state Campus Compact offices.

MCC plans to help replicate the program through the Campus Compact network of state directors. State directors visiting Michigan will learn about the program and MCC staff will continue to share ideas and documents connected to the program through requests from other state staff and at regional and national meetings. There is an Access and Success Advisory Committee of Campus Compact executive directors and staff who conference regularly and will be interested in updates on the program, as well as how it can be replicated to serve their state access and success issues.

Organizational Capability

Organizational Capacity

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Sound Organizational Structure

Ability to Provider Sound Programmatic and Fiscal Oversight

Michigan Campus Compact (MCC) is an outgrowth of Campus Compact: The project for public and community service. This national coalition was established in 1985 by a small group of college and university presidents who were concerned over the perception of a general decline in civic responsibility.

In 1989, MCC began its first phase of development as a three-year demonstration project funded by the W.K. Kellogg Foundation. The founders strongly believed that direct student contact with social problems and voluntary efforts to solve them provide students with experiences that ask them to reflect critically on the world around them. Currently, MCC has 43 member higher education institutions in the state, which equates to 40% of Michigan's institutions of higher education, and 74% of the state's college students.

MCC has successfully managed an AmeriCorps Education award program for the last five years. The performance measures for this proposal have changed, but the systems and the ability to manage the program remain the same. Since its inception, the program has grown in scope and numbers. The program is now serving more communities as new member colleges and universities have become involved. In year one, 20 campuses participated and this year we have 30 participating campuses. In the first year members served in 41 nonprofits and in the current grant year of 2008 -- 2009 members have served in a reported 920 nonprofits. MCC continues to improve retention of MSS members and receive requests for more member slots than are currently allocated to the program, maintaining 100% enrollment.

Michigan Nonprofit Association (MNA), an affiliate of MCC, has managed and currently manages a host of federal grants, similar to AmeriCorps grants. MNA's Finance staff has created extensive systems for administering and managing federal grants and sub grants. 2009 -- 2010 is an extension year for a three year, \$1,497,720 Learn and Serve America grant, and in the third year of a \$1,497,720 Michigan

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NOW! Grant through the Capital Compassion Fund. In addition, MNA/MCC has six years of experience in managing an AmeriCorps*VISTA program, which has a 2009-2010 operating budget of \$235,263.

The VISTA program has 22 VISTAs placed at 18 campuses statewide.

By engaging more college students in service through an AmeriCorps education award program, MCC will help to engage more student volunteers, support community/faith-based organization's mission and develop more service-learning in K-12 education. The AmeriCorps Education Award grant will encourage students to be life-long civically engaged citizens by conducting a citizenship training as well as introducing the students to National Service and other specific National Service programs run by Michigan Campus Compact. MCC views the AmeriCorps Education Award as a stepping stone into a world of national service and volunteerism.

All MSS members must attend one of Michigan Campus Compact's member institution's that has chosen to have the MSS program. In order for a campus to have an MSS program, they must have a staff member, faculty member or VISTA member from that campus be trained from MCC on how to be an advisor for the Michigan Service Scholars Program. Each trained MSS advisor will regularly communicate with their MSS students and the Michigan Campus Compact Program Specialist, who is a full time employee, spending 100% on the MSS grant. This model of having a staff member, faculty member or VISTA member connect Michigan Campus Compact with the students they are serving is consistent with the majority of other grants and programs run by MCC. The Program Specialist communicates to the students and Advisors via e-mail, Facebook, auto dial messages, webinars and face to face trainings. The Program Specialist will travel around the state to hold trainings for the MSS members and advisors prior to the start of their year of service.

Michigan Campus Compact staff work closely with faculty and staff on member campuses, conducting site visits, convening regularly for meetings and events and communicating regularly through e-mails. Through this in-depth communication and relationship building, MCC is able to perform targeting outreach to campuses that could benefit from specific programs, such as the MSS

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AmeriCorps program. Campuses may also hear about the MSS program from other campuses that successfully run MSS. In order to be selected as an MSS site, the campus must designate a site supervisor, who will be trained by MCC on effective recruitment and retention and compliance requirements, and will run the program for the entire year.

