

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b> <small>Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ED125864	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 11EDHNC002														
5. APPLICATION INFORMATION																
LEGAL NAME: North Carolina Campus Compact (Elon University) DUNS NUMBER: 071574552 ADDRESS (give street address, city, state, zip code and county): Elon University 2610 Campus Box Elon NC 27244 - 2006 County: Alamance		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Leslie Garvin TELEPHONE NUMBER: (336) 278-7278 7198 FAX NUMBER: (336) 278-7400 INTERNET E-MAIL ADDRESS: lgarvin@elon.edu														
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 560532303		7. TYPE OF APPLICANT: 7a. Higher Education Organization - Private 7b. 4-year college														
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION       B. BUDGET REVISION C. NO COST EXTENSION   D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <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: ADVANCE 11.b. CNCS PROGRAM INITIATIVE (IF ANY):														
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): NC, VA		14. CONGRESSIONAL DISTRICT OF:    a.Applicant <input type="text" value="NC 006"/> b.Program <input type="text" value="NC 006"/>														
13. PROPOSED PROJECT:    START DATE: 08/01/11    END DATE: 07/31/14		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														
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 70%; padding: 2px;">a. FEDERAL</td> <td style="text-align: right; padding: 2px;">\$ 25,510.00</td> </tr> <tr> <td style="padding: 2px;">b. APPLICANT</td> <td style="text-align: right; padding: 2px;">\$ 0.00</td> </tr> <tr> <td style="padding: 2px;">c. STATE</td> <td style="text-align: right; padding: 2px;">\$ 0.00</td> </tr> <tr> <td style="padding: 2px;">d. LOCAL</td> <td style="text-align: right; padding: 2px;">\$ 0.00</td> </tr> <tr> <td style="padding: 2px;">e. OTHER</td> <td style="text-align: right; padding: 2px;">\$ 0.00</td> </tr> <tr> <td style="padding: 2px;">f. PROGRAM INCOME</td> <td style="text-align: right; padding: 2px;">\$ 0.00</td> </tr> <tr> <td style="padding: 2px;">g. TOTAL</td> <td style="text-align: right; padding: 2px;">\$ 25,510.00</td> </tr> </table>		a. FEDERAL	\$ 25,510.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 25,510.00	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	\$ 25,510.00															
b. APPLICANT	\$ 0.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 25,510.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION 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: Leslie Garvin	b. TITLE: Associate Director	c. TELEPHONE NUMBER: (336) 278-7278 7198														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

## Narratives

### Executive Summary

NC Campus Compact requests 170 minimum-time AmeriCorps members for ADVANCE (AmeriCorps Dedicated to VA and NC Children Excelling). Members recruited from North Carolina and Virginia Campus Compact institutions will serve as mentors for at-risk K-12 youth. Communities in Schools of NC (CISNC) and the VA Mentoring Partnership (VMP) will partner to identify sites and provide training.

### Rationale and Approach

ADVANCE addresses two of the most urgent problems impacting children in North Carolina and Virginia: lack of mentors and childhood obesity. A single Program Director oversees activities and fiscal management, while two distinct cohorts are trained to address each area.

The proposal that follows first describes a mentoring cohort, including specific needs, cohort roles and responsibilities, training and supervision, and performance evaluation measures. The same features are then described for a nutrition cohort. Finally, sustainability of the program and organizational capacity are described.

Mentor Cohort

Problem

"Mentoring in America: A Snapshot of the Current State of Mentoring," a study conducted by MENTOR/The National Mentoring Partnership, estimates that 17.6 million young people would benefit from mentoring, while only 2.5 million have such formal, one-to-one relationships. State partnerships, like Virginia Mentoring Partnership (VMP) and Communities in Schools of North Carolina (CISNC), work with MENTOR to close the gap. They estimate that 360,000 children in

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Virginia and 500,000 children in North Carolina need a mentor.

NC Campus Compact conducted two recent surveys that affirm this need. In November 2009, we disseminated a community partner survey to the executive directors of 20 nonprofits throughout the state. When asked to name the biggest challenges facing North Carolina they identified economic development, college access, lack of adult mentors, childhood obesity, and poverty.

In November 2010 NC Campus Compact conducted a similar survey of staff who oversee civic engagement initiatives at 52 colleges and universities that are Campus Compact members in NC and Virginia. When asked to identify the biggest problems in their local communities, they cited underperforming schools, high school dropout rates, childhood obesity and lack of affordable/quality housing. Mentors play an invaluable role in supporting students in underperforming schools, and encouraging at-risk students to stay in school.

Both Virginia and North Carolina have a demonstrated need for more mentors. According to the 2010 Annie E. Casey Foundation KIDSCOUNT Data Book, in Virginia:

- \* 1 out of 8 teens between the ages of 16 -19 is not enrolled in school;
- \* 1 out of 7 children lives in poverty;
- \* 1 out of 3 children lives in a single parent home; and
- \* 1 out of 24 children has an incarcerated parent.

Virginia ranked 10th in the nation for the number of persons residing in juvenile detention and correctional facilities

In North Carolina:

- \* 1 out of 7 teens between the ages of 16-19 is not enrolled in school;

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- \* 1 out of 5 children lives in poverty;
- \* 1 out of 3 children lives in a single-parent home; and
- \* only 72% graduate from high school.

North Carolina ranked 14th in the nation for the number of 15-19-year old mothers.

These factors put a significant number of children "at-risk" in both states. "Counseling in a dynamic society: Opportunities and challenges" (Herr,1989) defines at-risk youth as "elementary and secondary school students who, on the one hand, run the risk of not acquiring the knowledge, skills, and attitudes needed to become successful adults and, on the other hand, behave in ways that put them at-risk for not graduating from high school." "Curriculum for At-Risk Students" (Morris, 2000) listed such risk factors as low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attending schools with large numbers of poor students. Many of these at-risk youth in North Carolina and Virginia could benefit from additional guidance and support provided by a mentor.

"Mentoring: A Promising Strategy for Youth Development," research published by Child Trends, found that youth who participate in mentoring relationships experience a number of benefits.

- \* They have better attendance, better attitudes toward school, and are more likely to go on to higher education.
- \* Mentoring seems to prevent substance abuse, to reduce other negative youth behaviors, and promotes positive social attitudes and relationships. Mentored youth tend to trust their parents more and communicate better with them.

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NC Campus Compact sees college students as ideal mentors. Having recently navigated their K-12 education and successfully completed high school, they can help their mentees do the same while inspiring them to go to college. The members will also learn and grow throughout the relationship with their mentee.

In late summer 2010, NC Campus Compact became a sub-grantee of the UCAN Serve AmeriCorps education award program hosted by Colorado Campus Compact. With 300 minimum-time slots to recruit college students to build the capacity of local non-profits, we approached CISNC and the North Carolina Center for Afterschool Programs (NCCAP) about connecting college students with those who would benefit from mentoring. NCCAP solicited sites needing them. Within two weeks, over 20 afterschool programs responded from 16 North Carolina counties. While the match seemed ideal, most of the AmeriCorps members had already selected their service sites, and only three members were placed as mentors.

This experience allowed us to deepen our relationship with CISNC, laying the groundwork for this proposal. Through ADVANCE, NC Campus Compact will link at-risk youth with 170 caring college students meeting the need for mentors and helping build youth success. Members serving as mentors will be designated the Mentor Cohort, and will serve mid-September until mid-May. Each ADVANCE Campus Site that participates must recruit at least 5 and at most 8 members to create their Mentor Cluster. In order to ensure matches begin in September, we request a program start date of August 1. NC Campus Compact will connect CISNC with North Carolina and VMP with Virginia institutions to implement the program.

CISNC is part of the national Communities in Schools network that implements proven methods to

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decrease the dropout rate and increase on-time graduation rates. CISNC brings together all sectors of the community -- businesses, nonprofits, government agencies and faith-based organizations -- to ensure K-12 students are graduating on time and prepared for college, career and life. Established in 1989, it has built partnerships with 42 of North Carolina's 100 counties to set up 38 local 501(c)(3) nonprofits or Communities In Schools affiliates connecting local students and their families to the community resources they need. One of the primary methods CISNC uses to lower dropout rates is mentoring, partnering with NC's Commission on Volunteerism and Community Service to facilitate the NC Mentoring Partnership which helps local organizations recruit, train and retain mentors.

The Virginia Mentoring Partnership (VMP) provides training and technical assistance to new and developing mentor/tutor programs to increase the quantity and quality of mentoring relationships for children and youth in Virginia. They coordinate the Virginia Mentoring Advocacy Network (VMAN) which is a network of 650 individuals and 180 programs.

Solution: AmeriCorps Member Roles and Responsibilities

Each member will serve 300 hours (approximately 10 hours per week) at CISNC affiliates and VA Mentoring Advocacy Network school-based sites. Once the mentors select a service site, based on location and availability, they will engage in direct contact with their mentees; support service site activities, including volunteer generation; and facilitate service-learning projects.

Members' Roles

1) Direct contact with mentees - Ideally, members will be matched with one mentee. However, based

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on their comfort and the site's level of need, they may mentor up to three students in a group. Each member is expected to engage in at least 2 direct contact hours with their mentee or group weekly. Service site staff will select mentees based on factors that put them at-risk of school failure. Generally the members will be role models providing guidance and support to their mentees. Since mentees' age levels will range from elementary to high school, the models and activities will vary but may include goal-setting, conflict resolution, leadership development, self esteem, stress, physical activity and coping skills.

2) Service projects -- During the year, each campus Mentor Cluster will work together to engage its mentees in at least two community improvement projects, one tied to a national day of service. All 5 to 8 members and their mentees will plan and carry out the service projects.

We see these service activities as critical work of the members. The 2010 Civic Health Index in both Virginia and North Carolina revealed that young people are the least civically engaged of any age group in these states. College students serving as mentors to young people, working alongside them as volunteers, will help both groups understand how vital their role is in the community.

3) Site support and volunteer generation - Mentoring is only one activity facilitated by the Service Sites. ADVANCE members will support additional site activities -- some one-time, others ongoing -- that support youth and families, as long as participation does not infringe on direct contact hours with their mentees. Members may support a CISNC program, Backpack Pals, providing food to children who have little or nothing to eat over the weekend. Once teachers, counselors or school administrators identify them, each takes home a backpack on Friday afternoon with non-perishable, easy-to-fix, food items. They may also support Family Resource Centers that offer emergency supplies of food and

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clothing as well as access to computer labs, lending libraries, and referrals to other agencies. Members may also support the planning and implementation of one-time programs such as fundraisers and field trips.

Members at local high schools will be asked to engage that school's students in planning and preparing for post-secondary careers and education using CIS' recently developed Charting for Success (CFS) Curriculum. CFS assists CIS students in transitioning to college through college access, career awareness and exploration activities, and teaches parents the valuable link between high school and college success, providing information on requirements, the preparation process, and the financial aid options to make college more affordable. AmeriCorps members will conduct these CFS sessions with small groups of students, including their mentees as well as other interested or referred at-risk youth at their assigned schools, and parents unfamiliar with resources supporting college and career access.

Members are expected to recruit additional volunteers to support their service site, encouraging college students and community members to assist and participate.

### Member Selection, Training, and Supervision

NC Campus Compact will recruit 170 members in North Carolina and Virginia from campuses that are members of NC Campus Compact or, in Virginia, which does not have a state Campus Compact office, members of National Campus Compact. As of January 2010, 52 institutions between the two states are eligible. To participate in ADVANCE, an institution must complete an application that describes its interest, member recruitment and retention strategies, and commitment to providing a Campus Coordinator. Selected institutions will verify their interest and participation in a



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Memorandum of Understanding.

Each ADVANCE Campus Site identifies a Campus Coordinator who works in the civic engagement program office or Center to manage the program locally. In addition to recruiting members, they are responsible for ongoing member management and retention, including collecting and reviewing time logs monthly and serving as liaison between the member and service site.

Students interested in being a mentor must have completed one year of college. They will complete a program application and interview with the Campus Coordinator, who will select 5 to 8 members who are in good academic standing, demonstrate a commitment to service and civic engagement, are not overcommitted to co-curricular activities, and who, together, create a diverse Mentor Cluster.

Additional preference will go to students who are permanent residents of the community.

Applicants invited to participate must first be cleared by a criminal background check (CBC), which will disclose prior felony and/or misdemeanor convictions. Only NC Campus Compact staff and the Campus Coordinator will have access to the results. Prior convictions will be reviewed on a case-by-case basis. National Criminal Research Database identification of a murder conviction or sex offense will immediately disqualify applicants from serving in ADVANCE.

In September of each program year, NC Campus Compact will provide an online orientation for all members. It will outline program expectations and responsibilities, and members must print off and submit verification of completion. All members are also expected to participate in any orientations or trainings required by their service site. Since Virginia sites may not have mentor orientations, all Virginia mentors will receive an orientation from VMP. It will explain expectations for the

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mentor/mentee relationship, definitions of mentoring, and suggest boundaries. Mentoring Do's and Don'ts are covered in role- playing scenarios and discussions. The phases of a mentoring relationship and the importance of commitment to the mentee or children are emphasized.

NC mentors will receive training in the National MENTOR Elements of Effective Practice. In addition, they will receive a copy of the MENTOR/Tutor training manual. Throughout the year, CISNC offers mentors onsite, statewide, and regional trainings as well as webinars. Members will be expected to participate in any additional trainings required by their service site. A list of optional trainings will be made available to all members.

During a February ADVANCE Retreat, NC Campus Compact staff will review program expectations and guidelines, members will be invited to present workshops sharing best practices they have learned, and VMP will facilitate a Follow-up & Support session. In this experience-sharing session, mentors discuss what to do when a relationship is problematic, exchange ideas and suggestions, and discuss low/no cost educational or recreational activities.

All members must participate in at least three Campus Coordinator-facilitated reflection sessions with their Mentor Cluster during their term of service. They will reflect on their service experience, and Campus Coordinators will gauge member satisfaction. Throughout the service months, Coordinators will provide counsel, support or mediation to improve member satisfaction.

Campus Coordinators will be oriented at the beginning of the program year, reviewing program policies and guidelines, during a webinar with NC Campus Compact staff. Monthly conference calls will provide additional support, and Campus Coordinators are required to attend the February

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ADVANCE Retreat. Several sessions will discuss effectively managing members, cultural competency, and reflection tips and tools.

### Performance Measures

We will use three national performance measures related to mentoring, including the number of disadvantaged youth/mentor matches initiated, the number of these matches sustained for at least the required time period, and the number of youth who improve their school attendance over the course of the AmeriCorps program. We will track these outcomes using Mentee Information Sheets, Attendance Sheets, Youth/Mentor Monthly Contact Logs, and a Youth/Mentor Participation Summary Output log.

### Nutrition Education Cohort

#### Problem

In addition to the 170 members recruited to mentor disadvantaged youth, NC Campus Compact's ADVANCE will assign 30 members from campuses in North Carolina to help reduce childhood obesity through nutrition education. North Carolina ranks 11th in the nation, with 34% of 10 to 17- year olds overweight or obese, according to the 2010 Annie E. Casey Foundation KIDSCOUNT Data Book.

According to the Mayo Clinic, childhood obesity is a serious medical condition that can lead to adult health problems such as diabetes, high blood pressure, and high cholesterol. KaiserNews reports that between 1991 and 2004, North Carolina's health care costs increased by 2% over the U.S. average. In light of obesity rates among children, the state's future health is true cause for alarm.

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As a sub grantee of the UCAN Serve AmeriCorps program, NC Campus Compact piloted a partnership with Nutrition Understanding Through Service (NUTS) to mobilize college students to help in reducing NC's childhood obesity rate. Two members currently serve, and we seek to expand participation with ADVANCE members who will provide nutrition education to low-income preschoolers and their families.

NUTS was launched in fall 2008 as an outreach service program in which NC State University (NCSU) students teach nutrition to Head Start preschoolers and their families. Dr. Suzie Goodell, assistant professor in the Department of Food, Bioprocessing, and Nutrition Sciences at NCSU, established a collaborative agreement with North Carolina Head Start to implement a nutrition/literacy project that promotes good nutrition and food habits as well as literacy development. In PEANUTS, NCSU students visit Head Start programs in targeted counties every week to read stories with food and nutrition themes and to teach children basic lessons about a healthy lifestyle. In WALNUTS, NCSU students place and manage interactive information boards at Head Start sites providing opportunities for parents to learn about nutrition.

In spring 2009, 37 NCSU undergraduates participated in the NUTS program as service-learners or volunteers, reaching an estimated 530 parents and preschoolers from 8 Head Start preschools in Wake, Durham, and Orange counties. In academic year 2009-2010, 78 undergraduates participated in the as service-learners, volunteers or student workers, reaching an estimated 837 parents and preschoolers from 5 Head Start preschools in Wake, Chatham, and Orange counties.

The program uses two curricula -- WALNUTS and PEANUTS Cook & Play. WALNUTS (Walls And Lessons for Nutrition Understanding Through Service) teaches basic nutrition messages to parents at

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preschool centers through a simple 3-5 minute game or quiz and an informative "health fair-style" tri-fold board. The curriculum includes a lesson plan, display board, training video, handouts for the parents, educational extenders, and a "game" to practice skills learned. Lesson topics include sweetened beverage consumption, designed by the University of Connecticut, and gardening, osteoporosis prevention, heart healthy diet, and dental health created by NCSU students.

Undergraduates involved in PEANUTS (Preschool Education and Activities for Nutrition Understanding Through Service) read nutrition-related children's books and engage children in discussion. The volunteers in PEANUTS Cook & Play engage classes of preschool children in 30-minute lessons designed to encourage a healthy lifestyle and prevent childhood obesity. Topics include gardening, My Pyramid for Kids, and fruits and vegetables.

Nutrition education is fundamental in stemming the growing childhood obesity epidemic, and this program will benefit parents, their young children, and the college students that participate. The curriculum is expanding this year to enhance the physical activity of preschoolers. Through ADVANCE NC Campus Compact will help NUTS expand beyond NCSU to two additional NC universities. According to the 2010 KIDSCOUNT Data Book, childhood obesity is high in the counties where the participating campuses are located: NCSU, 18.4%; East Carolina University, 15.7%; and UNC Greensboro, 14.5%. ADVANCE members will help increase knowledge about healthy eating and physical activity for hundreds of preschoolers and their families living in these areas.

Solution: AmeriCorps Member Roles and Responsibilities

Through the ADVANCE program, 30 AmeriCorps members, the Nutrition Education Cohort, will

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provide nutrition education to preschoolers and their families using the PEANUTS and WALNUTS curricula. The primary locations will be Head Start and Smart Start affiliates in Wake, Guilford, and Pitt counties. Each campus' group of 10 students will be the Nutrition Education Cluster, serving up to 10 hours per week. In addition to teaching lessons, members will participate in expanding the curricula. Each Nutrition Education Cluster must also organize at least two projects that will provide nutrition education to the broader community, for example hosting or participating in a community health fair, or partnering with a local community garden to teach youth about nutrition.

### Member Selection, Training and Supervision

Each participating Campus Host Site - NCSU, East Carolina University, and UNC- Greensboro - must identify a NUTS program director who will also serve as Campus Coordinator, recruiting and managing 8 to 10 members. While all students are eligible, preference will be given to those majoring or minoring in nutrition science or early childhood education. Interested students will complete a screening application and interview with the Campus Coordinator/NUTS Director, and must be cleared by a criminal background check. NC Campus Compact will work with NUTS staff and the nutrition science departments at the two new schools to implement the program.

In August, NUTS will facilitate an online orientation and training for each Campus Site and its ADVANCE/NUTS members, introducing them to the NUTS program, preschools, and working with low-income families. NCSU will also provide each program director with: a list of books currently used in PEANUTS Read; electronic materials for WALNUTS lessons, including display board pieces, a training video, handouts, and a lesson plan that includes learning objectives and a supply list; and electronic materials for PEANUTS Cook & Play, including a lesson plan. NUTS Program Director

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Goodell has agreed to facilitate conference calls and organizational meetings as needed throughout implementation of the NUTS program.

Head Start is a natural partner for each participating campus. This federally-funded program promotes school readiness by enhancing the social and cognitive development of young children. It provides educational, health, nutritional, social and other services to enrolled children and families. There are 58 Head Start grantees serving all 100 North Carolina counties. Universities will connect with local Head Start affiliates and expand the partnership to include Smart Start affiliates, a network of 77 local partnerships serving all 100 North Carolina counties that convenes stakeholders to assess local early childhood needs, ensure accountability and leverage community, state and federal resources. Local partnerships have established community networks that bridge education, health services, and family supports to best meet the needs of low-income preschoolers and their families. These service sites will be identified by the NUTS Program Director at each Campus Site. ADVANCE members will select service sites based on location and availability.

### Performance Measures

NC Campus Compact will opt into the national performance measure tracking the number of children receiving nutrition education aimed at reducing childhood obesity. We will also track the number of parents who receive nutrition education as well as resulting behavior changes, i.e., whether participating parents purchase healthier foods. We will use attendance logs, questionnaires and interviews to track progress towards these measures. In addition, NCSU is developing qualitative instruments that will allow the AmeriCorps members and preschool teachers to evaluate the effectiveness of the program. We will include these results in progress reports.

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### Sustainability

The strength of a program design which utilizes institutions of higher education as Host Sites is that community partnerships can be sustained beyond the grant funding as campuses are anchoring institutions and stakeholders that rarely, if ever, leave the community. We are ensuring that the efforts begun through ADVANCE continue beyond the three years of the grant by:

1. helping develop longterm partnerships between local higher education institutions and CISNC, VMP and Head Start or Smart Start affiliates;
2. seeking AmeriCorps members from the community in which they will be assigned as mentors;
3. contributing to the continued development of the NUTS curriculum and creating a model for effective expansion of the program that can be shared with more campuses interested in addressing local childhood obesity and nutrition education;
4. changing perspectives amongst participants receiving nutrition education, so that children and their families make long lasting lifestyle changes; and
5. training current students who will widen the reach of the nutrition education curriculum by integrating it into their future professional practice.

Through the member reflection sessions with their Campus Coordinators, members will be challenged to explore lifelong civic engagement. "Outstanding Service" awards will be presented to two members. ADVANCE members will be highlighted in an e-newsletter. These efforts seek to inspire member service as well as lifelong participation.

### Organizational Capability

North Carolina Campus Compact was formed in spring 2002 by 15 presidents of higher education



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institutions. Membership has grown to include 44 institutions and 2 system offices. We partner to promote civic engagement and campus-community partnerships, coordinating four annual conferences for students, faculty, staff, and community partners; facilitating three statewide awards recognize the accomplishments of faculty, staff and students at member institutions; providing mini-grants to support civic engagement initiatives; supporting a peer-reviewed online journal; facilitating civic engagement training; and partnering with national Campus Compact in creating resources and opportunities to raise the level of civic engagement on campuses nationwide.

Member institution dues provide 33% of our budget. Another 33% comes from grants received through the Corporation for National and Community Service. 25% is received through fees for service and conference registrations. The remaining receipts are from corporate sponsorships, and in-kind support. Funding from the CNCS for ADVANCE would comprise 5% of our projected budget for 2011-12.

Our participation in programs funded by the Corporation for National and Community Service has greatly expanded our ability to promote campus-based civic engagement to solve local communities' problems. Between 2004 and 2010, we received funding from CNCS to facilitate the North Carolina-Activating Citizenship Through Service (NC-ACTS!) AmeriCorps program. Almost 2,000 students each gave 300 hours of service to a non-profit agency or K-12 school in the areas of Education, including mentoring, Human Needs/Services, and Volunteer Recruitment/Capacity Building. Over six years, NC-ACTS! members mentored 500 students and recruited 18,387 new volunteers including 17,324 college students. No less than 95% of participants reported an increase in civic knowledge and skills, including improved leadership skills, understanding of community needs and resources and their responsibility to meet them, and commitment to remain involved in the community. Nearly

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100% of the 1000 community agencies and schools in the 77 counties where members served reported that members increased the organization's capacity to solve local problems. During that time we have received \$194,000 from CNCS to administer the grant.

In fall 2010, NC Campus Compact was awarded a grant by Colorado Campus Compact (COCC) to participate in the UCAN Serve AmeriCorps education award program. Specifically, NC Campus Compact gained 350 minimum-time slots and \$29,640 in administrative pass-through funding to engage college students in service activities such as mentoring K-12 in-school and afterschool programs; facilitating fun, team-based after-school strategies to teach youth good nutrition and physical activity habits; organizing service activities for and recruiting college student volunteers; and providing human capital to build the capacity of local nonprofits. One Virginia campus participated in this year's program, laying the ground for future VA campuses to be part of ADVANCE.

Since 2003, NC Campus Compact has also received CNCS funding to administer an AmeriCorps\*VISTA program that started with five members in the summer of 2003 and grew to 33 members in fall 2010, including two assignments to Virginia campuses. Over that time, we have received \$175,000 from the North Carolina State Office of the Corporation of National and Community Service. NC Campus Compact VISTAs serve a one year term at a member campus to alleviate local poverty by establishing relevant community partnerships and mobilizing students and faculty to engage in assist in creating sustainable change. Our 2009-10 VISTAs supported 49,759 college-student volunteers who generated 529,585 volunteer hours, raised \$318,869 in monetary donations and secured \$80,031 of in-kind donations to support community service efforts.

In 2009 and 2010 NC Campus Compact hosted a VISTA Summer Associate program engaging 27

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first-generation college students. Summer Associates worked at various university and community partner offices to support and implement programs and initiatives designed to increase access to and success in college for current and future first-generation college students. These first-generation Summer Associates have all continued their college careers, indicating that their training in the program may have contributed to their success, while they were also promoting success of others.

The VISTA and Summer Associate programs are managed by the NC Campus Compact Program Coordinator. These programs help us live our mission of building community engagement of campuses, knowing they can provide concrete resources to address local poverty. Our campuses value these programs, and have managed them well. Their participation in these programs lays the foundation for them to receive ADVANCE members. Members from these various AmeriCorps programs will work together when opportunities, such as National Days of Service, present themselves. While VISTAs will not serve as Campus Coordinators, they may provide advisory support and assistance to ADVANCE members and help facilitate trainings and episodic volunteer opportunities. VISTAs can work closely with ADVANCE members to recruit student volunteers and build capacity for participating service sites.

Between 2008 and 2011 NC Campus Compact received \$300,000 in CNCS funding to serve as one of 6 Lead Agencies in the country to promote the Martin Luther King Jr. Day of Service. In 2010, over 19,000 volunteers from 134 campuses in 28 states, plus DC, participated in 871 projects. Approximately 3563 volunteered in North Carolina and Virginia, expanding our partnerships and presence in both states. Early indications are that 2011 MLK Day of Service goals will be met, while additional students are participating in a semester of service.

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Through these CNCS-supported programs, NC Campus Compact has gained tremendous experience in managing federal grants, including financial oversight, reporting, and accounting and evaluation systems. We have a 100% recruitment rate for all AmeriCorps programs, as well as 100% retention rate for Summer Associates and 98% for AmeriCorps VISTAs. Our retention rate over the six years we facilitated an education award program varied between 85 and 93%. Based upon what we have learned through assessing our program design, we have integrated into ADVANCE processes we believe will ensure the highest retention rate.

Leslie Garvin, MSW, Associate Director, will serve as the Program Director for ADVANCE. She served as NC-ACTS! Program Director between 2006 and 2011, and has been serving as Program Coordinator for the UCAN Serve AmeriCorps program since August 2010. In these roles, she oversees grant responsibilities, progress reporting, campus training, technical assistance, materials development, member-file compliance and data entry, as well as records approval in the E-grants, My Service Log and ACCompact online systems. She attends Corporation grantee meetings and other gatherings related to the program, and is a member of the Higher Education EAP Affinity group. Leslie began working at NC Campus Compact in July 2005, bringing nearly 10 years of program and grant management experience in the fields of community leadership development and volunteer management at nonprofits. serves on the board of the Department of Family and Consumer Sciences at North Carolina A & T State University.

As Executive Director of NC Campus Compact, Dr. Lisa Keyne oversees the organization's entire budget, including the AmeriCorps programs. Dr. Keyne has worked with the Compact since October 2006. Previously she was Vice Provost at Concordia University in Portland, OR, and program director there and in Seward, NE. As Vice Provost she worked with the team that approved the operating

## Narratives

budget, helped to manage the academic budget, and administered two multi-year private foundation grants that incorporated collaboration amongst multiple universities. Since 2007, Dr. Keyne has served on the NC Commission on Volunteerism and Community Service, currently chairing the policy committee. The Vice President for Student Affairs at Elon University supervises the Executive Director, providing input on organization systems, structures and staffing.

An Executive Board of 10 Presidents and Chancellors manages the business of NC Campus Compact. In addition to advocating for civic engagement in higher education, they are responsible for decisions related to policies and organizational goals and outcomes. Board members serve on a voluntary basis without compensation.

In fall 2010 NC Campus Compact staff concluded a strategic planning process that integrated feedback from an ad-hoc Advisory Board composed of community partners, and faculty and staff connected to member campuses. Community input is continuously sought through standing Advisory Boards composed of member institutions' primary contacts and students who interact regularly with their community constituencies, and through surveys of community members throughout North Carolina.

Elon University, host of NC Campus Compact, will serve as the fiscal agent for ADVANCE. Its Office of Sponsored Programs works closely with NC Campus Compact to ensure compliance with all federal regulations related to fiscal management and reporting. Elon employs a fully automated accounting system utilizing a double entry structure, allowing funds to be readily identified and tracked. Elon currently manages over 2.3 million in grant funding.

## Narratives

Virginia higher education institutions do not have the benefit of a state Campus Compact. However, they can join the National Campus Compact, but do not have the option of state-specific programming that many state Compacts may offer, such as the AmeriCorps VISTA or education award programs. NC Campus Compact, as close neighbor, has included the seven Virginia members of Campus Compact in conferences and our VISTA program. Four to five campuses have expressed the desire to partner through ADVANCE.

NC Campus Compact is supported by the NC Commission on Volunteerism and Community Service and the Virginia Office on Volunteerism and Community Service in the pursuit of this national direct AmeriCorps funding. Both offices have been included in discussions about ADVANCE, and the appropriate consultation forms have been submitted.

ADVANCE members will be encouraged through NC Campus Compact communications and by their Campus Coordinators to participate in national days of service, especially the MLK Day of Service. They will also be encouraged to participate in events sponsored by the Volunteer Commissions in both states. Examples include the fall AmeriCorps Launch, AmeriCorps Week or other events sponsored in both states.

The ADVANCE Program Director participates in meetings of the nationwide Higher Education affinity group of AmeriCorps EAPs. Regular conversations provide insights and suggestions for program improvement. NC Campus Compact is part of Campus Compact, a national organization with 1,200 presidential members and 35 state offices. These connections ensure NC Campus Compact is aware of best practices and models that may enhance the service of its AmeriCorps members.

## Narratives

Throughout the program year we will review the effectiveness of program design and management, and progress towards program outputs, outcomes and impact. Member, Site Supervisor and Campus Coordinator evaluations and feedback will be utilized to make adjustments and in future planning. NC Campus Compact will conduct yearly reviews of program files, policies and checklists.

NC Campus Compact has been highly successful in generating matching resources for AmeriCorps programs. For the NC-ACTS! and UCAN Serve programs each participating campus selected a Campus Coordinator who devotes staff time to coordinate the program. For the VISTA program each campus identifies a Site Supervisor to supervise the member, and pays an administrative fee. They are also responsible for ensuring supervisor participation in training, paying all costs to bring supervisors together with their VISTAs. Campuses cover salaries and administrative support for VISTA and education award Coordinators. Campuses also provide office and filing space and supplies, photocopying, and postage.

### **Budget/Cost Effectiveness**

ADVANCE (AmeriCorps Dedicated to VA and NC Children Excelling) achieves a cost effective \$150 per member expense for the Corporation. NC Campus Compact is requesting \$25, 510 to administer this national service program on 38 campuses in two states. This request accounts for a total of 170 AmeriCorps minimum time education award slots. These administrative funds are allocated to the following budget items:

Administrative Expenses: 5% of total administrative funds for indirect = \$1275.50

Personnel expenses:

Salary of ADVANCE Program Director, NC Campus Compact's Associate Director (20% of fulltime staff at \$47,000 annually) = \$9,400

## Narratives

Associated benefits (22.81% includes 7.65% for FICA/Social Security, 7.21% for Retirement, 1.01% for Life Insurance, 6.95% for Health Insurance) = \$2,585

Attendance at 2 CNCS sponsored meetings = \$1,000

Training for members:

\$4,000 for February one day in person training (transportation from 38 campuses, meal, speakers)

\$450 for webinars, online training, and conference calls -- monthly with Campus Coordinators, once for members (orientation)

\$750 for additional training by CISNC and VMP

Operating costs:

Evaluation = \$1,000. A professional evaluator will be hired in the first year to help refine evaluation techniques and manage the initial assessment described in the grant

Background checks = \$3740 (\$22 x 170) to conduct background checks: \$10 for Criminal background check and \$12 for FBI check per member

My Service Log = \$1,190 to record member work (\$.70 per member/per month = \$119 x 10 months)

AmeriCorps identity items = \$850 (\$5 x 170)

Award = \$100 for awards (presented to one ADVANCE member to honor outstanding service efforts and outcomes)

Total Costs for ADVANCE

We anticipate these additional costs to manage ADVANCE:

15% of Associate Director's time and benefits (for a total of 35%) = \$9,180 from member campus' dues

Office space and overhead for ADVANCE Program Director = in-kind from Elon University



## Narratives

ADVANCE Program Director travel to participating campuses = will arrange in conjunction with other NC Campus Compact visits

Support from Elon University's Office of Sponsored Programs, accounting, and media services = in-kind from Elon University

5 hours supervision per week from 38 Campus Coordinators = cost share from participating campuses

Office space, filing space, supplies, photocopying and postage for 38 Campus Coordinators = in-kind from participating campuses

Member training at NC Campus Compact's November Student Conference = paid for by campuses

NC Campus Compact will provide the additional resources to implement ADVANCE. We are excited about offering campuses in NC and VA the opportunity to utilize national service as a solution to address community problems. ADVANCE assists us in accomplishing our organizational mission as we facilitate development of campus-community partnerships that deepen a campus' contributions to their community; as students realize the impact they can make, and develop skills and values they will contribute to current and future communities; and we assist in building the youth and families that comprise our communities. CNCS funding as well as matching funds secured are sufficient to manage the pilot year. Based upon first year success, we will pursue additional funds to develop the program and broaden its impact.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

Programmatic Clarification Items:

## Narratives

1. Please remove the Healthy Futures component from the project design. The recommended MSY and member positions are related to the Education component of the project.

We understand that we will not be implementing the Healthy Futures component of the grant. We changed the MSY's to reflect the member positions related to the Education Component only and removed the Healthy Futures performance measures. We modified the Executive Summary to remove the Healthy Futures references and removed all items related to Healthy Futures from the budget/cost effectiveness section in the narrative. We did not, however, eliminate every reference in the full narrative related to the Healthy Futures component.

2. Please explain how the AmeriCorps program would add value to the mentoring organizations where the members will be placed; the organizations discussed already deliver the proposed services, and the application does not make it clear that these organizations lack the capacity to adequately deliver services without AmeriCorps members.

The Executive Director of Communities in Schools of North Carolina (CISNC) has indicated that they are in dire need of additional mentors. CISNC works in high-poverty schools where 90% of the students are eligible for free and reduced lunch. Recent data shows that between 2009 and 2010 the percentage of children in poverty in NC increased from 23% to 26%, increasing demand for CISNC services including mentoring. In addition, the current budget being considered by the NC House of Representatives eliminates all teachers' assistants in the public school system except in grades K-1. CISNC has indicated that because fewer students will receive support and assistance during the school-day they will need mentors. The partner sites for the Virginia Mentoring Partnership also target schools and community organizations serving low-income students and anticipate increased demand for mentors.

3. Please make the case for "why AmeriCorps." (i.e. why AmeriCorps members will be a particularly

## Narratives

effective in addressing the identified community problem). Instead of addressing this point, the application indicates why college students in general would make effective mentors.

AmeriCorps is a good fit for this initiative because members are able to meet critical community needs in a structured program which provides training and member support. They will also be part of a national service movement. Also, the North Carolina legislature is proposing a 15 percent cut in state funding in 2011 to the public university system. Tuition for in-state undergraduates has gone up by an average of almost 150 percent across the system over the last 10 years. The education award provides a vital incentive for many students to volunteer as well as needed assistance for education related expenses.

4. Please provide the rationale behind the members selecting their service sites. How does the program ensure that the sites chosen by members are the sites with the greatest community need, capacity to support and oversee members, and ensure appropriate service assignments?

The need for mentors is great in all the schools with which Communities in Schools works since they have the highest poverty rates and number of students exhibiting risk factors for dropping out. Each CIS school has a Coordinator who will serve as the Site Supervisor and ensure appropriate service assignments. Members will only be placed in sites that complete an application and commit to providing a Site Supervisor. In Virginia, the selected sites will be in low-performing schools or low-income communities that commit to providing a Site Supervisor. Each Site Supervisor must participate in an online orientation advising them of appropriate and prohibited activities. They are also expected to participate in monthly conference calls/webinars.

5. Please confirm that the fundraising activities are specifically to support the program's service activities and that fundraising activities do not exceed 10% of the members' service hours.

## Narratives

The fundraising requirements are outlined in the Member Contract and reviewed in the Member, Campus Coordinator and Site Supervisor Orientations to ensure compliance.

6. Please explain how you will ensure that VISTA members do not have any role in member or program management, oversight or supervision for the proposed project.

The Campus Coordinator is required to be a full or part-time staff or faculty member. NC Campus Compact VISTAs are prohibited from coordinating the ADVANCE program. This is reinforced in training.

7. Please propose a plan for member orientation and/or training that will ensure members have the skills needed to engage in service towards addressing the identified community problems.

Students interested in being an ADVANCE mentor must complete a program application and interview with the Campus Coordinator in late August to early September. If selected to participate, the member must complete an online orientation outlining program expectations and responsibilities, and members must print off and submit verification of completion. They will also participate in an in-person program orientation facilitated by the Campus Coordinator. The last week in September all mentors will receive a virtual mentoring orientation/training from the Virginia Mentoring Partnership. Expectations for the mentor/mentee relationship, definitions of mentoring, boundaries, mentoring do's and don'ts, phases of a mentoring relationship and the importance of commitment to the mentee are emphasized.

Mentors will receive training in the National MENTOR Elements of Effective Practice. In addition, receiving a copy of the MENTOR/Tutor training manual. Throughout the year, CISNC and VMP offer mentors onsite, statewide, and regional trainings as well as webinars. ADVANCE members will be encouraged to participate and will be expected to participate in any additional trainings required by

## Narratives

their service site.

In February all ADVANCE members will participate in a daylong Retreat. Members will be invited to present workshops sharing best practices they have learned, and VMP will facilitate a Follow-up & Support session. In this experience-sharing session, mentors will discuss what to do when a relationship is problematic, exchange ideas and suggestions, and discuss low/no cost educational or recreational activities. NC Campus Compact staff will reinforce program expectations and guidelines. A website and Facebook page will be created to highlight and share best practices throughout the year.

All members must participate in at least three Campus Coordinator-facilitated reflection sessions with their Mentor Cluster during their term of service. They will reflect on their service experience, and Campus Coordinators will gauge member satisfaction. Throughout the service months, Coordinators will provide counsel, support or mediation to improve member satisfaction and service.

8. Please explain how the member training, support, and service activities are likely to result in a positive member service experience.

Not only will members be part of a Mentor Cluster on their campus that provides personal support and effective strategies, they will be part of a two-state initiative including 21-25 campuses. They will have the opportunity to learn new skills, contribute to positive outcomes for a young person and interact with other college students from NC and VA with an ethic of service. The curriculum for the three-part reflection sessions facilitates self-reflection as well as reflection on broader civic issues.

9. Please provide a plan on how North Carolina Campus Compact plans to provide training, technical assistance, or support to its sites.

## Narratives

All Campus Coordinators and Site Supervisors will participate in an on-line webinar/orientation at the beginning of the program year. NC Campus Compact will host monthly conference calls and/or webinars on specific program topics for Campus Coordinators and Site Supervisors. Both will complete a mid-year program evaluation in January to assist NC Campus Compact staff in program improvement. A wiki will also be established for both groups to post suggestions and ideas.

10. Please provide information that demonstrates sufficient community stakeholder support. The application indicates that 4 or 5 VA colleges have expressed their desire to partner with the program but without a solid commitment between the program and these colleges, the application does not demonstrate sufficient community stakeholder support to make this a two state project.

Virginia does not have a state Campus Compact office. However, six VA institutions have joined national Campus Compact. We invited each to participate in ADVANCE. NC Campus Compact staff had one-on-one conversations with each campus to explain the program and outline the expectations and requirements. Five of the six campuses provided written verification committing to participate in the 2011-12 program. These campuses are James Madison University, Mary Baldwin College, Old Dominion University, Virginia Tech and Virginia Wesleyan College.

11. The 2 hours/week utilization by the campus coordinators is very low. Please explain how this amount of staff time is sufficient to meet the management and oversight needs of the project at the local level.

Four hours is the amount of supervision time we have required for previous AmeriCorps programs and has been sufficient for staff to manage much larger numbers of members. As the ADVANCE program limits a campus to host up to 8 members, four hours should be effective, and so we will require 4 hours. NC Campus Compact will request a monthly Coordinator Reflection log that reports

## Narratives

on supervision time and activities.

Performance Measure Clarification Items:

1. Please provide an explanation about the number of hours that members will engage in mentoring over the course of the program year. Based on information provided, it appears that each of the minimum time members will only serve a total of 64 hours (8 hours per month, for 8 months).

Please provide information on additional member activities beside mentoring.

We will increase the mentoring minimum requirement to 5 contact hours per week for 9 months.

Each ADVANCE member is serving at a Communities in Schools site in North Carolina or an afterschool program partner of the Virginia Mentoring Partnership. In addition to 180 hours of mentoring, approximately 30 hours will be member development/training, 30 hours will include planning and implementing a service project with mentees, and 60 hours will involve Site Support and Volunteer Generation. Each service site hosts a variety of activities to support the mentees, the host school and their students and families. ADVANCE members are expected to assist with and provide support to all these efforts.

2. Please explain if the 8-month duration of mentoring is an adequate length for the intervention. The application indicates that the mentoring program will be "school-based;" however the partner sites are likely to be after-school programs through community-based organizations, which calls into question whether the 8-month duration of the programming is sufficient.

We have increased the duration to 9 months. Our 6 years of experience facilitating a higher Education Award Program showed that many students do not live in the same town where they attend college or have another commitment such as employment during the summer months.

## Narratives

Therefore, it is very difficult to keep a college student engaged during the summer months.

Additionally, since the service sites are school-based, most will be closed for the summer. Nine months, with a September start and a May completion will allow the mentor relationship to occur during the academic calendar.

3. Intermediate Outcome ED6: It is not clear that the students receiving mentoring have previously demonstrated attendance problems. This measure is appropriate only for programs serving students with previously demonstrated attendance problems. Please demonstrate that students previously had poor attendance and that after attending the program, the students' attendance improved.

Additionally, please verify that the service sites will be able to get attendance records from the students' schools.

Communities in Schools of North Carolina requires participating sites to provide data on student attendance, academic performance and behavior. CISNC has a person on staff in charge of Research & Evaluation who tracks this data through an extensive online tracking system. CISNC has committed to selecting youth to be ADVANCE mentees that display attendance problems. While we will track all other performance measures for participants, ED6 will only be tracked for the 130 members in North Carolina. Since most of the Virginia schools will not be affiliated with Communities in School sites they will not have access to attendance records. In our budget we have included funding to provide an intern or evaluator to specifically track and analyze the data for ADVANCE.

4. Please verify how the program will determine if beneficiaries meet the national performance measure requirements for the students meeting the definition of "disadvantaged" as outlined in the performance measure source documents.

In addition to economically disadvantaged, one of the 7 factors that AmeriCorps uses to define disadvantaged youth is "at-risk to leave secondary school without a diploma." The students who



## Narratives

participate in CISNC afterschool programs must exhibit several of the risk factors for dropping out identified through research conducted by the National Dropout Prevention Center (NDPC) i.e., poor attendance, low academic achievement, misbehavior. The Virginia Mentoring Partnership only works with sites that target high-risk/low-income youth.

Outstanding Clarification Items:

\* Please provide additional information on how the three-part reflection sessions will contribute to or facilitate positive member experience.

These sessions, which are designed to involve the entire campus cluster (up to 8 members) give members the opportunity to discuss the impact of their service and what they, as well as those they serve, are learning from this experience. Mentors will gather with their Campus Coordinator to talk about experiences, questions, problems, and successes. At least one session will include civic reflection, discussing a short piece of literature to reflect on the central questions of civic life. Through the reflection sessions, members will share ideas to increase their effectiveness as mentors, reflect individually on their values and choices so they can respond effectively to the needs of their mentees and community, and consider lifelong engagement. The three reflection sessions are in addition to required trainings and regular meetings with Site Supervisors and Campus Coordinators.

\* For the first performance measure clarification point, please provide additional information on the type of member activities related to Site Support, and verify that these are allowable activities. At least 60 hours will involve Site Support and Volunteer Generation. Each service site hosts a variety of activities to support the mentees, the host school/organization and their students and families.

## Narratives

ADVANCE members are expected to assist with and provide support to these efforts. While the activities may be different depending on the service site, the community partners, Communities in Schools -- North Carolina (CISNC) and Virginia Mentoring Partnership (VMP) have cited numerous programs/initiatives with which the members can/will assist. For example, CIS of Pitt County, where East Carolina University (a participating ADVANCE campus) is located, has a program called Backpack Pals. Through this program identified children who have little or nothing to eat over the weekend receive non perishable, easy to fix, food items every Friday afternoon. ADVANCE members will assist weekly in packing the backpacks. They may also assist as volunteers at fundraising events within the 10% allowable hours. For example, CIS in Guilford County (where 7 participating ADVANCE campuses are located) is hosting a Dancing with the Stars Fundraiser this fall featuring local leaders. ADVANCE Members will assist in planning and implementing this event. Another example is the Family Resource Center hosted by the Buncombe County CIS site (where 2 participating ADVANCE campuses are located). They have a food pantry, clothing closet and a community garden on-site to support low-income families, including the mentees participating in ADVANCE. ADVANCE members will have the opportunity to support these efforts. A final example is the MentorMatch program sponsored by Lutheran Family Services of VA, Inc. This partner site for VMP (where Mary Baldwin College, a participating ADVANCE campus is located) provides mentors to youth involved in the child welfare system (foster care of juvenile justice). In addition they sponsor several holiday events that bring together all mentors and mentees. ADVANCE members will be expected to volunteer to help plan and implement these events. All ADVANCE members are also expected to recruit additional student volunteers from their campus to serve their sites.

\* Please provide addition information on how you plan to measure the ED6 intermediate outcomes for

## Narratives

students in VA. From the clarification responses, it seems that the project will track the ED6 intermediate outcome only for students in NC. In order for the project to be a multi-state, mentoring outputs should be tracked in both states.

Because Communities in Schools NC has a contractual agreement with the public schools in NC where they are located, they have direct access to student records, an extensive tracking system and Research & Evaluation staff person who assesses the information. While our partner in Virginia, the Virginia Mentoring Partnership, does not have access to the official records, we will expect ADVANCE mentors in Virginia to collect attendance data directly from their mentees. This data will be self-reported by the youth.

### Continuation Changes

N/A

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      35.98

### Service Categories

Afterschool Programs

## National Performance Measures

Priority Area: Education

### Strategy to Achieve Results

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

170 ADVANCE members will mentor "at-risk" youth in grades K-12 in afterschool programs at school-based sites that are affiliates/partners of Communities in Schools of North Carolina and the VA Mentoring Partnership.

Members will engage in direct contact with mentees at least 5 hours per week for 9 months of one school year.

Mentors will also work with mentees to plan and implement at least 2 service-learning projects. Mentors will help build youth success and improve school attendance. We will be able to track school attendance during the course of the program period to measure improvement via the CISNC online database.

### Result: Output

Result.

170 mentor-mentee matches will be initiated over the course of the program year

Indicator: (DELETED) ED3: Youth/mentor matches started.

Target : 170 youth, identified as "at-risk," will be matched with an ADVANCE member; all will meet for at least 5 hours weekly during the 9 month period.

Target Value: 170

Instruments: Mentee information sheet. During the first mentoring session, members will complete an information sheet for each mentee with whom they are paired. Both the member and mentee will sign the sheet.

PM Statement: 170 matches between youth, identified as "at-risk" and an ADVANCE member will be initiated over the course of the 9 month-program period and will meet together for at least 5 hours per week.

### Result: Intermediate Outcome

Result.

80% of youth who remain in the mentee/mentor relationship for the 9 month program period, will improve their school attendance.

Indicator: (PRIORITY) ED6: Youth with improved school attendance.

Target : 116 of 145 mentees that remain in the mentee/mentor relationship will demonstrate a 20% increase in school attendance.

Target Value: 116

Instruments: Attendance data provided by partnership organizations

PM Statement: 80% of youth who remain in the mentee/mentor relationship for the 9 month program period, will improve their school attendance by 20%.

### Result: Output

Result.

145 youth/mentor matches will be sustained for at least the required time period.

Indicator: (PRIORITY) ED4A: Youth/mentor matches sustained.

Target : 145 or 85% of youth/mentor matches will be sustained for at least the 9 month program period.

Target Value: 145

## National Performance Measures

Result.

Instruments: Youth/Mentor Monthly Contact Log  
Youth/Mentor Participation Summary Output log

PM Statement: 145 or 85% of youth/mentor matches will be sustained for at least the 9 month program period.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable