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Executive Summary

For the past decade, Colorado Campus Compact (CCC) has engaged college and university students in AmeriCorps service to their communities as a State Commission program and as a regional national direct program. In 2011-2014, CCC is excited to partner with Montana Campus Compact (MTCC) to expand the reach and impact of students in service to their communities in Arizona, Colorado, Montana, North Dakota and South Dakota. The Compact Service Corps Program (CSC) combines best practices from CCC's UCAN Serve AmeriCorps program and MTCC's Montana Campus Corps program into a regional initiative that infuses higher education resources into the critical work of nonprofit organizations, public schools and government agencies. CSC seeks sustainable solutions to identified local and regional issues through intensive student engagement and citizenship development, strengthened campus and community partnerships, and expanded economic and academic opportunities for students and community members.

As an intermediary organization, CCC provides AmeriCorps opportunities to an array of largely rural organizations without the capacity to manage their own AmeriCorps programs. CCC builds the capacity of nonprofits to expand and improve services, foster collaboration with campuses, recruit volunteers, and engage community members to create sustainable solutions to local problems. Structured training and regular reflection augment service activities to increase members' civic engagement and leadership skills and to encourage the pursuit of careers in the common good. Though individual service projects vary according to community needs, consistent throughout CSC is an emphasis on building the enduring capacity of community-based organizations and public schools to meet local needs, employing student service as a solution to identified community issues and expanding the opportunity for students to engage meaningfully in their local communities for both short and long-term impact.

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The CSC Program brings together 41 universities, colleges and organizations in a 5-state region to engage 5,608 students annually in AmeriCorps service. Primary goals include:

- * Increasing the capacity of local nonprofit organizations, public schools and government agencies to meet community needs through partnerships with local colleges and universities, particularly in the fields of healthcare and education;
- * Increasing economic and educational opportunities for students using service as a retention tool, with an emphasis on first-generation college students;
- * Engaging veterans in national service and supporting AmeriCorps projects focused on providing services to veterans and military families;
- * Increasing opportunities for students to become active citizens through national service as part of academic programs or co-curricular activities.

Student service offers a powerful tool for addressing community needs in both the short and long terms. As it provides immediate, hands-on remediation, it also grows active citizens with the knowledge and confidence to continue effecting change throughout their lives.

Rationale and Approach

a. Problem

Compact Service Corps (CSC) is a direct response to needs articulated by participating campuses and their community partners. Working with community-based agencies, campuses submitted Service Project Proposals to CCC for inclusion in CSC. Successful proposals identified specific local needs, outlined the student service activities that address those needs, indicated the value added by integrating AmeriCorps with student service, and demonstrated local capacity for program management to address the following regional needs:

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Building the capacity of individuals, organizations, and communities to solve problems ~ Across the U.S., public schools and healthcare facilities struggle to attract and retain quality professionals. Nonprofits have cut staff and pared back on critical programming due to the lingering effects of the recent economic downturn. These professional shortages are especially pronounced in Intermountain West and Northern Plains communities, where geographic isolation and economic instability result in impacted schools, medically-underserved areas and nonprofit capacity issues. For example, western Colorado has a poverty rate nearly 25% higher than the statewide average, and 11 of 12 western Colorado counties are designated as rural or frontier. In 2005, the Colorado Health Foundation reported that, "...Over half of Colorado counties have a shortage of primary care physicians...The most significant access challenges are found in Colorado's rural communities...Research confirms the overall shortage of primary care providers in rural areas is a significant health policy concern." In Montana there are 105 medically underserved areas and 369 designated health professional shortage areas (US Dept of Health & Human Services). All five states participating in CSC appear in the top 12 nationally for states with the most designated rural and frontier counties (2000 US Census). In many of these communities, the local college or university is the only anchor that provides consistent volunteers and a pipeline to future professionals engaged in careers of service.

More Americans than ever are pursuing post-secondary degrees, seeking to gain knowledge and experience necessary for gainful employment at a time when jobs are scarce and unemployment is high. The success of those degree seekers pursuing common good careers such as teaching, nursing or social work is contingent upon the level of support and quality of education they receive.

Unfortunately, limited opportunities exist for students to fully explore the service nature of their intended professions, leading to recruitment and retention issues for vital public service professions. A

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recent study underscores the direct correlation between employee connectedness with core service values and employee retention (Press Ganey Associates, 2010). Researchers went beyond job satisfaction to focus on the emotional bond between employees and their employers, looking at how their professional role helps the local community. Of 235,122 health professionals at 383 hospitals, the study found that a staggering 34% of individuals surveyed were categorized as "Detached", unable to see the purpose of their work, or "Distanced", needing to be reminded that their contributions are important. With a national vacancy rate hovering at around 8% for Registered Nurses alone--among whom the American Journal of Nursing claims that upwards of half are either changing jobs in the first year (13%) or planning to change jobs soon (37%)--the need to engage health professionals in a meaningful way is a pressing one.

Teachers are also among the public servants whose connectedness to the meaning of service is key to quality of work and retention. Research shows that an alarming number of teachers are failing to make that connection early on. According to the 2010 National Survey on Student Engagement (NSSE), 34% of nearly 27,000 senior-year Education majors surveyed nationwide indicated that they had never participated in a community-based project (e.g., service-learning) as part of a course. However, 96% of those same students indicated that they participated or planned to participate in a practicum, internship or field experience. In other words, more than 9,000 future educators did not make the connection between their community-based experience and service. Clearly, an opportunity was missed to educate these students about the common good associated with their future careers in education.

More generally, students are not exposed to career paths in the nonprofit sector sufficient to meet workforce demands and community needs: "Despite the unprecedented level of student-loan debts

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that saddle many students graduating from college...growing numbers of young people express interest in nonprofit careers. Yet very few young people know how to begin seeking such jobs, and college-career service centers and nonprofit recruitment efforts are not providing much help. For those young people who find their way into a nonprofit organization, very few organizations train and support them effectively (Chronicle of Philanthropy, July 2005)." Service opportunities, particularly those through academic courses that provide hands-on experiences, provide a framework for students' lifelong engagement. Participation in national service is the only exposure many students get to nonprofits, careers of service and a deeper understanding of the challenges and resources within their communities.

Increasing educational and economic opportunity~ Higher education is a critical tool for escaping intergenerational poverty and for lifting economic barriers for individuals, families and communities. Nationally, the unemployment rate is close to 15% for those without a high school diploma while it is only 5% for those with a college degree (Bureau of Labor Statistics). Engaging students in service is a retention strategy that meets local community needs both through direct service activities and through creating more academically and economically successful participants (Campus Compact, "A Promising Connection: Increasing College Access and Success through Civic Engagement"). Studies have shown that service learning is positively associated with student retention and the likelihood of completing a degree (E. Zlotkowski Ed., *Service-learning and the first-year experience: Preparing students for personal success and civic responsibility*, 2002). During the 09-10 UCAN Serve program, 61% of high school participants strongly agreed or agreed that they were more likely to enroll at a college or university after graduation because of the AmeriCorps education award. Likewise, over half (52%) strongly agreed or agreed that participation in AmeriCorps helped them to stay focused on graduating from high school. National service helped members focus on academic success and

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educational goals through community engagement and the AmeriCorps education award. Engaging underserved students in service is a tool for ensuring academic and long-term economic success through graduation and degree attainment.

Engaging veterans ~ This region is seeing a dramatic increase in the number of veterans returning to college. Enrollment rates bear this out in addition to growth in student organizations focused on reintegration of veterans into higher education. CSC will work closely with student veterans groups on campuses to more closely connect veterans with reintegration resources and service opportunities. For example, each year Adams State College (ASC) enrolls more and more veterans. There are currently over 90 students eligible for veteran's benefits, according to the minutes of the ASC Student Veterans Affairs Committee. In the surrounding San Luis Valley, 40% of high school students enter the military after graduation. When they return from military service, many of them enroll at ASC. CSC has an opportunity in this community to engage student veterans in AmeriCorps service, assist with reintegration efforts for those members, and provide direct services to many military families in the area.

Civic engagement ~ Higher education serves to develop civic-minded students with the knowledge, skills and capacity to lead the nation. Communities depend upon colleges and universities to educate for civic engagement, "...equip[ping] students to discover what is right in society as well as what is wrong (Bowen, H.R. Investment in learning: The individual and social value of American higher education, 1977)." Civic engagement, including academic or co-curricular service as part of an AmeriCorps program, impacts both the individual and the community. For the individual, civic engagement allows one to explore the root causes of social issues, understand community needs and resources on a deeper level, and recognize one's own role and responsibility to meet those needs. For

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communities, civic engagement links campuses and nonprofit agencies to enhance student learning and address the core mission of those organizations. All CSC members will receive hands-on training and participate in reflection activities to develop citizenship and civic skills based on their service experience.

Target Community ~ The Intermountain West and Northern Plains states lack many of the cultural amenities and economic structures of larger urban areas. Within this target community there is a lingering question of regional identity. CCC/MTCC link these inland western states through a network of colleges and universities, creating the capacity to serve such a large geographic area. According to a December 2009 Brookings Mountain West (BMW) publication, MountainMonitor, the larger metro areas of the Intermountain West "have suffered disproportionately in the Great Recession compared to the rest of the country and other large metros" and "stand as one of the worst hit areas of the country." The article claims that no multistate region was more adversely affected by the economic crisis than the Intermountain zone. The article identifies the region as "a still-loosely linked network" of individual communities, "some of which remain mired in recession and many of which are clearly recovering." This combination of a primarily-rural region with urban centers hard-hit by the recent recession creates a unique set of community needs.

This regional context has informed the expansion of the CCC/MTCC service network into neighboring states and high-needs communities. With a large, primarily rural service area ranging from Montana to Arizona, CSC campuses are committed to improving community life and educating students for civic and social responsibility. As leaders in the movement to engage college students in public service, CCC/MTCC have mobilized nearly 33,000 college students to address critical community needs through UCAN Serve, MT Campus Corps and the Community Partners AmeriCorps programs since

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1995. In recent years, it has become increasingly clear that the needs of communities in many inland western states are going unmet, particularly in areas of public health, education and the nonprofit sector. By mobilizing more college students and expanding the network of campuses involved in community service, CCC hopes to tackle these pressing needs in 11-14 and engage an underserved section of rural America.

b. Solution

Value added – CSC bridges the resources of higher education and community-based agencies to positively impact social issues and enrich members' economic, academic and civic experience through AmeriCorps service. CSC members provide needed human resources to community agencies. For communities, layering AmeriCorps with student service professionalizes the volunteer experience and increases students' commitment to service. Campus and community partners report that the benefits of hosting AmeriCorps members versus regular volunteers include the extended hours that members serve throughout the year, the training members receive through CSC as well as their academic studies and AmeriCorps' reputation as a respected program that attracts future employers. Studies have shown that volunteerism can positively impact hiring decisions, and AmeriCorps strengthens that connection as a branded national service program (National Association of Colleges and Employers, 2010). In addition, the CSC service site criteria provide value added by encouraging campuses to refocus their students' service in the areas of highest need within communities. For example, the region struggles with teacher shortages in special education, mathematics, science and bilingual/ESL. Likewise, urban, low-income, minority schools and remote rural schools also struggle to attract and retain qualified educators (American Association of State Colleges and Universities, 2005). CSC directs student service into those public schools and content areas identified as demonstrating the greatest need, shoring up resources in those priority areas for education in the

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region.

Service projects ~ CSC members engage in a wide variety of service projects aligned with the specific needs of their communities and service sites. CCC maintains documentation from each participating campus on each member's specific service projects for each program year, and members complete a service plan including specific service project information prior to beginning their term. Service project examples include:

Nonprofit capacity building- CSC members at Flathead Valley Community College in rural Montana work with under-resourced public safety agencies to develop emergency action plans for local organizations and schools, increasing the capacity for those agencies to meet public health and safety needs of the county. Similarly, according to the University of North Dakota, community members, nonprofit organizations and tribal communities indicated that their viability would improve and their ability to support individuals and families would increase if they had the benefit of better means to share information and resources among themselves and with the University. As a response, the campus created the Community Connect Project in 2008, hosting CSC members to connect community needs with campus resources through student service and resource sharing.

Academic and economic opportunity- CSC members at South Dakota State University (SDSU) focus their service on an initiative to increase student diversity enhancement efforts through the Service Learning Office. Members work with cultural and minority organizations, develop a community partner list to support recruitment efforts and provide a direct access link for first-generation and other under-represented students and individuals. CSC members gain invaluable experience working with diverse populations while advocating for under-represented groups both at SDSU and within the

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local community.

Veterans and military families- CSC members at Adams State College in southern Colorado serve with the Blue Star Mother's Program to help coordinate and recruit volunteers to direct ongoing veterans' recognition and support activities. This includes outreach to military families to alleviate housing and hunger issues, providing community information on benefits and resources for veterans and military families and recruiting student veterans as participants in CSC.

Civic engagement- CSC members at the University of Denver participate in a civic engagement program that moves members from volunteerism to systemic social change work. Members focus on three core concept areas: building public relationships, civic leadership and public work. Members' end products are sustainable, tangible public works that are part of a larger movement to make communities safer, healthier and more livable.

Slot request ~ CCC requests the following number and types of slots: 3439 MT, 1188 QT, 371 RHT, 580 2YPT, and 30 FT. Slot types were selected by campuses based on their Service Project Proposals. The service term variations respond to unique program models, focus areas and service plans designed by and supported on each campus.

c. Member Selection, Training & Supervision

As a large, multi-state intermediary collaborative, CCC/MTCC brings significant geographic reach and ability to mobilize college students as AmeriCorps members. CCC relies on strong partnerships with member campuses to administer and effectively manage CSC. While overall program management occurs through the CCC office, member recruitment, training and supervision occur at the campus

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and service site level through a designated CSC Campus Coordinator and Site Supervisor. Specific roles are identified further in the narrative.

Member Recruitment ~ As a higher education initiative, CSC addresses community needs largely through academic course work. Therefore, member recruitment is integrated into classes, student service clubs and co-curricular opportunities. For example, at Red Rocks Community College, the CSC Coordinator works with faculty in the Physician Assistant (PA) program to establish partnerships with local nonprofit health care facilities for academic student service. Students in the PA program receive CSC information, are invited to attend an information and orientation session and have the opportunity to engage in a service-learning experience that benefits low-income individuals as part of their academic program. CSC Coordinators work with faculty to schedule orientations and provide program information throughout the department. Students are also made aware of CSC through announcements in financial aid offices, volunteer centers and student service initiatives.

Corps Diversity ~ CSC Coordinators work with college access professionals to ensure that service opportunities include strong representation from minority, first generation and low-income students. Diversity is a CCC core value. We train and support local staff to recruit members who represent the ethnic, socio-economic and ability diversity within the local community. As a network of college campuses, CCC brings minority-serving institutions to the partnership, such as Metropolitan State College of Denver. Program site visits include questions about corps diversity and the topic will be featured in quarterly CSC training and technical assistance calls.

Local Member Recruitment ~ Students enrolled at participating institutions learn and serve within the local community, so the pool of potential CSC members is necessarily recruited locally from among

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those participating campuses.

Member Orientation, Training & Reflection ~ Members are oriented to AmeriCorps, the community and the service site using a 2-pronged approach. First, each CSC Coordinator provides members with a pre-service orientation that addresses national service, term benefits, eligibility, prohibited activities, the application process, service expectations and the education award. Thereafter, the Coordinator serves as a member resource from orientation through service completion. Second, each member is provided an orientation to their service site, the site's beneficiaries and service expectations. This orientation is regularly revisited to ensure that members are serving effectively and that training needs are met. In addition to trainings specific to their academic programs and service sites, active CSC members may apply for Careers in the Common Good (CCG) scholarships. CCG scholarships provide up to \$250/student to support member and professional development opportunities related to their direct service. CCC tracks all service site-based trainings, in addition to CCG opportunities, to ensure that members receive the training and support needed for success. Trainings are tracked through an online system, reported by CSC Coordinators, Site Supervisors and the members themselves.

All CSC members participate in a Citizenship Training Initiative (CTI). CTI utilizes a set of core competencies that correspond directly with readings from the Project on Civic Reflection's Civically Engaged Reader, provided to all members. Members contribute to online discussions on the program's message board and other social media outlets as a service requirement. Members are also guided through reflection on their direct service through monthly journaling and through a final service reflection at the end of their term.

Supervision ~ Member supervision has service site, campus and state Compact office components.

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Primarily, members are supervised by staff from their service site. Each site has a memorandum of understanding (MOU) in place with their partner campus ensuring strong systems for oversight and member support. A condition of becoming a CSC service site, as articulated in the MOU, is a designated Site Supervisor and compliance with all CNCS and CSC policies and procedures. Site Supervisors are selected internally by the organization on the basis of their level of interaction with members. Campus staff keeps in regular communication with each service site, ensuring that needs are being met and that members are serving effectively. Additionally, Site Supervisors are included in annual events such as volunteer and partner training and recognition. Campus site visits conducted by CCC/MTCC staff follow a specific site visit protocol, including member file compliance checks, a local service site visit, reporting on best practices and program challenges and member interviews to ensure that compliance standards are being met. Finally, CCC staff review all AmeriCorps documents, including monthly timesheets, prior to final certification of exit in the Portal. CCC staff has a system for internal member file audits on an ongoing basis so that every member file receives an audit check upon completion. These systems ensure that members receive appropriate supervision at the site and campus levels, that community partners are responsive to program requirements and that compliance remains a top priority.

d. Outcome

Measuring impact ~ CCC focuses evaluation and assessment efforts on capacity building and on community impact. Over the 3-year grant cycle, CCC anticipates seeing an increase in the quality and quantity of services community agencies are providing, an increase in civic engagement opportunities for students, an increase in campus and community partnerships leading to sustainable civic engagement programs, increased participation of veterans as AmeriCorps members, increased services provided to veterans and military families and heightened civic engagement of members as reported

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through assessment efforts. Specific performance measure targets are identified in the Performance Measures section of the application.

Reporting ~ CCC will report on performance measures in two ways. First, CCC will submit annual progress reports to CNCS, including specific data on performance measure targets. Second, CCC will compile statewide and campus-specific data from member, CSC Coordinator and community partner surveys to share with stakeholders. We strongly believe that evaluation and assessment efforts should be conducted to satisfy grant requirements, inform continuous program improvement, celebrate programmatic successes and share the story of community challenges and resources.

Member activities and impact ~ Evaluation and assessment for CSC include tracking of both community and member impacts. For community impact, CCC monitors the development and effectiveness of campus/community partnerships that enhance the capacity of nonprofits to meet identified needs. Community partners complete an annual survey on the impact of AmeriCorps members on their agency's ability to provide effective community services. For program development, CCC assesses program effectiveness through volunteer recruitment and through members' civic engagement behavior post service, either through ongoing volunteerism or through paid employment in a nonprofit or government agency. CCC also assesses the number of veterans enrolled in the program and the direct services provided to veterans and military families.

e. Volunteer Generation

A critical role of CSC members is assisting their host agencies with volunteer recruitment, management and training where appropriate. During the last grant cycle, UCAN Serve members recruited, managed or trained over 25,000 community volunteers. CSC members recruit community

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volunteers as part of a comprehensive plan created in collaboration with their site. Volunteers may be recruited for service at a one-day event or for ongoing service as deemed appropriate. The roles of CSC-recruited volunteers are as diverse as the nonprofits themselves. However, CSC volunteer recruitment, management and training is strategic (focused on specific types of community volunteers to fill specific needs), collaborative (members recruit volunteers as part of their service plan) and impactful (community volunteers have a critical role to fill and provide essential services). As a regional program with thousands of members, there is great diversity in the nature of local service that members undertake, however, one constant is that all members will be expected to, trained for and evaluated on their recruitment of volunteers.

f. Partnerships & Collaboration

The CSC Program's primary partners are institutions of higher education in AZ, CO, MT, ND and SD. Thirty-nine colleges and universities and 2 organizations worked with CCC/MTCC staff to identify community sites that enhance student learning and address community needs. CSC is built around the Requests for Participation and Service Project Proposals submitted by campuses. This funding request is based directly on the needs identified by our 41 program partners in collaboration with the hundreds of community agencies with whom those partners work. From a sprawling urban center like Phoenix through rural areas such as the Fort Peck and Fort Belknap Indian Reservations, CSC partners with a diverse set of community organizations, schools and nonprofit health care providers. Our partners have defined the scope and direction of CSC and it is the role of CCC as intermediary to facilitate implementation and ensure sound management and fiscal practices.

As with diversity and volunteer generation, collaboration is a core principle of CCC. Each campus locally solicits partnerships with community organizations that represent the greatest needs. Through

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intentional, collaborative partnerships CCC has seen significant past program impacts. For example, because students hoping to enroll in UCAN Serve demanded nonprofit healthcare service sites, Nursing Program faculty at Front Range Community College created partnerships with local nonprofit facilities in the area, fundamentally shifting the way in which the institution supported local community needs. CCC relies heavily on community input to shape member orientation and training, recruitment, program impact, evaluation, reflection and more.

g. Sustainability

CSC seeks to make projects sustainable before meeting other community needs. If needs persist after members complete their service, CSC develops sustainability plans with sites so that efforts can continue without federal funding. Service sites sustain the work of AmeriCorps members through a variety of methods, including leveraging Federal Work Study, partnering with service-learning classes, recruiting additional volunteers, fundraising, creating advisory boards and creating student advocacy groups. All CCC efforts encourage local innovation and ownership of projects beyond the scope of CNCS programs. By engaging faculty in community-based learning, actively changing campus culture about the role of Federal Work-Study and emphasizing the community focus of academic programs, CSC actively promotes sustainable practices. CCC/MTCC receive funding, in-kind and cash, from the following sources: member dues; in-kind supervision and training from service sites; in-kind Coordinator time and resources, and; accounting, technology and other services from Regis University and the University of Montana.

h. Multi-state Applicants

CCC maintains a close relationship with the CO State Commission and consistently reaches out to Commissions in UCAN Serve states to provide program information and identify opportunities for

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collaboration on member and Coordinator training. CCC has provided feedback on the CO State Service Plan and participated on committees for statewide AmeriCorps trainings hosted by the Commission. UCAN Serve campuses in Arizona collaborated with their Commission to design a statewide conference on service and service learning, implemented in 2010. The ND Commission was involved in planning to extend this EAP opportunity to campuses in that state. Copies of each renewal application for UCAN Serve are sent to Commissions in partner states, as is end-of-year data on how many UCAN Serve members served in the state and any community impact results. CCC has completed and submitted Commission consultation forms for each state in which CSC members will be serving and informed each Commission of our intent to apply for 11-14 funding.

i. Multi-Site Programs

Program partners ~ CSC partners include 24 four-year public schools, 8 community colleges, 7 private colleges and 2 community partners across 5 states:

AZ ~ AZ State Univ, Mesa Cmty College

CO ~ Adams State College, CO Christian Univ, CO College, CO I Have a Dream Fdn, CO State Univ, CO State Univ Pueblo, Fort Lewis College, Front Range Cmty College, Lamar Cmty College, Mesa State College, Metro State College of Denver, Morgan Cmty College, Naropa Univ, Newman Univ, Northeastern Junior College, Red Rocks Cmty College, Regis Univ, Univ of CO at Boulder, Univ of CO at CO Springs, Univ of CO Denver, Univ of Denver, Univ of Northern CO

MT ~ Flathead Valley Cmty College, Miles Cmty College, MT State Univ, MT State Univ Billings, MT State Univ Great Falls College of Nursing, MT State Univ Great Falls College of Technology, MT State Univ Northern, MT Student Assistance Fdn, MT Tech, Rocky Mountain College, Univ of MT, Univ of MT Helena College of Technology, Univ of MT Western

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ND ~ Mayville State Univ, Minot State Univ, Univ of ND

SD ~SD State Univ

Partner and site selection ~ All participating institutions have a CSC Coordinator, administrative co-sponsor and specific slot request. In addition, each department or campus program submits a Service Project Proposal identifying the strategic priority for members' service; the service sites; plans for member recruitment, training and support; specific community need and how it was identified; member service activities; and the value added by AmeriCorps. The site selection process was taken directly from the CNCS NOFO to align with priorities, goals and regulations. Through this process, CCC determined whether or not a site had adequate programmatic capabilities, asked clarifying questions and helped set up systems to ensure program success. Participating campuses/program partners identified service sites based on unique community needs, the agency's capacity to supervise and support members, alignment with academic and student service programs and previous performance as a service site, if applicable. CCC supports these local partnerships by providing clear program materials, contracts and site visit protocol that ensure program integrity across the region.

Partner relationships ~ Most participating institutions have existing relationships with CCC/MTCC and have served as partners in UCAN Serve or MT Campus Corps. Coordinators at these institutions (36 of 41 sites) are well versed in CNCS and program-specific policies and procedures. Veteran campuses have been through community partnership development, required program trainings, member management, site visits, random file audits and celebrations of service. CCC will provide hands-on training and technical assistance to new campuses to ensure that systems are effective and efficient. All CSC campuses will receive at least one in-person site visit per year to share best practices and program challenges, to go through a random member file audit and to highlight member service

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at an appropriate number of service sites.

j. Tutoring Programs

In 2010, CCC surveyed all campuses to determine which institutions were hosting a tutoring program, what criteria was used for tutor qualifications and what specific training was provided to tutors. CCC then developed materials specific to CNCS's tutoring requirements and included those materials in all 10-11 Coordinator training. The Tutoring Project Criteria and Checklist are used with any program enrolling tutors, is a requirement included in the site visit protocol and is consistent across all institutions participating in the program. CCC maintains documentation verifying campus compliance with the tutoring requirement. In addition, CCC keeps samples of partnership agreements and performs member file checks for completion of the Tutoring Project Checklist.

k. Enrollment & Retention

UCAN Serve reached 102% enrollment for 08-09 and 09-10 program years. We are still enrolling for 10-11. Several factors enable this success. First, CCC requests slots directly from participating campuses and holds those campuses accountable for their own enrollment. If a campus does not reach their requested slots their allotment is reduced the following year. In addition, all campuses receive pass-through funding from CCC to help manage the program locally. Funding is directly tied to enrollment, so campuses must enroll 100% of slots to be awarded 100% of the administrative funds. Second, CCC maintains a wait list of campuses in need of additional slots and is able to siphon slots from under-performing campuses to those with active wait lists. This system allows CCC to respond to campus needs and reach 100% enrollment each program year. Finally, CCC consistently works with Coordinators to disseminate program information across campus, expanding enrollment when appropriate and scaling back programs when needed. Ongoing communication with campuses allows

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CCC to keep a finger on the pulse of each campus' AmeriCorps program and ensure that no campus is left without support.

UCAN Serve retained an average of 83% of members for 08-10. CCC works diligently with campuses to ensure high member retention through education, support and training. Campuses identify their plan for member training and support in the Service Project Proposal, and CCC staff review those proposals prior to their approval for program participation. We work to keep attrition as low as possible through careful member and campus management.

Organizational Capability

a. Organizational Background

CCC is hosted by Regis University and has been a direct grantee of CNCS for the past 9 years. Prior to UCAN Serve, CCC managed a State Commission AmeriCorps program from 1996-2001. CNCS funding represents 1% of the total institutional budget for Regis, fiscal host to CCC. The proposed project maintains the current funding level for CCC, so the total contribution to the University's budget will remain 1%. Regis managed \$5.4 million in federal/state grants during the 2010 fiscal year, has been host to CCC since 2005 and has been the legal applicant for UCAN Serve for the past 6 years. Within that timeframe, CCC has hosted site visits from the state CNCS office and CNCS Program and Grants Officers, undergone a full audit through the Office of Inspector General and participated in annual A-133 audits.

Funding for CCC includes UCAN Serve (ending 2011), a grant from the Elections Assistance Commission and campus membership dues. In the past, CCC was awarded an AmeriCorps VISTA grant, ending in 2010. CCC has successfully raised funds and resources to support service activities over the past two decades. In addition to leveraging membership dues and in-kind donations to

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sustain AmeriCorps programming, CCC has supported student service through electoral engagement initiatives (Campus Vote 2008 and the Election Fellows Program), diversity education (Season of Service programming and MLK Jr. activities) and citizenship development (Careers in the Common Good scholarships, IMPACT Scholars Program and student leadership conferences). Support for these service activities has come from federal and non-federal sources, both through grants and in-kind contributions.

CCC is fully integrated into Regis University. UCAN Serve is supported by two full-time staff, two part-time/temporary staff focused on special projects and one Work Study student. If funded, CCC will expand staffing to include an additional full-time staff member focused on CSC member citizenship development and training. The CCC Executive Director (ED) supervises the CSC Program Director, who in turn supervises and manages all CSC staff and Coordinators. The ED also oversees budgeting and works with Administrative Accounting, Accounts Payable and the Office of Academic Grants for comprehensive grant and budget management. CCC is assigned a Senior Accountant to monitor grant funds and ensure that processes meet both internal and funder requirements. All grants submitted by CCC are reviewed by the VP of Mission Programs, the Office of Finance & Budget, and the Office of Academic Grants at Regis. These layers of administrative support ensure that program applications have the full support of the University and program activities and management are solidly fixed within Regis systems. CCC also provides ongoing program updates to its Executive Committee and communicates with campus stakeholders on program performance.

b. Staffing

Staffing ~ CSC is supported by staff at CCC/MTCC and 54 local Coordinators. Jami Hiyakumoto, Program Director, holds an MA in Nonprofit Management and has worked in the national and

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community service field for the past 10 years. Previously with AmeriCorps NCCC, Western Region campus, Jami brings an intensive focus on program development and federal compliance, and has initiated systems to streamline processes and ensure effective management. Jami works directly with CSC Coordinators to monitor program compliance, acts as a liaison between programs and CNCS, creates systems for multi-site and multi-state member enrollments, management, and exiting, provides intensive training and technical assistance to campuses and ensures overall program success. Mariama Sannoh, Program Assistant, works directly with the AC Portal and the member database to track service sites and to manage member enrollments, monthly service hours and exits. The CSC Training Specialist, housed at MTCC, will design, implement and evaluate training initiatives for members and Coordinators. Training will include citizenship development for members, management and development of the CCG scholarship program and Training Ground grant program, assistance with the annual Coordinator Conference and development of online and other accessible training methods.

CSC Coordinators ~ CCC has set up systems for monitoring sites to ensure that campuses are compliant with CNCS policies and procedures. We visit each campus partner at least once during the grant year (over 130 visits in 09-10). The focus of the visits may vary depending on the needs of the campus; however, all visits include a member file audit. Files are selected at random to check for required forms and ensure that the Coordinator understands all enrollment, member management and exiting procedures.

CCC issues annual program guidance that serves as the primary policies and procedures update for all Coordinators. Any CNCS changes, CSC program changes, and successes and challenges are listed in the guidance. Coordinators receive this guidance before the grant year begins along with all program materials. During the grant year, CCC hosts ongoing program and professional development

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conference calls. Training topics include member recruitment and management, the education award, the AmeriCorps online system and member recognition. Training calls are facilitated by Coordinators who have expertise in that topic area, using a train-the-trainer model.

Program Resources ~ CSC campuses are members of Campus Compact, either through their state or through the national organization. Campuses pay dues to access CSC and provide staff time and resources for their Coordinator position. Member dues subsidize staff salaries for program management as well as general office support. CSC Coordinators spend anywhere from 2-20 hours/week managing CSC locally depending on the number of members. Campus responsibilities and in-kind support are identified via the MOU and Site Agreement, renewed annually and signed by a campus representative, a CCC representative and the Coordinator. Additionally, service sites provide in-kind support through member supervision. Campuses work with community partners to establish service guidelines, ensure compliance and enrich the service experience for both members and the site. Finally, Regis provides in-kind financial services to ensure alignment with CNCS policies through Administrative Accounting, Accounts Payable, Payroll, ITS and Human Resources systems, allowing more administrative funding to be passed to campuses for program support.

State Commissions ~ Please refer to Program Design, Section h. for information on collaboration with State Commissions.

Enrollment & Retention ~ UCAN Serve maintained a 102% enrollment rate and an 83% retention rate from 08-10.

CCC has served as an incubator for many higher education AmeriCorps programs. In addition to expanding the number of campuses participating in AmeriCorps and the number of students engaged

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on those campuses, CCC has also provided pilot-program support to state Compacts in Montana, North Carolina, Kansas and Utah and institutions in Virginia, New Mexico and Arizona. CCC continues to provide national support to state Compacts and institutions that wish to borrow the program model to engage students in meaningful academic and community service.

c. Special Circumstances

CCC was founded in 1992 to support higher education civic engagement initiatives in Colorado. The CSC service area includes states with some of the greatest levels of geographic isolation in the country. According to the Office of Rural Health Policy, these resource-poor states are comprised of between 69-93% rural and frontier counties, creating access barriers for community members to receive health, education and human services. Please refer to Program Design, Section a. for information on special circumstances within the region.

Budget/Cost Effectiveness

a. Cost Effectiveness

CCC assumes fiscal responsibility for program management, including appropriate staffing, compliance and ongoing regional representation. Over the past 2 years the fixed-award amount/MSY has been increased, but program costs have increased as well. Regional programs have a heavier fiscal burden managing the criminal background check process and ensuring program compliance across a large geographic area. CCC is requesting \$800/MSY to support CSC based on the following key program costs:

Criminal background checks (CBCs)- The inclusion of FBI fingerprinting in CBCs increases program costs and staffing needs. We estimate that CBCs will cost an average of \$50/member (\$280,400 total) and that significant staff time will be devoted to the CBC process internally prior to member

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enrollment.

Administrative funding- CCC provides funding to campuses to support program management and development. Funds are used to support site visit travel, member materials, service celebrations, identity items, etc. that relate to members' direct service in AmeriCorps. The total amount of administrative funding for the 11-12 program year is \$451,128 among 41 campus and organizational partners, based on their MSY.

Member training & development- CCC will provide the Civically Engaged Reader to each member, at \$20/member (\$112,160 total). The Training Specialist position through MTCC will design and implement regional training for CSC Coordinators and members (\$52,853 salary and benefits). CCC will also expand the Careers in the Common Good scholarship program and Training Ground grant program to include a greater number of members and trainings (\$122,500 total).

The remaining \$184,159 supports two CSC staff members at CCC, all supplies and program infrastructure and site visits. CCC is diligent about efficient use of funds and requests \$800/MSY based on actual costs for effectively managing CSC.

b. Current Grantees

Despite increased requirements for grantees to support program costs, CCC has not increased its administrative funding request from CNCS. We request the amount available to EAPs. Other sources of support include staff time for the CCC Executive Director, in-kind services for grant administration through Regis, in-kind staff time and resources for CSC Coordinators, in-kind member supervision and training for service sites and subsidy of CCC office space and supplies through membership dues.

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c. Special Circumstances

Please refer to Organizational Capacity, Section c. for this information.

d. EAPs Only

The CSC budget includes essential program management and compliance items, such as core program staff, funding for local program management, training and technical assistance, criminal background checks, member management systems, member development, supplies and indirect expenses. Organizational operations are supported through alternate funding sources, as described in Organizational Capacity, Section b. The total amount budgeted to operate the program is \$1.27 million including CNCS administrative funds, Regis in-kind services and in-kind staff time.

Evaluation Summary or Plan

The UCAN Serve evaluation summary was emailed to CNCS per application instructions.

Amendment Justification

N/A

Clarification Summary

Programmatic Clarification Items II:

1. Please articulate how you see your program fitting within the Corporation's new framework.

Colorado Campus Compact is an intermediary for institutions of higher education, partnering with local community-based organizations and government agencies, to meet the specific needs of local areas. CCC is able to extend the reach and impact of AmeriCorps programming by engaging students in service and by focusing that service to meet the identified needs of communities. For the CSC program, CCC has worked with local campuses and their community partners to identify three

Narratives

primary service categories within the CNCS framework with which all CSC AmeriCorps service will align: providing direct services in medically underserved and health professional shortage areas and for uninsured and economically disadvantaged individuals, providing tutoring and other educational programming in high need public schools, and building the capacity of nonprofit organizations and government agencies to meet local needs. The first two categories of service will be provided directly by members to community members. The final category of service will be provided indirectly to community members through infrastructure and program development for appropriate sites, including volunteer recruitment and management. Each of these categories will have aligned performance measures that will demonstrate meaningful community impact and will focus the CSC program more intensively in primary service categories.

2. Please explain whether you will either a) ensure that the program's primary member service activities meet the definition of capacity-building so that you can use capacity building measures or b) measure the community impact (outputs and outcomes) of your direct service activities.

The Compact Service Corps Program will focus on three significant focus areas, each with their own aligned performance measure assessing the impact of the specific service interventions. Service areas will be focused on Healthy Futures, Tutoring & Other Education Programs and Capacity Building.

Healthy Futures (399.6 MSY) -- CSC members will provide preventive and primary care to uninsured and economically disadvantaged individuals or within medically underserved communities. Members will receive training and academic support for their direct service activities through healthcare professions programs at participating CSC campuses. Members and host nonprofit or government healthcare agencies will identify the number of community members served within the framework

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provided and an aligned performance measure will be created by CCC to demonstrate meaningful community impact within medically underserved communities and/or for uninsured and economically disadvantaged individuals. CSC will use a national performance measurement to assess this service area (Objective 3, AB and an applicant created measure for end outcome).

Tutoring & Other Education Programs (776.11 MSY) -- CSC members will provide academic support to K-12 students in high-need public schools (please see the criterion below). Members engaged in tutoring will follow all CNCS guidelines for tutoring programs. Members and host public school sites will identify the number of K-12 students participating in the class at the beginning and end of the member's term of service and the number of K-12 students, including those participating in a service learning experience, demonstrating improved academic engagement. CCC will work with public school service sites and campus partners to create an evaluation tool that can be used across school districts and state lines to assess regional impact. CSC will use a national performance measurement to assess this service area (ED1, ED2, ED5A).

Capacity Building (27.71 MSY) -- CSC members will create, expand or strengthen systems, processes and programs for efficiency and efficacy at local nonprofit organizations. Service will be indirect and will focus on organizational capacity building through enhancing existing programs, creating new programs and recruiting and coordinating community volunteers for the agency. These service activities will enable community-based service sites to provide a greater number and higher quality of services to local communities within the Corporations identified strategic priority areas. CSC will develop an aligned measure to assess this service area in partnership with a contract evaluator.

3. Please explain on which interventions your program will focus and why.

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Please see the response to questions 1 & 2 above. Additional details about the interventions and the assessment tools CCC will use to capture service outputs and outcomes will be created by the program prior to the start of the grant year.

4. Please explain how you will select sites so that you can ensure that the proposed member interventions will lead to outcomes that you can aggregate to show your overall impact.

Healthy Futures -- Service sites for members focused on this area will specifically work within medically underserved communities, in health professional shortage areas, or with uninsured and economically disadvantaged individuals.

Tutoring & Other Education Programs -- Service sites for members focused on this area will meet the criterion created by CCC, using Department of Education guidelines and local school district input, for high need public school sites and education priority areas. Service must occur in public schools that meet at least one of the following criteria:

- * Title I designation
- * Free and Reduced Lunch percentages (greater than or equal to 50%)
- * Student Mobility percentages (greater than or equal to 40%)
- * Statewide Academic Assessment Tests (low or unsatisfactory rating)
- * Student Drop-Out Rates (greater than 5%)

Service in this priority area can also qualify if it focuses on the following education focus areas: math & science education or ESL/bilingual education.

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Capacity Building -- Service sites for members focused on this area will be nonprofit organizations with a designated 501(c)3 status or government agencies. These organizations and agencies will identify a specific capacity building need through organization assessment and scans that student service will focus on through the Service Plan process.

CCC collects all service site information from members during the enrollment process and work with Campus Coordinators to evaluate and approve all service sites. This currently occurs for the UCAN Serve program and a list of approved service sites for members is maintained by each campus and by CCC through our member timelog and management database. All service sites are also cross-checked by the AmeriCorps Program Coordinator within the CCC office.

5. Please explain how you will assess the evidence basis of proposed member interventions to ensure that they are the best to achieve the desired outcomes.

Member service interventions are crafted based on the collective input of community partners, campus partners and the member themselves. CCC will assess the effectiveness of these interventions through the evaluation process, engaging each of these groups in that process to determine if performance measures are being met. CCC welcomes continuous improvement and will use data gleaned from the Year I evaluation results to modify member interventions, if needed.

6. Explain how you will collect, aggregate, and analyze data to demonstrate your program's impact in terms of both outputs and outcomes.

Narratives

CCC is reallocating the Training Specialist position, originally proposed in the application, to be a Program Assessment position focused more fully on creating systems for and doing the work of collecting, aggregating and analyzing data to demonstrate program impact. CCC will contract with Kate Cumbo, a professional evaluator who has worked extensively with Learn and Serve and AmeriCorps programs in the region, to create the tools that will be used with members, community partners and campus partners throughout the grant cycle for both outputs and outcomes. Working with a professional evaluator to create performance measurement tools at the beginning of the grant cycle will ensure that we are collecting critical information from all stakeholders and are able to effectively report on deliverables to CNCS.

7. Explain how you will make your program's monitoring and oversight significantly more robust in order to ensure program impact and compliance.

The CSC program will be managed by Jami Hiyakumoto, Program Director. The Program Director position is responsible for overall grant and program compliance, in-person site visits to each participating campus (which includes compliance monitoring and review of active member files), system development for member management and training/technical assistance for Campus Coordinators. Mariama Sannoh is the Program Coordinator, responsible for daily member management through enrollment and exit approval and timelog approval for all CSC members. The Program Coordinator works with the Portal along with the CCC member timelog database to ensure compliance with CNCS regulations and also works with Campus Coordinators to approve service sites and service projects, based on the priority areas listed previously. Munkhbat Buyantogtokh and Kelly Rodriguez are contracted Program Office Assistants who conduct internal audits of all exited files. They work closely with Campus Coordinators to further provide training and technical assistance for

Narratives

all issues found out of compliance. Campus Coordinators are located at each participating college or university and work directly with departments to recruit student members, facilitate orientations, collect required documentation and paperwork, maintain partnership contracts with service sites, serve as the local resource for members enrolled in the CSC program, ensure individual service plans and goals are met, and provide support for members until they exit the program. As noted above, the Program Assessment position will be added to the CSC staff, supervised by the Program Director, to lead evaluation and assessment efforts. In addition, this position will be responsible for pieces of grant compliance through in-person site visits in Montana, North Dakota and South Dakota. Finally, the Executive Director of CCC provides all fiscal management for CSC along with overall grant compliance in partnership with the Administrative Accounting and Grants Office at Regis University.

8. Explain how you will ensure that all members in your program have a strong AmeriCorps identity.

CCC has established a strong AmeriCorps identity on each participating campus and among members. We will continue this practice with the CSC program through several key activities. The AmeriCorps and program logos are proudly displayed on each campus through the Campus Coordinator's department or office and logos are evident on all materials provided to community partners and to members. Campuses receive pass-through funding from the administrative grant to purchase identity items for members, including t-shirts, pins, hats and other goodies that identify AmeriCorps participation. AmeriCorps identity is also strengthened through the Stories of Service initiative, wherein members submit photos and stories of their service projects to CCC through a Facebook page. All members vote on the most compelling photo and story of service. This allows CCC to tell the story of member service more effectively and also provides a forum in which members and the community can see and read about the service of other individuals enrolled in the program. All members recite

Narratives

the AmeriCorps pledge during orientation, CCC collect's great stories through member reflection and highlights members on the CCC website. Finally, CCC provides Careers in the Common Good Scholarships to provide supplemental professional development opportunities to members. In the final report, members must reflect on how the knowledge they gained will be used to be more effective in completing their AmeriCorps term of service.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None c Geographic Focus - Rural
 Geographic Focus - Urban 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 type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Veterans and Military Families | <input checked="" type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 5.01

Service Categories

- | | | |
|---|---|---|
| Service-Learning | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Other Community and Economic Development | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Hospital and Clinical Support Services including Rehabilitation | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Benefits to Volunteers | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |

Collaborative Campus-Community Partnerships

Service Category: Other Community and Economic Development

Measure Category: Not Applicable

Strategy to Achieve Results

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

College and university campuses will establish reciprocal partnerships with pre-K-12 schools, healthcare sites and nonprofit community agencies experiencing professional shortages or related capacity issues. Members placed at these sites will serve as a "living grant," providing much-needed assistance in areas of program delivery, outreach, resource development (including volunteer recruitment), strategic planning and staff/leadership development. Because of these sustainable service partnerships between campuses and communities, partner agencies will have an increased capacity to meet local needs within the CNCS strategic priority areas.

Result

Result: Output

Result: Output

AmeriCorps members will build capacity at pre-K-12 schools, healthcare sites and nonprofit community agencies as a result of collaborative partnerships with local college and university campuses.

Indicator: community partnerships

Target: By the end of the first year of funding, 775 sites will be served as a result of collaborative partnerships with local college and university campuses.

Target Value: 775

Instruments: Site Agreements and Memorandum of Understanding (MOU); member management database; community partner end-of-term survey

PM Statement: AmeriCorps members will be placed at 775 pre-K-12 schools, healthcare sites and not-for-profit community agencies as a result of collaborative partnerships with local college and university campuses over the next three years.

Prev. Yrs. Data:

Result: Intermediate Outcome

Participating CSC colleges and universities will increase the number of service learning and civic engagement opportunities available for students, creating institutionalized partnerships with local nonprofit organizations to support ongoing student service.

Indicator: percent of campuses indicating an increase in the number of service learning and civic

Target: By the end of Year I of funding, 95% of CSC campuses will report an increase in the number of service learning and civic engagement courses offered to students through academic and co-curricular programs.

Target Value: 95%

Instruments: community partner end-of-term survey; Campus Coordinator end-of-term survey; Campus Compact annual membership survey

PM Statement: Participation in CSC will foster the growth and development of increased service learning and civic engagement courses on participating campuses, formalizing campus partnerships with local nonprofit agencies and opportunities for sustainable student service through academic and co-curricular programs.

Prev. Yrs. Data:

Result: Intermediate Outcome

engagement courses offered per campus

Result: End Outcome

Partner sites receiving the services of an AmeriCorps member will report greater organizational capacity to meet community needs within CNCS strategic priority areas as a result of collaborative partnerships with a college or university campus.

Indicator: increase in organizational capacity.

Target: By the end of Year I of funding, ninety percent of community partner sites surveyed will report greater capacity to meet community needs within CNCS strategic priority areas as a result of collaborative partnerships with a college or university campus.

Target Value: 90%

Instruments: Community Partner Survey.

PM Statement: Ninety percent of partner sites receiving the services of an AmeriCorps member will report greater organizational capacity to meet community needs within CNCS strategic priority areas as a result of collaborative partnerships with a college or university campus.

Prev. Yrs. Data:

Community Awareness and Engagement

Service Category: Service-Learning

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will engage in service-learning and civic engagement activities that include the following components: rigorous academic coursework, service that actively addresses community-identified needs, structured reflection activities and opportunities for student voice. Experience in the CSC program will lead to an increased commitment of members to lifelong community engagement through ongoing, post-service volunteerism and paid employment in the nonprofit and government sectors.

Result

Result: Output

AmeriCorps members will participate in service-learning and civic engagement coursework.

Indicator: participants

Target: At least eighty percent of AmeriCorps members enrolled will be students engaged in service-learning and civic engagement coursework.

Target Value: 80%

Result: Output

Instruments: Enrollment forms and member development plans.

PM Statement: At least eighty percent (80%) of AmeriCorps members enrolled will be students engaged in service-learning and civic engagement activities that include rigorous academic coursework, service that actively addresses community-identified needs, structured reflection activities, and opportunities for student voice.

Prev. Yrs. Data:

Result: Intermediate Outcome

CSC members will report that they are more aware of their community's needs and resourced based on their participation in AmeriCorps through their host campus. Increased awareness of community needs and resources will strengthen the commitment of CSC members to lifelong community engagement.

Indicator: increased commitment to lifelong service

Target: Ninety percent of members participating in CSC will report a greater commitment to lifelong service as a result of their increased awareness of community needs and resources through participation in the Compact Service Corps.

Target Value: 90%

Instruments: Member development survey, member post-service survey

PM Statement: Eighty percent of AmeriCorps members enrolled in Compact Service Corps will engage in service-learning coursework, with ninety percent reporting that they are more committed to lifelong service via their intended profession as a result of their participation.

Prev. Yrs. Data:

Result: End Outcome

AmeriCorps alumni will continue to be civically engaged after completing a term of service with Compact Service Corps, either through ongoing volunteerism or through paid employment in a nonprofit or government agency.

Indicator: sustained commitment to civic engagement

Target: Ninety-five percent of CSC AmeriCorps alumni surveyed post service will report their intention of continued community engagement either through service and volunteerism or through paid employment in the nonprofit or government sector.

Target Value: 95%

Instruments: Member post service survey

PM Statement: Ninety-five percent of CSC AmeriCorps alumni surveyed post service will report their intention of continued community engagement either through service and volunteerism or through paid employment in the nonprofit or government sector.

Prev. Yrs. Data:

Program Development

Service Category: Other Community and Economic Development

Measure Category: Not Applicable

Strategy to Achieve Results

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

CCS community partners will be evaluated on whether or not the service interventions of members at their sites increased their capacity to serve local community needs, either through an increase in the quality of services provided or an increase in the quantity of services provided within the CNCS strategic priority areas. These two areas (increases in quality and quantity of services) will demonstrate that CSC member service positively impacts the capacity of the nonprofit community to meet local needs. This includes volunteer generation in addition to program and service expansion and enhancement.

Result

Result: Output

CSC AmeriCorps members will increase the number of non-AmeriCorps volunteers serving at community partner sites.

Indicator: community volunteers recruited

Target: By the end of Year I, 9,275 new community volunteers will be recruited or coordinated by CSC members to serve at nonprofit partner sites.

Target Value: 9275

Instruments: Member post-service survey, community partner survey, member timelogs

PM Statement: CSC AmeriCorps members will recruit or coordinate the service of 9,275 community volunteers to serve at community partner sites, increasing the capacity of those agencies to meet critical local needs through volunteer service.

Prev. Yrs. Data:

Result: Intermediate Outcome

CSC members will increase the quality and quantity of services their host nonprofit agencies are able to provide to communities.

Indicator: increase in the quality and/or quantity of services provided by community partners

Target: Ninety percent of CSC community partners will report an increase in the quality and/or quantity of services their agency was able to provide to community members because of their participation in the CSC Program.

Target Value: 90%

Instruments: Community partner post-service survey

Result: Intermediate Outcome

PM Statement: Ninety percent of participating nonprofit agencies will report an increase in the quality and/or quantity of services they were able to provide to local communities because of the CSC AmeriCorps member serving through their agency.

Prev. Yrs. Data:

National Performance Measures

Priority Area: Veterans and Military Families

Performance Measure Title: Engaging Veterans in Service

Service Category: Benefits to Volunteers

Strategy to Achieve Results

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

The Compact Service Corps program will actively engage veterans in service as program participants.

Result: Intermediate Outcome

Result.

Veterans engaged in Compact Service Corps programs as program participants will be more willing to volunteer in the future.

Indicator: increase willingness to volunteer in the future

Target :Eighty out of one hundred veteran program participants will report being more likely to volunteer in the future as a result of their experience with Compact Service Corps programs.

Target Value: 80

Instruments: Member development survey.

PM Statement: Eighty out of one hundred veteran program participants will report being more likely to volunteer in the future as a result of their experience with Compact Service Corps programs.

Result: Output

Result.

Veterans will be actively engaged in service as Compact Service Corps program participants.

Indicator: (PRIORITY)V2: Veterans engaged in service (other than mentoring disadvantaged

Target :One hundred veterans will be recruited to serve as AmeriCorps members with the Compact Service Corps.

Target Value: 100

Instruments: Enrollment forms.

PM Statement: One hundred veterans will be recruited to serve as AmeriCorps members with the Compact Service Corps.

National Performance Measures

Result.

youth).

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Not Applicable