The MSS AmeriCorps program is open to all 43 of MCC's member higher education institutions to apply for, but we will be looking to approve sites that represent quality, community involvement, and programs supporting distressed communities. We will be looking at those who have participated in the past and accept those who have demonstrated quality and sound programming and structure. Especially with the change in campuses taking on more of the responsibility for ensuring slots are filled and maintained we want to work with those who have a history of delivering and fulfilling program requirements.

Since all the sites are members of MCC, there is a relationship established prior to the MSS AmeriCorps program. MCC and its members have run multiple grant programs throughout MCC's history, including various CNCS grants. MCC member campuses have been successfully supporting MSS AmeriCorps members for the past 5 years.

Programmatic requirements are currently monitored by site visits, consistent communication/connection to site supervisors and continual reporting to and from the individual sites. Michigan Campus Compact staff manages all fiscal requirements of the AmeriCorps program.

To ensure our overall mission and vision for the AmeriCorps program is maintained at each site, thorough training will be done with potential members before they are admitted to the program, which clearly explains and stresses the importance of the AmeriCorps mission and vision of the program. The same is done with campus site supervisors. In addition, periodic reminders and updates will be sent through social media tools, listservs, through publications and other regular communication with members and site supervisors at periodic MCC events. This will give members and supervisors appropriate talking points and a clear idea of what it means to participate in the MSS AmeriCorps

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program and effective means of communicating about the program.

Board of Directors Administrators, and Staff

MCC is overseen by an Advisory Board made up of college and university presidents, higher education faculty and staff, college students and Michigan leaders with an interest in college student engagement. The Advisory Board members know of the MSS AmeriCorps program and promote it on their campuses when appropriate, as they do with all MCC programs.

MCC's Executive Director will devote 5% of her time to promote the program on campuses and help to disseminate the model to interested colleagues nationwide. An Accounting and Business Manager, will monitor and manage the fiscal aspects of the grant, devoting 5% time. All other MCC staff will promote the program through their interactions on campuses.

Two key staff members will provide oversight for the MSS AmeriCorps program. The MCC Assistant Director of Grant Programs will dedicate 5% of her time to the MSS AmeriCorps program through supervising the Michigan Service Scholars Program Specialist and providing strategic oversight. The Assistant Director of Grant Programs has been an MCC staff member, administering grants for over three years, including managing a successful Learn and Serve program for the last three years of over \$1,140,000, as well as a portfolio of several other federal, state, and private grants. The Michigan Service Scholars Program Specialist devotes 100% of her time to the MSS AmeriCorps program. The Program Specialist is in charge of training, enrolling, exiting and maintaining records for all MSS members, as well as training and offering support to site supervisors, through gathering time sheets and surveys, answering questions, and providing technical assistance. The MSS Program Specialist has been working with the MSS AmeriCorps program in a full-time capacity for a year and a half. Throughout her tenure, the Program Specialist has increased the effectiveness and efficiency of MSS program systems, including managing the collection of data, maintaining member records and pulling information for reporting purposes.

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Plan for Self-Assessment of Improvement

MCC conducts evaluations after every event or function that we host, and we use the evaluation to continuously improve and modify the work we do. In addition we send out an annual survey to get a feel for what is working and what is not among our members. MCC staff hold monthly brown bag lunches where they discuss relevant articles and publications in the service and civic engagement field, as well as to discuss trends in the nonprofit sector. Staff report monthly around our strategic plan to continually assess our progress and development. Staff conduct several site visits a year to the majority of our members where we always ask for feedback. We disseminate best practices through meetings and publications. Staff are annually reviewed and are always encouraged to take advantage of professional development opportunities.

Financial and programmatic technical assistance is available through Michigan Campus Compact and partners organizations for participating campuses. MCC can provide information on service-learning and civic engagement, as well as logistics of running the MSS program. MCC is an affiliate of Michigan Nonprofit Association who has an entire finance team who can provide financial assistance. In addition MCC has strong partnerships with the Michigan Community Service Commission, Michigan College Access Network, and Volunteer Centers of Michigan who can all provide materials, resources and trainings to the program or to service sites. Staff of Michigan Nonprofit and its affiliates will receive information on the MSS program at monthly staff meetings, as well as weekly updates via our internal social networking site so they always have access to current information to share with partners.

Plan for Effective Technical Assistance

MCC will conduct extensive training for site supervisors and will continually monitor their work and progress, sharing resources to address issues and sharing best practices among the supervisors. They are also part of the MCC network in other ways so they can tap into other existing MCC resources. We will provide information on how to access the AmeriCorps Education award to both members and

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supervisors at initial trainings and at the end of the service year.

The program director for the Michigan Service Scholars is the Assistant Director of Grant Programs. Since this position is focused on addressing the needs of grant programs' and sites' individual needs, providing training and technical assistance will be seamless. Programmatic orientation occurs in supervisor training for each site's on-campus supervisor. Continual support is provided by ongoing conversations with supervisors, conference calls and monthly reporting. Since MSS program has no financial relationship with the sites, financial technical assistance is not needed but MCC staff are trained in answering questions about how members access their AmeriCorps educational award.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support

MCC recruits and supports volunteers from our member institutions, which include two-year, four year, public and private, rural and urban institutions. These volunteers help us evaluate grants, do committee work, provide information to the organization, and speak/lead MCC events. These volunteer activities help the organization to stay in touch with the field and develop new initiatives and programs.

Organizational and Community Leadership

MCC has demonstrated leadership within the state and nationally. MCC has served as the lead organization for colleges and universities in the state through assisting and growing the fields of service-learning, community service and civic engagement within higher education. MCC staff members have presented and continue to present at state and national conferences, including Mentor Michigan Conference, National College Access Network Conference, National Mentoring Conference, National Service-Learning Conference, Michigan Pre-College and Youth Outreach Conference, and the Michigan Governor's Education Summit. Other state Campus Compacts have sought MCC's support for building their own state programs. MCC has representation on the Michigan 2010 Census Committee, and is part of a statewide collaborative committee around MLK Day of Service. MCC was recognized by the Michigan State University Center for Service-Learning and Civic Engagement for sustained partnership

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with and support of MSU service-learning initiatives in April of 2008.

Success in securing match resources

Thus far, MCC has provided adequate match, such that we have not had to seek external match resources. MCC provides match for program operation through the annual budget and staff support for supervision and campus/member trainings. MCC has been successful in securing match for several other private, state, and federal grants by seeking time and resources from statewide partners and member campuses.

Success in Securing Community Support

Collaboration

MCC has partnered with the MCSC, Michigan Nonprofit Association, Volunteer Centers of Michigan, the LEAGUE Michigan, GEAR UP, the Michigan College Access Network and 43 member campuses that have allowed us to increase quality and reach for the MSS AmeriCorps program through the contribution of resources and/or staff time.

Community/faith-based organizations typically collaborate with MCC member campuses. MCC seeks feedback from community/faith-based partners on the program through the community partner survey. Community/faith-based organizations receiving volunteer support from members will know that the members are in the AmeriCorps program through connection with the students and will learn about the goals of the program through connections with site supervisors. Community/faith-based organizations are generally not seeking out the program specifically, but rather in general seeking college student volunteers in their local community and through pre-established systems for college students to volunteer.

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Local financial and in-kind contributions

Campuses (sites) give the time of site supervisors and coordination of financial officers to manage the AmeriCorps Education Awards. Many campuses offer additional training for students before they volunteer or reflection activities after they volunteer that are in-kind services from the campuses that support the program. Community/faith-based organizations also offer formal training and facilitation for members, which would support the program in an in-kind manner, as well as contribute space and resources for members to carry out their service. As MCC has piloted the teacher education component, more faculty have devoted time to the program, working closely with MCC staff in order to effectively train their student teachers. Funding from partners at Michigan's Gaining Early Awareness and Readiness for Undergraduate Programming (GEAR UP) has contributed to the development of a College Positive Volunteerism Toolkit for college students. In addition, MCC has been conversing with member campuses about matching AmeriCorps Education Awards from all AmeriCorps programs.

Wide range of community stakeholders

MCC serves higher education institutions, so community stakeholders for MCC are largely from member campuses. Five main constituents are served through MCC including; College and University Presidents, Chief Academic Leadership (those in the position of Deans, Provosts, and Vice Presidents responsible for academic learning on campus), Faculty (those teaching on campus), Community Service Directors (largely student affairs professionals that work with co-curricular community service/volunteerism) and Students (members and those attending a college or university). In addition, MCC is building to serve alumni and community partners. The community/faith-based organizations where members serve are also primary stakeholders in the MSS program, but not convened by MCC. The relationships with community/faith-based organizations are maintained on the local campus level, generally by site supervisors.

