

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		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): 01/24/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ED124784	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 10EDHWA002														
<b>5. APPLICATION INFORMATION</b>																
LEGAL NAME: Washington Campus Compact DUNS NUMBER: 079253134	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jennifer Dorr TELEPHONE NUMBER: (360) 650-7984 FAX NUMBER: (360) 650-6895 INTERNET E-MAIL ADDRESS: jennifer.hine@wwu.edu															
ADDRESS (give street address, city, state, zip code and county): 516 High Street, MS 9038 Bellingham WA 98225 - 5946 County: Whatcom																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 916000562	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b.															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION        B. BUDGET REVISION C. NO COST EXTENSION    D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Retention Fixed Price															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): WA, ID, OR, AK	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11    END DATE: 10/01/13	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="WA 00"/> b.Program <input type="text" value="WA 002"/>															
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; font-size: x-small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 585,000.00</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;">\$ 585,000.00</td></tr> </table>	a. FEDERAL	\$ 585,000.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 585,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 585,000.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 585,000.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Ken Clark	b. TITLE: Director	c. TELEPHONE NUMBER: (360) 650-4403														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/04/11														

## Narratives

### Executive Summary

The Washington Campus Compact AmeriCorps Retention Project is a college-based mentoring program that utilizes service-learning as a strategy to:

1. Improve retention and academic advancement rates of middle school, high school, and college students who are at risk of dropping out of school by providing them with a college student mentor and engaging them in service-learning activities
2. Improve retention and academic advancement of college students by engaging them to serve as mentors and involving them in other service-learning activities
3. Develop leadership, civic, and work force skills of all students

### Rationale and Approach

#### A. RATIONALE AND APPROACH

##### 1. COMPELLING COMMUNITY NEED

The Washington Campus Compact (WACC) AmeriCorps Retention Project will meet multiple compelling community needs across a three-state region, Idaho (ID), Oregon (OR), and Washington (WA). The needs are high school completion; college access, success, and completion; college student and AmeriCorps member civic development; and college student and AmeriCorps member workforce and career development.

HIGH SCHOOL COMPLETION is a milestone that American society now expects its citizens to achieve (Washington State Office of Superintendent of Public Instruction [OSPI], 2008). Students who drop out are less likely to be employed, and require more social services than do those who complete high school (OSPI, 2008).

Within WA state, 18,564 (5.7%) 9th-12th graders dropped out during the 2005-2006 academic year

## Narratives

(OSPI, 2008). Of those, 8,800 drop-outs were low income (representing 8.1% of the entire 9th-12th grade population). According to the U.S. Census Bureau (2000), approximately one of four persons aged 18-24 in WA, OR, and ID has no high school diploma (WA. 24.7%, OR. 25.8%, ID. 22.7%). The estimated dropouts for the class of 2008 are 28,001 (WA), 13,486 (OR), and 4,954 (ID) (Alliance for Excellence in Education, 2008). Schools with larger proportions of poor students, as indicated by eligibility for free or reduced-price meals, tend to have even higher dropout rates (OSPI, 2008). In 2007, 15% (WA), 17% (OR), and 16% (ID) of children lived in households at or below poverty level (The Annie E. Casey Foundation, 2008).

Disparities in college enrollment completion rates have a major social and economic impact. Benefits COLLEGE ACCESS, SUCCESS AND COMPLETION include improved health, productivity and innovation; and increased involvement in civic life (Institute for Higher Education Policy, 1998). However, only 12% of students whose families fall in the bottom income quartile earn a bachelor's degree by age 24, compared to 22% of those in the middle quartiles and 73% from the top quartile (Engle & O'Brien, 2007). Additionally, only 24% of first-generation college students graduate, one-third enters college without an intended major, and more than half take some remedial courses (NCES, 2005).

Key barriers facing high school graduates entering, succeeding in, and completing college include a lack of academic preparation for college; low educational aspirations and expectations; language, residency, or family situation impediments; financial barriers; insufficient guidance on how to apply for and pay for college; and a need for mentors and role models (Oregon State Board of Higher Education, 2008; The Pell Institute for the Study of Opportunity in Higher Education, 2006).

RETENTION PROJECT MEMBERS WILL TARGET LOW-INCOME AND/OR FIRST-GENERATION

## Narratives

MIDDLE THROUGH COLLEGE STUDENT MENTEES. In addition, Basic Skills students [including Adult Basic Education (ABE), English as a Second Language (ESL), and General Education Degree (GED)]; students participating in Workfirst, Worker Retraining, and displaced homemaker programs; veterans returning from service; students who have been incarcerated; and students on academic alert, probation, and suspension will be targeted as mentees.

Students who participate in service-learning and volunteer activities experience a greater sense of CIVIC RESPONSIBILITY and ETHIC OF SERVICE (Berkas, 1997; Jones & Abes, 2004; Melchior, 1999; Rhoads & Neururer, 1998; Stephens, 1995). Of the almost 2,000 students who responded to WACC's 2007-2008 Civic Engagement Survey, more than 70% reported an improved ability to think critically about community issues and problems; improved understanding of how to use knowledge and skills to improve the community; an intention to continue serving the community; increased awareness of critical community needs, issues, and problems; and a perceived capacity to create positive change as a result of their service experiences.

The Partnership for 21st Century Skills identifies the following WORKFORCE AND CAREER DEVELOPMENT skills as necessary to succeed in the workforce: information and communication skills; thinking and problem-solving skills; interpersonal and self-direction skills; global awareness; financial, economic, and business literacy; and civic literacy. Research shows that many of these skills are developed through service and service-learning (Astin & Sax, 1998). Service-learning connects college students to potential employers, allows students to apply the principles they learn in class to the world of work, and encourages exploration of careers in service-oriented fields (Kuh, 2005). At least 70% of the college student volunteers and service-learners who participated in WACC programming during the 2007-2008 grant cycle reported, as a result of their service experiences: increased involvement with people different from self, improved understanding of group dynamics, increased interest in initiating

## Narratives

change for the common good, and an increased ability to listen to and consider others' points of view.

The NEEDS WERE IDENTIFIED by alignment with our organization's mission; research and feedback from campus partners and stakeholder identified them as critical; and our organization and partnerships have the capacity and infrastructure in place to create strong impacts. WACC has collected data each program year through surveys, volunteer logs, and semi-annual progress reports from campus partners; school and community partners; members; student volunteers; and service recipients. As a result of the initial research completed for the 2006-2009 program--combined with the progress report data collected as part of these first three years, more recent research of state and national trends and resources, and consultation with potential 2010-2013 campus partners from the three-state region-- WACC is prepared to expand and replicate the current Retention Project to more meaningfully address community needs in WA, ID, and OR.

### 2. DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

ROLES FOR PARTICIPANTS ALIGNED WITH IDENTIFIED NEEDS AND THAT LEAD TO MEASURABLE OUTPUTS AND OUTCOMES.

- 1) AmeriCorps Members recruit, train, and place college students as mentors with mentees.
- 2) Campus Partners provide supervision and direction for the AmeriCorps members.
- 3) College Student Volunteers/Service-Learners mentor students to help them overcome barriers to college access and success.
- 4) Mentees work with mentors to improve academic achievement and stay in school.
- 5) Teachers and Administrators at Schools and Mentoring Sites identify mentees for the project and give guidance and feedback to the campus partners, members, and mentors.
- 6) Washington and Oregon Campus Compacts provide program oversight, assure compliance with

## Narratives

policies and procedures, provide training and support to program participants, and are accountable for meeting program objectives.

ACTIVITIES. At the heart of the Retention Project are AmeriCorps members recruiting, training, and supporting college students across the three-state region to MENTOR middle school, high school, and college-aged disadvantaged students along the educational continuum.

The Retention Project will recruit 2,700 college student MENTORS and create 20,250 MENTOR/MENTEE MATCHES. MENTORS will meet with the mentees weekly and help them set and meet academic goals, teach them about college entrance requirements, and help mentees identify and overcome barriers to academic success and college access and success. More broadly, the Retention Project intends to decrease high school and college dropout rates.

AmeriCorps members will first become oriented to the program, then to their campuses, community partners, and local communities. They will be responsible for recruiting college student volunteers and service-learners to serve as mentors in the Retention Project. They will orient and train college students as mentors and place college students with mentees. They will develop and strengthen partnerships with the schools/organizations/departments where the mentors will serve and serve as mentors themselves. Members will work with the college students, youth, community partners, and supervisors to identify strengths and areas for project improvement. They will provide resources and tools to mentors and mentees to teach them how to overcome barriers to college access and success (i.e., ways to improve study habits; overcome social pressures; break negative beliefs; and learn about college entrance requirements, financial aid, and testing requirements, etc.). Members will be responsible for developing (or enhancing existing) sustainability manuals for the campus-based projects and work with their supervisors to document their campus-based mentoring models for dissemination to other campuses.

## Narratives

They will collect program impact data.

In the CURRENT Retention Project, 23 AmeriCorps members are SERVING in 16 campus mentoring programs to improve academic success and college access. WACC is also developing training modules for mentors based on educationally approved teaching curriculum. The training modules will be provided to mentors through a train-the-trainer model. Mentors will then provide the information in 30-minute sessions with their mentees, either in one-to-one matches or in small-group sessions. Information, Learning Activities, Home Assignments, and Handouts for Family and Friends are components of each module.

The Retention project will pilot a summer camp in June 2010 for 6th graders focusing on financial literacy principles and fund-raising entrepreneurship to empower youth to see that they have the potential to pay for college.

In February 2010, WACC will also hold its first statewide mentoring conference for college student and AmeriCorps mentors. WACC has also received support from the KnowHow2GO campaign to provide resources to middle school and high school students that provides guidance on how to attend college. Additionally, WACC's VISTA Project, Students in Service program (a part-time education award program), and Learn and Serve America (2006-2009) Promising Practices program each incorporate academic access and success as a primary objective.

WACC works with a multi-model framework, meaning that members and campus partners have the ability to develop models that work best within their community-based, school, and campus mentoring programs and for the populations in need in their communities.

## Narratives

This year, WACC is DOCUMENTING the different MODELS and their IMPACTS and will make them available on our website in summer 2010. We will also use these models to help train new campus partners in the upcoming year.

PLANNED PARTNERS. WACC has pre-identified the following campus partners:

WASHINGTON: Bellingham Technical College, Big Bend Community College, Cascadia Community College, Central Washington University, Clark College, Clover Park Technical College, Eastern Washington University, Edmonds Community College, Gonzaga University, Grays Harbor College, Green River Community College, Lake Washington Technical College, Olympic College, Pierce College, Shoreline Community College, Spokane Community College, Spokane Falls Community College, University of Washington--Seattle, University of Washington--Bothell, Washington State University, Western Washington University, Whatcom Community College

IDAHO: Boise State University

OREGON: George Fox University, Oregon State University, Portland Community College, Portland State University, Southern Oregon University, Warner Pacific College, Western Oregon State University

MEMBERS' ROLES are outline in the ACTIVITES section above.

MEMBER'S ROLES TO ADDRESSING THE NEEDS ARE DISTINCT FROM STAFF/VOLUNTEERS. A member serves more as the liaison between the volunteer mentors and the sites where they will mentor. Campus supervisors are responsible for supervising the members and providing direction for them. The members, while also mentoring side-by-side with student volunteers, are responsible for providing leadership with the volunteers. Obviously, the members will serve more hours than the volunteers and are accountable for meeting program objectives. They will also be responsible for collecting program



## Narratives

impact data.

WACC requests 45 full-time AmeriCorps members to be placed on the 35 campuses listed above. The PROGRAM STRUCTURE is decentralized. WACC and Oregon Campus Compact (ORCC) have pre-selected 35 campuses that are prepared to create/expand/deepen campus-based mentoring projects. WACC will administer the program in WA and ID; ORCC will administer the program in OR. WACC and ORCC will collaborate on developing sustainable program administrative and communication systems and on orientations and trainings. WACC and ORCC will issue subcontracts to each of their campus partners. Campus partners will be responsible for recruiting the member(s) for their campuses with support and guidance from the state Campus Compact staff. Members will be placed on the campuses and perform their AmeriCorps responsibilities from there. They will often visit local schools and community agencies to coordinate mentoring activities. They will participate in local, state, and regional trainings with other members from the Retention Project team and participate in CNCS/State Commission trainings. The state Campus Compact staff will convene campus supervisors and members for orientations and trainings. Staff will converse via phone, email, and site visits regularly with the campus partners and members.

TYPES OF SLOTS ALIGN WITH PROGRAM DESIGN & ACTIVITIES. WACC requested full-time slots because this has been the most successful model to meet program objectives. Full-time members are needed to provide continuity on the campuses and with the mentors/mentees. The program design has produced strong impacts. Members are able to provide ongoing training and support to the mentors, troubleshoot issues in a timely manner, and develop sustainable systems for the projects.

WACC and ORCC will ensure that the program and its PARTNERS DO NOT VIOLATE NON-DUPLICATION, NON-DISPLACEMENT, AND NON-SUPPLEMENTATION REQUIREMENTS AND

## Narratives

COMPLY WITH AMERICORPS POLICIES. WACC and ORCC will orient and train campus partners and members at the start of the program and throughout on all the AmeriCorps policies and procedures. The site agreements and member manual clearly outlines the CNCS policies that guide the AmeriCorps program.

Retention Project members will participate in several MEMBER DEVELOPMENT AND TRAINING OPPORTUNITIES TO CONTRIBUTE TO SUCCESSFUL PROGRAM OUTCOMES. In August 2010, they will participate in an in-depth orientation that gives detailed information about AmeriCorps and the Retention Project include their roles and responsibilities in meeting program outcomes. They will be trained on topics such as volunteer recruitment, effective mentoring techniques, program management, cultural competencies, service-learning, conflict management, leadership development, and assessment. Fall 2010 and Spring 2011, Campus Compact staff will conduct site visits and provide additional training and resources for the members (and site supervisors). Members will "meet" virtually monthly by accessing web-based training modules. Members are convened mid-year for additional training and then again at the end of their term for reflection and review of outcomes. The trainings they receive throughout the year will improve their competencies and strengthen their ability to meet program outcomes. Members also have the benefit of have a SITE SUPERVISOR PROVIDE DAY-TO-DAY GUIDANCE, training, and support as well as a program manager at the state Campus Compact office to help them identify their training needs to succeed at meeting program objectives.

Members and their supervisors will be well-oriented and trained on acceptable and PROHIBITED ACTIVITIES multiple times throughout the year. Prohibited activities (and corrective action if they do engage in prohibited activities) is clearly outline in their member contract that they sign at the program year's start.

## Narratives

VALUE ADDED FOR EXISTING SERVICE ACTIVITIES. An AmeriCorps grant adds value to existing service activities in many ways. 1) INCREASED CAPACITY. Members allow campus mentoring programs to grow, improve, and respond to emerging opportunities by increasing the human resources available to focus on the program objectives. 2) CONNECTIONS. The majority of Retention Project members are recent graduates from the colleges where they will serve. Many members come with mentoring experience and connect easily with college students. 3) CONTINUITY. Members provide continuity throughout the program year. 4) SUSTAINABLE NETWORK. The three-state network will provide opportunities for sharing best practices, developing sustainable models, and building greater support from diverse stakeholders.

### 3. MEASURABLE OUTPUTS AND OUTCOMES

The Retention Project has developed AMBITIOUS performance measures in the EDUCATION focus area--addressing unmet educational needs within communities by helping children and youth achieve success in school and increasing high school graduation rates. Due to the wide variety of mentoring models in use by our current/continuing campus partners and inadequate administrative capacity to manage the human subjects review process across each participating campus (necessary to access mentee transcripts, attendance records, etc.), we are unfortunately unable to participate in the National Performance Measure pilot program at this time. However, we will take intentional steps toward participating in the NATIONAL PERFORMANCE MEASURES in coming grant years. ALL FIVE OF OUR PERFORMANCE MEASURES ARE FULLY ALIGNED.

PERFORMANCE MEASURE #1. MENTEE DEVELOPMENT. OUTPUT: 20,250 mentee/mentor matches will be commenced by the Retention Project. INTERMEDIATE OUTCOME: As part of Year One, 25% (1,687) of the mentee/mentor matches will be sustained by the Retention Project for at least

## Narratives

one academic quarter/semester. We will revise this measure as part of Years Two and Three, as our partnering campuses continue to increase the length of mentor/mentee matches. For example, our Year Two measure may be that 50% (3,375) of the matches are sustained for at least one quarter/semester, and our Year Three measure may be that at least 30% (2,025) of all matches are sustained for at least one academic year. END OUTCOME: Ultimately, 80% of Retention Project mentees who respond to a survey (and, in some cases, whose academic records WACC/ORCC has accessed) will display improved academic performance and/or engagement.

COLLEGE STUDENT VOLUNTEER CIVIC DEVELOPMENT. OUTPUT: 2,700 college student volunteers/service-learners will be recruited, trained, and supported to participate in meaningful service activities. INTERMEDIATE OUTCOME: 80% of college student volunteers/service-learners who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of college student volunteers/service-learners who respond to a survey will report an increased capacity to initiate positive change for the common good.

COLLEGE STUDENT VOLUNTEER WORKFORCE AND CAREER DEVELOPMENT. OUTPUT: 2,700 college student volunteers/service-learners will be recruited, trained, and supported to participate in meaningful service activities. INTERMEDIATE OUTCOME: 80% of college student volunteers/service-learners who respond to a survey will report improved workforce knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of college student volunteers/service-learners who respond to a survey will report an increased interest in pursuing careers for the common good.

MEMBER CIVIC DEVELOPMENT. OUTPUT: 135 full-time members will be recruited, trained, and

## Narratives

supported to participate in intensive service to improve the academic retention of disadvantaged/at-risk youth. INTERMEDIATE OUTCOME: 80% of AmeriCorps members who respond to a survey will report improved civic knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of AmeriCorps members who respond to a survey will report an increased capacity to initiate positive change for the common good.

MEMBER WORKFORCE AND CAREER DEVELOPMENT. OUTPUT: 135 full-time members will be recruited, trained, and supported to participate in intensive service to improve the academic retention of disadvantaged/at-risk youth. INTERMEDIATE OUTCOME: 80% of AmeriCorps members who respond to a survey will report improved workforce knowledge, attitudes, skills, and abilities at the end of their service experiences. END OUTCOME: Ultimately, 75% of AmeriCorps members who respond to a survey will report an increased interest in pursuing careers for the common good.

The Retention Project's LONG-TERM IMPACT is to decreased high school dropout rates and increase college access and completion for all students.

AmeriCorps members and site supervisors will submit biannual progress reports to TRACK OUTPUTS AND OUTCOMES. We will also TRACK PROGRESS via surveys completed by mentees, the teachers/administrators who work most closely with mentees, college student mentors, and Retention Project members. We will provide several data collection tools for our members, including but not limited to the College Student Mentor Log, Student Mentee Log, Special Event Log, Mentee Survey Tally Sheet, Teacher/Administrator Survey Tally Sheet and the Civic Engagement Survey. We will also develop a Campus-Based Sustainable Mentoring Project Rubric to help campuses identify strengths and weaknesses of their projects and to help develop strategies for developing a more sustainable mentoring project. Finally, to facilitate our shift toward participating in the National Performance Measure Pilot

## Narratives

project, we will work with a sample of our partnering campuses to develop protocol and permissions to gain access to and track mentee academic achievement data.

### 4. PLAN/SYSTEM FOR CONTINUOUS PROGRAM SELF-ASSESSMENT AND IMPROVEMENT

WACC will implement strategic, ongoing mechanisms for assessment, evaluation, and improvement to track progress toward program objectives. WACC program staff will provide comprehensive orientations outlining clear expectations and accountabilities to ORCC staff, campus partners, and Retention Project members. WACC will use existing systems such as email, websites, and listservs, to disseminate program information and will use ongoing feedback to assess progress toward program outcomes. We will leverage state and regional meetings, to foster reflection, share ideas, and provide and solicit feedback. WACC will collect program data to both qualitatively and quantitatively assess the program's progress toward the five performance measures outlined in this proposal via biannual progress reports; member activity logs; and surveys completed by members, college student volunteer mentors, mentees, and teachers/administrators who work most closely with the mentees. Program staff will regularly review and analyze the data collected to inform program planning and improvements. Best practices, lessons learned, and assessment results will be disseminated to participants and stakeholders.

### 5. COMMUNITY INVOLVEMENT

The TARGET COMMUNITIES helped 1) IDENTIFY THE NEEDS AND ACTIVITIES by providing data from their region about dropout rates and barriers to academic success, sharing existing program models, and identifying activities that contributed to positive impacts; 2) PLAN AND IMPLEMENT the project by providing information about their current projects (or ideas for a new projects), how they have succeeded in the past, how they intend to implement the project on their campuses and in their

## Narratives

communities, and what outcomes they hope to achieve.

The COMMUNITY PARTNERS/STAKEHOLDERS involved are CAMPUS PARTNERS, SCHOOLS, AND COMMUNITY AGENCIES. First, the campus partners identified the need in their community and committed to developing a campus-based mentoring project on their campus. To identify their needs, WACC has:

- a. Gathered formal and informal feedback from current campus partners regarding the existing Retention Program design.
- b. Created a Request for Proposal process that began with an invitation to all interested campuses to join one of three informational and feedback conference calls. In all, 87 individuals at 42 campuses in the three-state region participated in the phone conferences. We informed potential partners of the grant framework and asked them to inform WACC about their needs and how they fit with the overall program and grant vision.
- c. Application forms were disseminated. Campuses apply by providing a brief overview of their respective models and submitting these forms on deadline. Their ROLE was to help identify the local need, establish partnerships with schools/community agencies/departments, and propose a project design that would work for their campus and community.

The schools and community-based organizations served by Retention Project campus partners help develop the project. Each campus develops one or more partnerships in which its enrolled college students provide mentoring to students in 5th grade through college. These partners are involved through a variety of methods that include outreach by college faculty, staff, AmeriCorps members, and students. In some cases the community partner has inquired and requested assistance from students and administration.

## Narratives

The PARTNERS WERE RESPONSIBLE FOR IDENTIFYING THE NEED of the organization and the individuals it serves. Some of the mentoring programs are well-established with long-term partners; others are in the beginning stages and just developing. Planning occurs between representatives of the campus and the community-based organization or school. Goal setting, scheduling, volunteer coordination, background checks, training, guidance, and evaluation are standard, shared duties that are delegated between the community partner and the campus--often with support of the AmeriCorps member.

WACC will CONTINUE TO ENGAGE PARTNERS & STAKEHOLDERS by maintaining strong communication channels for reciprocal feedback. Reporting and assessment tools offer formal evaluation and prescribed opportunities to name challenges and barriers that need attention as well as specify best practices. Campus partners meet for orientations, trainings, member meetings, and other professional development events. Opportunities to communicate with and involve partners are provided throughout the program year. Campus partners are responsible for communicating with and eliciting feedback and guidance from their community-based partners; however, some of WACC's assessment tools are distributed for feedback to teachers and administrators at this level, too.

Campus partners have ONGOING ROLES AND RESPONSIBILITIES to make continuous improvements to their campus-based mentoring projects. They are responsible for maintaining strong communication and collaborations with school and community agency partners. They are responsible for building strong support from both internal and external stakeholders to strengthen the sustainability of the project. They will increase their match contributions to help strengthen and expand their projects. Campus partners are accountable for developing sustainable program management systems including policies and procedures; training and supervision; and utilizing impact data for program improvements. The schools and community agencies will provide support to the student mentor pairs or groups and



## Narratives

provide oversight and guidance for program improvement. Ongoing communication between all partners is a shared role and responsibility.

### 6. RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

The Retention Project will COLLABORATE with other national and community service programs in the Northwest by maintaining strong lines of communication and collaborating on networking, training, and service events. Campus Compact staff in both WA and OR serve on their respective state commissions and regularly report to them formally and informally. Campus Compact staff are well informed of other national service programs in their states and often collaborate on trainings, networking, and service projects. For example, in partnership with the Retention Project at Western Washington University, Student in Service AmeriCorps members (Education Award Program) were able to serve as college mentors. Many of the current Retention Project members collaborate with other members from other local teams to organize service projects on national days of service.

Program staff, campus partners, and AmeriCorps members meet regularly with community leaders and participants from other national service programs to leverage resources, share trainings, and collaborate on common goals. These collaborations help bring greater awareness and support to national service.

WACC AND ORCC both RECEIVE FUNDING from CNCS sources. Serving as an intermediary, WACC administers a VISTA program, a State Formula AmeriCorps Program (current Retention Project) and a seven-state Education Award Program (Students in Service). ORCC administers a statewide VISTA program.

The MANNER AND EXTENT that WACC contacted the state commissions included both formal and

## Narratives

informal exchange of information. We provided the CNCS-issued information form to each of the commissions listing the campus partners and contact information. We also submit monthly reports about the current project and its impacts. We meet regularly with commission staff through meetings and networking events. The WA, ID, and OR commissions and CNCS-sponsored programs leverage resources and collaborate on several trainings and networking events.

Retention Project staff fully intend to continue collaborating with our State Commissions on NEEDS ASSESSMENT & TRAINING PLAN DEVELOPMENT ACTIVITIES. We will continue to help develop state service plans and collaborate on training and networking events. The State Commission and state CNCS office staff are on our listserve and mailing list, and are regularly invited to our events. We also are on their listserve and mailing lists.

### 7. POTENTIAL FOR REPLICATION

The Retention Project was DESIGNED to be REPLICATED in multiple communities. The program design is well established with standardized policies, procedures, and assessment tools in place. The design also offers flexibility so that campuses and their community partners can adapt it to their own needs and various levels of existing resources. We have extensive experience providing ongoing training and technical support to campus partners at various levels of program development and institutional support.

The success of the current Retention Project model compels WACC to REPLICATE this program on a regional level as part of this proposal. After more than three years of administering the program in WA, we now have strong program management infrastructure with several successful models that document positive impacts. We have consistently met all performance measures. We will mentor Oregon Campus

## Narratives

Compact (ORCC) to implement the program in Oregon and work with Boise State University in Idaho to implement the program there. Both Boise State and ORCC are current partners with other WACC programs and initiatives, so the relationships and management infrastructure are already in place. Because we collaborate regularly on training, assessment, and program management, replicating the Retention Project in OR and ID is a logical next step for increasing the program's reach and impact.

### Organizational Capability

#### D. ORGANIZATIONAL CAPACITY

##### 1. SOUND ORGANIZATIONAL STRUCTURE

ESTABLISHED IN 1992, WACC is a consortium of higher education institutions that have joined together to 1) help students become engaged citizens, 2) further the civic and public purposes of higher education, and 3) strengthen communities. WACC is affiliated with the national Campus Compact network of 35 state offices and more than 1,200 higher education institutions as members throughout the United States--representing some 6 million students--dedicated to promoting community service, civic engagement, and service-learning in higher education. National Campus Compact was founded in 1985.

WACC has extensive EXPERIENCE OVERSEEING PROGRAMS, including successfully managing the current statewide Formula-funded Retention Project for more than three years. SPECIFIC EXAMPLES of current and past programs, along with evidence of successfully meeting and exceeding program outcomes, are in Sections B and C.

WACC has extensive experience ADMINISTERING FEDERAL GRANTS including AmeriCorps, VISTA, and Learn and Serve America (LSA) programs. WACC has served as the intermediary in several multi-

## Narratives

state programs including the seven-state SIS AmeriCorps program (1997 to present), the five-state Continuums of Service LSA program (1997-2000), and the three-state Partners in Service LSA program (2000-2003), and the two-state Count Me In LSA program (2006-2009). In partnership with western regional Campus Compacts, WACC hosts the Continuums of Service conference, now in its thirteenth year, providing training to thousands of faculty, administrators, students, AmeriCorps members, and community partners. WACC has presented workshops at CNCS grantee meetings and has hosted national grantees at regional events. WACC has managed grants from the Washington State Higher Education Coordinating Board; Washington Service Corps; and public and private foundations including the Ford Foundation, the Stuart Foundation, the Henry M. Jackson Foundation, and the Pew Charitable Trust.

WACC has demonstrated its ABILITY TO PROVIDE SOUND PROGRAM & FISCAL OVERSIGHT & MONITORING through upfront strategic planning; strong partnership building; consistent communication practices with grantees and stakeholders; thorough program record keeping; leadership on civic engagement initiatives; a strong commitment to assessment; and meeting program objectives. WACC's leadership in program and grant management is widely recognized. Congresswoman Cathy McMorris Rodgers said "WACC provides great opportunities and resources for higher education students while providing our communities with valuable volunteer services."

WACC SUPPORTS AND OVERSEES MULTI-SITE and MULTI-STATE PROGRAMS and has developed the organizational infrastructure to support these through regular communication within the regional network and between the state Campus Compact offices and their campus partners. WACC maintains a program website, newsletter, and listserv for communication. Program data is collected regularly from site-monitoring visits, progress reports, and members. Western Washington University (WWU) serves as the fiscal agent and provides administrative support to manage multi-site programs. WACC is

## Narratives

confident about expanding the program to ID and OR due to the success in meeting performance measures, the strong regional network, and 10+ years of experience administering multi-site and multi-state programs while complying with CNCS policies.

The process for SELECTING SERVICE SITES began with the identification of campuses that have the capacity to administer the program on their campus. Campus partners were selected based on their project design, ability to meet program objectives, the impact the project will have on the community, leadership of the program coordinator, past performance, current or planned community partners, compliance with CNCS policies, the quality of support they can provide to members, and their ability to sustain the project with non-CNCS resources.

CURRENT OR PREVIOUS PROGRAMMATIC AND FUNDING RELATIONSHIPS WITH PROGRAM PARTNERS is strong. All 45 identified campus partners are members of Campus Compact and have ongoing partnerships with their state and/or National Campus Compact office. Several pre-identified campus partners from Washington participate in the existing Formula-funded Retention Project. Many campus partners have received grants and/or support from state Campus Compacts and have the infrastructure in place to administer the program.

PROGRAM PARTNERS WILL BE MONITORED by regular communication, annual progress reports, and site-monitoring visits to assure compliance with AmeriCorps regulations and progress toward program objectives. CONNECTIONS AMONG THE SITES will be achieved by regularly convening them for orientation, training and networking. WACC will provide campus partners' opportunities to share lessons learned and best practices at annual meetings, regional conferences, and statewide gatherings. Staff will regularly contact each campus partner, facilitate formal and informal networking, and encourage and support collaboration on local and regional events such as organizing national days of

## Narratives

service.

Campus partners will be encouraged and supported to place their members in RURAL, RESOURCE-POOR COMMUNITIES. Rural Campus Partners, such as Big Bend Community College (Moses Lake, WA) will be a valuable resource to many local schools and agencies with limited access to philanthropic and/or corporate resources.

### 2. BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

The WACC ORGANIZATIONAL MANAGEMENT includes an EXECUTIVE BOARD of nine university and college presidents. The board oversees WACC's governance, budget, policies, and strategic direction. The board and presidents in ID and OR will be encouraged to promote the program to their stakeholders (policymakers, community leaders, media, etc.).

EXECUTIVE DIRECTOR Jennifer Dorr will provide vision and leadership for the program. Ms. Dorr has been the executive director since 1995 and has a strong track record of providing regional and national leadership. She has extensive experience in organizational management and has successfully directed several multi-million dollar budgets and multi-state programs. She has an M.A. in Psychology.

PROGRAM DIRECTOR Patrick McGinty will serve as the Retention Project program director. He has more than 15 years of program management in higher education. He has an MBA in Finance and a M.Ed. in Higher Education Administration.

GRANT MANAGER Lisa Jacobsen will provide day-to-day program management. She has an M.A. in Social Work and more than 10 years of experience managing community programs, has received

## Narratives

numerous leadership awards and recognitions, and has served as an AmeriCorps member.

OREGON CAMPUS COMPACT STATE EXECUTIVE DIRECTOR Emily Gilliland will serve as the Retention Project program manager in OR. She serves on Oregon's state commission and has been an AmeriCorps member.

CAMPUS PARTNERS (45 campus partners) will coordinate the program on their campuses.

STUDENT SUPPORT STAFF Penny Green will provide program support in the WACC office. Penny recently served on the Retention Project AmeriCorps team.

DIRECTOR OF RESEARCH AND ASSESSEMENT Raelyn Axlund will provide assessment and evaluation support. She has extensive experience working in higher education in program management and assessment. She has a M.Ed. in Student Affairs Administration.

COMMUNICATIONS DIRECTOR Brian Heinrich will develop strategies and materials for educating local, state, and national policy makers; media; and stakeholders about the program and its impacts. Mr. Heinrich has extensive experience working with the media and policymakers. He has a B.A. in Political Science.

WESTERN WASHINGTON UNIVERSITY (WWU) will provide grant and administrative support and serve as the legal applicant.

### 3. PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

## Narratives

WACC ASSESSES ALL ITS SERVICES THROUGHOUT THE YEAR. Data is collected from program partners, members, stakeholders, and staff. Each training and networking event has an evaluation form for participants to give feedback. Annual progress reports collect data from members and program partners. An outside evaluator will be hired to make recommendations on both organizational and programmatic structures.

WACC EVALUATES ITS SYSTEMS, STRUCTURE, STAFFING AND OTHER CAPACITIES REGULARLY. WACC's board meets annually to review impacts of the programs and to address any concerns or issues as needed. The staff meets monthly to review all activities and problem-solve issues regularly. WACC is updating organization-wide and program-specific policies and procedures to help strengthen the organization's sustainability.

#### 4. PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

WACC will utilize its website, newsletter, and listserv to communicate to campus partners, site supervisors, and AmeriCorps members. All of the CAMPUS PARTNERS WILL BE TRAINED on how to navigate the website to access program information at the beginning of the grant year. ONGOING TRAINING WILL BE PROVIDED through conference calls, email, and regional meetings. WACC will be able to IDENTIFY AND RESPOND to program and campus partner needs by continued communication and by offering thorough training opportunities.

#### 5. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEERS HAVE SERVED in numerous capacities with WACC. They have assisted with planning efforts for state and regional events; provided input on program design and evaluation; and reviewed



## Narratives

proposals. WACC strongly believes that these volunteers inform and strengthen the organization's work and impact. WACC regularly recognizes its volunteers in newsletters, letters of appreciation, and public events.

WACC has provided ORGANIZATIONAL AND COMMUNITY LEADERSHIP and is a national leader in the service-learning and civic engagement fields. This is evidenced by the numerous public positions of leadership in which staff and members serve. For example, Executive Director Jennifer Dorr served on the Washington Commission for National and Community Service (WCNCS) for 10 years. In 2003 and 2004 she was recognized as one of the top "150 Victories for Humanity" by Antioch University, Seattle and, in 2009, she was recognized as a finalist for the local Whatcom Women in Business Award. She recently joined the Whatcom Community Foundation board. Patrick McGinty, program director, has served on the local Habitat for Humanity board of directors. WACC members are regularly recognized on the President's Honor Roll.

### 6. SUCCESS IN SECURING COMMUNITY SUPPORT THAT RECURS, EXPANDS IN SCOPE, INCREASES IN AMOUNT, AND IS MORE DIVERSE

WACC has successfully COLLABORATED with multiple entities at the state, regional, and national levels. Within the state WACC regularly collaborates with more than 36 higher education institutions, including four FAITH-BASED campuses; the Higher Education Coordinating Board; The Secretary of State; the state legislature; the Corporation for National & Community Service state office; the Washington Commission for National and Community Service; the Office of the Superintendent for Public Instruction; local, state, and national foundations; media; policymakers; service clubs; and businesses. Regionally, WACC collaborates with Campus Compacts from throughout the nation for program management, assessment, training, and dissemination.

## Narratives

The Retention Project demonstrates how LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS continue and expand in scope, amount, and diversity. Now in its fourth year, Retention Project campuses have greater program ownership through the development of multiple community partners, working with existing campus programs and incorporating program objectives into sustained campus models. College and University presidents have allocated staffing support to help administer the program. Community partners are enthusiastic to build stronger sustainable partnerships with AmeriCorps programs.

WACC represents a WIDE RANGE OF COMMUNITY STAKEHOLDERS. Membership includes private, public, FAITH-BASED, four-year, and two-year higher education institutions. Campuses offer staff time and organizational resources to support WACC programs and events. Congressional leadership also supports WACC. Washington's nine members of the House of Representatives, both U.S. Senators and the Governor of Washington provided letters of support this program. Senator Patty Murray said "WACC is committed to helping students become active leaders in their communities."

d. SPECIAL CIRCUMSTANCES. N/A

### **Budget/Cost Effectiveness**

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

1. CNCS COST PER MEMBER SERVICE YEAR (MSY)

The Retention Project is COST EFFECTIVE; the budget is \$13,000 per MSY, aligning with CNCS guidelines for the AmeriCorps fixed-rate programs.

## Narratives

### 2. DIVERSE NON-FEDERAL SUPPORT

WACC has a successful history of leveraging local, state, and other NON-FEDERAL DIVERSE SUPPORT for program IMPLEMENTATION AND SUSTAINABILITY. Serving as the intermediary organization for the Retention Project, WACC will administer the program in WA and ID. WACC will then issue a subgrant to Oregon Campus Compact (ORCC) with a budget to support program administration in Oregon.

In all, 45 campus partners have been pre-identified to participate in the Retention Project. Campus partners will be responsible for administering the program at the local level and will use cash and in-kind support to operate the program in their local communities. Each campus partner has committed \$6,000--\$7,000 of cash match per member, for a total of \$280,000 of cash match to help pay for member stipends and benefits. On average, campus partners will provide approximately \$25,000 of cash and in-kind support to cover member costs, staff salaries, benefits, training, office space, phone, printing, travel, etc. With Retention Project implementation on 45 campuses, this equates to more than \$1.1 MILLION IN CASH AND IN-KIND SUPPORT that CAMPUS PARTNERS have committed to administer the program in their local communities. The SOURCE of the support is local donations, state legislative funds, foundation and corporation grants, state and federal work study funds, and other funds that the campus partners are able to procure and leverage. As the campus programs grow, their level of cash and in-kind support will grow as well, thus improving the program's SUSTAINABILITY at the local level.

The Retention Project requests 45 MSY with a corresponding \$585,000 budget. In return, WACC and its program partners cumulatively will provide approximately \$1.1 MILLION IN CASH AND IN-KIND SUPPORT.

## Narratives

### 3. DECREASED RELIANCE ON FEDERAL SUPPORT

The Retention Project would not be the success it is today without federal support. However, as described in the previous section, the Retention Project program is successful and HAS DECREASED ITS RELIANCE ON FEDERAL SUPPORT by leveraging local, state, and federal resources. The cash match has increased gradually over the years. It uses a very COST-EFFECTIVE MODEL in which federal support is leveraged with local and state resources to bring more services to local communities.

The collaborative partnerships created as a result of federal support for the Retention Project have helped build SUSTAINABLE PARTNERSHIPS that will continue regardless of federal funding. For example, a campus may partner with a local middle school and have a Retention Project mentor at-risk youth. As the partnership evolves, the school may ask the campus partner to help with service-learning projects for different classes. The campus partner will connect the school with education faculty who can integrate that project into a service-learning course in the teacher education program. The partnerships that have been built between the campus partners and the schools, while perhaps initiated because of the federal program, become less reliant on federal resources to sustain them and can be used to bring more resources to the local communities.

Another key strategy WACC has used to DECREASE RELIANCE ON FEDERAL SUPPORT is using assessment data and increasing program visibility with stakeholders. As data is collected and effectively used to show how programs impact schools, communities, and higher education institutions, stakeholders have been more willing to invest in the programs. For example, when we shared our Retention Project data (that showed how disadvantaged youth who received a college mentor advanced academically), the state legislature showed great interest and included the Retention Project in the

## Narratives

House and Senate budgets. Unfortunately, the governor vetoed funding due to state budget cuts. However, the data was very helpful in procuring two other foundational grants to help support the program. Impact data collection and dissemination is critical. WACC collects program impact data regularly and also issues quarterly updates to local, state, and national stakeholders and policy makers.

The Retention Project is designed depend minimally on federal resources. Most of the support to sustain the program comes from local and state resources. WACC, and its partners, are INCREASING THE SHARE OF COSTS covered at the state and local levels for the Retention Project.

The Retention Project has been able to DEEPEN THE IMPACTS of the program while also BROADENING THE REACH. WACC and its campus partners have the infrastructure in place to administer the program and for the last few years have worked to DEEPEN THE IMPACT of the program with mentees, mentors, and AmeriCorps members. We have increased the number of college student mentors as well as the number of mentees who receive a mentor. We have offered more training and support for the mentors and AmeriCorps members throughout the years and the impact on the mentees is significant. Our evaluation data has shown more than 80% of mentees and mentors are improving academically and overcoming barriers to college access and completion.

Each year, the Retention Project has BROADENED ITS REACH. Many campus partners use this project to reach more and more remote, rural, and impoverished communities throughout the state. Campus partners have been successful at placing members in some of the most impoverished regions, and more resources are reaching resource-poor communities. Because of its success and sustainable infrastructure, the Retention Project is now poised to be replicated in two new states.

#### 4. BUDGET ADEQUACY

## Narratives

The budget is ADEQUATE TO MEET PROGRAM OBJECTIVES. In addition to the \$585,000 from the CNCS, campus partners will contribute \$1.1 million in cash and in-kind support. With the PROGRAM NOW IN ITS FOURTH YEAR, WACC already has program policies and procedures, and state and regional grant management infrastructure developed. ORCC also has the statewide infrastructure in place with its campus partners and will receive a subgrant from WACC to help administer the program in OR. Both state Campus Compacts will provide ongoing training and monitoring of the campus partners. Campus partners are responsible for administering the program at the local level and are able to do so because of cash and in-kind support. WACC has used this model at the regional level for OVER TEN YEARS with other programs. It has proven to be cost-effective and also very successful at meeting program objectives.

This structure is adequately supported by the budget to MEET PROGRAM OBJECTIVES. College students will be recruited, trained, and placed as mentors with struggling students so that the mentees can achieve academic success and advance along the academic continuums (Objectives 1 & 2). Civic and workforce skills (Objectives 3 & 4) will be met because the members and student mentors will have multiple times to reflect on their service experience. Being in an academic setting is ideal for helping members and college student mentors tie their service experience to larger world issues. Over the last three years, the data from our Civic Engagement Survey indicates that both groups are gaining valuable civic and workforce skills.

By leveraging existing networks, the Retention Project will REACH SOME OF THE MOST REMOTE, ECONOMICALLY CHALLENGED COMMUNITIES IN OUR COUNTRY. It will also be in HIGH COST, ECONOMICALLY DISTRESSED AREAS where high unemployment rates have crippled their communities.

## Narratives

The program model SUPPORTS THE ACTIVITIES outlined in this proposal. The campus partner is able to recruit the AmeriCorps member(s) and then provide quality day-to-day training and supervision as in-kind support. The member, with a strong foundation of support, is able to focus on the activities of recruiting, training, and then placing college student volunteers/service-learners as mentors with struggling students.

The majority of FEDERAL FUNDS AND CASH MATCH from campus partners WILL BE USED to pay the stipends and benefits to members. We also have designated funds for member training, staff travel to conduct trainings and site-monitoring visits, service gear for members, assessment, project impact data dissemination, and salaries and benefits for program staff in WA and OR. The costs are REASONABLE AND NECESSARY as the project REACHES AT-RISK YOUTH while also showing significant positive impact on their academic success.

WACC has administered several multi-state, multi-site programs over the last fourteen years. The infrastructure, policies, and procedures to be able to BRING ON NEW SITES in two new states are in place. The WACC website--used extensively for program training, management, and resources--is accessible to all program staff, campus partners, members, mentors, mentees, schools, community agencies, and stakeholders. This helps provide consistent and transparent information to all program participants.

COSTS incurred for this program THAT WILL NOT BE COVERED BY CNCS funding include campus coordination including salaries and benefits, office supplies, phone, equipment, printing, travel, etc. As detailed in the Cost Effectiveness section, the Retention Project requests 45 MSY with a corresponding \$585,000 budget. In return, WACC and its program partners cumulatively will provide approximately

## Narratives

\$1.1 million in CASH AND IN-KIND SUPPORT. The program design and plan for leveraging federal, state, and local resources has made the Retention Project very successful over the last three-plus years.

### Evaluation Summary or Plan

N/A

### Amendment Justification

N/A

### Clarification Summary

CLARIFICATION ITEMS

BUDGET CLARIFICATION ITEMS

1. Budget Narrative reads, "Program grant request: 45 members X \$13,000/ea = \$585,000. Please correct calculation and note in budget that all slots are Full Time Member Slots. In addition, please revise your budget to equal the funding and MSY amount listed above.

This has been completed in egrants. Budget Narrative now reads, "Program grant request: 45 FT members X \$13,000/ea = \$585,000."

PROGRAMMATIC CLARIFICATION ITEMS

1. Please clarify how your strategy to recruit members will result in a diverse corps.

RESPONSE: Washington Campus Compact (WACC) has been successful recruiting a diverse corps with the current program. WACC will provide encouragement, training, and support to campus partners to



## Narratives

outreach to diverse populations to serve as members of the Retention Project team. Campus partners will receive one-on-one training on how to outreach to diverse populations during the recruitment phase of the program. They will also have opportunities to share "best practices" with one another during site supervisor conference calls. Campus partners will utilize campus and community networks that currently serve diverse populations to educate them about the program and encourage these groups to refer potential members to serve on the Retention Project team. For example, the TRIO program at Central Washington University will recruit potential members from the pool of students who have been served by their current programs. In addition to outreaching to diverse populations, WACC and its partners have begun an initiative to encourage greater veteran participation in all current AmeriCorps programs. WACC will also provide template position announcements and marketing materials that encourage veterans, minorities, and first-generation college graduates to apply for Retention Project AmeriCorps positions.

2. Please clarify your performance measures. It is unclear if the targets you presented in the application narrative are intended to be reported on annually. The targets appear to indicate that you will report on three year totals. Performance measure targets will need to be reported on annually. Please clarify if the targets in your proposed measures will accurately demonstrate annual progress.

RESPONSE: Washington Campus Compact will report on each performance measure annually.

Following are the revised numbers for Year One:

Performance Measure 1: OUTPUT: 5,000 middle, high school, and college students (mentees) who are at risk of dropping out of school (mentees), will be matched with college student mentors to help them (mentees) overcome the barriers to academic success and advancement. INTERMEDIATE OUTCOME: 80% of mentees who respond to a retrospective survey will report improved attitudes toward academic

## Narratives

success and advancement; END OUTCOME: 80% of mentees will stay in school and graduate from college.

Performance Measure 2: OUTPUT: 5,000 mentor/mentee matches will be commenced that match college student volunteers/service-learners (mentors) with middle school, high school, and college students (mentees) who are at risk of dropping out of school; INTERMEDIATE OUTCOME: 65% of college student mentors will complete at least one academic quarter/semester of mentoring middle school, high school, and college students (mentees) who are at risk of dropping out of school; INTERMEDIATE OUTCOME: 25% of college student mentors will complete at least nine months of mentoring middle school, high school, and college students who are at risk of dropping out of school (mentees); END OUTCOME: 80% of college student mentors who respond to a retrospective survey will express intent to continue mentoring the following year.

Performance Measure 3: OUTPUT: 900 college student mentors will receive training to develop civic attitudes and behaviors; INTERMEDIATE OUTCOME: 80% of college student mentors who respond to a retrospective survey will report improved civic attitudes and behaviors at the end of their service experiences; END OUTCOME: 75% of college student mentors who respond to a retrospective survey will express intent to volunteer in their communities throughout their lives.

Performance Measure 4: OUTPUT: 900 college student mentors will receive training to develop workforce knowledge and skills; INTERMEDIATE OUTCOME: 80% college student mentors who respond to a retrospective survey will report improved workforce knowledge and skills at the end of their service experience.

## Narratives

3. Please provide a description of the manner in which, and extent to which, WACC consulted with the Oregon State Commissions. Please detail the nature of the consultation.

RESPONSE: Washington Campus Compact (WACC) and Oregon Campus Compact (ORCC) had both formal and informal discussions with the Oregon State Commission prior to submitting the grant application. These discussions helped to establish the extent to which ORCC would be able to manage an AmeriCorps team, its size, the geographic diversity of the team, and the community need(s) that would be addressed. WACC provided the CNCS-issued information form to the Oregon, Idaho, and Washington State Commissions.

4. Please clarify the adequacy of the budget to support the proposed program. Specifically, please clarify the total amount of cash match vs in-kind support from matching sources in the application narrative. The application indicates that each campus partner will contribute between \$6,000 and \$7,000 in cash match, but that the overall amount of match to support the program is over \$1.1 million. Please clarify how much of the \$1.1 million proposed is in-kind match vs cash match.

RESPONSE: Each participating campus will provide approximately \$25,000 in combined in-kind and cash match. In Oregon, 10 campuses will provide a cash match of \$7,000 per member and an in-kind match of approximately \$18,000 per member. The remaining 35 campuses in Washington and Idaho will provide a cash match of \$6,000 per member and an in-kind match of approximately \$19,000 per member. Cumulatively, \$280,000 will be provided as cash match and approximately \$845,000 will be provided as in-kind match for a total of approximately \$1,125,000 in match.

## PERFORMANCE MEASUREMENT CLARIFICATION ITEMS

## Narratives

1. Thank you for opting in to the Education Priority Area. For each Priority Area you select, you will have to complete an MSY chart indicating the proportion of AmeriCorps members' time they expect to be devoted to that Priority Area. The total of MSYs in all Priority Areas should be equal to your total budgeted MSYs. If they are not equal, then please provide an explanation in the Clarification section of the application narrative.

RESPONSE: Washington Campus Compact had not intended to participate in the National Performance Measures in the Education Priority Area. We have clarified this in the Performance Measures section in egrants. We will not have any MSY serving in the Priority Areas this first year but will be training and preparing our campus partners to be able to participate in them in coming years. See more detailed explanation below.

2. The application indicates you have not chosen to Opt-In to National Performance Measures in the Education Priority Area. As an applicant under the Education Priority Area you are required to opt into the National Performance Measures Pilot.

RESPONSE: Washington Campus Compact is not opting into the National Performance Measure Pilot program within the Education Priority Area this first year. Due to the wide variety of mentoring models in use by our current/continuing campus partners and inadequate administrative capacity to manage the human subjects review process across each campus (necessary to access the required mentee transcripts, attendance records, graduation rates, etc.), we are unfortunately unable to participate in the National Performance Measure pilot program at this time. However, we will take intentional steps toward participating in the National Performance Measures in coming years.

## Narratives

Clarification Summary May 3, 2011

Please describe how you will consult with state commissions for the state in which your program will operate.

Both Washington and Oregon State Commissions were sent a CNCS State Commission Consultation Form. In order to further our collaboration and partnership with both state commissions, Washington Campus Compact and Oregon Campus Compact have made great efforts in sharing resources, trainings and evidence-based best practices with their respective State Commission.

Process outlining criminal background checks:

During the enrollment process, all Retention Project (RP) AmeriCorps members will complete a criminal record check authorization form and be subject to a National Sex Offender Public Registry (NSOPR) check and a state repository check in the state that they are serving as well as reside. The results of both checks will be reviewed before the member can enroll into the Retention Project (RP). Going forward, we will also assure all site supervisors have been subject to both an NSOPR and a statewide repository check before the beginning of the new grant year.

In addition to the required NSOPR and statewide repository check conducted on all new Retention Project (RP) AmeriCorps members and new site supervisors, FBI fingerprint checks will be required for any RP AmeriCorps member who will have recurring access to vulnerable populations during their term of service. FBI fingerprint checks will be conducted during the RP Orientation Training session at the beginning of the grant year by the campus police department where the training is taking place, whether

## Narratives

in Oregon or Washington. Washington Campus Compact will cover the cost of the FBI fingerprint checks for all RP members in Washington while Oregon Campus Compact (ORCC) will cover all FBI fingerprint checks for all Oregon RP members. ORCC will pay for their checks through the use of their sub-grant funds.

All RP members will not be allowed to serve with vulnerable populations unsupervised until the results of the FBI fingerprint checks have been reviewed and approved.

### Continuation Changes

#### CONTINUATION CHANGES

##### CHANGE #1: REPLICATING THE SUCCESSFUL PROGRAM MODEL IN ALASKA

The Washington Campus Compact (WACC) AmeriCorps Retention Project proposes expansion into Alaska. The state of Alaska has the nation's highest dropout rate (8%) which is double the national average (US Dept. of Education, 2008). Disadvantaged youth (including Native Alaskan students) at the University of Alaska Anchorage and the surrounding community will participate in the Retention Project. Dr. Judy Manley-Owens, the Director for the Center of Community Engagement and Learning at The University of Alaska Anchorage, will supervise this project. Training and monitoring will occur through semi-annual site visits where Alaska AmeriCorps members and site supervisor will attend the WACC orientation and trainings in Washington. There will be monthly training conference calls and webinars. WACC is able to expand to Alaska because of the effective use of the Retention Project program website where all program policies, procedures, AmeriCorps provisions, best practices, and training modules are posted. Leveraging technology has been an effective and cost-effective strategy for building, and expanding sustainable programs over a large geographical area.

##### CHANGE #2: ADDING 11 FULL-TIME POSITIONS

## Narratives

Washington Campus Compact (WACC), in partnership with Oregon Campus Compact (ORCC), has successfully enrolled all 45 full-time AmeriCorps positions for the 2010-2011 Retention Project, reflecting 100% enrollment and 98% retention rate for 2010-2011. Acknowledging this success and the compelling needs to improve college access and success in Washington, Oregon, Idaho, and Alaska, WACC is requesting 11 additional full time slots.

WACC has received an increase in requests for Retention Project members. There is particular increased need in low income, rural communities in our Northwest region. The new requests are predominantly focused on increasing mentors for disadvantaged Native Alaskan, Hispanic, Native American and other historically disadvantaged first generation, low-income students.

WACC and ORCC have effective policies and procedures in place that make the replication of the program in new communities possible. WACC and ORCC collaborate on the orientation, in-person trainings, monthly training conference calls, and professional development conferences. In addition, WACC maintains an extensive program website where program policies, procedures, and provisions are disseminated and used for ongoing training and program management. This allows for a standardization of the program among program partners.

The AmeriCorps Retention Project has successfully executed solid strategies to improve college access and success for disadvantaged students showcased in our most recent data (2009-2010):

- 5,478 mentees served
- 95% of mentees reported improved outlook toward future education
- 78% of mentees reported increased interest in doing well in their classes and going to, and/or staying in college
- 2,866 college student volunteers/service-learners recruited
- 1,660 college students mentored at-risk (of dropping out) students
- 1,206 special project volunteers recruited and served in their communities
- 87,849 hours served by college students

## Narratives

- 90% of college student volunteers/ mentors reported increased awareness of critical community needs and issues
- 87% of college student volunteers/mentors reported improved understanding of how to use their own knowledge, skills, and abilities to improve the community

Below is a list of campuses where the 11 new AmeriCorps members will be placed:

### ALASKA

- University of Alaska, Anchorage, Alaska

### WASHINGTON

- Walla Walla Community College, Walla Walla, Washington
- Everett Community College, Everett, Washington
- Northwest Indian College, Bellingham, Washington
- Washington State University, Pullman, Washington

### OREGON

- Lewis and Clark College, Portland, Oregon
- Pacific University, Forest Grove, Oregon
- University of Oregon, Eugene, Oregon
- Western Oregon University, Monmouth, Oregon
- Willamette University, Salem, Oregon
- Oregon Campus Compact (Team Leader Position), Portland, Oregon

### CHANGE #3: ADDING A SECOND AMERICORPS LEADER

Washington Campus Compact (WACC) utilizes one team leader during the 2010-11 program year. The program has achieved a member retention rate of 98 percent and is on track for meeting all program objectives. It is believed that the AmeriCorps leader has been instrumental in achieving this high



## Narratives

member retention rate, decrease in member/supervisor conflicts, and progress toward meeting program objectives. She has also made significant contribution to the program by providing leadership in the areas of team-building, training, site visits, conflict resolution, and relationship building for our Retention Project AmeriCorps members. We would like to add a second team leader and place this person in the Oregon Campus Compact (ORCC) office. The second leader will help strengthen the program across the Northwest region. The two team leaders will work collaboratively to provide leadership, teambuilding, training, site visits, conflict resolution, and relationship-building for all Retention Project AmeriCorps members. They will also help strengthen collaborations between the WACC and ORCC offices.

### Performance Measures

#### SAA Characteristics

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

#### Priority Areas

- |   |   |
|---|---|
| <input type="checkbox"/> Education                            | <input type="checkbox"/> Healthy Futures                      |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input 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 checked="" 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 0

#### Service Categories

- |                  |   |   |
|------------------|---|---|
| Service-Learning | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/>            |
| Other Education  | Primary <input type="checkbox"/>            | Secondary <input checked="" type="checkbox"/> |

### Mentee Academic Success and Achievement

**Service Category:** Other Education

**Measure Category:** Not Applicable

#### Strategy to Achieve Results

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

Retention Project AmeriCorps members will recruit, train, and support college students across the three-state region to mentor middle school, high school, and college students at risk of dropping out of school (mentees) to overcome the barriers to academic achievement and to advance along the educational continuum. The Retention Project strives to match middle school, high school, and college students at risk of dropping out of school (mentees) with caring adults (college student mentors) who value them and their education; and to help mentees achieve academic goals and realize that college is accessible to those who desire it. Members will provide resources and tools to mentors and mentees to teach them how to overcome barriers to college access and success (i.e., ways to improve study habits; overcome social pressures; break negative beliefs; and learn about college entrance requirements, financial aid, and testing requirements, etc.). More broadly, the Retention Project hopes to help

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

decrease high school and college dropout rates in the Northwest region of students who typically face many social and economic barriers; and to set in motion an ethic of service and civic responsibility that will generationally continue and sustain the attainment of quality education and higher education for all. The project actively engages college students in their education and communities, which, according to research, increases the successful completion of higher education by those students as well.

**Result**

**Result: Output**

15,000 middle school, high school, and college students who are at risk of dropping out of school (mentees) will be matched with college student mentors to help them (mentees) overcome the barriers to academic success and advancement.

Indicator: student beneficiaries

Target: middle school, high school, and college students at risk of dropping out of school (mentees) matched with college student mentors

Target Value: 15000

Instruments: activity log

PM Statement: 15,000 middle school, high school, and college students who are at risk of dropping out of school will be matched with college student mentors to help them (mentees) overcome the barriers to academic success and advancement, as will be tracked via activity log.

Prev. Yrs. Data

**Result: Intermediate Outcome**

80% of mentees who meet at least three times with their mentor and respond to a retrospective survey will report improved attitudes toward academic success and advancement by responding positively a series of academic development questions/statements (including indicators such as increased interest in doing well in classes and increased interest in going to and/or staying in college).

Indicator: improved attitudes toward academic success and advancement

Target: middle school, high school, and college students at risk of dropping out of school (mentees) reporting improved attitudes toward academic success and advancement

Target Value: 80%

Instruments: WACC Mentee Survey (includes retrospective questions)

PM Statement: 80% of mentees who meet at least three times with their mentor and respond to a retrospective survey will report improved attitudes toward academic success and advancement by responding positively a series of academic development questions/statements (including indicators such as increased interest in doing well in classes and increased interest in going to and/or staying in college), as will be reported via the WACC Mentee Survey.

Prev. Yrs. Data

**Result: End Outcome**

80% of mentees will stay in school and graduate from college.

Indicator: increased academic achievement

Target: middle school, high school, and college students at risk of dropping out of school (mentees)

Target Value: 80%

Instruments: n/a

PM Statement: 80% of mentees will stay in school and graduate from college.

Prev. Yrs. Data

**Mentor Retention**

**Service Category:** Other Education

**Measure Category:** Needs and Service Activities

**Strategy to Achieve Results**

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

Retention Project AmeriCorps members will recruit, orient, train, and support college students across the three-state region to mentor middle school, high school, and college students who are at risk of dropping out of school (mentees) to overcome the barriers to academic achievement and advance along the educational continuum. Members will recruit mentors through on-campus activities such as attending activity fairs, speaking to clubs and classrooms, pitching articles to campus newspapers, networking with faculty, starting a 'word-of-mouth' campaign, and running or posting position announcements in various campus locations. Members will prepare their mentors for service and provide ongoing guidance, materials, and resources as needed. For example, members will provide resources and tools to teach mentors how to work with their mentees to overcome barriers to college access and success (i.e., ways to improve study habits; overcome social pressures; break negative beliefs; and learn about college entrance requirements, financial aid, and testing requirements). Mentors will also participate in WACC's web-based training modules covering topics such as effective mentoring, partnership-building, and civic engagement. Additionally, along with providing ongoing guidance and resources, members will support the college student mentors by coordinating their activities, acting as liaisons between mentors and their service sites, and facilitating ongoing reflection. Finally, volunteer mentors will be recognized via campus-specific events, certificates, degree notations, small gifts, and thank you notes from the mentees they serve, as well as through acknowledgement in

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

newsletters and other publications from WACC/ORCC and their local communities and campuses.

**Result**

**Result: Intermediate Outcome**

65% of college student mentors will complete at least one academic quarter/semester (at least one hour per week) of mentoring middle school, high school, and college students who are at risk of dropping out of school (mentees).

Indicator: mentor retention

Target: college student mentors completing at least one academic quarter/semester (at least one hour per week) of mentoring

Target Value: 65%

Instruments: activity log

PM Statement: 65% of college student mentors will complete at least one academic quarter/semester (at least one hour per week) of mentoring middle school, high school, and college students who are at risk of dropping out of school (mentees), as will be tracked via activity log.

Prev. Yrs. Data

**Result: Intermediate Outcome**

25% of college student mentors will complete nine months (at least two hours per month) of mentoring middle school, high school, and college students who are at risk of dropping out of school (mentees).

Indicator: mentor retention

Target: college student mentors completing nine months (at least two hours per month) of mentoring

Target Value: 25%

Instruments: activity log

PM Statement: 25% of college student mentors will complete nine months (at least two hours per month) of mentoring middle school, high school, and college students who are at risk of dropping out of school (mentees), as will be tracked via activity log.

Prev. Yrs. Data

**Result: End Outcome**

80% of returning (not graduating) college student mentors who respond to a retrospective survey will express intent to continue mentoring the following year.

Indicator: mentor retention

Target: college student mentors expressing intent to continue mentoring the following year

Target Value: 80%

Instruments: WACC Civic Engagement Survey

PM Statement: 80% of returning (not graduating) college student mentors who respond to a retrospective survey will express intent to continue mentoring the following year, as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

**Result: Output**

**Result: Output**

2700 college students will be recruited to mentor middle school, high school, and college students who are at risk of dropping out of school (mentees).

Indicator: serving students

Target: college students recruited to mentor middle school, high school, and college students

Target Value: 2700

Instruments: activity log

PM Statement: 2700 college students will be recruited to mentor middle school, high school, and college students who are at risk of dropping out of school (mentees), as will be tracked via activity log.

Prev. Yrs. Data

**College Student Mentor Civic Development**

**Service Category:** Service-Learning

**Measure Category:** Participant Development

**Strategy to Achieve Results**

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

College student volunteers/service-learners will develop civic knowledge, skills, and attitudes, as well as lifelong habits of service, by participating in high quality service-learning activities that include preparation for service and reflection. Participating college students will act as mentors to help mentees overcome barriers to college access and success. Training and support will be provided by Retention Project members, site supervisors, and WACC. Each mentor will participate in 2-5 trainings intentionally designed to facilitate civic development (i.e., a WACC civic engagement webinar focused on building awareness of community needs and strengths, campus-community connections, and how to work collaboratively with groups; WACC effective mentoring, partnership-building, and service-learning web-based training modules; and site-specific training) during their service experience. In some cases, mentors will directly access these training modules whereas, in other cases, Retention Project members will convene mentors to participate in the training module as a group. Additionally, college student volunteer mentors will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Their reflection will help contextualize their service experiences into larger local and global issues. Members will be trained to facilitate reflection, and will be expected to lead reflection sessions with college student mentors. Finally, mentors will complete a survey that includes reflection about how their service benefited their communities and themselves

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

**Result**

**Result: Output**

2700 college student mentors will participate in 2-5 trainings intentionally designed to facilitate civic development (i.e., WACC civic engagement webinar; WACC effective mentoring, partnership-building, and service-learning web-based training modules; and site-specific training).

Indicator: participants

Target: college student mentors participating in 2-5 trainings intentionally designed to facilitate civic development

Target Value: 2700

Instruments: activity log

PM Statement: 2700 college student mentors will participate in 2-5 trainings intentionally designed to facilitate civic development (i.e., WACC civic engagement webinar; WACC effective mentoring, partnership-building, and service-learning web-based training modules; and site-specific training), as will be tracked via activity log.

Prev. Yrs. Data

**Result: Intermediate Outcome**

80% of college student mentors who respond to a retrospective survey will report improved civic knowledge, skills, and attitudes at the end of their service experiences by responding positively to a series of civic development questions/statements (including indicators such as increased knowledge of community needs, improved ability to work collaboratively toward common goals, and increased commitment to continue volunteering in their communities throughout their lives).

Indicator: increase in civic knowledge, skills, and attitudes

Target: college student mentors reporting improved civic knowledge, skills, and attitudes

Target Value: 80%

Instruments: WACC Civic Engagement Survey (includes retrospective questions)

PM Statement: 80% of college student mentors who respond to a retrospective survey will report improved civic knowledge, skills, and attitudes at the end of their service experiences by responding positively to a series of civic development questions/statements (including indicators such as increased knowledge of community needs, improved ability to work collaboratively toward common goals, and increased commitment to continue volunteering in their communities throughout their lives), as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

**College Student Mentor Workforce Skill Development**

**Service Category:** Service-Learning

**Measure Category:** Participant Development

**Strategy to Achieve Results**

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

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

College student volunteers/service-learners will develop workforce knowledge and skills by participating in high quality service-learning activities that include preparation for service and reflection. Participating college students will act as mentors to help mentees overcome barriers to college access and success. Training and support will be provided by Retention Project members, site supervisors, and WACC. Each mentor will participate in 2-5 trainings intentionally designed to facilitate workforce development (i.e., WACC effective mentoring, partnership-building and group collaboration web-based training modules; program-specific training in facilitation, conflict management, and goal setting; and site-specific training) during their service experience. In some cases, mentors will directly access these training modules whereas, in other cases, Retention Project members will convene mentors to participate in the training modules as a group. Additionally, college student volunteer mentors will be encouraged to reflect on their service in terms of their academic, personal, and professional goals. Their reflection will help contextualize their service experiences into larger local and global issues. Members will be trained to facilitate reflection, and will be expected to lead reflection sessions with college student mentors. Finally, mentors will complete a survey that includes reflection about how their service benefited their communities and themselves (including workforce development).

**Result**

**Result: Output**

2700 college student mentors will participate in 2-5 trainings intentionally designed to facilitate workforce development (i.e., WACC effective mentoring, partnership-building, and group collaboration training modules; program-specific training in facilitation, conflict management, and goal setting; and site-specific training).

Indicator: participants

Target: college student mentors participating in 2-5 trainings intentionally designed to facilitate workforce development

Target Value: 2700

Instruments: activity log

PM Statement: 2700 college student mentors will participate in 2-5 trainings intentionally designed to facilitate workforce development (i.e., WACC effective mentoring, partnership-building, and group collaboration training modules; program-specific training in facilitation, conflict management, and goal setting; and site-specific training), as will be tracked via activity log.



**Result: Output**

Prev. Yrs. Data

**Result: Intermediate Outcome**

80% of college student mentors who respond to a retrospective survey will report improved workforce knowledge and skills at the end of their service experiences by responding positively to a series of workforce development questions/statements (including indicators such as increased understanding of group dynamics and increased ability to communicate ideas in a real world setting).

Indicator: increase in workforce knowledge and skills

Target: college student mentors reporting improved workforce knowledge and skills

Target Value: 80%

Instruments: WACC Civic Engagement Survey (includes retrospective questions)

PM Statement: 80% of college student mentors who respond to a retrospective survey will report improved workforce knowledge and skills at the end of their service experiences by responding positively to a series of workforce development questions/statements (including indicators such as increased understanding of group dynamics and increased ability to communicate ideas in a real world setting), as will be reported via the WACC Civic Engagement Survey.

Prev. Yrs. Data

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable