

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 13-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ES124495		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ESHPA0010001														
5. APPLICATION INFORMATION																	
LEGAL NAME: Pennsylvania Campus Compact DUNS NUMBER: 058220398		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Meghan Oakley TELEPHONE NUMBER: (717) 796-5072 3 FAX NUMBER: INTERNET E-MAIL ADDRESS: moakley@paccompact.org															
ADDRESS (give street address, city, state, zip code and county): One College Avenue P. O. Box 4508 Grantham PA 17027 - 9800 County: Cumberland																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 251811897		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Statewide Association															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant (State)		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Community Fellows															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): All Counties in the State of Pennsylvania		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/20/11 END DATE: 08/19/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="PA 019"/> b.Program <input type="text" value="PA 019"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 67,728.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 67,728.00</td> </tr> </table>		a. FEDERAL	\$ 67,728.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 67,728.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 67,728.00																
b. APPLICANT	\$ 0.00																
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f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 67,728.00																
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: Meghan Oakley		b. TITLE: Project Manager	c. TELEPHONE NUMBER: (717) 796-5072 3														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11															

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Executive Summary

AmeriCorps Community Fellows Program at Pennsylvania Campus Compact provides 500 minimum-time positions to member and non-member campuses to increase the number of college students serving in the areas of college access and success. The AmeriCorps Community Fellows Program addresses compelling community needs in the areas of college access and success, while developing college students as active citizens. To this end, Community Fellows serve in K-12 schools and community-based after-school organizations in order to enhance at-risk students' college access and readiness.

Rationale and Approach

A. RATIONALE AND APPROACH

Drawing on the energy and enthusiasm of college/university students to connect and serve in their communities, this application for an Education Award Program (EAP) entitled AmeriCorps Community Fellows of Pennsylvania (AC CF) will expand the service opportunities for Pennsylvania students in multiple sites across the state. As an affiliate of Campus Compact, a national organization of 1100 colleges/universities focused on student civic engagement through community service and service-learning, PA Campus Compact (PACC) offers a network of 69 member institutions, many of whom are in counties with struggling school districts. Our state-wide organization, with campuses in all areas of the state, affords us a systemic, sustainable mechanism for delivery of services which is efficient and effective. By leveraging the time, expertise, and commitment to deep community partnerships with students' interests and passion for making a difference, PACC is able to both broaden and deepen the scope of this EAP through our network of campus administrators through both PACC and non-PACC institutions. For example, in 2008, PACC students contributed 2.26 million hours of community service/service-learning (PACC Annual Survey, 2008).

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The EAP will allow us to provide a mechanism for students performing service to receive financial support for their efforts through the education award, thereby encouraging service among more students for increased hours, with more training and assistance in their work. This grant will not only provide students seeking assistance to sustain their higher education, but also develop these students, in turn, to become models for at-risk youth as civic leaders who choose to pursue higher education.

Primary emphasis for the work of AC CF will be placed on enhancing academic achievement of elementary and secondary students, and on enhancing college access and preparation in urban and rural high schools. In addition, efforts will be made to leverage AmeriCorps resources to strengthen and expand Federal Work Study community service programs across the state.

A variety of community needs will be addressed, and flexibility with regard to program focus will be required in order to ensure maximum participation from a wide variety of institutions of higher learning across the state, and to attract a maximum number of eligible Corps members at those institutions.

COMPELLING COMMUNITY NEED

This EAP will focus on at-risk students who struggle with academic achievement and often do not pursue post-high school education.

The college attendance rate of Pennsylvania residents has widespread impact on the quality of Pennsylvania's workforce and consequently, the economic prospects of its residents and its communities. The contribution of a high school graduate's full career is estimated at \$270,000 through federal, state, and local taxes and is contrasted by career contributions of a college graduate at \$408,000. Additionally, in 2007, 51% of PA workers were in unskilled jobs that do not require a high

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school degree. By 2014, the demand for skilled jobs that require at least some college or an associate degree will increase to 45% of the workforce. (PA Partnerships for Children, *The High Cost of Higher Education*, 2008)

While the college-bound state average for high school seniors is at 75%, there are many Pennsylvania counties (Erie, Adams, Juniata, Reading, Bedford, Philadelphia) whose college-bound rates hover between 50-55%. Both the Chester-Upland and Clarion School districts only have 39% of students who pursue some sort of college. (<http://www.pde.state.pa.us/k12statistics>)

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

AmeriCorps Community Fellows of Pennsylvania will recruit student volunteers to serve in K-12 schools and community-based after-school organizations in order to enhance at-risk students' college access and readiness. EAP members will work with at-risk children and youth to provide career awareness and study skills development, standardized test preparation, and college and career information workshops. They will also encourage one-on-one advising through high guidance counseling and pursuing college visits, assist students in the college application process, guide youth to finding resources for financing college, and help school faculty create a school-wide college-going culture.

PACC's Annual Survey of its 69 member institutions with a 73% response rate indicates that more than three fourths of PA college students are involved in service through K-12 education, tutoring, mentoring, or reading/writing. Our member institutions interface with school districts, after-school mentoring/tutoring programs through organizations such as YMCA, Boys & Girls Club, Communities that Care, Big Brothers/Big Sisters, and Communities in Schools. PACC encourages our members to identify and leverage sustainable, reciprocal community partnerships.

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AC CF members will be college students who are responsible for serving in schools and after-school programs. Supervisors are college administrators who will guide the EAP. Community partners with whom the members work may be volunteers or paid staff members. While AC CF members may be working alongside volunteers in similar tasks, AC CF members bring a distinctive element to the program because they are college students with recent experience in navigating both the college preparation and college admission processes.

This EAP initiative is designed to impact low academic achievement among school age children and low college attendance rates. AC CF will be placed in schools and communities across the state to address improving college awareness and preparedness among at-risk middle school and high school youth. Because the program will not only help current college students (the AmeriCorps members) pay for college, it will also help them to make stronger connections to their local communities through their service. It will increase the likelihood that they will graduate from college in Pennsylvania and remain in a Pennsylvania community after graduation, thus strengthening the quality of Pennsylvania's workforce.

Five hundred members at minimum time will serve through this AC CF program. Members will serve at local service sites that include K-12 schools and community-based organizations that focus on working with at-risk youth in enhancing their chances to both be prepared as well as to go to college. AC CF members will serve in their communities an average of about 10 hrs/week. Each AC CF site will determine whether member service will occur in a K-12 setting, or with a community partner, based on the strength of relationship and community partner's needs.

We have ensured that this program will not violate non-duplication, non-displacement and non-

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supplementation requirements by assessing how local and state resources are being allocated for college mentoring and access programs. At this time, there are no local or state funds going to support the type of program that we are proposing.

Strict compliance with AmeriCorps regulations will continue to be emphasized by PACC, which has extensive experience running AmeriCorps programs. Each Corps member will receive an AmeriCorps orientation, including an explanation of prohibited activities, and will sign the requisite member agreement. PACC will be responsible for maintaining these records. Compliance will also be emphasized at training conferences (for both corps members and campus supervisors). In addition, compliance will be monitored by program staff visitations to participating campuses.

PACC will provide training modules based on the Bonner Training Curriculum for Corps members that will focus on developing skills among EAP members in order to enhance college preparedness for at-risk youth in the following areas: understanding strategies for enhancing study skills, cultivating career awareness standardized test preparation, helping school faculty create a school-wide college-going culture, designing college and career workshops; advising through the college search process and pursuing college visits; assisting in college application process, guiding youth to finding resources for financing college.

PACC will provide training for supervisors that includes guidance on recruiting, training, monitoring and sustaining this student corps, cultivating student civic leadership development, and use of social media in the EAP. More information on the training that we will provide can be found in the member outcomes section of the narrative.

This grant will enable us to broaden our services to another key constituent for PACC's mission:

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Pennsylvania college students. As a membership organization we have several constituents with whom we interface: college presidents, executive level administrators, center directors (both service-learning and/or community service), VISTAs, and students. Currently many of our grants focus on supporting faculty and administrators to enhance capacity for civic engagement on campuses through faculty development in the areas of service-learning and student volunteer mobilization. Aside from our MLK Day Grant which provides subgrants for student projects, we currently have no mechanism to offer educational awards to students in service.

MEASURABLE OUTPUTS AND OUTCOMES

For its primary activities, this EAP will increase college access for at-risk high school students. The output will be that at least 125 at-risk high school students are engaged in a college mentoring program; the intermediate outcome will be that 85% of the high school students engaged in the mentoring program show increased interest in attending college; and the end outcome will be that 65% of high school students in the college mentoring program go on to post-secondary education. Tracking systems for these aligned results will include program registration forms, sign-in sheets and attendance logs. Pre-, mid- and post- questionnaires of students will be developed to use as a stand-alone or in interviews and focus groups with students to collect quantitative as well as qualitative data to indicate movement toward program goals.

PACC's EAP program will address unmet educational needs within communities especially those that help children and youth achieve success in school and prevent them from dropping out before high school graduation.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

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PACC's plan for assessment includes the following: 1. Conduct member surveys at the end of fall and winter semester that will assess training and skill development needs. 2. Conduct supervisor survey mid-year. 3. Ask for feedback through bi-monthly conference calls/webinars from supervisors regarding challenges, surprises, adjustments and program enhancements. 4. Site visits will include meeting with EAP members and supervisors using a site protocol that will elicit feedback on program as well as training and technical assistance. 5. In the event of conflict or problem between the members and the community partner, the supervisor will assist as appropriate in mediating either with both parties together, or individually.

COMMUNITY INVOLVEMENT

Each AC CF site will determine whether member service will occur in a K-12 setting, or with a community partner based on the strength of relationship and community partner's needs. EAP sites will be responsible for creating a memorandum of understanding with a community partner in order to identify needs, create a work plan, carry out the plan together, and assess Corps member effectiveness. At least one letter of support from a community partner will be required in the site application.

EAP supervisors and members will be responsible for meeting with community partners bi-annually to review progress. PACC will include community partners in trainings and other meetings/phone conferences as feasible and work with sites to build sustainability plans for their programs that increase the role of community partners in future years.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

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PACC has developed five regional consortia (40 plus institutions) of higher education institutions and community partners, for the establishment and expansion of service-learning through the most recent LSA 2006-09 funding. Additionally, PACC holds 31 VISTA host sites, and 10 MLK Day grantee institutions. Each of these grants affords us strong linkages with many of our campuses and allows us to offer one more resource to build strong relationships with communities to enhance the opportunities for at-risk youth. Through all of our various grants (CNCS, LSA, AmeriCorps*VISTA, MLK Day) we have had a sub-granting strategy that disseminates funds to campuses or regional networks to build capacity for deep partnerships between campuses and their community partners. The EAP will offer support to students while they serve in their communities, a tool that is not presently available but is much needed.

The EAP initiative will also be used as an extra incentive to the campus for the development and support of work study community service positions that may supplement those already existing. In this way, the college will be able to support more students and to support more service in the community in which the college is located.

POTENTIAL FOR REPLICATION

This EAP is easily replicated and the model can be disseminated to other organizations within the state and to other state Campus Compacts who operate similar programs. Through the Campus Compact National Service Work Group, PACC will report to and train its sister states.

Organizational Capability

D. ORGANIZATIONAL CAPACITY

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

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Formed in 1988 as one of three state Campus Compacts, PACC is a 501(c)3 organization whose mission is to strengthen communities through campus-community partnerships and promote education for informed civic engagement. Our vision is to model best practices for campus-community partnerships that foster collaboration, build capacity and develop sustainability to strengthen our communities, locally, regionally and globally through our values of service, leadership, collaboration, transformation, and equity.

As a membership organization, PACC offers a broad range of services to all of our members, working with them to identify resources to strengthen their capacity to connect with their communities through service. We also coach PACC members based upon specific issues and concerns such as strategic planning and institutional alignment, faculty development for service-learning or the scholarship of engagement, strengthening community partnerships, and exploration of inter-disciplinary collaboration on constructing research agendas. PACC staff visited over 65% of member campuses in 2008-09 providing training and technical assistance.

PACC has prior experience managing several federal and state grants: CNCS Learn and Serve Higher Education (LSAHE) grants (1993-1996, 2000-03, 2006-09; an AmeriCorps*VISTA program (2000 to present); a MLK Day grant (2008 to present); and a Ready Campus Initiative (2004-05), a grant co-administered with Misericordia University and Pennsylvania Emergency Management Agency. Each of these grants have had a sub-granting strategy that disseminates funds to campuses or regional networks to build capacity for deep partnerships between campuses and their community partners. Additionally, the MLK Day grant has awarded sub-grants to campuses for student MLK Day projects.

The Learn & Serve America Higher Education (LSAHE) 2006-09 formed a consortium with NYCC with

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goals of increased academic engagement to be achieved through high quality service-learning activities that include preparation for service, reflection, and integration with academic curricula. The end outcome was an increased numbers of college students persisting to graduation, along with benefits for local communities, especially the enrichment of school experiences for disadvantaged youth through service-learning projects.

Through the LSAHE 2006-09 funding, PACC developed five regional consortia (40 plus institutions) of higher education institutions and community partners, for the establishment and expansion of service-learning. These regional networks are located in Pittsburgh, Philadelphia, Pocono region, Southern Alleghenies, Lehigh Valley and parts of rural Pennsylvania where economic impacts have been harsh.

With regard to our AmeriCorps*VISTA Grant Program, in 2008-2009, we began to see a significant increase in the quality of projects with regard to the impact that they have in the community. At Gettysburg College, an AmeriCorps*VISTA member coordinated the Campus Kitchens program, that recovered food from businesses and farms and provided fresh produce and meals to low-income communities. At the University of Scranton, an AmeriCorps*VISTA member worked directly in a clinic for the uninsured and trained college students to medical Spanish and interpretation methods between non-English-speaking patients and doctors. These are only a few examples of the projects that AmeriCorps*VISTA members are engaging in that use college volunteers to make direct impacts in the community.

In addition to community impact outcomes, we have also seen some excellent member development outcomes. In 2008-2009, we provided members with a Pre-PSO meeting, mid-year training retreat, and end of service training. 77.3% of PACC*VISTA members indicated that the Pre-PSO Meeting was *very helpful* in preparing them for their service and developing them as professionals, while 90.9% of

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PACC*VISTA members indicated the same for the mid-year retreat. Additionally, the Project Manager conducted site visits, monitored project progress, and gave direct feedback to members and site supervisors. Out of the 25 AmeriCorps*VISTA members from the 2008-2009 group, seven (7) committed to stay for another year of service. One VISTA actually commented that her decision was in part because of the support that she and her project receive from Pennsylvania Campus Compact.

Also, a new initiative this past year was to administer a comprehensive survey of all the community partners that PACC*VISTA projects work with. Since the start of the program in 2000, we have been successful at gathering output data; number of student volunteers, number of community members served, etc.; but have not had a mechanism for gathering end outcome data; specifically information on how PACC*VISTA members are increasing the capacity of community partners to fulfill their mission. The first PACC*VISTA Community Partner Survey has been successful at gathering this important data.

According to the survey data of community partners indicated that their partnership with PACC*VISTA: 18.9% increased their capacity to obtain cash or in-kind funding; 73.9% increased their capacity to serve more community members; 48.6% increased their capacity to partner with other organizations; 59.5% increased their capacity to expand current or develop new programming; 52.6% increased their capacity to hire new staff or utilize volunteers; 100% increased their capacity to fulfill their organization's mission and better serve the community.

As a 501c3, PACC undergoes annual audits and the 2008-09 financial audit found PACC's accounting procedures conform to the industry standard guidelines.

The executive director of PACC, Char Gray, will be the fiscal agent for the grant. Dr. Gray joined the PA Campus Compact in 2005, after serving as Director of Community Outreach at Lafayette College,

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Easton, PA. Her role at Lafayette was to articulate vision, develop and empower student staff for outreach to the community through volunteer programs, provide resources and support, and strengthen linkages between the college and the community. She holds a Ph.D. in Education and Human Development from Vanderbilt University.

Other PACC staff include Michele Lowrey, Office Manager, with 20 years experience monitoring grant finances with multiple federal and state grants: three CNCS grants (1993-1996, 2000-03, 2006-09); an AmeriCorps*VISTA program (2000 to present); a MLK Day grant (2008 to present); and a Ready Campus Initiative (2004-05).

Meghan Oakley-Henning is PACC's National Service Grants Manager. In her third year with PACC with broad program management experience, Meghan currently manages the AmeriCorps*VISTA grant with 31 host sites. Prior to coming to PACC, Ms. Oakley-Henning served as Associate Project Director for a Learn and Serve grant through ServeDC.

PACC will hire a part-time AmeriCorps Community Fellows Program Manager to guide the EAP through annual site visits, bi-monthly webinars/conference calls for AC CF supervisors, using monitoring/reporting software utilized by the Bonner EAP. This Program Manager will organize and facilitate all training events, conduct site visits, monitor AC CF reports, coordinate the site application process, and maintain contact with AC CF and their supervisors.

Additionally, PACC staff will conduct campus visits across the state related to other programs and will synchronize these visits to support the EAP.

Through an application process, campuses (sites) will apply for and request AC CF members. Sites will be selected on the following selection criteria. 1. Evidence of collaborative approach among campus staff

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and community partners in development of the project. 2. High/increased quality and impact projects that will deepen the activities related to college access and success for enhanced community development. 3. Addressing real community issues: Demonstration that the region's needs are addressed in proposed activities. 4. Institutional/organizational capacity demonstrated by support from administrators from all campus and community partners, where activities are strategically conceived to complement other goals and activities of all partners. 5. Creativity in designing projects that will assist front-line educators and volunteers who work with at-risk youth. 6. Work plan and timeline that reflect activities that will support progress toward stated project goals, outcomes, and performance measures. 7. Capacity to orient, train, and supervision AmeriCorps members throughout their term.

Through the criteria above, PACC's EAP will address the regulations regarding quality, innovation, sustainability, leadership development, past performance and community involvement. This program will be modeled after existing college access center programs and tap into resources from the National College Access Network. Additionally, many of our campuses are located in distressed communities.

Currently, PACC convenes events for its member institutions annually where averages of 40 institutions are represented. We also maintain connections with our campuses that are VISTA host sites and/or hold an MLK Day grant. Previously, through the LSA 2006-09 funding, PACC developed five regional consortia --40 plus institutions of higher education institutions and community partners for the establishment and expansion of service-learning. These regional networks are located in Pittsburgh, Philadelphia, the Pocono region, the southern Alleghenies, and the Lehigh Valley.

The AmeriCorps Community Fellows Program Manager will visit campuses at least once a year, will conduct bi-monthly webinars/conference calls for EAP supervisors, and use monitoring/reporting software utilized by the Bonner EAP to gather information on Corps member hours and project

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progress.

We currently communicate with our campuses on a bi-monthly basis through a member email update, and we convene affinity groups as we build capacity of student service/service-learning programs throughout the Commonwealth. Through our self-assessment plan we will: 1. Conduct member surveys at the end of fall and winter semester that will assess training and skill development needs. 2. Conduct supervisor survey mid-year. 3. Ask for feedback through bi-monthly conference calls/webinars from supervisors regarding challenges, surprises, adjustments and program enhancements. 4. Site visits will include meeting with EAP members and supervisors using a site protocol that will elicit feedback on program as well as training and technical assistance. 5. In the event of conflict or problem between the members and the community partner, the supervisor will assist as appropriate in mediating either with both parties together, or individually.

BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

PACC is guided and governed by a Board of Directors of eleven college presidents. PACC's Board meets three times a year and the executive director reports to the Board of Directors. She updates the PACC Board bi-monthly, and reports monthly to the PACC Board Chair. The executive director supervises all PACC staff which includes PACC's Office Manager and the National Service Grants Manager. The part-time AC CF Program Manager will report to the National Service Grants Manager.

The executive director of PACC, Char Gray, will be the fiscal agent for the grant supported by the National Service Grants Manager and the Office Manager. Dr. Gray has managed a LSAHE grant (2006-09), a VISTA grant (2005 to present) and a Ready Campus Grant. As mentioned in a previous section, PACC has demonstrated its stewardship to producing high impact outcomes as well as wise use of

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federal funds. Other PACC staff also demonstrates a keen financial ability to expend grant monies in keeping with federal guidelines. Michele Lowrey, Office Manager, with 20 years experience monitoring grant finances with multiple federal and state grants: three CNCS grants (1993-1996, 2000-03, 2006-09); an AmeriCorps*VISTA program (2000 to present); a MLK Day grant (2008 to present); and a Ready Campus Initiative (2004-05). Meghan Oakley-Henning is PACC's National Service Grants Manager. In her third year with PACC with broad program management experience, Meghan currently manages the AmeriCorps*VISTA grant with 31 host sites.

PACC will recruit, select, train and hire a part-time AmeriCorps Community Fellows Program Manager. Our network of passionate professionals in civic engagement affords us a broad cadre from which to choose.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

PACC staff and the executive director undergo performance reviews each year to assess their performance. The executive director conducts staff reviews, while being evaluated by the PACC Board. This year, PACC will conduct an organizational effectiveness assessment through its strategic planning process. Additionally, PACC staff meet bi-monthly to coordinate logistics, review program effectiveness, and identify mechanisms to improve systems through social media, technology, and enhanced relationship networks.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

The AmeriCorps Community Fellows Program Manager will guide the EAP through annual site visits,

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bi-monthly webinars/conference calls for EAP supervisors, as well as using monitoring/reporting software from the Bonner EAP. The EAP program manager will organize and facilitate all training events regionally and state-wide, conduct site visits, monitor EAP reports, coordinate the site application process, maintains contact with EAP Community Fellows/Scholars and their supervisor.

PACC₂s plan for responding to program needs includes the following: 1. Conduct member surveys at the end of fall and winter semester which will assess training and skill development needs. 2. Conduct supervisor survey mid-year. 3. Ask for feedback through bi-monthly conference calls/webinars from supervisors regarding challenges, surprises, adjustments and program enhancements. 4. Conduct site visits that include meeting with EAP members and supervisors using a site protocol to elicit feedback on program as well as training and technical assistance. More information on the technical assistance that will be provided can be found in the Member Outcomes section of the narrative.

VOLUNTEER GENERATION AND SUPPORT

As a state-wide organization, we do not rely on volunteers for our operation, rather we equip our campuses to recruit and mobilize volunteers.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

As a state-wide organization our focus is not on a specific community. As such, PACC₂s executive director serves in several leadership roles through the state, as well as on a national level: PennSERVE Advisory Board, LSA K-12 Advisory Group, PA State Service Leadership Group, Community Schools Planning Committee, International Consortium for Higher Education in Democracy, and the National Campus Compact Mid-Atlantic Representative.

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In addition, PACC's National Service Grant Manager is an active member of AmeriCorps Alums and is a blogger and career guide on AmeriCorps Jobs for Change, an initiative of Change.org. In her local community, Ms. Oakley-Henning is a member of the Council of Volunteer Coordinators of Lancaster and the YMCA. PACC's Office Manager, Michele Lowrey, volunteers bi-monthly in her children's schools, as well as volunteering at the local fire-house.

COLLABORATION

PACC's LSAHE 2006-09 grant was focused on primarily building regional collaborations within geographical areas in the state: Pittsburgh, Lehigh Valley, Poconos, Southern Alleghenies, and PHENND. Each of those regional networks were focused on institutionalizing service-learning on their campuses, as well as enhancing capacity of community partners.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

PACC's VISTA program relies on campuses to provide significant in-kind contributions to support their VISTAs through providing housing and meal plans. Additionally, through our LSA grant, we required a match increasing over time from 1:1 to 1:2 of our funds with cash contributions from our regional networks.

The amount of both cash and in-kind resources raised AmeriCorps*VISTA member has steadily increased over the program's nine-year existence. By 2009, AmeriCorps*VISTA members were raising

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over \$67,000 in cash donations and over \$15,000 in in-kind donations.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

PACC's member institutions have extensive partnerships with their communities. Our PACC Annual Survey of members indicated that 53% of respondents reported having 26 or more local community partners, while more than 75% reported having more than 15 local partners.

SPECIAL CIRCUMSTANCES

PACC's AC CF will serve many of the resource-poor communities such as Erie, Poconos, Juniata, Adams, and Philadelphia counties.

Budget/Cost Effectiveness

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

DIVERSE NON-FEDERAL SUPPORT

The AmeriCorps Community Fellows program will leverage considerable non-federal resources to ensure maximum program sustainability. In order to participate, each campus will be expected to cover all expenses affiliated with operation of the Corps except for their participation in the Training Curriculum Development Institute and the Student Leadership Conference. Campuses will have to cover the expenses of supervision, on-campus training, recruitment, and celebration. They will also likely have to incur costs associated with travel to and from service sites. Furthermore, in-kind support in the form of staff time for community-based site supervisors will also contribute greatly to the program. The lead organization in this program has a strong track record with regard to leveraging funding and

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support from member campuses. For example, PACC has calculated that for each federal dollar it spent as part of its 2000-2003 Learn and Serve grant, member campuses contributed \$2.25 in cash and in-kind resources.

BUDGET ADEQUACY

AmeriCorps funds will be used to support a part-time AmeriCorps Community Fellows Program Manager, based at Pennsylvania Campus Compact. The Program Manager will be responsible for outreach, recruitment of campuses and AmeriCorps Community Fellows, site monitoring and the coordination and planning of the Student Leadership Conference and Training Curriculum Development Institute. Pennsylvania Campus Compact staff will also provide in-kind support with additional site monitoring and outreach. The remainder of the AmeriCorps resources will support the two annual training events, the development and publication of training curriculum materials, and travel for site monitoring.

Evaluation Summary or Plan

Pennsylvania Campus Compact is a new applicant and not subject to the AmeriCorps rule that took effect in July 2005.

Amendment Justification

N/A

Clarification Summary

Provide a plan to increase member recruitment rate for the upcoming year.

MEMBER RECRUITMENT

The challenges to recruiting members for the 2010-2011 fall into three main categories: timing issues, administrative problems, and project focus area challenges. Fortunately, we have not only identified

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these issues, but we have also implemented processes and systems to address them for this upcoming year.

Because of the timing of our grant award in 2010 , we were unable to start recruiting campuses and members until the summer 2010. In light of the academic calendar, it was difficult to recruit members when they were not on campus. We had a significant number of campus administrators who indicated that they would be able to fill their slots better in 2011-2012, when they have the entire spring semester to recruit. In response to this issue, for 2011-2012, we started the campus and member recruitment processes early to ensure that campuses have plenty of time to recruit their members and complete all necessary paperwork. On January 25th, we announced that we were accepting applications from campuses. Campuses were awarded slots in February and will have March, April, & May to recruit members. Complete enrollment paperwork will be due on June 15, giving the PACC staff over two months to get members packets processed and ready for an August 20th start date.

Some campuses reduced their slot request after seeing the amount paperwork required for participation in the program. Many campuses feel that it is too much to administer in comparison to the amount of the minimum-time education award. In order to respond to this challenge, we have streamlined the member enrollment process and paperwork into just three (3) forms, plus the required background checks and a cover sheet. We debuted these new forms for our Campus Administrator Orientation, and hope that both members and Campus Administrators find the process easy to complete in a reasonable amount of time. Also, we are hosting enrollment packet conference calls that will review each piece of paperwork and tips for completing them correctly. Reducing the number of incomplete and incorrect packets we receive will increase the number of members we are able to enroll. Related to enrollment paperwork, we had one campus that initially requested 40 slots, but pulled out after finding out that we could not accept their students' background checks that had been conducted by the university's

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Department of Education over the summer. These situations were improved for the future by the request for and approval of our Alternative Search Protocol.

Since the AmeriCorps Community Fellows program focuses specifically on college access and success (including K-12 academic enrichment), some campuses have indicated that our focus is too narrow for their needs. Additionally, one campus reported that their community partners were oversaturated with college volunteers in this area. Despite these challenges, this first year of the AmeriCorps Community Fellows program has enabled us to develop some strategic partnerships with campus-based programs that focus on college access and success. A few of our partnerships on campuses are with departments like Upward Bound, Act 101, and the Financial Aid Office (Federal Work Study). We reached out to all of these departments on each of our member campuses to ensure that: 1). We are reaching programs that are focusing on college access and success and 2). We are moving beyond just recruiting from our core base of civic engagement offices.

As of April 29, 2011, we already have requests from campuses totaling 359 slots for the 2011-2012 period. This does not include any campuses that might be able to take more members or are interested in enrolling members for the winter enrollment period.

Provide clarification how program will incorporate tutoring to K-12 students, including plans to identify and work with schools. How will this new component impact the program?

Because of the decentralized nature of the AmeriCorps Community Fellows program, each host campus is responsible for partnering with K-12 schools and placing their members accordingly. Each campus reaches out to schools that they have a previous relationship with or are looking to start a new relationship. Most new relationships with K-12 schools are the result of school administrators

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contacting the campus seeking volunteers. In other situations, the campus might have a common interest with a school and try to partner accordingly.

Despite how the relationship between a campus and K-12 school is developed, the AmeriCorps Community Fellows program uses its rigorous campus application process and ongoing monitoring to ensure that these partnerships are high-quality and reciprocal. Additionally, preference is given to campuses that partner with Title 1 schools.

How will members recruit volunteers?

Since the AmeriCorps Community Fellows program often partners with campus-based community service offices, recruiting and engaging volunteers will be a core component of each AmeriCorps Community Fellow's service. Each campus uses a variety of tools for recruitment, including: student activity fairs, email blasts and mailings, social media like blogs and Twitter, and information sessions both in the student union and in targeted classes and relevant programs. Additionally, Pennsylvania Campus Compact will be providing all of its AmeriCorps Community Fellows with scholarships to attend PACC's state-wide student leadership conference in October. This training will focus on the Social Change Model of Leadership Development which will provide members with background knowledge of and concrete skills in volunteer recruitment. Back on campus, AmeriCorps Community Fellows will have the chance to be mentored by one of PACC's 15 AmeriCorps*VISTA members, who in the first half of 2010-2011 recruited 1,895 volunteers through their projects.

To address the challenge of low enrollment the program will partner with other campus based organizations such as Upward Bound, Minority Recruitment/Admissions, etc. Is the plan that students in these programs will be recruited to become AmeriCorps members? How is what's proposed different

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from what these organizations currently do?

AmeriCorps Community Fellows will serve in programs that provide supports to at-risk high school students in the college application and financial aid processes and expose at-risk high school students to the college environment. While some of these high school students might become AmeriCorps Community Fellows once they enroll in college, our program will not directly engage high school students as AmeriCorps Community Fellows. Because these programs are often separate from the campus' community service or civic engagement office, partnering with them will enable us to reach a new group of potential AmeriCorps members that is not already saturated by other AmeriCorps program operating in our state.

In partnering with programs like Upward Bound and Minority Recruitment, PACC can capitalize on the expertise of programs operating in the field of college access. While AmeriCorps Community Fellows might serve with one of these programs, they will not be replicating other services or supplanting part- or full-time staff members. Instead, the AmeriCorps Community Fellows program will place members in these program over and above the volunteers and staff that are already serving in these programs.

Since many of these program are struggling to meet community needs, AmeriCorps Community Fellows will enable the program to reach more at-risk youth than are currently being served by their programs. Additionally, since many of these programs have non-AmeriCorps volunteers that only serve for one semester, AmeriCorps Community Fellows will provide much-needed continuity and leadership for both the youth being served and the program as a whole.

Performance Measure Clarification Items

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To strengthen the current measures, please provide the following information:

How will the program capture improved grades, greater interest in post secondary education or entry into post secondary education?

As mentioned previously, each campus has strong, reciprocal partnerships with school districts that are served by our members. As a result, most campuses are able to anonymously access student grades in the Sunguard tracking system. For performance measures that focus on entry to post-secondary education, a college acceptance letter or initial deposit form will be used to show concrete plans to attend college, while a completed, submitted application can show increased interest in attending college. In some cases, our partners are so closely engaged with the youth that they are serving that they maintain files on each student with grades, Individual Education Plans (IEP), and/or college readiness plans. While tracking methods may change from campus to campus, none of our performance measures will be tracked by student self-report. All campuses will report on their performances measures using a customized, web-based form administered by PACC. PACC will then compile that information for our larger progress report to PennSERVE and for our general program evaluation and marketing.

If the target is 125 students, why the need for 500 members? What are other members doing?

Since the AmeriCorps Community Fellows program focuses on college readiness, access, and success, there are three main populations being served: at-risk K-8 students, at-risk high school students, and at-risk college students. This performance measure is only reflecting the high school students. We also reach and track at-risk K-8 students and at-risk college students. Although each campus is different, our program seeks to place members in one-on-one mentoring and academic enrichment programs with at-risk youth. As a result, we have approximately 125 members serving 125 at-risk high school students;

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150 members serving 150 at-risk K-8 students; and 125 members serving 125 at-risk college students.

For your reference, in the first half of the 2010-2011 program:

- ¿ 1174 high school students have been engaged in a college access program
- ¿ 798 high school students have shown an increased interest in attending college
- ¿ 943 K-8 students have been engaged in a mentoring program
- ¿ 345 K-8 students have shown an increased interest in attending college
- ¿ Data on college success of at-risk college students is forthcoming

Continuation Changes

NOTE: NOT ACTUALLY OPTING-IN TO NATIONAL MEASURES. JUST INDICATED THAT SO THAT APPLICATION CAN BE SUBMITTED ON-TIME.

Enrollment (Explanation & Plan for Improvement)

As of December 6, 2010, we have 227 members enrolled in the program. Some challenges in filling our slots and plans for improvement:

CHALLENGE: Since the AmeriCorps Community Fellows program focuses specifically on college access and success (including K-12 academic enrichment), some campuses have indicated that our focus is too narrow for their needs. Additionally, one campus reported that their community partners were oversaturated with college volunteers in this area.

PLAN FOR IMPROVEMENT: This first year of the AmeriCorps Community Fellows program has enabled us to develop some strategic partnerships with campus-based programs that focus on college

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access and success. A few of our partnerships on campuses are with departments like Upward Bound, Minority Recruitment/Admissions, and the Financial Aid Office (Federal Work Study). We plan to reach out to all of these departments on each of our member campuses to ensure that: 1). We are reaching programs that are focusing on college access and success and 2). We are moving beyond just recruiting from our core base of civic engagement offices.

CHALLENGE: Some campuses have reduced their slot request after seeing the amount paperwork required for participation in the program. Many campuses feel that it is too much to administer in comparison to the amount of the minimum-time education award.

PLAN FOR IMPROVEMENT: We have streamlined the member enrollment process and paperwork into just three (3) forms, plus the required background checks and a cover sheet. We have debuted these new forms for our winter enrollment period, and hope that both members and Campus Administrators find the process easy to complete in a reasonable amount of time. Also being debuted this winter is a web tutorial that reviews each piece of paperwork and tips for completing them correctly. Reducing the number of incomplete and incorrect packets we receive will increase the number of members we are able to enroll.

CHALLENGE: Because of the timing of our grant award, we were unable to start recruiting campuses and members until the summer. In light of the academic calendar, it was difficult to recruit members when they were not on campus. We had a significant number of campus administrators who indicated that they would be able to fill their slots better next year, when they have the entire spring semester to recruit.

PLAN FOR IMPROVEMENT: For 2011-2012, we are going to start the campus and member recruitment

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processes early to ensure that campuses have plenty of time to recruit their members and complete all necessary paperwork. On January 24th, we will announce that we are accepting applications from campuses. Campuses will be awarded slots in February and will have March, April, & May to recruit members. Complete enrollment paperwork will be due on June 15, giving the PACC staff over two months to get members packets processed and ready for an August 20th start date.

CHALLENGE: We had one campus that initially requested 40 slots, but pulled out after finding out that we could not accept their students' background checks that had been conducted by the university's Department of Education over the summer.

PLAN FOR IMPROVEMENT: These situations were improved for the future by the request for and approval of our Alternative Search Protocol.

Retention (Explanation & Plan for Improvement)

At this point, we have only had two (2) members drop the program early. However, this does not account for the members who have not logged any hours yet. To promote retention and program completion, we plan on:

1. Providing more support to our campuses (via sample documents and training) on how to effectively screen candidates, so that all members are prepared to complete their year of service on time
2. Continuing to provide members with an automated email each month to let them know of their total number of hours served, logged, and approved in the MyServiceLog system
3. Generating individual campus reports each month that notify the Campus Administrator of the number of hours served by each member, so that they can follow-up with individual members.

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Member & Campus Administrator Training

Modeled on the training program for the PACC*VISTA program, the training program for AmeriCorps Community Fellows was initially designed to provide two main training events. The first event would orient Campus Administrators to the AmeriCorps Community Fellows Program and provide a "train the trainer" workshop on the Bonner Curriculum, so that Campus Administrators can bring training back to their members. The second training event would bring together the AmeriCorps Community Fellows themselves for orientation, training, and professional development.

After implementing our program for the past few months, we have learned valuable lessons with regard to member and campus administrator trainings:

1. While it is important for us to continue to explore the "Train-the-Trainer" model with our Campus Administrators, before we can help them provide training and support to their members, we need to help them better understand the basics of the AmeriCorps Community Fellows program, like: the program overview and requirements, enrollment paperwork, hour logging and signing, and roles expectations of Members, Campus Administrators, and PACC Staff.
2. While we value the opportunity to bring members together in a statewide conference, it may not be realistic to expect members to attend a conference statewide conference offered during the school week, with expenses not fully covered by the program.
3. Although we do want our Community Fellows training program to be as high quality as our PACC*VISTA training program, we have to acknowledge that these are two very different programs. PACC*VISTA members are full-time, and there are only 15 of them. Because of the nature of the program, it is feasible for us to bring them together for overnight retreats. In fact, training is one of our

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main responsibilities to our members. The Community Fellows program is different. These are college students that will serve only 300 hours over their term of service and there is potential for there to be 500 of them, with some campuses hosting as many as 30 members on one campus. With this in mind, we need to build our training program to support a more decentralized program that builds the capacity of host campuses to provide customized training to their members.

Therefore, for 2011-2012, we are planning to:

1. Host a mandatory Campus Administrators Orientation in conjunction with our Annual Conference. This Campus Administrators Orientation will focus on training our administrators in the nuts and bolts of the program, how to recruit members, complete enrollment paperwork, and manage the online timekeeping system. This orientation will focus mainly on the roles expectations of Members, Campus Administrators, and PACC Staff, while prepping Campus Administrators with the tools that they need to start their program off right.
2. Create web tutorials that provide continuing technical support to our member campuses in the areas of enrollment paperwork, the timekeeping system, and grant compliance.
3. Provide scholarships for members to attend statewide conferences like the PACC/Jenzabar student conference being held in November 2011. For members who aren't able to travel outside of their region, scholarships will be provided to regional conferences like the annual PHENND and SPRING conferences. These stipends will enable members to receive professional development and feel like a part of a wider movement without having the staff and administrative overhead of hosting our own training.
4. After providing Campus Administrators with the initial orientation in the spring, we will provide additional training via our campus visits and possibly an optional fall conference. This training will focus more on workshops that teach Campus Administrators how to implement their own member

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training on their campuses.

Evaluation & Monitoring

Similar to our training program, our initial plans for evaluation and monitoring failed to take into account the nature of a large, state-wide Education Award Program in contrast to our current AmeriCorps*VISTA program. With this in mind, we propose the following model for evaluating our program and monitoring our host campuses:

1. Campus Administrators will evaluate their members mid-term and at the end-of-term via an evaluation tool in the MyServiceLog.org system. Questions for the evaluation will be designed by PACC in consultation with successful AmeriCorps programs currently happening in PA.
2. Campus Administrators will evaluate the program as a whole and administrative support provided by PACC, via a mid-term and end-of-term evaluation designed by PACC using Survey Monkey.
3. Members will evaluate the program and the support that they both receive from PACC and from their campus via an end-of-term evaluation designed by PACC using Survey Monkey.
4. PACC will evaluate each campus's progress towards the program goals and performance measures via a mid-term and end-of-term progress report developed by PACC and based on the information that we will ultimately report to the Corporation for National Service.
5. Grant compliance monitoring and additional training to Campus Administrators will be provided by PACC via annual campus visits, usually in the fall. These visits will bring together Campus Administrators from 4-5 campuses in a given region to meet with PACC staff about the AmeriCorps Community Fellows program and review program requirements, expectations, and member supervision and timekeeping.

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Approval of Service Plans

When we first applied for the grant to support our AmeriCorps Community Fellows program, we indicated that member service plans would be approved by a committee at PACC, in a similar fashion to how we approve AmeriCorps*VISTA Member Work Plans. Because of the large numbers of members that we have, and the potential for members to serve in different capacities, even on the same campus, we instituted a different process for approving member Service Plans.

Using the MyServiceLog system, Campus Administrators create ¿Service Activities & Community Partners¿ based on their initial application to PACC. These ¿Service Activities & Community Partners¿ include information about the service site, the duties of the member while at the site, the issue areas addressed, and the population served. The Community Fellows logs into their MyServiceLog portal and chooses a Service Activity to be their main Service Plan. The Campus Administrator then logs into the portal and approves the Member¿s chosen Service Plan. Throughout the member¿s service, they will then log hours against this approved Service Plan. Pennsylvania Campus Compact will provide training at the Campus Administrators Orientation on how to ensure Service Plans are in line with allowable service activities.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 84.66

Service Categories

- | | | |
|----------------------|---|---|
| Afterschool Programs | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Secondary Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |

Increasing College Access for At-Risk High School Students

Service Category: Secondary Education

Measure Category: Strengthening Communities

Strategy to Achieve Results

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

Community Fellows will recruit college student and community volunteers to work with at-risk children and youth in both school environments and afterschool programs.

College student and community volunteers will be looked towards to provide: career awareness and study skills development, standardized test preparation, and college and career workshops to at-risk youth. Additionally, volunteers will encourage one-on-one advising through high guidance counseling and pursuing college visits, assist in the college application process, guide youth to finding resources for financing college, and help school faculty create a school-wide college going culture.

Result: End Outcome

65% of students in the college mentoring program make concrete plans to attend college, which will result in their enrollment and retention in a 2-4 year postsecondary institution. Ultimately, these

Result: End Outcome

students then have increased career opportunities and better chances for financial independence and upward mobility.

Indicator: Concrete plans to attend college made by program participants

Target: Number of participants who make concrete plans to attend college

Target Value: 65%

Instruments: Each Community Fellow, with support from the Campus Administrator, will be responsible for tracking the college plans of each of the students that s/he works with. Campuses will utilize Google Forms and Docs to report this information to Pennsylvania Campus Compact on a bi-annual basis, for inclusion in our larger progress report to the Pennsylvania State Commission and the Corporation for National Service.

PM Statement: 125 at-risk high school students will be engaged in a mentoring program that results in 85% of students interested in attending college and 65% of students making concrete plans to attend college.

Prev. Yrs. Data

Result: Intermediate Outcome

At least 85% of the high school students engaged in the mentoring program will show increased interest in attending college. This interest shall be manifested in taking the SATs, researching possible colleges and universities, seeking out academic help and applying to colleges and universities.

Indicator: Increase interest in attending college

Target: High school students show increased interest in attending college as measured by inquires into, visits to, and applications to specific colleges and universities

Target Value: 85%

Instruments: Tracking systems for these results will include program registration forms, sign-in sheets and attendance logs. Pre-, mid- and post- questionnaires of students will be developed to use as a stand-alone or in interviews and focus groups with students to collect quantitative as well as qualitative data to indicate movement toward program goals.

PM Statement: At least 85% of the high school students engaged in the mentoring program will show increased interest in attending college. This interest shall be manifested in taking the SATs, researching possible colleges and universities, seeking out academic help and applying to colleges and universities.

Prev. Yrs. Data

Result: Output

One hundred twenty-five at-risk high school students are engaged in a college mentoring program where they are provided career awareness and study skills development, standardized test preparation, and college and career workshops assisted in the college application process and in finding resources for financing college. Students will also be encouraged to participate in advising through high school guidance counseling and pursuing college visits.

Indicator: Enrollment in college access program

Target: Number of at-risk high school students engaged in a college mentoring program. Students are

Result: Output

provided career awareness and study skills development, standardized test preparation,
college and career workshops, encouraged in one-on-one advising through

Target Value: 125

Instruments: Program registration forms, Sign-in sheets, and/or Attendance log

PM Statement: One hundred twenty-five at-risk high school students are engaged in a college mentoring program where they are provided career awareness and study skills development, standardized test preparation, and college and career workshops assisted in the college application process and in finding resources for financing college. Students will also be encouraged to participate in advising through high school guidance counseling and pursuing college visits.

Prev. Yrs. Data

For Official Use Only

National Performance Measures

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable