

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):	3. DATE RECEIVED BY STATE: 10-JAN-11	STATE APPLICATION IDENTIFIER: N/A
2b. APPLICATION ID: 11AC123922	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHOH0010007
5. APPLICATION INFORMATION		
LEGAL NAME: Ohio College Access Network DUNS NUMBER: 382079700 - 0000		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bridget Mcfadden
ADDRESS (give street address, city, state, zip code and county): 41 South High Street Suite 1650 Columbus OH 43215 County: Franklin		TELEPHONE NUMBER: (216) 929-3536 FAX NUMBER: INTERNET E-MAIL ADDRESS: mcfaddenb@ohiocan.org
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 311677604		7. TYPE OF APPLICANT: 7a. Non-Profit 7b.
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input 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 State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Ohio College Guides
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): OH		11.b. CNCS PROGRAM INITIATIVE (IF ANY):
13. PROPOSED PROJECT: START DATE: 08/02/11 END DATE: 06/29/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text"/> b.Program <input type="text" value="OH 015"/>
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		16. IS A 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	\$ 779,826.00	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	\$ 297,729.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 1,077,555.00	
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: Shelli Welch	b. TITLE: Office Manager	c. TELEPHONE NUMBER: (614) 947-3500
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/21/10

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Executive Summary

The Ohio College Access Network (OCAN) is comprised of local college access organizations operating in nearly every area of Ohio. The goal of the network is to position local organizations through funding, advocacy and support to provide economic opportunity through college completion for Ohio students. OCAN proposes to boost local member organizations' ability through AmeriCorps members serving as college access advisors to low-income, minority, and first-generation college students in Ohio.

Rationale and Approach

a. Problem

In Ohio, unemployment rates are high, postsecondary education attainment rates are low, and among low-income, minority, and students who would be the first in their family to go to college, support needed to encourage postsecondary education and career options is scarce. The Ohio College Access Network's(OCAN) shared vision of equal access to education and economic stability for all Ohioans prompts serious commitment in working to provide solutions to high unemployment rates, low postsecondary education attainment rates and scarce support for minority, first-generation and low-income students in developing and executing a postsecondary plan.

Since 1996 the percentage of jobs in Ohio requiring more than a high school diploma -- whether a two-year, four-year or other degree -- increased 55% (31% to 86%, Ohio Jobs and Family Services data) and the high school diploma will secure only 14% of today's occupations. Despite the demand for educational attainment to become employed after high school, the college-going rate in Ohio for students directly after senior year is 60%, and of those who do go, only a quarter (25.2%) obtain an associate's degree in three years and just over half (55.6%) obtain a bachelor's degree in six years. Furthermore, African-Americans are about half as likely as non-Hispanic whites to earn a bachelor's

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degree (19% vs. 37%) and Hispanics are less than one-third (11%) as likely as non-Hispanic whites (US Census data).

Ohio's school districts face output challenges (e.g. subject proficiency, entrance exam scores) which further inhibit college-readiness, enrollment, and career-readiness. Chief among these challenges are graduation rates: nearly 1 in 3 (29.4%) Ohio students attend a school district whose graduation rate is below the state standard of 90%; the average graduation rate of the five largest districts in the state is 73.42%. In addition to these challenges, the Lumina Foundation for Education's recent report, "What We Know," cites the primary obstacles to access and success for students as unmet financial need, inadequate academic preparation, and insufficient information, guidance and encouragement.

Ohio's Strategic Plan for Higher Education calls for increasing the number of new college graduates in the state over the decade by 230,000 students. The Ohio Board of Regents' Third Report on the Condition of Higher Education in Ohio (March 31, 2010) cites several ways to improve the state's educational productivity and workforce readiness: (1) communicating what is required to enroll and succeed in college in transparent ways; (2) expanding availability of new lower-cost models for attaining a degree; (3) preparing students better academically, financially and culturally; (4) improving graduation rates and time to degree for enrolled full- and part-time students; and (5) reaching new target populations including minority, first generation, and students from low-income families. These strategies underpin this request for funding of the AmeriCorps Ohio College Guides program.

To help bolster our state's initiatives and address the difficulty students face in obtaining adequate information, guidance and encouragement in the college-going process, OCAN proposes to utilize

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AmeriCorps funding to give local organizations the opportunity to deliver for the first time, or to expand delivery of, college access services to targeted populations across Ohio. Seven Ohio college access organizations have been selected to host AmeriCorps Members who will be trained to communicate transparently what is required to enroll and succeed in college, and help through college advising to prepare students for the expectations of attaining a college degree. The seven sites include organizations who serve the largest districts in Ohio, as well as those in smaller economically depressed metropolitan areas, and in rural Appalachian Ohio, whose combined population has an average median household income of \$32,623, a college attainment rate of 15.5% and an average unemployment rate of 7.5%. The organizations are: the Cincinnati Youth Collaborative serving the Cincinnati Public Schools, Cleveland Scholarship Programs serving the Cleveland Municipal School District, Connect to Success, which operates out of Washington State Community College and serves the Warren Local School district, Greene County College Success Partnership which serves poorer performing schools in Greene County, I Know I Can serving the Columbus City Schools District, Scholarship Central which serves high schools in Appalachian counties Muskingum, Noble, and Guernsey, and Stark Education Partnership, a P-16 collaboration targeting the Stark County area in northeast Ohio. AmeriCorps Members will deliver college access advising through these organizations in 85 middle and high schools whose combined student population is 48,532 in grades 8 through 12. Sixty-four percent of these students are minority students, 74% come from economically disadvantaged families, and the average graduation rate is 78% across the 55 high schools. The AmeriCorps College Guides propose to serve 22,000 of the 48,532 students, reaching district's neediest populations.

b. Solution: Member Roles and Responsibilities

OCCAN proposes to increase the number of college graduates in Ohio by carrying out the Ohio Board

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of Regents' recommendations through a near-peer college advising model called the Ohio College Guides. For the 2011-2012 program year, the College Guides proposes utilizing 68 AmeriCorps Members to serve in an 11 month full-time capacity, from August 2011 to June 2012. Members will focus on targeted populations including minority, first generation and low-income students. OCAN has chosen to invest in an AmeriCorps program to meet Ohio's college access needs because Members transitioning between undergraduate and graduate studies or the workforce provide a unique opportunity to utilize near-peers as relatable mentors in college access outreach. Studies find that the most effective way to communicate messages in transparent and understandable ways is to deliver the messages through a relatable speaker, as a recent college graduate would be for a high school student. Strategically, the Ohio College Guides model is designed to embody characteristics found by a 2003 United Nations study which describes successful near-peer models as: a) Culturally and developmentally appropriate, b) Focusing on providing accurate information, c) Utilizing outreach with students based on experiential learning, including modeling and practicing communication, negotiation and refusal skills, and d) Exhibiting professionalism shown by staff. Based on these characteristics, College Guides are selected to reflect the demographics of the targeted population, trained to relate their college experiences transparently and accurately, and trained in mentoring and advising that encourages the students they will serve to take ownership of their college-going process. Overall, implementation of the Ohio College Guides is successful because of its positioning within a professional context wherein the host site staff trains, supports and models college access services for the College Guides as professional college access practitioners.

Each Ohio College Guides site has an established relationship with their local school district(s) through which Members will be accommodated with either a workspace at the host site location, the school, or both. The role of the Members at each host site, no matter where they are placed, is to serve

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with the college access staff and the school guidance counselors to increase college awareness and enrollment among the students in their district. They serve as a near-peer relative to the college-going message they seek to spread in their assigned district. During any given day, Members will perform activities that help to foster a college-going environment, including: providing one-on-one college advising on a range of college topics; giving in-class presentations or after-school workshops on college, career options and financial aid overviews; registering and providing fee waivers to qualified students for college entrance exams; providing college application fee waivers to qualified students and helping students complete college applications; helping students and families file their Free Application for Federal Student Aid (FAFSA); helping students and families decipher Financial Aid Award letters from colleges; facilitating college tours; and aiding families with college research. AmeriCorps Members will be integrated into their local school system and communities through direct service and organized service projects, and will ultimately be seen as upbeat and positive walking, talking college-going resources.

c. Member Selection, Training and Supervision

Potential AmeriCorps Members with a Bachelor's Degree are recruited and placed within participating high schools who are relatable to the many students they will serve, in terms of gender, race, geographic roots, and experiences. Preference is given to recent college graduates who can clearly articulate and address the academic and college-going needs of high school students at a grade specific level. Other considerations include exhibiting a genuine interest in students and their ability to succeed after high school, maturity and an ability to mentor near-peers, and strong communication and organizational skills. AmeriCorps Members are recruited through three avenues in order to ensure the opportunity for community members -- whether life-long or newer transplants -- to serve. These include a) marketing on college campuses within the host site community or region, b) targeted

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messaging to alumni of school districts to be served; c) the AmeriCorps website. These methods have yielded competitive pools of diverse, qualified, and relatable potential Members who are dedicated to the communities and cause they would serve. For each Ohio College Guides host site cohort, significant numbers of Members have been from the community or school district to which they've committed to serve.

All incoming Ohio College Guides will undergo a comprehensive orientation which includes an introduction to AmeriCorps at-large and the types of service programs under the AmeriCorps umbrella; an introduction to other AmeriCorps programs serving in their placement region; an introduction to the College Guides program both locally and at-large; an overview of OCAN and the educational landscape which necessitates college access work; an introduction to their host site organization and staff; and the challenges and goals of their assigned community and school district. Training topics include mentoring methods and theory, advising methods, college admissions processes, college entrance test background and procedures, understanding and communicating financial aid, navigating school systems, drug and alcohol awareness, college campus visits, and others. While most of this training is done locally at each College Guide host site, a portion is provided by the annual OCAN Advisor training, which caters to new advisors. Throughout the year, Members are encouraged to participate in OCAN webinars which cover current trends and topics in college access and postsecondary education funding.

During the orientation phase, Members will be introduced to the concept that AmeriCorps programs are not solely about meeting the needs of the community, but also about meeting the development needs of AmeriCorps Members themselves. Ohio College Guides will be introduced to the Member Development Plan and asked to think through their personal goals for the service term and Life after

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the Corps. The completed plan will be used to establish appropriate professional development opportunities and shape Life After the Corps discussions and opportunities. During past years, Members have had the opportunity to job shadow, network with fellow Members and young professionals in the area through conferences, events, and service projects, attend graduate and professional school and career fairs, and participate in graduate school entrance exam info sessions and abbreviated classes. Additional trainings and professional development opportunities are provided not less than twice every month through the service year. On scheduled Fridays Members will report to their host site to catch up on reporting and group projects, participate in the monthly College Guides conference call, or to participate in trainings and professional development opportunities. These Fridays are designed to allow Members to decompress and reflect on service activities, with the chance to voice any concerns with fellow Members or supervisors. Following the Justice Talking training in November, Fridays are the avenue through which Justice Talking sessions are held monthly throughout the year.

Leadership development is an essential aspect to the design of the Ohio College Guides program, with an ultimate goal of developing leaders in education and the civic sphere after service. AmeriCorps Members will have the opportunity to lead groups of their team in creating presentations or outreach activities to engage more students in their schools with the support of their host site supervisor; this opportunity can be significant for Members who rise to the challenge as these presentations and activities have the potential to be implemented into core outreach programs of the organizations. Each Member will be encouraged to take a leadership role in planning and implementing the required service projects throughout the year. They will be instructed to tap into the resources at their host site and community, and expand the ability of their team by tapping into resources outside of the organization.

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At each site, employees have been assigned as supervisors of the incoming AmeriCorps teams. They have been selected based on interest and ability to relate with, lead and foster the passion and energy of recent college graduates. Selected supervisors will be initially trained by OCAN's AmeriCorps Program Director on the AmeriCorps mission and its context in order to ensure that hosting the program at their site is a commitment to direct service, community strengthening, and Member development. With these tenets in mind, supervisors commit to providing direct oversight to the Member's at their sites, ensuring that they are well-equipped to perform the service expected of them, and also comfortable with the expectation to critically think about what they want to accomplish throughout the year, and where they want to go after the Corps. Host site supervisors will be involved in the recruitment and selection of Member's assigned to their site; provide training to their Members; orient them to their schools and community; conduct performance reviews, approve timesheets and provide overall support to Members at their site. Next, supervisors will participate in numerous and comprehensive training conference calls with OCAN's Program Director to ensure that the proper processes are in place to host the program. All supervisors will have the opportunity to meet before the program's first day to go over last minute details and discuss issues or concerns with fellow supervisors and the Program Director. Throughout the service year, the Program Director routinely checks in on host site supervisors, and convenes them monthly through a conference call in order to discuss concerns, updates, or developments and provide ongoing support. Furthermore at least one host site visit is planned to monitor and ensure grant compliance. Finally, a year end debriefing will allow host site supervisors to provide feedback on the year's results and suggestions for improvement. To keep track of the extensive documents and procedures needed to run an AmeriCorps program and to support host sites in grant compliance, OCAN has implemented the use of an online platform to store electronic files that need to be readily accessed by supervisors at each host site.

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d. Outcome: Performance Measures

Through the Ohio College Guides, OCAN and the participating host sites wish to see an increase in college awareness and enrollment, an increase in collaboration and service within the local community, and wish to provide a pipe-line of leaders in public policy and the fields of education and college access by positioning and developing Members to succeed in the civic domain after their year of service. The Network has a proven track record of effectiveness in delivering college access messages and support to increase enrollment; OCAN and the University of Cincinnati have already found that high schools with an OCAN program had a 3.8% increase in the average rate of going-on college among its graduates as well as a 4.5% higher average rate of graduation. The Ohio College Guides can have a significant impact in increasing these percentages by growing outreach to first-generation and other at-risk students who otherwise might not consider attempting education beyond school.

The performance measures of the Ohio College Guides will be tracked in multiple ways. Overall, the College Guides will add value to the work of local college access organizations by increasing the number of students that the organization can reach and the number of times each student can be served. Quantitatively, the College Guides strives to add value to the service sites across Ohio as a college advisor available to serve 22,000 students who otherwise had no college advisor available. This number represents 45% of the total student population where College Guides will be placed to serve. Extensive research in the Chicago Public Schools revealed that college-enrollment is influenced by milestones along the postsecondary path, including the completion of the FAFSA, college application, and college entrance exam. Other motivators in college enrollment which will be tracked secondarily include participating in college tours, completing career interest inventories, completing college and

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scholarship searches and learning about the financial aid process; accordingly, these are the activities that College Guide Members will help students complete, and the activities that OCAN will monitor and measure over the course of the grant cycle. Specifically, program outcomes are as follows:

Through both one-on-one meetings and group settings, the College Guides will reach 45% of the total enrolled students in their assigned schools. As a result of interaction with a College Guide, 35% of those students reached will complete a college milestone, such as a FAFSA, College Application, or College Entrance Exam.

In order to track these direct services, each participating host site uses OCAN's Web-Enabled Student Tracking System (WEST), wherein each interaction with a student is logged and tagged as to the activity completed. This data base allows users to pull reports and monitor students served, types of services provided, and how often. These reports can be pulled at any time and will be collected quarterly in order to keep track of progress toward the College Guides performance measures. These quarterly reports will be compiled into the annual report by the AmeriCorps Program Director.

Ultimately, by comparing data from the National Clearinghouse, OCAN expects to see increases in college enrollment of the targeted populations served by Ohio College Guides.

Qualitatively, host sites keep track of increased community collaboration by building new partnerships and assessing their effectiveness (which is indicated by whether or not the partnership is continued), and tracking the number of new volunteers utilized. Volunteer generation is tracked through OnCorps by each AmeriCorps Member, and is assessed quarterly. The Ohio College Guides will generate 544 community volunteers during the 2011-2012 service year.

Member development is assessed through three performance reviews where development plans are

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revisited and discussed in order to foster the goals and successes of AmeriCorps Members. Additionally, each training and professional development opportunity provided for Members will be assessed through a standard statewide online survey to measure the impact of personal development. The Ohio College Guides goal is ensure that 90% of Members participating in planned training and professional development opportunities will indicate the sessions to have been effective. Furthermore, a pre- and post-service skills inventory assessment was developed to measure growth of Members throughout the year; the Ohio College Guides strives to see an increase in self-assessed skills by 80% of all Members.

e. Volunteer Generation

Several high-profile community members who serve on the boards of respective host site organizations have invested in the Ohio College Guides by volunteering to be paired up with AmeriCorps Members through mentoring relationships. Other avenues in which the College Guides program allows host sites to reach into the community to serve more students are: recruiting volunteers to train the College Guides Members and securing volunteers to help identify direct service opportunities for the Members within the school and community relating to college access. AmeriCorps Members will have the opportunity to secure community volunteers to participate in the college awareness cause through outreach activities, such as FAFSA Workshops, Career Panels, and Celebrity Readings (of specific children's books to elementary students), Alumni Days, where alumni of the school districts come back to speak to students about their postsecondary and career path, and College Pride programs, where alumni come back to talk about their college alma-mater. Members will also harness the volunteerism of school faculty and staff through activities such as showcasing their college path, coordinating a day to wear college apparel, and recruiting them to speak about their experience paying for college.

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AmeriCorps Members will have the opportunity to plan service projects with the support of their host site supervisor. The Ohio College Guides program is designed to give Members ample hands-on experience in designing and implementing programs, whether in schools as described above, or through service projects. The AmeriCorps Members at each host site are charged with organizing themselves to fully plan and implement five service projects to be held on the required in-service days throughout the year. They are given a template to organize their project in terms of the need, method, key players, timeline, and evaluative process, and instructions to collaborate with organizations and/or people within the community. They are given support to see the project through, but are responsible to develop the purpose and methodology and to recruit necessary volunteers.

Prior to the first service project assignment, Members at each site will be trained in project and volunteer management. During the first year of the Ohio College Guides, the Columbus site Members were trained by Hands on Central Ohio. This was successful and current host sites will be encouraged to replicate this training or provide means for their Members to connect with Hands on Central Ohio, or similar local programs.

f. Partnerships and Collaboration

The implementation of the Ohio College Guides in each of the seven communities around the state has garnered many new partnerships and strengthened existing ones, increasing collaboration across stakeholders with an interest in college access. The current partners are: the Corporation for National and Community Service, the Cincinnati Youth Collaborative, the Cleveland Scholarship Programs, Connect to Success, Greene County College Success Partnership, I Know I Can, Ohio College Access Network, Stark Education Initiative, Scholarship Central; through these partners, the stakeholders include 85 individual schools and other community programs: all of the Cincinnati Public Schools

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District, all high schools of the Cleveland Metropolitan School district, Morgan County Learning Center, Washington State Community College and Warren High School, Fairborn and Xenia High Schools of Greene County, the Greene County Career Center, the Columbus City Schools District High Schools and the 8th graders of each middle school, Alliance High School, McKinley High School, and Washington High School of the Stark County area, Cambridge, John Glenn, Philo, Maysville, and Tri-Valley High Schools of Muskingum, Noble and Guernsey counties.

In order to host AmeriCorps Members through the Ohio College Guides, each host site has had to develop Memorandums of Understanding between the organization and the school district that the member will serve. This has led to increased support between the two entities and is allowing for impacts to be made by Members where there was previously no avenue to make impacts. Schools have invested in the cause by providing workspace and onsite collaboration within the schools through guidance counselors or principals. Further partnerships that have been made include Ohio Diversity Officer's Collaboration, The J. Ashburn Center of Columbus, Hands on Central Ohio, Ohio Campus Compact, The Ohio State University Economic Access Initiative, University Hospital of Cleveland, Cleveland City Year and the Cleveland Indians.

g. Sustainability

Within the last year, OCAN and its partners developed a plan to begin formalized outreach to involve statewide leaders who are willing to give critical advice and assistance to the AmeriCorps Ohio College Guides Initiative. Former Governor Bob Taft has agreed to lead the development of this statewide Advisory Board, whose role will include serving as an advocate for the initiative, supporting the program through fundraising efforts and opening doors for further collaborations that will lead to expansion and sustainability of the program. The composition of the Advisory Board will include 12-

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15 statewide leaders representing corporations, higher education, school counselors, state legislators, first generation college students and prominent decision-makers and community representatives. Because these groups have an obvious vested interest in the output of both public and higher education, they will play a primary role in the program's sustainability efforts. Among other items, this Statewide Advisory Board will design and deliver a long term effort to identify financial resources to support the College Guides as a successful statewide effort.

Additionally, the seven College Guide host sites are long-standing nonprofits with committed donors and proven sustainability. The AmeriCorps program has become part of their existing fundraising efforts for advising services in their communities.

O CAN's standing in the philanthropic community across the state provides a unique opportunity to engage diverse partners from the grass roots level through statewide venues that have a stake in continuous improvement of the academic pipeline that supports workforce development and economic vitality. O CAN has worked very closely with many entities to further the work of its Network and will look to these organizations for various forms of support to sustain the College Guides effort beyond the AmeriCorps grant. The list includes Great Lakes Higher Education Guaranty Corporation, Kresge Foundation, KnowledgeWorks Foundation, and Texas Guaranteed (TG).

i. Proposed Service Sites

The Ohio College Guides site selection process intentionally incorporated the criteria required by AmeriCorps Regulations 22.475 and 2522.45, which are addressed throughout this proposal. These include program quality; sustainability; feasibility of replication; quality of leadership and the extent to which the program builds on existing college access programming to increase services; recruitment

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among residents of the selected host sites; community involvement in the planning and future implementation of the Ohio College Guides; and the high concentration of low-income people in the host site communities. Pursuant to Regulation 2522.450, the program design includes operation by community organizations, involves youth, addresses educational needs and supports disadvantaged areas in the state. Proposed service sites submitted applications that were subject to a rigorous rubric applied by outside reviewers. Each was selected based on their ability to meet the AmeriCorps guidelines as well as considerations imposed by OCAN which included a) level of commitment demonstrated by the school or region to college access programming, b) the unmet need for access programming in the area, c) and the opportunity for leveraging programming and outreach networks already in place. Also considered was the ability of the applicant to follow through with proposals and manage granted funds adequately.

OCAN is confident in the host site selections made; the selected organizations have many years of experience in the field of college access and have been awarded many grants through OCAN in previous years. Three of the sites have experienced success serving the largest districts in Ohio (Cincinnati, Cleveland, Columbus), and have been highly effective in utilizing partnerships to garner funds, key players to open doors, and recruit volunteers to perform direct service. The other host sites have been successful in collaborating with various community stakeholders, for example: Scholarship Central is housed in Muskingum County Community Foundation; Stark Education Partnership is a recognized and successful P-16 partnership which connects private and public organizations with elementary, secondary, and postsecondary institutions; Connect to Success is a partnership between Washington State Community College and local school districts and community partners, and Greene County College Success Partnership is housed in the Xenia Area Chamber of Commerce.

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Specifically, during the past few years, each host site has been awarded re-granted funds through OCAN and successfully utilized and accounted for the funds: Cincinnati Youth Collaborative (CYC), Cleveland Scholarship Programs (CSP), I Know I Can (IKIC), Stark Education Partnership (SEP), and Connect to Success each received Great Lakes Higher Education Guaranty funding through the College Access Investment Grant; CSP, Greene County College Success Partnership (GCCSP), IKIC, and SEP received Lumina funding through the KnowHow2GO campaign; CSP, GCCSP, and SEP each participated in a state-funded initiative called OhioCAN! Go to College, through which each organization was given funds to leverage locally to create partnerships that provide internships and scholarships for college students; and finally, CSP, CYC, and IKIC have earned OCAN's Seal of Good Practice; IKIC and CSP also earned OCAN's Seal of Excellence.

At each site, Members will report to their respective supervisor who have been selected based on interest and ability to relate with, lead and foster the passion and energy of recent college graduates. Some site supervisors dedicate 100% of their time to the program while others dedicate a portion of their time, averaging a total of 42% of time to the program. Each supervisor, as it relates to AmeriCorps, reports to OCAN's AmeriCorps Program Director, who has implemented a structured support system with substantial training and orientation before the start of the program year, monthly conference calls during the program year, regular conversations between each site supervisor and the Program Director intermittently between conference calls, an in-person site visit, and a common online platform to house all necessary documents, instructions, forms and procedures.

k. Enrollment/Retention

Since its inception, the Ohio College Guides has experienced a 100% enrollment and retention rate.

Organizational Capability

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a. Organizational Background

The primary contact for this grant application is Bridget McFadden, OCAN's AmeriCorps Program Director; the secondary contact is Reginald Wilkinson, OCAN's President/CEO. Prior to this grant application, OCAN received an AmeriCorps planning grant and has administered the implementation AmeriCorps grants through the Ohio College Guides for over one year. The Ohio College Guides pilot year created 14 full-time AmeriCorps Member slots, whose impacts prompted the host sites to continue their commitment to AmeriCorps for another year, and garnered the commitment of new host sites around the state. From the first year of implementation to the second, the number of Ohio College Guides host sites expanded from three to seven; from 14 Members to 60, (with 100% enrollment and retention rates) through an expansion process governed by OCAN's competitive application cycle. During the third year of implementation, OCAN proposes to expand full-time AmeriCorps Member slots to 68. OCAN's AmeriCorps Program Director successfully managed the reporting and administration of the grant for these years, and has been able to offer explanation and expertise through experience in operating AmeriCorps to new AmeriCorps Program Directors in Ohio, as well as to a national audience of college access practitioners at the National College Access Network's annual conference in October of 2010.

Throughout its first decade, OCAN relied primarily on state support to fund and implement outreach initiatives of the Network. In 2009, state funding was cut altogether which prompted OCAN to refocus its fundraising strategy. OCAN has secured major gifts from national donors such as Lumina Foundation, Great Lakes Higher Education Guarantor, and the National College Access Network in order to continue the effective work of the Network. Additional funds from the United Way of Central Ohio and the Ohio Tuition Trust Authority have been secured in the past to specifically support the AmeriCorps initiative. For the 2011-2012 program year, the total College Guides budget, which

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includes significant in-kind support from host site partners, would represent approximately 50% of OCAN's budget.

OCAN received funding in 2008 from CNCS through the Ohio Community Service Council to support planning of the AmeriCorps initiative, in addition to support in 2009 and 2010 to carry-out the implementation of the Ohio College Guides program. In the last year, funding secured through the CNCS represented approximately 35% of OCAN's total budget.

OCAN has fully embraced the AmeriCorps program by hiring a Program Director dedicating 75% of her time towards building and sustaining the Ohio College Guides initiative in Ohio. Selected College Guide host sites commit high level supervision and support to their assigned AmeriCorps Members which allows OCAN's Program Director's time commitment to be sufficient within the model.

The Program Director reports directly to OCAN's Vice President and is assisted by OCAN support staff, which includes one full-time office manager/administrative assistant and up to three college student interns at a given time, who help in compiling reports of surveys and assessments, writing publications about the Ohio College Guides developments, and helping with recruitment efforts. The AmeriCorps program is supported by OCAN's other full-time staff, the President/CEO, the Vice President, and the Director of Member Outreach and Services by championing it within the Network and outside of it, securing partnerships to yield support for the continuation of the program.

In January 2011, OCAN hired a full-time Assistant Director of Development and Communications, who will research and secure new funding sources and maintain relationships with current funders. Because the AmeriCorps program is a major impactful initiative of OCAN, it follows that a significant

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portion of this role will be championing the AmeriCorps program to garner new partnerships and secure funding for the statewide effort. The qualifications of the person hired for this role includes an in-depth knowledge of the AmeriCorps umbrella and its program types, garnered through her experience as a former AmeriCorps Member with the Ohio College Guides.

b. Staffing

The Ohio College Guides staffing structure follows its implementation model as a centrally administered statewide initiative that is carried out and supported at the local level; as such, Bridget McFadden, OCAN's AmeriCorps Program Director, oversees the distribution of Corporation funds in the form of the Member living allowances and healthcare benefits in addition to training and monitoring host sites for program compliance. As the overseer of Corporation funds, Ms. McFadden is responsible for compiling the financial and quantitative and qualitative impacts achieved as a result of the grant; local site supervisors are responsible to report on the financial and programmatic results specific to their site and provide Ms. McFadden with quarterly updates to ensure that progress is monitored toward the annual comprehensive report due to the Corporation. Additionally, Ms. McFadden is supported by OCAN's accountant Ms. Susan Schnitz, who reports on every Corporation dollar spent and keeps a report of expenditures.

Ms. McFadden is well-suited to manage OCAN's AmeriCorps program, having worked as a Project Manager prior to her employment at OCAN for the National College Access Network (NCAN). In this role, McFadden researched characteristics of potential new college access sites and coordinated follow-up with and visits to communities and states by NCAN consultants and staff. She also assisted the project director in planning strategies for the development of college access initiatives nationwide. Her previous experience includes program development and management of (i)Cleveland, a program

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designed to ensure a talent-rich region that helps achieve economic growth in northeast Ohio through the Cleveland Scholarship Programs.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

O CAN requests \$904,400 from The Corporation to support 68 Ohio College Guides who will help over 22,000 first-generation, low-income students discover and reach their postsecondary education aspirations. This amount affords \$12,100 per member for the living allowance and \$1,200 for healthcare costs. The proposed program costs will total \$1,222,162 resulting in a \$55 per student served outlay. The impact made through the College Guides will far exceed this cost per student served, as increased numbers of college graduates begin to add to Ohio's economic vitality.

Historically O CAN has received financial support from sources including private foundations, State of Ohio funds and student loan companies. Added support for the Ohio College Guides initiative will be secured through the development of a statewide advisory board comprised of known leaders and the collective efforts of program host sites, led by O CAN. In the past, these joint efforts have included relationship building and proposal submissions for program support with TG, Great Lakes and the United Way. The partnership has also been working to develop a relationship with The Gates Foundation -- known to have interest in college access and Ohio - resulting in two site visits to date.

For the 2011-2012 program year, in-kind support will continue to come from each partner host site and their respective Board volunteers, Advisory Councils and intermediary relationships. Each partner host site has committed to providing in-kind staff supervision to the College Guides at their organization; member support costs (FICA, unemployment and worker's compensation); member gear and background checks. In addition, Member travel reimbursement is provided by host sites,

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utilizing a standard statewide rate policy for mileage; Member training costs are supported by host sites, with OCAN contributing to statewide training efforts. Also significant in programmatic operations are other in-kind contributions from the host sites, including office space, equipment and communication tools. At the time of this submission, host sites and OCAN have received commitments of \$96,505 to support each partner's contribution to the initiative through Great Lakes Higher Education Guaranty Corporation, the Siemer Foundation, Muskingum Community Foundation, Stark Education Partnership Endowment, various departments within Washington State Community College and individual private donors. Requests are pending in the amount of \$212,174 to the Cleveland Foundation, 5/3 Bank Foundation, the National College Access Network, US Bank, the Kresge Foundation and a private donor. Proposals to cover the remaining \$9,082 will be submitted to Great Lakes Higher Education Guaranty Corporation in March 2011.

In addition to Great Lakes Higher Education Guaranty Corporation, other support will be requested from the Kresge Foundation and Texas Guaranteed (TG) to promote and plan for the program's future expansion and sustainability. Other prospects include foundations in the local areas served by the College Guides and corporations with a stake in the future workforce in each community served. Volunteer resources secured through advice and counsel of the OCAN Board and the soon-to-be developed statewide Advisory Board members will be invaluable in connecting the program with these and other funding sources.

BUDGET ADEQUACY

The Ohio College Guides budget was developed after careful review of AmeriCorps requirements and program needs, financially tailored to reach each program outcome, free of any excess. Activities described in the program narrative are linked to budget items that lay the groundwork for

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implementation. The broad in-kind support the participating host sites bring to the project bode well for the partners' aggregate capacity to support the AmeriCorps members and the overall program, anticipating that the collaborative will meet the required match through the requests that have been made to prospective donors.

Evaluation Summary or Plan

O CAN is planning to complete an external evaluation to analyze the effectiveness of its program model focusing on direct service outcomes, member development outcomes, volunteer generation results, and overall program effectiveness. While O CAN has only one full year of complete data and is currently collecting data in its second year of implementation, advance preparation will begin for the evaluation in the spring 2011. This will allow for a brief planning period, the gathering of historical data from participating schools, and conducting focus groups with current AmeriCorps Members and representatives at each of the participating host sites. Also it is intended to hold focus groups with service recipients (the students the AmeriCorps Members serve) where this is allowable.

The second implementation year of the Ohio College Guides program will conclude at the end of June 2011. After that time, data gathered on direct service, member development and volunteer generation outcomes will be complete. Once armed with this data, and having the advanced prep work and focus groups wrapped up, O CAN's evaluator will review and analyze all of the gathered information and draft a final document outlining the results and recommendations. The planned completion date for the evaluation will be in December 2011.

O CAN has been reaching out to its network of evaluators in the education field and is currently interviewing and comparing the costs and candidate expertise for conducting this work. To date, there are two viable candidates O CAN is considering and a final decision and contract should be complete

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by January 2011.

Amendment Justification

N/A

Clarification Summary

Budget I.C. There are no costs listed in the budget for travel for the Program Director to conduct site visits. Add costs to the budget if necessary. You may provide information in the Clarification narrative field if more explanation is needed as to why these costs are not included.

The cost for the Ohio College Access Network's AmeriCorps Program Director to conduct visits with the seven host sites is not included in the formal program budget as these expenses are provided as an in-kind contribution and are combined with OCAN related travel to these host sites that occurs already as part of OCAN's typical outreach to its membership for network development and technical assistance.

1. In the Clarification narrative field, please confirm your desired grant award start date and member enrollment period start date.

The Ohio College Access Network (OCAN) desires that the grant award date and member enrollment period start date both begin on Tuesday, August 2, 2011.

2. Please explain how the applicant organization will be providing oversight and support to members. There is no mention of how the program staff person will communicate directly with the members if needed, such as if the member has a problem with their placement or site supervisor at the local level.

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A majority of the oversight, supervision and support to AmeriCorps Members happens directly from the selected host site organizations with direction and support from OCAN. At each site, employees have been assigned as supervisors of the incoming AmeriCorps teams. They have been selected based on interest and ability to relate with, lead and foster the passion and energy of recent college graduates. Selected supervisors will be initially trained by OCAN's AmeriCorps Program Director on the AmeriCorps mission and its context in order to ensure that hosting the program at their site is a commitment to direct service, community strengthening, and member development. Members will meet OCAN staff, including the Program Director, during the one-day AmeriCorps orientation to be followed by a one day Advisor training that will take place in August 2011. When learning about the program structure and "chain of command" for the Ohio College Guides during orientation, Members will learn that they are encouraged to contact OCAN's Program Director directly should they have issues they do not feel comfortable addressing with their host site supervisor or other staff at their host site assignment. This information is reiterated in the Member Service Agreement that they will sign committing to the 1,700 hour 11-month commitment of the Ohio College Guides program, which will be reviewed in detail at the statewide orientation.

3. Please provide more information about the training plan, including: the length of the member orientation; details regarding who will lead member trainings; how these trainings are paid for other than the Justice Talking training; and more specific information about how often required trainings will take place on Fridays. Also, please address why only two members attend the Justice Talking training, and how this training relates to the member duties and program design.

AmeriCorps Ohio College Guide host sites are provided with an orientation and training guideline from OCAN's AmeriCorps Program Director in order to help them prepare and plan for the arrival of

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their AmeriCorps Member College Guides. OCAN will conduct a one day statewide orientation in August 2011 to introduce AmeriCorps and the College Guides Program to be followed by a one-day Advisor training that will include other advisors, in addition to AmeriCorps member supervisors, from college access programs and school districts across the state.

Host sites will follow the orientation and training guideline OCAN's AmeriCorps Program Director provides to plan for further Member orientation to their host site structure, the school district in which the Members will be placed and to the community overall. Total length of Member orientation will be approximately 2 days, depending on the depth and complexity of the individual host site orientations that will take place.

The orientation is followed by intense training throughout the month of August that will prepare the College Guides for their first day in the schools, which generally takes place the last week of August and depends on the individual school district schedules. These trainings are provided in-kind by the host sites directly. It is important to note that the host sites that are participating in the Ohio College Guides program went through an RFP process to ensure that they had the expertise and capacity to support the training and supervision for the number of College Guides they requested. They are also leaders in the college access profession in Ohio and have experience in supporting and training advisors. With guidance from OCAN, host sites will plan and conduct trainings for the College Guides internally, or seek the support of community partners, including local colleges and universities, to conduct these trainings.

Host sites are required to ensure that their Members are provided with up to 16 hours of training and professional development each month throughout the program year (not including the intense

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training that takes place in August). OCAN recommends conducting trainings on Fridays, but allows flexibility for this at the host sites, as school district activities may take precedence and require a training to take place on a Thursday, for example, instead of a Friday. In order to help host site meet the required training hours for their Members, OCAN hosts a monthly webinar focused on advising topics, that College Guides, and other OCAN Member organizations, can participate. In addition, OCAN's AmeriCorps Director conducts a monthly conference call/webinar solely for the College Guides that includes topics important to them, such as "How to Live Successfully on the AmeriCorps Stipend." The other training hours OCAN requires of the sites is easily filled with college access topics ranging from how to help students select a college, to preparing students for the ACT.

Justice Talking is a function and requirement of our state's Commission -- the Ohio Community Service Council. They allow each program to send two AmeriCorps Members to the Justice Talking Leader training, who then pass along the information learned to their fellow AmeriCorps Members in a train-the-trainer format. This will be conducted through a webinar to cost-effectively train all Members across the state. The ability for the Members to participate in Justice Talking provides a valuable opportunity for them to reflect on the importance of the service they provide and how it affects their daily lives.

4. Please provide additional information about the site supervisors and how they will provide on-site supervision to 9-10 members with each member working in a different school. Explain the role of school staff in providing direction or support to the project and the member, and how the member's activities will be coordinated and/or integrated with the existing college-bound activities of the school.

As part of the College Guides RFP process, host sites are required to demonstrate that AmeriCorps

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Members are welcome by schools and have office space to meet with students. The selected host site organizations have strong relationships with the school districts in their community and have agreements or memorandums of understanding to support college access activities. Many Members are located in the guidance counselor's office or with other college-bound programs within the school. The host sites join their College Guides during the first week of school to provide an orientation to the school and to make the appropriate introductions so school staff and other college-bound program staff, if present, are fully aware of the AmeriCorps Member's presence and purpose. Many AmeriCorps Members also participate in beginning of the year staff meetings held within the districts. The staff and guidance counselors at the schools provide on-site direction to the College Guides as needed and are a resource for questions or referrals. Generally, guidance counselors and school staff are very excited to help and support AmeriCorps Members in this important effort, as they know firsthand that their schedules won't allow for the intense college advising College Guides are able to provide. Their support is in addition to the support provided by the host site supervisors. Host site supervisors make regular visits to the AmeriCorps Members at their schools (both scheduled and unscheduled), and communicate regularly by cell phone and e-mail.

5. Please explain how 60 members will provide services to 85 schools.

In OCAN's original proposal, the plan was to have 64 Members serving 57 high schools (note: In the Cincinnati host site, some Members work in tandem as a team in one high school, which explains more Members than number of high schools.) The remaining 28 schools (to add up to 85 schools) are middle schools in Columbus, Ohio. Four College Guides were to serve seven middle schools each by providing group workshops to all 7th and 8th grade students. If awarded 60 MSY, we will work with the selected host sites to determine the schools with the most need indicated by school district data,

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including graduation rates and number of students receiving free or reduced lunch. This data will guide informed decisions on which schools will have priority in where AmeriCorps member College Guides will be placed to provide service.

6. Please provide additional information about where members will expand services and where they will be providing new services. Explain how the AmeriCorps member activities fit into the other college access activities being conducted by each of the program's partners.

The following further describes Member services in each of the 7 proposed host site locations:

Cincinnati: The host site provides mentoring and college advising through a community resource center. The Member's are placed directly into schools as a team providing assistance to students on the college-going process. The host site would not have advisors directly in the schools without the AmeriCorps Members.

Cleveland: The host site provides college access advising to schools, but on a limited basis. The AmeriCorps Members are in the schools all year providing advising services, complementing the services that are provided by full-time regularly employed advisors and ultimately expanding the number of students receiving services in the district. For example, a regular full-time advisor in Cleveland might spend up to 15 days in one school throughout the entire academic year, where the AmeriCorps Member is present and available to students almost every day, taking into consideration training and service project days.

Columbus: The Members placed in middle schools provide a new service and outreach for the host site. The help to significantly increase their reach in the community. In the high schools, Members complement advising services in a similar fashion to the Cleveland host site.

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Greene County: As a rural community and smaller host site, the Member allows the host site to expand its services significantly by having the ability to serve more students. The host site currently has two advisors providing part-time assistance to students. The AmeriCorps Member allows for a full-time consistent resource and caring adult for students within the schools.

Stark County: This host site was not providing college access advising services directly in the schools prior to AmeriCorps. The Members here provide a new service in the community.

Washington County: The Members here serve to expand the number of students receiving services. They complement other advisors by being a constant resource to needy students.

Zanesville: This host site was not able to provide college access advising services directly in the schools prior to AmeriCorps. The Members here provide a new service in the community.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 60

Service Categories

Other Education Primary Secondary

AmeriCorps College Guide Volunteer Generation

Service Category: Other Education

Measure Category: Not Applicable

Strategy to Achieve Results

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

The AmeriCorps Ohio College Guides will recruit and engage volunteers in their schools and community at large in local service projects they develop.

Results

Result: Output

Students and community members will become engaged in projects that will better their community.

Indicator: community volunteers recruited

Target: The AmeriCorps Ohio College Guides will recruit 544 volunteers total throughout the service year to become engaged in community projects.

Target Value: 544

Instruments: The AmeriCorps College Guides will maintain spreadsheets for their volunteer recruitment efforts and enter information regarding the number of volunteers secured, types of volunteers, activities performed by volunteers and hours provided in OnCorps.

PM Statement: The sixty eight AmeriCorps Ohio College Guides will recruit a total of 544 volunteers to become

Result: Output

engaged in community projects.

Prev. Yrs. Data:

Result: Intermediate Outcome

AmeriCorps College Guides will develop projects to engage students and community members in projects that will better their community.

Indicator: community volunteers recruited

Target: By the middle of the program year, College Guides will have engaged 250 students and community members in at least three service projects that will better their community.

Target Value: 250

Instruments: The AmeriCorps College Guides will maintain spreadsheets for their volunteer recruitment efforts and enter information regarding the number of volunteers secured, types of volunteers, activities performed by volunteers and hours provided in OnCorps.

PM Statement: The sixty eight AmeriCorps College Guides will engage 250 students and community members in at least three service projects that will better their community by the middle of the program year.

Prev. Yrs. Data:

Result: End Outcome

The AmeriCorps Ohio College Guides will engage volunteers in their schools and community at large in local service projects they develop to better the community in which they serve.

Indicator: community volunteers recruited

Target: The AmeriCorps Ohio College Guides will engage 544 volunteers in their schools and community at large in five local service projects they develop to better the community in which they serve.

Target Value: 544

Instruments: The AmeriCorps College Guides will maintain spreadsheets for their volunteer recruitment efforts and enter information regarding the number of volunteers secured, types of volunteers, activities performed by volunteers and hours provided in OnCorps.

PM Statement: The AmeriCorps Ohio College Guides will engage 544 volunteers in their schools and community at large in five local service projects they develop to better the community in which they serve.

Prev. Yrs. Data:

AmeriCorps College Guide Member Development

Service Category: Other Education

Measure Category: Not Applicable

Strategy to Achieve Results

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

Ohio College Guides will engage in training developed by staff to learn how to effectively provide college access services to the students they will serve. Early on, Members will also complete a Member Development Plan so that host sites may develop additional training opportunities geared

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

towards Member specific interests post AmeriCorps service.

Results

Result: Output

AmeriCorps Ohio College Guides will receive training and development throughout their service year that will allow them to better serve their students and to grow professionally.

Indicator: participants

Target: Sixty-eight Ohio College Guides will receive training and development throughout their service year.

Target Value: 68

Instruments: Instruments used to collect this include a general online evaluation form provided to all host sites that will be completed with each training/professional development activity and indicate type of training and effectiveness. Guides will complete a pre-service and post-service knowledge skills survey as well that will be completed on their first day of service and their last day of service to indicate growth over the service year. Training sign-in sheets where applicable will also be maintained to track participation.

PM Statement: Sixty-eight AmeriCorps Ohio College Guides will receive training and development throughout their service year that will allow them to better serve their students and to grow professionally.

Prev. Yrs. Data:

Result: Intermediate Outcome

College Guides will indicate that training sessions are effective and show progress on their individual Member Development Plan.

Indicator: participants

Target: Ninety percent of the AmeriCorps Ohio College Guides will indicate training sessions are effective through a standard online evaluation and show progress on their individual Member Development Plan.

Target Value: 90%

Instruments: Instruments used to collect this include a general evaluation form provided at each host site that will be completed with each training/professional development activity and indicate type of training and effectiveness. Progress of the Member Development plan is documented on the Member's performance review conducted in November, February and June.

PM Statement: Ninety percent of the AmeriCorps Ohio College Guides will indicate training sessions are effective through a standard online evaluation in addition to showing progress on their individual Member Development Plans.

Prev. Yrs. Data:

Result: End Outcome

AmeriCorps Ohio College Guides will indicate that training and development received throughout their service year allowed them to better serve their students and to grow professionally.

Indicator: participants

Target: Ninety percent of College Guides will indicate that training sessions were effective;80% of College

Result: End Outcome

Guides will show an increase between their pre and post service skills inventory survey; goals will have reached goals from Member Development Plans.

Target Value: 90%

Instruments: Instruments used to collect this include a general evaluation form provided at each host site that will be completed with each training/professional development activity and indicate type of training and effectiveness. Guides will complete a pre-service and post-service knowledge skills survey and results from each will be compared at the end of the service year. The final performance review will indicate goals reached on individual Member Development Plans.

PM Statement: Ninety percent of the 68 College Guides will indicate that training sessions were effective; and 80% of College Guides will show an increase between their pre and post service skills inventory survey. Members will reach goals from their Member Development Plan that will allow for transition to Life After the Corps.

Prev. Yrs. Data:

AmeriCorps College Guide Service Activities

Service Category: Other Education

Measure Category: Not Applicable

Strategy to Achieve Results

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

The AmeriCorps Ohio College Guide members will support students through one-on-one and group college access advising, capitalizing on their unique status as recent college graduates to offer near-peer guidance and relatable advice gained through their own experiences navigating the college admission and financial aid application process.

Areas the College Guides will focus on with the students they serve include college selection; preparing for, registering and completing college entrance exams; completing college applications; completing the FAFSA and navigating other sources of funding for their higher education.

Results

Result: Output

The AmeriCorps Ohio College Guides expects to reach and provide college access services through one-on-one advising and group interactions to 50% of the total enrolled students in their assigned schools, or 22,000 students.

Indicator: serving students

Target: 22,000 students will receive college access services (one-on-one advising or group presentation/w orkshops) through the 68 AmeriCorps Ohio College Guides.
22000

Result: Output

Target Value:

Instruments: The College Guides will be entering data regarding the students they serve into OCAN's WEST system (Web-Enabled Student Tracking). College Guides will be able to track each activity a student completes (e.g. FAFSA, College Application, College Entrance Exam, etc).

PM Statement: 22,000 students will receive college access services from the 68 AmeriCorps Ohio College Guides.

Prev. Yrs. Data:

Result: Intermediate Outcome

Students receiving college access services will show interest in the options and path to postsecondary education.

Indicator: student beneficiaries

Target: 35% of students reached (or 7,700 students) will show interest in the options and path to postsecondary education by participating in more than one college access service.

Target Value: 35%

Instruments: Ohio College Guides input data on services provided to students using OCAN's WEST system (Web-Enabled Student Tracking database) that will show number of students receiving services, the type of service and whether a college access milestone has been met.

PM Statement: 35% of students served will show interest in the options and path to postsecondary education.

Prev. Yrs. Data:

Result: End Outcome

Students that showed interest in the options and path to postsecondary education will complete a college milestone.

Indicator: student beneficiaries

Target: 35% of students reached (or 7,700 students) will complete a college milestone (e.g. FAFSA, College Application, College Entrance Exam).

Target Value: 7700

Instruments: Ohio College Guides input data on services provided to students using OCAN's WEST system (Web-Enabled Student Tracking database) that will show number of students receiving services, the type of service and whether a college access milestone has been met.

PM Statement: 35% of students reached (or 7,700 students) by an Ohio College Guides will complete a college milestone (e.g. FAFSA, College Application, College Entrance)

Prev. Yrs. Data:

National Performance Measures

Priority Area: Education

Performance Measure Title: AmeriCorps College Guide Service Activity

Service Category: Other Education

Strategy to Achieve Results

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

The AmeriCorps Ohio College Guide members will support students through one-on-one and group college access advising, capitalizing on their unique status as recent college graduates to offer near-peer guidance and relatable advice gained through their own experiences navigating the college admission and financial aid application process. Areas the College Guides will focus on with the students they serve include college selection; preparing for, registering and completing college entrance exams; completing college applications; completing the FAFSA and navigating other sources of funding for their higher education.

Result: Intermediate Outcome

Result.

PM Statement:

Result: Output

Result.

High school students receiving college access services will show interest in the options and path to postsecondary education.

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

Target :35% of high school students reached (or 5,600 students) will show interest in the options and path to postsecondary education by participating in more than one college access service.

Target Value: 5600

Instruments: Ohio College Guides input data on services provided to students using OCAN's WEST system(Web-Enabled Student Tracking database) that will show number of students receiving services, the type of service and how many services the student received.

PM Statement: 35% of high school students served will show interest in the options and path to postsecondary education.

Result: Intermediate Outcome

Result.

Students that showed interest in the options and path to postsecondary education will enter a post-secondary institution.

Indicator: ED10: Students entering post-secondary institutions.

Target :50% of high school students reached (or 2,800 students) will enter a post-secondary institution.

Target Value: 2800

Instruments: AmeriCorps Ohio College Guides input data on services provided to students using OCAN's WEST

National Performance Measures

Result.

system(Web-Enabled Student Tracking database) and tracks milestones achieved. WEST is compatible with the National Student Clearinghouse. Uploads occur in the first quarter of the year, after the completion of the first quarter/semester of the academic year. This provides more accurate data on students who not only entered by completed one quarter/semester of education at a post-secondary institution.

PM Statement: 50% of high school students reached (or 2,800 students) by an Ohio College Guides will enter a post-secondary institution.

Result: Output

Result.

The AmeriCorps Ohio College Guides expects to reach and provide college access services through one-on-one advising and group interactions to 50% of the total enrolled students in their assigned high schools, or 16,000 students.

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

Target :16,000 high school students will receive college access services (one-on-one advising or group presentation/workshops) through the 60 AmeriCorps Ohio College Guides.

Target Value: 16000

Instruments: The College Guides will be entering data regarding the students they serve into OCAN's WEST system (Web-Enabled Student Tracking). College Guides will be able to track each activity a student completes (e.g. FAFSA, College Application, College Entrance Exam, etc).

PM Statement: 16,000 high school students will receive college access services from the 60 AmeriCorps Ohio College Guides.

Required Documents

Document Name

Status

Labor Union Concurrence

Not Applicable

Evaluation

Not Applicable