The MSS AmeriCorps program has garnered continued and increasing support from community

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stakeholders as stakeholders have seen the positive impacts of the program. We see an increasing amount of publicity on campuses focused on the service of MSS members. In addition, the program has increased in popularity among MCC member institutions as we have shared positive outcomes, we have more campuses who have signed on to participate, and more support for the program from college and university administration is being communicated to faculty and staff.

Special Circumstances

Michigan Campus Compact has grown from a consortium of nine colleges and university members in 1990 to 43 members in 2009, still less than half (40%) of the higher education institutions in the state. MCC is striving to have services available to every college and university student in the state through providing them all a meaningful and educationally rich experience with civic life while in college.

MCC members serve in resource rich and resource poor areas, rural, suburban and urban areas of the state. Many are rural and have a scarcity of philanthropic and corporate resources, such as Kirtland Community College and Lake Superior State University. In Michigan, both urban and rural areas have high poverty rates, and MCC campuses serve in those areas.

Budget/Cost Effectiveness

Budget/Cost Effectiveness

The MSS AmeriCorps program costs \$800 per 5 members. For 400 members the total cost comes to \$64,000. The amount of money provided by the AmeriCorps grant is adequate to support program activities to ensure the proposed outcomes of this project are accomplished, as support from MCC will cover any additional expenses. MCC will garner support from diverse funding sources such as: the ConnectMichigan Alliance endowment, membership dues, and fees for service activities. In addition, through the partnership with Michigan Nonprofit Association, MCC is able to leverage time from financial support staff. These resources allow for funding of additional MCC staff positions and supplies

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for programming. AmeriCorps program support will cover a full-time assistant for the program, required purchases for members, program publications and travel to and from training sites, which cover the majority of operational costs. Additional supervision, staff training for sites, needed conference calls, and additional travel will need to be covered by MCC to operate the program. An approximate cost for support from MCC is \$20,000 a year. MCC is proposing deeper impact with this current application while maintaining a fixed amount grant.

Evaluation Summary or Plan

In the past, while MCC has not had a formal evaluation plan, the program components have continually been assessed by internal program staff and have been used to improve the program and change the program. For example, we have heard feedback from our members through surveys and face to face meetings regarding the first-come first-serve model for giving out member slots. Thus, for this round we will have participating campuses name how many slots they plan to fill and we will help them manage that process.

The evaluation plan for the Michigan Service Scholars Program will look at the training component that we have for our potential members and will assess the knowledge gained by members, the degree of comprehension, the degree to which they feel a part of AmeriCorps, the degree of understanding of citizenship training components, and the degree of understanding of College Positive Volunteerism components.

Online survey instruments will be used to assess the training, which will be sent after members are enrolled. The instruments will be created by the Assistant Director for Grant Programs for the grant, who will work with a team of MCC staff, including the Executive Director, and the MSS Program Specialist to create and evaluate the outcomes from the survey instruments. The Assistant Director for Grant Programs has participated in numerous evaluation plans, including working closely with an external evaluator for two three-year Learn and Serve America grants. The MSS Program Specialist will collect the data. Primary stakeholders for the evaluation will be partner organizations where members

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will be serving, as well as the members themselves, and participating campuses. All of these groups want and deserve well-trained members as it will better serve the needs of partner organizations, members will get the most out of their year of service, and participating campuses will be able to retain members at a higher degree.

The member trainings take place mainly in October and November with one or two trainings throughout January, February and March. Data will be gathered after every training and then compiled and evaluated for outcomes during April, May and June. Outcomes will then be taken into consideration and modifications made to training for the following year's programming.

Amendment Justification

N/A

Clarification Summary

Clarification Response FY10

CLARIFY THE MEMBER TRAINING PLAN AND ITS APPLICABILITY TO THE DESCRIBED ROLES AND ACTIVITIES:

Members will address college access and retention through three service focus areas, including teacher education programs, serving in youth serving nonprofits, and addressing community needs through service in a variety of nonprofits. All members will receive training specific to their focus areas through an initial training provided by MCC, from daily consult available from campus site supervisors, and from placement site supervisors where they're serving.

Members serving as student teachers will receive an overview of service-learning and college positive volunteerism training in the initial four hour training conducted by MCC. Members will then be enrolled in a student teaching course where they will continue to learn from a faculty member (their campus site supervisor) how to conduct quality service-learning. Each student teacher member will then be placed in

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a student teaching position where they will receive ongoing guidance from a placement site supervisor, such as a principal or K-12 teacher, as related to the specific school and community.

Members serving in youth serving nonprofits will first be trained on College Positive Volunteerism at the MCC training. Campus site supervisors will be able to direct CPVs to access online tutorials and other resources regarding college access. Placement site supervisors will train members on working with the specific needs of the youth they serve as it relates to college access.

Members serving in a variety of nonprofits will be trained on College Positive Volunteerism at the initial MCC training and depending on their placement site may be able to use some of the materials with displaced workers, veterans, etc. Campus site supervisors will provide additional training regarding volunteerism and campus/community relationships. Placement site supervisors will provide specific on-site training regarding the needs the members will be addressing, as well as provide training around the organizational mission, constituents, and communities they service.

In addition, webinars will be available quarterly for members, focusing on specific areas of training, including quality service-learning, College Positive Volunteerism, and community engagement.

CLARIFY THE DAILY SUPERVISION OF AMERICORPS MEMBERS:

Each participating campus will be assigned a campus site supervisor, to whom members will report to help with site placement, timesheets, and additional training on general volunteerism or specific types of service. MCC will conduct training for site supervisors where we will stress that they are to support members by sending weekly emails, hosting a listserv or social media site, calling them together for meetings, helping to identify service sites, and providing education opportunities on service and volunteerism. We will monitor campus supervisors through the collection of monthly surveys where

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they will report their activity regarding member support, including campus site supervisor interaction with placement supervisors. Members will answer directly to a specific supervisor at each placement site, who will commit to serving in the role of placement site supervisor throughout the members service. Campus site supervisors will be trained by MCC to maintain relationships with placement site supervisors and remain in contact with them throughout members' placement periods. This relationship maintenance will be done through phone calls, emails, and placement site surveys. In addition, each time a member is placed, campus site supervisors will send a packet of orientation materials that will include information on AmeriCorps and what it means to have AmeriCorps members serving in their organizations, including information on prohibited activities for members, nonduplication, no-displacement and nonsupplementation. The initial information provided to placement site supervisors, as well as follow-up information will stress the importance of placement site specific training to emphasize the need for members to receive proper training regarding the specific site, population and communities in which they will be serving.

CLARIFY THE ROLE OF AMERICORPS MEMBERS SERVING IN NONPROFITS, AS IT APPEARS THAT PROPOSED ROLE MAY BE MORE APPROPRIATE FOR VISTA AMERICORPS MEMBERS: Members will serve in a combination of roles in nonprofits, addressing needs defined by the nonprofit organizations. Members will not solely be focused on capacity-building, as would VISTA, but also on direct service to community members. First, members will help identify potential opportunities such as events and potential partnerships aimed at collaboration. Secondly, they will fulfill the mission of the organizations through direct service including community outreach and educational opportunities, such as workshops, presentations, and one-to one assistance. For example, a member may serve with a mentoring organization and help them work on their website or plan a parent education night. The member would serve during the parent night by helping to educate parents. The member would also serve in a mentoring role.

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PERFORMANCE MEASURE CLARIFICATION:

In our initial application, we stated plans to use national performance measure in the area of Education, #E18, which applies to the Teacher Corps, therefore we are opting to use #ED1, #ED2, and #ED09. Performance measures have been entered into egrants.

PROGRAM START AND END DATES

The program start is 10/1/10 and the program end date will be 9/30/11.

BUDGET CLARIFICATION

The budget has been modified to reflect the recommended funding amount of \$48,000. As a result, the MSYs and member slots have also been corrected and decreased from 400 members to 300 members.

Continuation Changes

Applicant Info change: Program Director from Michelle Snitgen to Shannon Zoet.

Retention

The Michigan Service Scholars program has always consisted of at least 300 members located around the state of Michigan. Because of this large number, 100% retention is generally not expected. However, in the past year we have implemented systems aimed at improving the program's retention rates. As the program administrators, we are two steps removed from the MSS members who serve at various organizations in communities around the state and who are supervised by one of several host campus supervisors at over 20 Michigan colleges and universities. We have altered member trainings to better explain the members' commitment, and have improved communication methods with members to keep them on track throughout their year of service. Additionally, we have improved training and communications for site supervisors so they can better support and assist the MSS members they

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supervise.

Measurable Outputs and Outcomes

MSS members will address college access and retention, and the projected results are as follows:

MSS AmeriCorps members will produce 100 K-12 service-learning units.

80% of members plan to use service-learning curriculum during future teaching experiences.

The Michigan graduation rate will increase by 5% because of more youth being involved in service-learning.

300 MSS AmeriCorps members will receive College Positive Volunteer training.

AmeriCorps members will expose 200 youth to higher education.

90% of youth involved in the program will seek college attainment.

125 MSS AmeriCorps members will serve at community/faith-based nonprofits.

80% MSS AmeriCorps members serving in those nonprofits will persist to the next year of college, will graduate from college.

Michigan will acquire a more skilled workforce.

Organizational Structure

MCC is overseen by a Presidential Board made up of college and university presidents with an Executive Council of five presidents from MCC member institutions. The Presidential Board members know of the MSS AmeriCorps program and promote it on their campuses when appropriate, as they do with all MCC programs.

MCC's Executive Director will devote 5% of her time to promote the program on campuses and help to

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disseminate the model to interested colleagues nationwide. An Accounting and Business Manager, will monitor and manage the fiscal aspects of the grant, devoting 5% time. An Executive Assistant will devote 5% of her time to support the MSS program. All other MCC staff will promote the program through their interactions on campuses.

Two key staff members will provide oversight for the MSS AmeriCorps program. The MCC Assistant Director of Campus Partnerships will dedicate 55% of her time to the MSS AmeriCorps program by providing program management and development, strategic oversight, training development, member record maintenance and technical assistance. The Assistant Director of Campus Partnerships has worked with MCC for over a year. An MCC Program Specialist will devote 35% of her time to the MSS AmeriCorps program providing technical assistance and member record maintenance. The Program Specialist has worked with MCC for over two years.

Continuation Changes

Michigan Campus Compact requests 300 AmeriCorps member slots at 300 hours each for the Michigan Service Scholars program.

The Michigan Service Scholars AmeriCorps Program, administered by Michigan Campus Compact as an affiliate of the Michigan Nonprofit Association, will allow its members to use eligible Federal Work Study hours as MSS service hours. The FWS hours that will be recorded as MSS service hours must be with a nonprofit community organization. Because all higher education institutions who receive FWS funds are required, under the Higher Education Reauthorization Act of 1998, to utilize a minimum of 7% of their total FWS budget for community service placements, several MSS members will be able to use their FWS placements to supplement their required MSS service hours.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 42.33

Service Categories

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Members will serve with youth-serving organizations, including K-12 schools, and will expose youth to higher education through the facilitation of college-focused activities.

Result: Output

Result.

Number of students who complete participation in an AmeriCorps education program.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : Number of students completing participation in an AmeriCorps education program

Target Value: 200

Instruments: A member self-report in OnCorps how many students completed participation in an AmeriCorps education program.

PM Statement: 200 students will complete participation in an AmeriCorps education program.

Result: Output

Result.

200 students will start in an AmeriCorps education program.

Indicator: ED1: Students who start in an AC ED program.

Target : Number of students who start in an AmeriCorps education program.

Target Value: 200

Instruments: Members will self-report in OnCorps how many youth start an AmeriCorps education program.

PM Statement: 200 students will start an AmeriCorps education program.

Result: Intermediate Outcome

Result.

25 students will graduate from high school

Indicator: ED9: Students graduating from high school on-time with a diploma.

Target : Number of students graduating from high school.

Target Value: 25

Instruments: Members will self-report in OnCorps the number of students who graduate from high school.

PM Statement: 25 students will graduate from high school.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable