

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: 22-NOV-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123171		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHNY0010005														
5. APPLICATION INFORMATION																	
LEGAL NAME: Monroe Community College DUNS NUMBER: 067921585		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Marilyn Rosche TELEPHONE NUMBER: (585) 262-1778 FAX NUMBER: (585) 262-1565 INTERNET E-MAIL ADDRESS: mrosche@monroecc.edu															
ADDRESS (give street address, city, state, zip code and county): 1000 East Henrietta Road Rochester NY 14623 - 5701 County:																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 160849590		7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. 2-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Rochester AmeriCorps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The City of Rochester, New York		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 12/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>NY 029</u> b.Program <u>NY 028</u>															
15. ESTIMATED FUNDING: Year #: <u>2</u>		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;">\$ 633,470.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 539,623.00</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;">\$ 1,173,093.00</td> </tr> </table>		a. FEDERAL	\$ 633,470.00	b. APPLICANT	\$ 539,623.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,173,093.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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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: Patricia Williams		b. TITLE: Grants Director	c. TELEPHONE NUMBER: (585) 292-3026														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 11/22/10														

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Executive Summary

Rochester AmeriCorps places full time members at a variety of agencies serving the Rochester community. Many of our members' responsibilities focus on providing positive activities and strong adult role models for the city's youth. Others focus on various aspects of the criminal justice system, including specialized family court programs, victim assistance, and services for ex-offenders, or provide employment readiness, financial literacy training or volunteer management. Members also get together throughout the year for activities such as reflective learning, team building and group service projects.

Rationale and Approach

A. RATIONALE AND APPROACH

This proposal focuses on mobilizing AmeriCorps members and community volunteers to address pressing needs in the metropolitan area of Rochester, NY. The activities of 45 fulltime members will encompass community-based programming for children and youth, economic opportunity in the areas of job training and financial literacy and services related to the criminal justice system. Engaging community volunteers will extend the reach and impact of these services. The program will also promote member development in the areas of civic responsibility and life and workplace skills.

1) COMPELLING COMMUNITY NEED Our community presents compelling needs rooted in poverty, violence and limited economic opportunity. Rochester is struggling with population decline, job loss and rising poverty rates. In 2006, the poverty rate in the City of Rochester was 30%, compared to 14% for the state and 13% for the nation; the rate of child poverty was 41%--11th in the nation according to the Children's Defense Fund. The poverty rate is more than four times higher among black and Hispanic residents of our region than among white residents. Within the highest-need areas of the city, 97% of students are eligible for free or reduced-price lunch.

From 2001-2006, Monroe County lost more than 20% of its manufacturing jobs--the largest loss in the region and higher than the state rate. The impact of this job loss is compounded by the fact that nearly 10% of the area's jobs are in high tech industries, a higher level than either statewide or national.

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Economic opportunities are limited for residents who are lacking in job skills, enmeshed in the cycle of generational poverty, educationally disadvantaged and poorly equipped to make sound financial decisions with the limited resources they have at their disposal.

The US youth employment rate is at the lowest level in 60 years, with nearly four million people under the age of 25 officially recognized as unemployed. Especially grim is the unemployment rate for black teens, which rose eight points in November to 49%. Young people who have dropped out of school lack the necessary credential to pursue many employment options, postsecondary education, or many occupational training programs. Due to educational deficits even those with a high school diploma are often unprepared for high-wage employment. Unless their needs are addressed, they will be left behind when the economy recovers and jobs become available. These youth require occupational and workplace skills, experiences, and training that will improve their ability to compete in the labor market. According to the Campaign for Youth, "This pool of young talent will be needed to fuel our future economy and we can't afford to let them remain idle or slip through the cracks."

Our community is also grappling with the related issues of youth violence, school suspensions and drop-out and other high risk behavior. The rate of juvenile arrests in the City of Rochester is five times higher than the rate in the suburbs. In a given year, as many as 1,000 Rochester City School District students are suspended for a violent or threatening act. During the last school year, long-term suspensions rose by 42% and in-school arrests increased by 105%.

The Youth Risk Behavior Survey, designed by the Centers for Disease Control and Prevention and administered through the Rochester City School District to 4,245 high school students in 2007, indicated that in the preceding month 22% of respondents had carried a weapon; 9% had carried a gun, knife or club on school property; 8% had not gone to school on one or more days because they felt unsafe; and 23% had been bullied at school or on the way to school. In the preceding year 9% had been threatened or injured on school property and 41% had engaged in a physical fight, including 19% on school property. Comparisons to county and national data reveal that youth in Rochester are more

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likely to carry weapons, be involved in fights and experience dating violence. A recent survey of Rochester parents revealed that one out of six reported that their children had witnessed violence in their neighborhood and/or home.

Although the critical situation regarding Rochester's problem with violent crime is well documented, research and widespread experience point to many different ways of addressing this problem. While some approaches clearly rest with law enforcement, a variety of preventive strategies depend on community-based services and interventions. According to a 2005 report from the Justice Policy Institute, policymakers concerned about rising crime should focus on opportunities for youth development and crime prevention at the front end. Rochester Mayor Robert Duffy's Subcommittee on Public Safety urged that early intervention and prevention of violence through the provision of services and criminal justice intervention play a significant role in efforts to reduce violent crime. Recommended strategies from this group included strengthening victim services, supporting quality after-school programs and helping young people succeed in school by supporting student achievement and expanding student support services.

Juvenile violence peaks in the afterschool hours on school days. Structured after-school programming, in addition to keeping youth safe and providing critical opportunities for children to learn and grow, can serve as an important youth violence prevention and intervention strategy. The Greater Rochester After-School Alliance reports that, despite that fact that 70% of local school-age children live in households where the only parent or both parents work, only 12% attend a formal after-school program. A 2008 report by the Rochester After-School Task Force outlined a vision of after-school programming for the community. The group reviewed research indicating that, over time, quality after-school programming can lead to increased high school graduation rates and improved public safety, promote positive youth development and help struggling families gain greater economic stability. Programs that incorporate opportunities for youth to plan and participate in community service projects can contribute to a pattern of civic engagement that persists into adulthood; Independent Sector and Youth Service America have

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illustrated the strong impact of youth service on giving and volunteering habits in adulthood. The 2003 final report of the White House Task Force for Disadvantaged Youth included in its action-focused approach the goal that youth be ready for civic engagement and service, "fostering their development into caring adults who have a clear sense of belonging and responsibility to their communities and the nation through engagement in citizen service."

While the community's needs in the areas of increased youth programming and intervention services related to the criminal justice system are readily acknowledged, economic constraints are threatening even the level of service that is currently available. As stated by the Center for Law and Social Policy in a 2008 report, "Poor communities often lack these resources (to protect and support youth); the programs and services that are in place are strained, under-resourced, or ill-equipped to provide the comprehensive support that is needed." One strategy for sustaining and expanding services is to increase the involvement of community volunteers. A survey commissioned by the Rochester Area Community Foundation reported that 46% of respondents had not volunteered at all during the preceding 12 months. In response to this figure and consistent with the CNCS emphasis on volunteer mobilization, our program will continue its focus on volunteer recruitment and management.

In summary, a range of indicators document the high rates of poverty, limited opportunity and violent crime in Rochester. Children and youth are seriously impacted by these problems, setting the stage for a repeating cycle of future generations with similar issues. Input from the community repeatedly stresses the importance of investing in children and youth through after-school programming, prevention activities, supporting youth to stay in school and to acquire job skills and intervening when issues first begin to emerge. These compelling needs serve as the foundation for determining our members' activities and roles within a variety of community-based organizations.

2) ACTIVITIES AND MEMBER ROLES Our members' activities addressing the community needs identified above will include providing youth services (primary service category), job training and financial literacy (secondary service category) and criminal justice services. To conduct these activities,

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Rochester AmeriCorps will place members in competitively-selected, community-based host sites. This intermediary model, enabling a range of community and faith-based organizations to access federal resources in the form of AmeriCorps members placed at scattered sites, allows our program to build on the strengths and experience of trusted service providers and to expand their capacity to address community needs. Within our focus areas, service sites are able to tailor members' projects to the specific needs of their client base. Placement of 45 members at these selected sites on a fulltime basis for a 50-week term of service provides a concentrated and consistent presence that can significantly impact the service capacity of these organizations. The emphasis on volunteer generation as an additional capacity-builder cuts across all of our focus areas, supplementing the members' contributions and expanding the reach and quality of delivered services.

Our host site selection process, described in section D1b, will determine specific placements and responsibilities. Categories of activities to be reflected in sites' proposals include:

YOUTH SERVICES (25 members) Youth development activities such as team sports and recreation, student support services, homework clubs, arts activities and structured community service activities provide youth with positive leisure time alternatives, appropriate adult role models and developmental opportunities. Involving youth in planning and carrying out service projects offers them an additional avenue for developing pride in their neighborhood and a sense of making a contribution to their community. In addition, a range of activities will encompass a prevention focus (peer mediation, conflict resolution and anger management) and a variety of intervention services (programming with youth on probation or in jail, teen treatment court and street outreach and emergency services).

JOB TRAINING AND FINANCIAL LITERACY (10 members) Adequate job readiness and financial literacy services play a key role in addressing the causes of poverty and its attendant problems. Youth jobs programming will incorporate a range of age-appropriate services, including in-school support and drop-out prevention strategies, paid and unpaid work experience, occupational skills training, adult mentoring, comprehensive guidance and counseling and leadership development. Adult services will be

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delivered to high-risk populations such as ex-offenders reentering the community. These services will be provided in consultation with the local Workforce Investment Board. Although our youth services component has included some of these activities in the past, this year we sharpened our focus on job readiness and increased the number of members involved in these activities as a result of having received stimulus funding. We will build on this experience as we expand services in this area in 2010.

Financial literacy services focused on topics such as checking, savings, budgeting and credit will be incorporated with job training and youth services recipients. Such training programs provided to adults outside the financial mainstream enhance their money skills and foster financial stability for individuals, families and entire communities. Equipping young people with the basics of financial education can give them the knowledge, skills and confidence they need to manage their finances as adults. Our current partnerships with organizations providing financial literacy services will facilitate the expansion of this component.

CRIMINAL JUSTICE SERVICES (10 members) The full scope of a community's response to crime includes victim assistance services and supports for ex-offenders. Although the activities of most of our members focus on children and youth, we are also committed to increasing the capacity of local organizations involved in crisis intervention, court advocacy and safety planning with crime victims, including victims of domestic violence and their children; case management, mentoring and job training for ex-offenders re-entering the community; and intervention with adjudicated and incarcerated juvenile offenders.

Members' roles within the activities described above center on expanding the capacity of host site organizations to deliver needed services to the community. Depending on the nature and structure of the site, members may enable programs to expand their hours or develop new services. In cases where the service menu and operating hours are fixed, members' efforts may focus on serving more clients or providing more individual attention. By supplementing direct service activities with capacity-building initiatives such as volunteer recruitment and organizational networking and collaboration, the

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members' contributions to enhancing the scope and quality of services often extend beyond their AmeriCorps term.

Our plan for member development, training and supervision contributes to achieving targeted outcomes by preparing members for their service responsibilities and providing support and feedback throughout their term of service. Training components include 10 days of orientation at the beginning of the term of service, site-specific training, monthly Member Development Days and a mid-term retreat. Additional support in the form of resource materials, coaching, counseling, and crisis intervention is provided by AmeriCorps staff and site supervisors. A comprehensive description of our member development activities is included in section B.

Member and host site contracts specify activities that are prohibited by CNCS, including requirements for non-duplication, non-displacement, and non-supplementation as well as rules on prohibited service activities. This information is covered in detail during orientation sessions with members and site supervisors and is also reflected in our program handbooks and site application materials. Oversight of members' activities includes prescreening and authorizing projects and reviewing service logs and reports throughout the term of service to ensure that there are no prohibited activities reflected. Reminders are issued during the year, particularly if there are prominent events such as an election or political controversy that might lead to inappropriate activities. It is also emphasized to both members and supervisors that AmeriCorps staff should be consulted if there is any uncertainty about whether an activity is allowable.

The very nature of our scattered site model and the involvement of a broad range of organizations enhance the program's community impact. As a result, services are strengthened, expanded and augmented rather than being duplicated. Our program has in turn impacted these organizations by providing training and technical assistance in grant writing, interactive supervision, and outcome measurement. The fact that our selection process results in a number of new sites each year ensures that a wide range of organizations have the opportunity to access AmeriCorps resources, including many

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grassroots and faith-based organizations with limited or no prior experience with federal funding.

3) MEASURABLE OUTPUTS AND OUTCOMES

ALIGNED PERFORMANCE MEASURE (primary service category) Output: 25 AmeriCorps members will work with 2,500 children and youth in 12 programs providing a variety of structured youth development programming, prevention and intervention services and community service activities as documented by site logs and reports. Intermediate outcome: Members' contributions to the above service activities will lead to achievement of child and youth outcomes specific to targeted program activities for 75% of sites as documented by site-specific outcome measures. End outcome: Members' contributions to the above service activities will lead to improvement in service quality and effectiveness at 85% of participating host sites as measured by site impact surveys.

Our host site progress report's objective tracking section is used to document the number of children and youth served (output) and the percentage of sites achieving targeted program-specific child and youth outcomes (intermediate outcome). This form was developed in conjunction with Project STAR, the CNCS technical assistance provider in the area of evaluation, and the Center for Governmental Research, a local evaluation firm. While there is a common template for all sites, targeted outputs and outcomes are individualized for each project. This allows those closest to the service delivery to determine the most effective way to measure impact, while incorporating review by AmeriCorps staff to ensure compliance with measurement and reporting requirements. Sites use a variety of outcome measures consistent with the focus of their activities, including pre/post tests, demonstration of learned skills, satisfaction levels, social skills inventories, recidivism rates and school records, and must identify the standard of success for each measure they will use. Measurement tools have included the Social Competence Inventory, Measuring the Capacity of Our Youth, the Worcester Youth Development Inventory, the Child Observation Record and the Program and Activity Assessment Tool. By the end of the three-year grant period, we also will have measured our end outcome: the extent to which the contributions of AmeriCorps members allowed host site organizations to increase their capacity by

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improving service quality and effectiveness, offering new services and programs, serving more individuals and expanding their hours of operation. In the past we have consistently met or surpassed our targeted service outputs and outcomes related to this performance measure; in 2008-09 members served 2,751 children and youth and 81% of sites met their outcome targets.

We will address the Opportunity focus area as our secondary area of service activity. We will focus on job training and financial literacy services, primarily with youth, and will use CNCS standard performance measures 1 (number of economically disadvantaged individuals receiving financial literacy services), 2 (number of economically disadvantaged individuals receiving job training and other skill development services), and 9 (number of economically disadvantaged individuals with improved financial knowledge).

4) PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT Rochester AmeriCorps uses a variety of data collection systems and instruments that have been developed and refined over our 16 years of operation. As mentioned in the preceding section, technical assistance from Project STAR and the Center for Governmental Research resulted in the design of various data collection instruments that have enhanced our ability to carry out self-assessment and evaluation functions. As a result, staff has been able to integrate many aspects of assessment and program evaluation into our on-going program operation. Use of established systems and procedures allows us to collect the information and documentation needed both to comply with AmeriCorps regulations and to continually review areas of operation that may need improvement.

Host site progress reports are submitted three times during the program year to track and evaluate progress toward achieving targeted outputs and outcomes and to collect volunteer data. AmeriCorps staff provides training on performance measurement and use of the progress report forms and is available to provide individual assistance to supervisors via phone, email, bimonthly supervisors' meetings and site visits. Each host site's compliance with reporting requirements and record of meeting performance targets is taken into account in the following year's site selection process.

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Our program uses a variety of approaches to assess the effectiveness of our operation on an on-going basis. Member input is gathered through the use of surveys, training evaluations and site visit interviews; feedback is given through member evaluations and status updates relative to required service hours. Site supervisors offer input through a mid-year programmatic checklist and periodic focus groups examining program systems and receive feedback through a site compliance checklist and written comments after the first progress report is submitted. The program's Advisory Board reviews and discusses systems and procedures based on presentation of program data such as recruitment figures, member demographics, performance measurement and community indicators. In addressing areas in need of improvement, staff draws from sources such as the Resource Center's Effective Practices and Forms Collections and the services available through the CNCS training and technical assistance providers.

Our most recent program evaluation, completed by the Center for Governmental Research in December 2007, examined internal improvement opportunities and a more effective process for ongoing program evaluation. Recommendations were presented to the program's Advisory Board and adopted in early 2008. Examples of resulting operational refinements include a process for site visits by Advisory Board members, a revised host site application format to include objective worksheets that form the basis for site reporting, and development of more group service projects as requested by a number of members. These examples are representative of our program's commitment to gathering and responding to feedback from our various constituent groups.

5) COMMUNITY INVOLVEMENT A wide range of stakeholders, including both youth and adults in target communities, have been involved in needs identification, planning and program implementation through three primary channels: community-based initiatives, our program's Advisory Board and our scattered site model. City residents, including youth, have been involved through channels such as the Mayor's Subcommittee on Public Safety, the Rochester After-School Task Force, the Mayor's Youth Advisory Committee and the School-Age Youth Advisory Committee of the United Way. Our program's

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focus on youth activities, economic opportunity and criminal justice initiatives is consistent with and builds on these processes.

Representation on the Rochester AmeriCorps Advisory Board currently includes Monroe Community College, the Mayor's Office, Rochester Police Department, Rochester Area Community Foundation, United Way of Greater Rochester, Rochester-Monroe County Youth Bureau, Grace United Methodist Church, Rochester Fatherhood Resource Initiative and Rochester Institute of Technology's Leadership Institute and Community Service Center. As board members, representatives of these organizations, along with AmeriCorps member and alumni representatives, support and promote the program's mission. Beyond their involvement at the policy and planning level, board members actively assist in program functions ranging from site selection to member interviews.

Our program's model of utilizing a broad range of community organizations as host sites for AmeriCorps members involves these organizations and their stakeholders as key participants in program planning and implementation. One of the strengths of this model is that it enables our members to provide services to neighborhood residents through the agencies and organizations already known and trusted by the targeted communities, while strengthening the capacity of these organizations, many of them operating at a grassroots level, to address community needs. (Additional information about how we select and oversee host sites is included in section D1a.) As sites tailor the projects and activities of their members to the specific needs of their constituent groups, the mutual input and feedback mechanisms described above allow the AmeriCorps office and the program's host sites to function as partners in planning and assessment processes.

6) RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS Our program maintains collaborative relationships with other local Corporation-supported programs, including other AmeriCorps grantees and VISTA sponsors. We often refer member candidates to other programs and invite other programs' participants to join us for group service projects. At times one of our members serves alongside a VISTA member at a site, resulting in an advantageous pairing of indirect and direct

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service benefits. Representation on our Advisory Board has included representatives from local VISTA sites, Learn and Serve programs and Senior Volunteer programs. On numerous occasions we have provided technical assistance to staff of other AmeriCorps programs in the area and have shared our procedures and forms. We have active relationships with many programs in the region and across the state and have provided training to AmeriCorps directors at state, regional, and national conferences.

7) POTENTIAL FOR REPLICATION Many of the systems, processes and instruments developed by our program have in fact been replicated elsewhere as a result of training and technical assistance we have provided to other programs. Most recently we were asked by the NYS Office of National and Community Service to provide roundtable sessions on our host site selection and member placement processes at a state-wide staff conference. As a result, participants were able to access electronically our site Request for Proposal documents for use or adaptation within their own programs. With the advent of the AmeriCorps*State Program Replication Wiki providing a mechanism for supporting replication of proven program practices, we will discuss with our state commission the potential for serving as a program model in this area.

Organizational Capability

D. ORGANIZATIONAL CAPABILITY Each of the following sections addresses the capability of Monroe Community College (MCC), our grantee organization, unless the question addresses our capability at the level of the AmeriCorps program.

1) SOUND ORGANIZATIONAL STRUCTURE

a) ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT MCC's mission is to provide a high-quality learning environment to a diverse community. The institution, founded in 1961, is committed to access, teaching excellence, comprehensiveness, lifelong learning, partnership building and economic development. The college offers over 70 career, transfer and certificate programs enrolling over 35,000 full and part-time students for credit and non-credit courses each year, making MCC the largest undergraduate institution in upstate New York.

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MCC successfully oversees the administration of a variety of state and federal grant-funded programs in addition to AmeriCorps. Examples include the Liberty Partnerships Program, Upward Bound and the Science and Technology Entry Program. The college has been a sub-grantee of the Community College National Center for Community Engagement's Learn and Serve Higher Education grant, serving as a national trainer and best-practice model in the area of homeland security and domestic preparedness. These programs all contribute to the college's focus on community collaboration and enable access to college resources by diverse constituencies.

MCC's grant-funded programs are coordinated through the Grants Office. Fiscal control of all federal funds is governed by and administered in total compliance with all applicable federal laws, regulations, state budget policies and OMB circulars. Compliance is ensured by annual audit performed by the college's external audit firm in accordance with the Single Audit Act. The college's financial management system provides accurate, complete and current disclosure of the financial status of each funded project. Institutional grants management procedures include strict prohibitions regarding the use of federal funds to supplant institutional monies or services. All special project funds are placed in separate, restricted accounts, and line item balance sheets may be computer-generated at any time. Purchase orders, requisitions and vouchers for each federally assisted project are clearly identified with a special chart of accounts number and line item code applicable only to that project.

In addition to administrative procedures manuals that MCC has in place, Rochester AmeriCorps has developed extensive systems, forms and procedures for operating the program. A coordinated record keeping system using both program and Corporation forms ensures the collection of data needed for selection, enrollment, monitoring and reporting processes. Examples of paperwork that the program has developed include our application and selection forms, recruitment materials, member and host site contracts, site progress reports, service record form, member evaluation form, site visit forms, training evaluations and site year-end impact survey. In addition, a detailed system of documenting service hours, monitoring members' progress toward fulfilling their AmeriCorps commitment and ensuring

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compliance with regulatory limits is already in place in our program.

b) MULTI-SITE PROGRAM MANAGEMENT As an intermediary organization utilizing a scattered site model, Rochester AmeriCorps is responsible for selecting, supporting and overseeing multiple service sites. These host sites are selected through a competitive request for proposals process reflecting the program's mission and objectives and CNCS criteria. A committee of the program's Advisory Board reviews the proposals, with selection based on such factors as the degree to which the project reflects our mission and objectives; project plans that are realistic, achievable, measurable and results-oriented; objectives that address community issues and opportunities for change; adequate plans for member orientation, training and supervision; and a focus on involvement of community residents and use of volunteers. Applicants also must specify the resources they will make available to fulfill their site responsibilities.

AmeriCorps staff and Advisory Board members have made an effort to cultivate interest from a diverse group of organizations in the community and to attract a pool of site applicants based on program priorities and responsiveness to community needs. As a result, each year the selection process has resulted in a mix of first-time applicants along with organizations that have been involved as sites for a number of years. Providing support and technical assistance to agencies that may be unpracticed at proposal development ensures that a wide range of organizations have the opportunity to access AmeriCorps resources, including many grassroots and faith-based organizations with limited or no prior experience with federal funding. Our program has further strengthened these organizations by providing training and technical assistance in grant writing, interactive supervision and outcome measurement.

Once sites are selected, their representatives meet with AmeriCorps staff to review their proposed projects, assess their stated objectives in relation to AmeriCorps objectives, refine measurement methods and negotiate any adjustments that may be required. This process results in clear and mutually understood projects that are consistent with our targeted service activities and in site reports that reflect

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progress toward accomplishing projected outcomes.

Each organization signs a host site contract that serves as a partner memorandum of agreement and details the responsibilities of the program, the college and the host site. Specified host site responsibilities include assistance with the recruitment and selection of members; completion of all required documentation such as a written position description, progress reports, authorized service record forms and logs and documentation of in-kind contributions; adequate orientation, training, supervision and evaluation of members; payment of a cash match; and provision of liability insurance at specified levels. The college's role in program operation and grants management, including fiscal and personnel responsibilities, is also specified and includes provision of the member living allowance and related benefits. Monitoring of site compliance with all requirements is carried out through site visits, review of reports and completion of a site compliance checklist.

In preparation for receiving AmeriCorps members, representatives of each selected host site attend an orientation session and receive an AmeriCorps handbook detailing program policies and procedures. In addition to background about AmeriCorps and CNCS, information covered during this session includes documentation of members' service hours, required member training, prohibited activities, tracking and reporting progress toward objectives, member supervision, communication with project staff, encouraging an esprit de corps and promoting team building and common questions and concerns. Monitoring of projects and support to host site supervisors are accomplished throughout the year through bimonthly meetings, site visits by staff, written updates and frequent phone contact.

On-going training to ensure that host site staff understands their roles and responsibilities in the context of the program's mission and AmeriCorps regulations is conducted at bimonthly meetings of supervisors. These events also offer site staff the opportunity to network and to hear about the varied activities and contributions of members within each organization. Additional common elements that promote program identity include the use of AmeriCorps signs and posters at each service location, rotating the location of supervisors' meetings among a variety of host site organizations and the

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participation of members in group service projects at host sites.

c) BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF MCC's Board of Trustees, made up of nine active community members, assists the President in oversight of college operations. Reports are reviewed by the Board at monthly meetings. Organizationally the AmeriCorps program is situated in the office of the Vice President for Academic Services and is directly supervised by the Academic Dean of the Damon City Campus. MCC administrative staff and the Board of Trustees support AmeriCorps programming by providing links to the community; office, training and meeting space and administrative and support services; and other resources needed to ensure the success of the program.

Administrative offices that work with the AmeriCorps program include the Grants Office, staffed by a Grant Director and Coordinator who provide oversight of program reporting and recordkeeping; the Controller's Office, which provides oversight of all fiscal expenditures and reporting; and the Human Resources Office, which provides personnel services for program staff and processes member paperwork related to living allowance payments.

Staffing for Rochester AmeriCorps consists of two fulltime positions, both of which are 100% dedicated to the AmeriCorps grant. This structure provides well-defined roles for each position while allowing for a team approach. Director Marilyn Rosché, with the program since 1995, has an MS in Program Planning and Development from Cornell University and completed the National Service Executive Leadership Program. Marilyn has contributed to AmeriCorps staff training at the state and national level and frequently provides technical assistance to other programs in a variety of operational areas. Her primary responsibilities include program development and implementation, fiscal management, program evaluation, public relations and the selection, training, monitoring and evaluation of host sites and projects. Coordinator Rachael Tachco, an alumna of our program, brings a member perspective and experience to the program. She has a total of four years of AmeriCorps experience and is currently pursuing a Master's in Public Administration. Rachael is responsible for developing and implementing appropriate structures, systems and activities for AmeriCorps member

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recruitment, selection, training, placement, supervision, evaluation and recognition; and for assisting in the selection, training, monitoring and evaluation of host sites and projects.

d) PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT MCC uses a wide variety of instruments and processes to assess many aspects of its performance--student enrollment and achievement, faculty and staff development and administrative functions--on an on-going basis. Its college-wide assessment system conducts continuous evaluation of course and program effectiveness. MCC's assessment process is endorsed by the State University of New York (SUNY) and the Middle States Association of Colleges and Schools.

As an educational institution, MCC is accredited every 10 years by the Middle States Commission on Higher Education. A means of self-regulation and peer review adopted by the educational community, the accrediting process is intended to strengthen and sustain the quality and integrity of higher education and make it worthy of public confidence. Among other accreditation criteria, the institution must assess both institutional effectiveness and student learning outcomes and use the results for improvement. MCC launched an extensive self-study in 2004, completed an on-site evaluation in early 2006 and was reaccredited that June.

At the programmatic level, Rochester AmeriCorps has in place a variety of data collection systems, instruments and procedures to continually assess various aspects of program operation and plan strategic improvements. Additional information is provided above in section A4.

e) PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE In addition to making use of the CNCS-contracted training and technical assistance providers as needed, we also access on-line resources through the CNCS Resource Center, including the effective practices and sample forms collections. As described above in section D1b, site organizations are provided with training and technical assistance through supervisors' orientation, bimonthly meetings, site visits and on-going monitoring processes. In addition, we tap the resources and services of a variety of local organizations and individuals who have expertise beneficial to program staff, site supervisors and members.

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2.) SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

a) VOLUNTEER GENERATION AND SUPPORT Our grantee organization's primary efforts to use volunteers to build organizational capacity are coordinated through the MCC Foundation and its activities, primarily alumni events that include an annual Salute to Volunteerism award. A number of additional constituencies within the college, most notably the Office of Service Learning, the American Association of Women in Community Colleges and student government, have had considerable success in organizing and carrying out a variety of service projects. The college is also an active member of the Community College National Center for Community Engagement, a leader in stimulating active participation of educational institutions in community engagement focused on attaining active citizenry. In 2009 the Corporation for National and Community Service named MCC to the President's Higher Education Community Service Honor Roll in recognition of exemplary civic engagement.

b) ORGANIZATIONAL AND COMMUNITY LEADERSHIP Since its founding in 1961, MCC has made a significant impact on the Greater Rochester region. A leading resource in innovative education and training for nearly 50 years, MCC is ranked among the top10 associate degree granting institutions in the country and is the college of choice for over 27% of local graduating high school seniors. MCC has continually grown in degree programs, educational initiatives and facilities to meet the community's diverse needs. Local businesses, schools, nonprofit organizations, government and public agencies receive specialized training through the Office of Workforce Development, the Public Safety Training Facility, the Homeland Security Management Institute and the Agriculture and Life Sciences Institute. Training is customized to fit clients' needs and can be delivered at MCC, at off-campus sites or online.

Faculty and staff have received 85 SUNY Chancellor's Awards recognizing excellence in teaching, professional service, librarianship, scholarship and creative activities. MCC is a member of the League for Innovation in the Community College, an organization providing direction and leadership for experimentation and innovation in two-year colleges. Membership is by invitation only and League members are recognized as the best community colleges in the United States and Canada. MCC is

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currently one of 20 League colleges that serve on the organization's board of directors.

c) **SUCCESS IN SECURING MATCH RESOURCES** As detailed in our grantee budget and section E1b, the combination of host site cash and in-kind contributions, grantee in-kind contributions and local cash support from private sources such as the Rochester Area Community Foundation enables our program to meet its funding needs and minimize reliance on federal funds. Indeed, strong local support has allowed us to increase our match resources over time to the point where we now surpass the required level of match. We believe our success stems from the wide-spread recognition of the value of AmeriCorps and our record of demonstrating significant and lasting community outcomes.

3) **SUCCESS IN SECURING COMMUNITY SUPPORT**

a) **COLLABORATION** A primary local and regional provider of workforce development services, MCC depends on collaborative relationships with area employers, other institutions of higher education and local government. These relationships guide the college in establishing future direction that is responsive to community needs. For example, the Office of Workforce Development works with business, industry, government and non-profit organizations to provide training and education for working adults, those seeking new careers and individuals interested in updating their skills. Professional relationships with organizations such as the Rochester Tool and Machine Association and the Rochester Teachers Association allow the college to stay abreast of and responsive to current and projected community workforce needs. Ties with local public and private schools, as well as community and faith-based organizations, have proved invaluable in assisting with student recruitment and assessing the changing needs and characteristics of the student body over time. In turn the college has extended its reach and supplemented services to address unmet community needs by developing externally-funded programs such as Liberty Partnerships, Upward Bound, AmeriCorps and Gateways to College.

b) **LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS** Traditionally MCC's primary funding sources have included student tuition, state aid and county funding. Supplemental funding sources include a

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variety of federal, state and private grants. MCC has been very successful in obtaining, administering and reporting matching resources to ensure the success of externally funded programming. In recent years a fourth primary source of funding, private philanthropy, has become increasingly important. The MCC Foundation is the cornerstone of this growing public/private partnership as it secures private funds to supplement traditional revenue sources. This diversification of funding has supported scholarship assistance, faculty enrichment programs, purchase of equipment and seed money for innovative programs.

c) COMMUNITY STAKEHOLDERS MCC's primary stakeholders include area employers, other institutions of higher education, current and potential students, faculty and staff and alumni. Each of these constituent groups contributes to the college's successful operation by playing supportive roles in relation to workforce development needs, student transfer agreements such as a 2 + 2 program and increasing enrollment rates. The college's steady growth over its 48-year history and its positive reputation at local, state and national levels provide evidence of the effectiveness of stakeholder support.

Cost Effectiveness and Budget Adequacy

E.) COST EFFECTIVENESS AND BUDGET ADEQUACY

1.) COST EFFECTIVENESS

a) CORPORATION COST PER MSY This proposal's budget reflects a CNCS cost per MSY of \$14,077. A retrospective look at our program's budget history provides a gauge of the cost-effectiveness of this figure: over the past 13 years, our federal cost per MSY has risen by only 12% from \$12,530 in 1997 to its proposed level for 2010. Having a diverse and sustainable base of non-federal support, coupled with operating efficiencies, allows us to contain CNCS costs.

b) DIVERSE NON-FEDERAL SUPPORT A host site cost-sharing system in place since 1998 provides a sustainable source of non-federal cash to support program operation. This system has met with such success that it now supplies a stable source of funds sufficient to cover nearly 33% of the program's member support costs. The Rochester Area Community Foundation has provided funding each year of

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our operation; these funds, currently \$20,000 per year, are used to assist host sites in meeting their match requirements. This assistance allows us to include as host sites organizations that do not have the ability to cover the full match requirement. Beyond this non-federal cash support, the extent of documented in-kind goods and services contributed to Rochester AmeriCorps is further evidence of the program's support from various segments of the community. These contributions come from the grantee (space, copying and administrative share) and host site organizations (supervisory time, supplies and member training and travel). Our diverse non-federal support base results in a proportionately lower level of dependence on federal funds, with 40% of our proposed total cost covered by non-federal support.

2) BUDGET ADEQUACY The attached budget narrative reflects and supports our program's goals, structure and activities. Specified levels of expenditures for personnel, supplies, training, member support, administrative functions and other program operating costs are an accurate reflection of the resources required to operate a high quality AmeriCorps program using a scattered site model. High levels of non-federal support, both cash and in-kind, allow us to include vital programmatic components such as member and site training at an optimal level that would not be possible using only federal resources.

Evaluation Summary or Plan

F) EVALUATION SUMMARY Although program activities vary by grantee, a common goal of most of New York's AmeriCorps*State programs is to mobilize community volunteers and to strengthen the capacity of the organizations where they serve. To help achieve this goal, the Volunteer Generation initiative is part of each program's efforts unless granted a waiver by the State Commission. In order to evaluate those Volunteer Generation efforts, the New York State Commission entered into an agreement with the Center for Human Services Research at SUNY Albany (CHSR).

In 2006-2007 CHSR developed a data collection system and database. A workgroup comprised of local and state stakeholders was convened and offered advice and feedback in developing the data collection

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system. Based upon this input, CHSR developed a series of data collection forms, programmed a web-based management information system, began to train users and deployed the application. During the 2007-2008 contract year, CHSR continued to train users, provided user support, developed additional reports based on user feedback, conducted quality assurance checks on the data, analyzed data, met with executive staff and local stakeholders and presented at the statewide conference. The work plan for the 2008-2009 program year included designing and initiating a process study to collect supplemental data on volunteer generation and strengths and weaknesses of data collection, analyzing all available MIS data from 2007-2008, consolidating findings and preparing reports based on these analyses.

Summary reports were generated in 2009 addressing the research question to the full extent that data allow. In addition to reports generated directly through the web-based application, CHSR will respond to requests from programs for customized descriptions or presentations of the data. Reporting of results focuses on identification of best practices for volunteer recruitment, training and management. Results are also reported according to the needs and interests of OCFS. Data can be aggregated statewide, by region, by program, or by selected community characteristics. The project report indicated that the Rochester region was the most active in the state in terms of engaging continuous volunteers, with data from our program accounting for 104 of 109 continuous volunteers per 100,000 residents.

Our most recent program evaluation, completed by the Center for Governmental Research in December 2007, is described in Section A4.

Amendment Justification

NA

Clarification Summary

CLARIFICATION SUMMARY 2011

PROGRAMMATIC CLARIFICATION ITEMS:

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Our desired grant award start date is September 1, 2011, with the member enrollment start date of September 12, 2011.

Criminal history checks will be conducted on all members, employees and other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. These background checks will include the National Sex Offender Public Website and a search of statewide criminal history repositories for New York and for applicants' state of residence at time of application. We will also complete the required FBI check for any members, employees or other individuals with recurring access to vulnerable populations, in accordance with the pending rule once it is finalized. We have budgeted for this expense.

BUDGET CLARIFICATION ITEMS:

Section I. C. Travel

Travel to CNCS-sponsored meetings: \$2000 (registration: 2 staff @ \$375; airfare: 2 @ \$400; per diem: 2 staff x 4 days @ \$45; ground transportation/parking \$90)

Out-of-area travel: \$1200 (national conference: hotel 2 staff x 3 nights @ \$167), state/regional training: 350 miles @ \$0.50 plus \$23 tolls

Member travel: CNCS share: Travel for meetings and training 500 miles @ \$0.50, bus charter (\$1800) and meal allotment (45 members @ \$10) for NYS AmeriCorps Kick-Off. Grantee share: member reimbursement averaging \$100 per member including site-related mileage @ \$0.50/mile and parking expenses

Section I. E. Supplies

Instructional and program supplies: Civically Engaged Reader for text-based Meaning of Service

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program described in member development plan 35 copies (needed for first-year members only) @ \$25 = \$875; misc. training supplies (pens, newsprint, etc.) \$124

Additional information: Our member development component includes the Meaning of Service, a civic reflection program of the NY Council for the Humanities. As part of our Member Development Day activities, we engage members in facilitated discussion sessions focused on text examining various aspects of service, selected from The Civically Engaged Reader. By reading and talking together about these issues and reflecting on their underlying values and choices, members develop a richer connection to each other and to the service they have undertaken.

Office supplies: CNCS \$750 printer and fax cartridges, copier toner, plus misc. staff office supplies (\$15/month x 12 months); Grantee: \$3,851 replacement of worn equipment and furniture, including 2 computers @ \$1400 and misc. items under \$1000 unit cost (printer, copier, desk chair)

Section I. G Training

Staff training: 2 staff x 2 training days each for skills refresher and upgrade including topics such as management and supervision, positive youth development, effective presentations, conflict resolution

Member training: CNCS share: \$20 per member training day x 21 days x 45 members = \$18900;

Grantee share: site-specific training \$20 per member training day x 5 days x 45 members = \$4500;

\$1000 in-kind facilitation by NYS Council on the Humanities. Average cost of \$20/member training day reflects variable expenses including space, trainers, transportation and parking, audio-visual fees, equipment rental (e.g., CPR mannequins), certification fees (e.g., first aid).

Section I. I. Other operating costs

To comply with the CNCS rule regarding heightened background check requirements and procedures, we are budgeting \$94.25 per person for NY Division of Criminal Justice Services fee for fingerprint-based statewide history and FBI check, times 41 individuals (estimated 29 of 45 members to be enrolled

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after the effective date of April 25, 2011 and subject to the heightened requirements and 12 new site supervisors subject to heightened requirement), plus \$136 for out-of-area applicant state-wide checks.

Source of funds: Match sources cited in this section include our host site organizations, listed as local not-for-profit agencies and colleges and public sources including the City of Rochester and Monroe County. Each member placement requires a cash match of \$5,500 from the host site, specified by contract. More specific agency names are not listed because site selection for the coming year has not yet been finalized. The site selection process, conducted by a committee of our program's advisory board, will be completed by early June. All other sources are already specifically reflected in the budget narrative.

PERFORMANCE MEASURE CLARIFICATION ITEMS:

Youth Services Measure, Intermediate Outcome: Sites measure the impact of their program services on child and youth participants-- these participants are who will change as a result of the sites' program activities. Our host site progress report's objective tracking section is used to document the number of children and youth served (output) and the targeted program-specific child and youth outcomes (intermediate outcome). This form was developed in conjunction with Project STAR, the CNCS technical assistance provider in the area of evaluation, and the Center for Governmental Research, a local evaluation firm. It is difficult to aggregate this information in any form other than the number and percentage of sites meeting their specific targeted outcomes as there is variation in activities, corresponding impact, and tools used to measure that impact. While there is a common template for all sites, targeted outputs and outcomes are individualized for each project. This allows those closest to the service delivery to determine the most effective way to measure impact, while incorporating review by AmeriCorps staff to ensure compliance with measurement and reporting requirements. Sites use a

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variety of outcome measures consistent with the focus of their activities, including pre/post tests, demonstration of learned skills, satisfaction levels, social skills inventories, recidivism rates and school records, and must identify the standard of success for each measure they will use. Measurement tools have included the Social Competence Inventory, Measuring the Capacity of Our Youth, the Worcester Youth Development Inventory, the Child Observation Record and the Program and Activity Assessment Tool.

Youth Services Measure, End Outcome: As this outcome is not aligned in terms of what it is measuring, we will not consider it an end outcome for this performance measure. Because our year-end impact survey does yield important information about what our service sites perceive as the impact of hosting members, we will continue to administer it and report the results, but not as an end outcome for this measure. At this time we will not include an end outcome.

National Performance Measures:

Economic Opportunity/Employment Readiness and Training: As indicated in the instructions, applicants selecting measure 02 (number of economically disadvantaged individuals receiving job training and other skill development services) "must develop their own aligned outcome measure." Although eGrants gives the choice of "other" in the drop-down menu for intermediate outcome indicator, selecting it results in an error message. Because none of the other choices align with our model, we are unable to reflect an indicator in eGrants at this time. This problem has been reported to the eGrants help desk, ticket # 110503-000278.

We view demonstration of improved skill and knowledge as aligned with Measure 02 and as an appropriate intermediate outcome for our projects. As stated in our narrative, many of our activities in this focus area involve youth. Job placement or employment is not necessarily the targeted outcome of these activities in the short term, as many youth are still in school. Therefore, we did not select Output

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Measure 03: number of economically disadvantaged individuals receiving job placement services, nor the corresponding Outcome Measure 10: number of economically disadvantaged individuals placed in jobs. We view demonstration of improved skill and knowledge (appropriate workplace behavior, gains in knowledge of employment-related life skills, improved ability to produce a resume, perform in an interview, and conduct a job search) as significant and relevant intermediate outcomes. This emphasis was articulated during the recent conference call focusing on national performance measures, with acknowledgment that employment is not necessarily the targeted intermediate outcome for all programs and that other measures are appropriate.

CLARIFICATION SUMMARY 2010:

For AmeriCorps members working with criminal justice service activities, please describe how the program will ensure the members' safety.

To maximize member safety, our program conducts two personal safety training sessions for all members at the beginning of the year. One is conducted by a Rochester police officer and covers techniques for staying safe while out in the community; the second is conducted by a self-defense trainer. In addition, our member and site supervisor handbooks contain a Member Safety Protocol that includes specific restrictions on the types of activities in which members may be involved and program safeguards such as member training, adequate supervision, and site safety precautions. Members also review and sign a public safety service project acknowledgement as part of their enrollment paperwork.

The application mentions that many members leave their term of service early because they accept employment offers. Please describe how the program will address this retention issue in upcoming

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years.

Although we have taken note of acceptance of employment offers as a reason for members leaving the program, it has occurred only four times in the past three years and we do not view it as a major issue. (Our retention this year remains at 97%.) From the time of initial contact and application, we stress to member candidates the importance of honoring the one-year commitment to service that they make when they enroll in our program. Group discussions during our orientation period examine the factors that can contribute to members making and keeping this commitment. We employ a variety of strategies to keep members motivated throughout their term of service and to minimize factors that may impede their completion. We will continue to use these strategies in upcoming years.

Please elaborate on what role/assistance the Advisory Board plays in the community involvement piece.

Because of the broad strategic make-up of the Advisory Board, its members represent several community constituencies: local government, grass-roots organizations, educational institutions, the faith community, and philanthropic organizations. These representatives provide invaluable assistance in assessing changing community needs and bringing them to our attention, identifying potential host sites in line with our mission, and reaching a variety of populations for program outreach and member recruitment. The Board regularly reviews our program's mission and objectives, participates in member interviews and host site selection, and provides feedback on a variety of facets of program responsiveness to the community. Their varied backgrounds ensure that a range of perspectives are taken into account in the operation of our program.

Please elaborate on how the program collaborates with other CNCS-funded organizations.

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At the local level, our recent collaboration with other CNCS-funded organizations has included a joint service project with the Rochester Youth Year VISTA project for MLK Day, participation with Western New York AmeriCorps on a panel discussing service at Hobart-William Smith Colleges, and shared efforts at recruitment events such as a job fair at the University of Rochester. The experience and expertise of our program director are clearly recognized as a resource by staff of other AmeriCorps programs, who regularly phone or email with questions.

Please elaborate on site supervision plan, number of sites, and number of members at each site.

As an intermediary organization, we take responsibility for ensuring that our members are afforded quality service placements. Our site management and supervision efforts include supervisor orientation, periodic meetings, several channels for ongoing communication, site visits, compliance checklists, and written feedback on site reports.

Written plans for member supervision must specify the approach to be used, including frequency of one-on-one meetings, inclusion in team meetings and staff meetings, and mechanisms for identifying areas for improvement. A specific staff person must be designated as the on-site supervisor for each assigned member. Site proposals must also include concrete information about the extent to which the immediate supervisor will be on-site and available to the member.

Our site selection process for the coming year is not yet complete, with staff and Advisory Board members currently reviewing proposals. It is anticipated that approximately 20 host site organizations will be approved for our anticipated enrollment of 45 members. The number of members at each site will range from one to ten, with about half of the sites having single placements.

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Criminal History Check Requirement

Criminal history checks in compliance with CNCS requirements will be conducted on all members, grant-funded staff, and host site supervisors whose time is reflected in the grantee share of our budget. Funds are reflected in the budget to cover these costs.

Performance Measurement: Thank you for opting in to the Economic Opportunity and Education Priority Areas.

We would like to clarify that the only Serve America Act priority area we are addressing is Opportunity. This is our secondary service category. Within this priority area our members will conduct activities in the areas of financial literacy and job training, employment readiness, and other skill development services. The MSY by Priority Area Chart reflects the 10 MSYs that will be devoted to this priority area. We have received a number of strong site proposals addressing this priority area and are excited about expanding our members' activities within this focus. The remaining 35 MSYs reflected in the budget will be devoted to service activities that fall within our primary service category, youth services/children and youth safety programs, and the additional category of criminal justice services as described in our narrative section A2. Our application did not indicate that we are addressing the priority area of education.

The application mentions that many members leave their term of service early because they accept employment offers. To clarify, members leaving the program for a job is not considered a compelling personal circumstance and therefore any members who left service for an employment should not receive educational awards. Please confirm that members were not exited this way.

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Members who do leave their term of service early to accept employment offers (few and far between) are not viewed as having a compelling personal circumstance and they are exited for cause and would never received education awards.

Budget Clarification Items (Inserted here as the budget narrative in eGrants is a report and not available for editing):

6% for site supervisor time seems low. Please elaborate on the supervision plan and why the staff supervision time is so low (this was not sufficiently addressed in clarification responses).

We may tend to underestimate the amount of supervisory time for budgetary purposes. As an intermediary organization, we expect that site supervisors, when completing their quarterly in-kind documentation, to report time that is spent exclusively or substantially with their AmeriCorps member, not general administrative time that may have a small portion related to the member but the majority to overall agency staff or agency functions. Although at times in the past the amount of time documented has been in excess of the amount budgeted, we budget conservatively to ensure that we do not have difficulty meeting the specified match level. In general we feel that the budgeted figure, which amounts to approximately 2.5 hours per week on average, or 30 minutes per day, is a reasonable representation of the level of direct time spent with each member. We expect variation across sites and over the annual cycle. One example from a site which we feel does an excellent job of utilizing members in meaningful roles includes weekly individual supervisory sessions and weekly team supervisory sessions, complemented by initial job shadowing and teamed role performance.

We ensure that the attention and oversight members receive is adequate by requiring sites the address

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their plans for supervision in their host site proposal to us. Additional safeguards include the frequency of contact between AmeriCorps staff, supervisors and members; site visits, and provision of resources such as the National Crime Prevention Council's manual, How to Be a Better Supervisor.

Continuation Changes

RATIONALE AND APPROACH no changes

ORGANIZATIONAL CAPABILITY no changes

YEAR 2 CONTINUATION CHANGES

ENROLLMENT AND RETENTION Our enrollment rates for the current year, for each of the three years of our prior grant cycle, and for ARRA funding have all been at least 100%. We have refilled, or converted and filled, available slots when possible to make maximum use of the federal funds allotted. Due to slot conversion and refilling, our average enrollment rate from 2007 - 2009 was 104% and for ARRA was 112%.

Retention rates for the same time period have averaged 88% (2007 - 2009) and 89% (ARRA). Retention for our most recent year of operation was 94%. We will continue to examine and improve the programmatic elements we see as vital to full enrollment and the highest possible retention: careful screening and selection of members, cultivation of appropriate service sites that are supportive and provide opportunities for growth and meaningful service, and an overall program structure that is responsive to member needs while ensuring accountability. We employ a variety of strategies to keep members motivated throughout their term of service and to minimize factors that may impede their completion. From the time of initial contact and application, we stress to member candidates the importance of honoring the one-year commitment to service that they make when they enroll in our

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program. Group discussions during our orientation period examine the factors that can contribute to members making and keeping this commitment. Additional strategies include recognition of member accomplishments, site visits, coaching and problem-solving, and discussions and reflective activities examining the significance of their service activities. Because financial hardship can be a significant obstacle to service completion, staff also provide information and resources to help members manage on the AmeriCorps living allowance.

COST EFFECTIVENESS AND BUDGET ADEQUACY Despite increases in living allowance, staff salaries and fringe, and other operating costs, we are maintaining our cost per MSY of \$14,077 for the coming year. This cost effectiveness is enabled through containment of expenses where possible and increased use of non-federal funds and in-kind contributions. Required grantee share of 46% of total costs is reflected in the final section of the budget narrative.

BUDGET CHANGES The proposed budget reflects the required increase in full time member living allowance to \$12,100 and staff salary and fringe increases per Monroe Community College faculty contract. Additional federal funds are also allocated to criminal background checks for members, staff and site supervisors to meet statutory requirements. These increases are offset by decreases or shifts to the grantee share in staff training, postage, phone, and printing and copying. Increases in grantee share to meet the required level of 46% of total costs include a greater share of member support costs (36%, up from the current 33%) and increases in in-kind provision of supervisory time and associated fringe costs, member travel (mileage reimbursement and parking expenses), programming and office supplies, member training, phone, space, and printing and copying. Grantee share of administrative costs is also higher based on application of the college's indirect cost rate to total budgeted salaries.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 10

Service Categories

- | | | |
|--|---|---|
| Other Community and Economic Development | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Children and Youth Safety Programs | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |

Youth Services

Service Category: Children and Youth Safety Programs

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

Youth development activities such as team sports and recreation, teen leadership councils, student support services, homework clubs, arts activities, and structured community service activities provide youth with positive leisure time alternatives, appropriate adult role models, and developmental opportunities. Involving youth in planning and carrying out service projects offers them an additional avenue for developing pride in their neighborhood and a sense of making a contribution to their community. In addition, a range of activities will encompass a prevention focus (peer mediation, conflict resolution, and anger management) and a variety of intervention services (programming with youth on probation or in jail, teen treatment court, and street outreach and emergency services).

Results

Result: Intermediate Outcome

Members' contributions to structured youth development programming, prevention and intervention services, and community service activities will lead to achievement of targeted child and youth

Result: Intermediate Outcome

outcomes specific to sites' program activities.

Indicator: Reported impact on child and youth participants documented by achievement of

Target: Nine of 12 service sites (75%) will report achievement of targeted site-specific outcomes

documenting impact on child and youth participants. Program-specific outcome measures are

documented in the objective tracking section of our site progress rep

Target Value: 9

Instruments: Sites measure the impact of their program services on child and youth participants. Sites use a variety of outcome measures consistent with the focus of their activities, including pre/post tests, demonstration of learned skills, social skills inventories, recidivism rates and school records, and must identify instruments and the standard of success for each measure they will use.

PM Statement: Contributions of members to structured youth development programming, prevention and intervention services, and community service activities will lead to achievement of targeted child and youth outcomes specific to targeted program activities at nine sites as documented by progress reports reflecting site-specific outcome measures.

Prev. Yrs. Data

Result: Intermediate Outcome

targeted site-specific outcomes

Result: Output

Members will work with children and youth in 12 programs providing a variety of structured youth development programming, prevention and intervention services, and community service activities.

Indicator: Number of children and youth

Target: 2500 children and youth will participate in targeted program activities

Target Value: 2500

Instruments: Host site progress reports

PM Statement: Twenty-five members will work with 2,500 children and youth in 12 programs providing a variety of structured youth development programming, prevention and intervention services, and community service activities.

Prev. Yrs. Data

National Performance Measures

Priority Area: Economic Opportunity

Performance Measure Title: Financial Literacy

Service Category: Other Community and Economic Development

Strategy to Achieve Results

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

Financial literacy services focused on topics such as checking, savings, budgeting and credit will be incorporated with job training and youth services recipients. Such training programs provided to adults outside the financial mainstream enhance their money skills and foster financial stability for individuals, families and entire communities. Equipping young people with the basics of financial education can give them the knowledge, skills and confidence they need to manage their finances as adults. Our current partnerships with organizations providing financial literacy services will facilitate the expansion of this component.

Result: Intermediate Outcome

Result.

Economically disadvantaged individuals receiving financial literacy services will demonstrate improved financial knowledge

Indicator: O9: Individuals with improved financial knowledge.

Target : Economically disadvantaged individuals receiving financial literacy services

Target Value: 410

Instruments: Each site implementing financial literacy services will document improved financial knowledge through instruments developed by that agency and reported via program progress reports. Instruments will include pre-post tests specific to each organization's learning objectives and tally sheets documenting successful demonstration of taught skills.

PM Statement: 410 economically disadvantaged individuals receiving financial literacy services will demonstrate improved financial knowledge

Result: Output

Result.

Members will provide financial literacy services to 550 economically disadvantaged individuals.

Indicator: O1: Individuals receiving financial literacy services.

Target : economically disadvantaged individuals.

Target Value: 550

Instruments: Host site reports documenting the number of economically disadvantaged individuals who received financial literacy services

PM Statement: 550 economically disadvantaged individuals will receive financial literacy services

Priority Area: Economic Opportunity

Performance Measure Title: Employment Readiness and Training

Service Category: Other Community and Economic Development

Strategy to Achieve Results

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

Youth jobs programming will incorporate a range of age-appropriate services, including in-school support and

National Performance Measures

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

drop-out prevention strategies, paid and unpaid work experience, adult mentoring, job shadowing, comprehensive guidance and counseling and leadership development. Adult services will be delivered to high-risk populations such as ex-offenders reentering the community.

Result: Intermediate Outcome

Result.

Economically disadvantaged individuals receiving employment readiness, job training and other skill development services will demonstrate improved skills and knowledge

Target : Economically disadvantaged individuals receiving employment readiness, job training and other skill development services

Target Value: 225

Instruments: Each site implementing these services will document improved skills and/or knowledge specific to their learning goals through instruments developed by that agency and reported via program progress reports. Instruments will include pre-post tests and tally sheets documenting successful demonstration of taught skills.

PM Statement: 225 economically disadvantaged individuals receiving employment readiness, job training and other skill development services will demonstrate improved skills and knowledge

Result: Output

Result.

Members will provide employment readiness, job training and other skill development services to economically disadvantaged individuals

Indicator: O2: Individuals receiving job training services.

Target : economically disadvantaged youth and adults

Target Value: 300

Instruments: program records of participation and completion

PM Statement: Members will provide employment readiness, job training and other skill development services to 300 economically disadvantaged individuals

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable