



## Narratives

### Executive Summary

Virginia Polytechnic Institute and State University

Remember-Learn-Serve Initiative: [9/11 to 4/16]

The Virginia Tech Remember-Learn-Serve Initiative (RLSI): [9/11 to 4/16] is an innovative program that uses the National Day of Service as a launching pad for sustainable, community-based volunteer networks. These networks will be comprised of partnerships that include local community nonprofit organizations, higher education institutions, and existing student and alumnae/i chapters. In the proposed pilot year, the Center for Student Engagement and Community Partnerships (CSECP) at Virginia Tech will establish programs in two topical areas--tutoring and mentoring for at-risk youth and emergency response. The pilot project is based on a model of concurrent organization and volunteer development facilitated by CSECP. Under this model, organizations receive support in the area of volunteer recruitment and management and volunteers receive subject-specific training and support to enhance their capacity and commitment to the organization. The RLSI will draw on current college students, alumnae/i, and the general public. A total of 600 volunteers will be engaged in the RLSI with 15% comprised of current and past military personnel and their families. By virtue of the areas served in the pilot year (the Roanoke and New River Valleys of Virginia), the programs will have impact in underserved, rural areas and on underrepresented populations in the City of Roanoke, including resettled refugees and their families. In year two, expansion of the service area to Virginia's urban crescent (northern Virginia, Richmond, and Hampton Roads) and far southwest Virginia will allow the project to impact an even larger cohort of underserved populations.

### Program Design

The Virginia Tech Remember-Serve-Learn Initiative (RSLI) will develop a structure and supporting networks to allow community organizations and programs with unmet volunteer needs to tap into a

## Narratives

large network of students, alumnae/i, and veterans in Virginia. Two traditionally under-staffed program areas--tutoring and mentoring for at-risk youth and local volunteer fire and rescue--will be the pilot topics for the two-year grant period.

### Significance

Virginia Tech was founded in 1872 as a military school under the name of the Virginia Agricultural and Mechanical College. The university motto, Ut Prosim--That I May Serve, originated in connection with its preparation of young men who would serve the country in the armed forces. Virginia Tech continues to have a robust Corps of Cadets of 800, many of whom graduate to continue their military service with the Army, Air Force, Navy or Marines. Every member of the Corps of Cadets is required to complete a minimum of ten hours of community service. Many fulfill far more hours both individually and in connection with their battalions. In 2009, The Corps of Cadets was awarded the Governor's Community Service and Volunteerism Award for volunteering over 7,000 hours in the local community.

VT Engage, the Virginia Tech campaign to promote volunteerism across the university community, emerged after the April 16th shootings on campus. The campaign provided the campus--in Blacksburg and beyond--with a concrete way to express its grief and extend the legacy of the 32 students and faculty who lost their lives that day. Since then, VT Engage has invigorated students, faculty, and alumnae/i to live the university motto of Ut Prosim--That I May Serve.

### Need

While statewide conditions for educational success and attainment appear to be at or above national averages, the Commonwealth of Virginia experiences distinctly different educational outcomes for populations in northern Virginia, near the national capital, and southwest Virginia's predominately

## Narratives

rural areas. Children in rural communities neighboring Blacksburg are more likely to live in poverty and have reduced opportunities for the kind of early childhood enrichment that contributes to educational attainment. In Giles County, for example, U.S. Census figures show that 16.1% of residents earn a bachelor's degree or above, less than half the statewide average of 33.8%. Children from immigrant and refugee families in Roanoke (as well as Richmond and Northern Virginia), many of whom have had their education interrupted for significant periods, face particularly steep challenges meeting the statewide educational standards while also learning a second language and assimilating into the local culture. Roanoke's rate of persons living in poverty (20.9%) is more than twice the average in Virginia (10.3%), and the median household income is nearly 41% below the state level. In every community, there are children dealing with social, economic, or intellectual challenges who would benefit from additional support both in and beyond the classroom. For this reason, the [9/11 - 4/16] initiative aims to harness Virginia Tech's campus-wide commitment to service toward the common project of pre-K to 12 education.

As well, rural areas of Virginia often do not have professional emergency service providers. County, city, and town governments are often not equipped to provide emergency services directly, and, as a result often rely on all- or mostly-volunteer fire and rescue squads. A 2012 report of the Virginia Department of Fire Programs (VDFFP) indicates that 62% of fire personnel in Virginia were unpaid volunteers. In recent years, despite an increase in federal funding for targeted aspects of local emergency services (e.g., homeland security), volunteerism in these units has declined or plateaued, leaving many squads with aging volunteer pools and overburdened members. The VDFFP reports that personnel is the top need for fire departments in Virginia. In 2011, 83% of recruitment for fire departments was done by word of mouth recruiting. Virginia Tech's recent history has placed a painful emphasis on the sacrifices made by emergency responders and the necessity for well-trained units, and, although the professional Virginia Tech forces have carried a heavy burden, they have also

## Narratives

been dependent on volunteer units throughout the region. In tribute to the public service commitment made by the paid and volunteer responders, CSECP would like to focus attention on recruitment and training needs at volunteer response units in the rural areas of the state.

The proposed initiatives will expand on existing work sponsored by CSECP at the Giles County Head Start Center in the New River Valley and the Coalition for Refugee Resettlement in Roanoke.

### Goals

The ultimate goals of the RSLI are 1) to increase volunteerism in these two program areas in organizations throughout Virginia, 2) to provide volunteer management development opportunities for partner organizations, 3) to increase the preparation level of volunteers entering these two program areas, 4) to provide meaningful opportunities for reflection and reporting of volunteers during their experiences, and 5) to create sustainable volunteer commitment amongst program participants.

### Objectives

We intend to achieve this goal through the following objectives, corresponding numerically to the goals above:

1a. The RSLI will recruit 400 volunteers in the tutoring and mentoring area and 200 volunteers in the emergency response area over the two-year grant period.

1b. At least 15% of RSLI volunteers will be veterans or families of veterans or active-duty military personnel.

1c. The RSLI will develop program partner-networks in all five (5) designated areas of Virginia (National Capital, Richmond-Hampton Roads, Roanoke Valley, New River Valley, Southwest Virginia).

## Narratives

1d. The RSLI will modify the existing VT Engage online resource center to accommodate the needs of the pilot projects, including volunteer and partner recruitment, training delivery and assessment, match tracking, and opportunities for reflection.

2a. The RSLI will develop and distribute a research-based online volunteer management training module appropriate to each program area--tutoring and emergency response.

2b. The RSLI will develop and administer a survey of volunteer effectiveness in collaboration with partner organizations.

3. The RSLI will develop and administer a pre-/post-training volunteer self-efficacy assessment tool appropriate to each program area.

4. The RSLI will provide monthly structured opportunities for reflection by all volunteers and partner organizations via the redesigned VT Engage interface.

5. The RSLI will develop partner-specific plans to transition volunteers recruited through the RSLI program to partner-supported, RSLI-independent volunteers.

### Proposed Measures

\*Volunteers, including the following CNCS National Performance Measures:

V2: Number of veterans engaged in service opportunities as a National Service Participant or volunteer.

V7: Number of family members of active duty military service members that received CNCS-supported assistance

V8: Number of veterans' family members that received CNCS-supported assistance

V10: Number of military family members engaged in service opportunities as a National Service Participant or volunteer.

G3-3.1: Number of community volunteers recruited by CNCS-supported organizations or National

## Narratives

### Service Participants

\*Community Service Recipients, including the following CNCS National Performance Measure:

D1: Number of individuals that received CNCS-supported services in disaster preparedness

Number of individuals that received CNCS-supported services in tutoring/mentoring for at-risk youth

Number of individuals from underrepresented groups (by sub-group) that received CNCS-supported services

\*Community Organization Partners

Number of Partner Organizations

Number of Partner Organizations per Network

\*Volunteer Management, including the following CNCS National Performance Measure and Non-CNCS Measures:

G3-3.2: Number of community volunteers managed by CNCS-supported organizations or National Service Participants

Number of community organizations that complete volunteer management training

Satisfaction levels with volunteer management training

\*Volunteer Self-Efficacy

Improvement in self-efficacy after training

Number of volunteers who commit to sustained service after participation in the RSLI

### Description of Activities

## Narratives

The RSLI will function in two areas--tutoring/mentoring and volunteer emergency response. The two areas will be linked by a timeline spanning the period of 9/11, the National Day of Remembrance, and 4/16, Virginia Tech's Day of Remembrance. The two areas will also share an overall program structure comprised of five phases:

Phase I (Network Development): The RSLI Program Manager will work to develop a network of organizations working in the two program areas in each location. Partnership agreements will be developed with participating host sites that outline the responsibilities for all partners and specify host capacity and any special requirements for volunteers.

Phase II (Recruitment & Commitment): In partnership with the host organizations, the RSLI Program Manager and the Assistant Director for Community Partnerships will develop a specific recruiting plan and target for each partnered organization. Plans will highlight the potential contributions of current Virginia Tech students, the wide network of alumnae/i of the university, the large population of veterans in the Commonwealth, and existing student organizations.

There are several recruitment paths that include:

- \* Open recruitment at Gobblerfest, a welcome festival held in downtown Blacksburg at the beginning of the academic year, which attracts approximately 20,000 people.
- \* Recruitment through existing tutoring activities with student organizations, service-learning classes, and the Community Literacy Corps federal work-study program.
- \* Targeted recruitment with the Virginia Tech Corps of Cadets.
- \* Targeted recruitment of veterans and their families, along with recruitment of family members of active duty military personnel.

Additionally, the Program Manager will be responsible for reaching out to other higher education

## Narratives

institutions (including community colleges) in the target areas to increase volunteer recruitment.

Recruitment events will be carried out by the Program Manager and volunteers at Virginia Tech's Center for Student Engagement & Community Partnerships.

On September 11th, recruits will be commissioned to service and begin their volunteer activities. The commissioning process will include an introduction to the importance of service, including a discussion of tribute volunteerism surrounding 9/11 and 4/16.

Participants will be asked to contribute a minimum of 40 hours of volunteering during the seven months that follow, ending Virginia Tech's Day of Remembrance (April 16th). The 9/11 Commissioning Day will be marked by a media campaign, a children's book and school supplies drive; the morning will conclude with a program where participants take a volunteer's pledge and receive a handbook that gives access to the [9/11 -- 4/16] Portal on VT Engage. The Portal will include an orientation video, as well as provide resources for tutors and emergency responders to use in the field.

Throughout the seven months of volunteering, all participants will

- \* Receive weekly "volunteering tips" through an electronic newsletter
- \* Have access to online tutorials on topics related to their volunteer experience
- \* Be invited to participate in monthly reflection opportunities

Recruitment will continue after the ceremony, and volunteers will be commissioned in an online process. All recruitment and commissioning will be tracked through VT Engage, Virginia Tech's online volunteer tracking system. Modifications to VT Engage will be made to accommodate the requirements of the RSLI program during the summer and early-fall of 2012.

Phase III (Match & Training): As recruits are commissioned, they will be matched with a partner agency depending on their expressed interests and the needs of the organization. Matching will be

## Narratives

coordinated by the Program Manager. All commissioned volunteers will be expected to complete training relevant to their match assignment. Tutoring and mentoring training will be delivered online and will supplement training resources available via partner organizations. Volunteer emergency responder training will be conducted in person by qualified instructors approved by the partner agencies. The Program Manager will coordinate the development and delivery of training appropriate to the volunteers. She/he also will monitor volunteer completion of training.

Phase IV (Reflection & Learning): In order to cultivate a deeper connection between volunteers and their volunteer activities, the Program Manager will implement a system within VT Engage to collect structured reflections from volunteers. These reflections will center on...The reflection opportunities will include video, audio, photographic, narrative, and survey formats to increase the likelihood of participation by volunteers in the reflection activities. As well, the VT Engage system will track learning outcomes from training that volunteers receive during the RSLI program.

Phase V (Reporting & Self-Sufficiency): The Program Manager, along with a wage Technologist, will develop a set of reporting tools, including a mobile application (i.e., app) to allow volunteers to record their hours. Additionally, the Program Manager will work with partner agencies to develop a transition program for RSLI volunteers that will allow for sustained volunteerism at partner agencies without continued support of the RSLI staff. Reporting will conclude with a Volunteer Blitz during the first weeks of April. This Blitz will encourage reporting of participation, offer final opportunities for reflection, and lead volunteers through the transition process.

Growth:

Building on existing relationships and the strength of current programs in the New River Valley

## Narratives

(including Blacksburg) and Roanoke, year one of the RSLI will focus on piloting development of all materials and recruitment in these areas. In year two, expansion of the program to other areas will build on the network of Virginia Tech's Commonwealth Campuses in Virginia (Abingdon, Alexandria, Richmond, Hampton Roads). The two-year grant period will allow the development of the infrastructure that will facilitate this model of recruitment. With demonstrated success, RSLI could be expanded into additional program areas and into other areas of the mid-Atlantic.

### Organizational Capacity

#### Federal Grant Experience/Track Record

Virginia Tech is a Research I university ranked 44th in the nation, with research expenditures of approximately \$396.7 million in fiscal year 2009. The university Office of Sponsored Programs assists with the development and processing of proposals for sponsored projects, including submission to funding agencies and administrative help throughout the life of the project. The Center for Student Engagement & Community Partnerships and its predecessor, the Service Learning Center (SLC), has received three Learn and Serve America grants and five federal flow-through awards since its establishment in 1995.

#### Program/Fiscal Oversight

The Center for Student Engagement & Community Partnerships was founded in the fall 2008 by recommendation of the Task Force on Student Engagement. The Task Force, assembled by the Vice President for Outreach and International Affairs, was formed to develop recommendations and strategies for implementing the 2006-2012 Strategic Plan and achieving the university metric of 65 percent student involvement in service-learning. The mission of CSECP is to coordinate and strengthen partnerships between the university and the community, enhance service and experiential learning activities, and develop faculty and partner capacity for engagement. As a program in the

## Narratives

Division of Outreach and International Affairs, CSECP receives technology, public relations, and financial management assistance, as needed, all of which serve to support the Center in managing its sponsored and regular programs.

### Previous Experience with CNCS Grants

Virginia Tech's 1995 Learn and Serve grant established a sustainable infrastructure for the newly formed Service-Learning Center. LSHE funding enabled the Center to administer 55 mini-grants to faculty and partners; support over 80 courses in 31 departments; facilitate the development of three partnerships; construct a model interactive web site that streamlined the placement process; publish the book, *Best Practices in Cyber-Serve: Integrating Technology with Service-Learning Instruction*, based on the experiments of nine Virginia Tech faculty; generate research by faculty and graduate students on evaluation data; and implement an annual recognition program.

In 2000, Virginia Tech received a second Learn and Serve grant to create Learning Communities in Service. Here, the Center focused on developing three specific programs: the Literacy Corps, a work study program that placed students as tutors in K-5 classrooms, Appal Corps, a community beautification program, and the Stroubles Creek Watershed Initiative. With grant funding, the Center implemented an in-depth, weekly training curriculum for the Literacy Corps; supported leadership development in Appal Corps; and held stakeholder summits for the watershed initiative, all of which contributed to their development as learning communities. In addition, the grant founded a Faculty Service-Learning course; furthered student leadership efforts; and continued to generate research on short- and long-term outcomes for service-learning and on the personal outcomes of learning communities.

## Narratives

In 2006, a third Learn and Serve grant focused on place-based programming that served newcomer populations in the Roanoke and New River Valley areas. The grant was essential in building the Center's most important service-learning program, The Pilot Street Project that provides literacy, language, and cultural mediation services to east African refugees in Roanoke. The grant also generated important research on the role of relationality in working with marginalized communities, and was a catalyst for examining alternative / participatory assessment models.

Virginia Tech has been named to the Presidents Higher Education Community Service Honor Roll every year since the Honor Roll's inception, twice with distinction status.

### Staff Roles and Experience.

Dr. Gary Kirk, Director of the Center for Student Engagement & Community Partnerships (CSECP), is the principal investigator for the grant and, in this capacity, has primary oversight for program metrics and fiscal decisions. Kirk is currently a principal investigator on an Office of Juvenile Justice and Delinquency Prevention grant from the U.S. Department of Justice. He has over 12 years of experience in higher education, with significant experience in academic program management and as a faculty member in public policy and administration. His scholarly interests are in the areas of nonprofit management, volunteerism, and community capacity building. Kirk will provide project oversight and lead the assessment efforts for the project.

Michele James-Deramo, Director of Service-Learning in CSECP, has primary responsibility for program direction. James-Deramo has worked in the field of service-learning for over 20 years, and has managed four Learn and Serve grants at two different higher education institutions. James-Deramo will supervise the Program Manager and lead the reflection and learning tool development for the project.

## Narratives

Whitney Johnson, Assistant Director of Community Partnerships in CSECP, manages Virginia Tech's Americorps/VI STA program and is responsible for VT Engage, the university's volunteerism portal. Johnson is also responsible for all of CSECP's communication and media relations. Johnson will assist in network development and will provide oversight of recruiting material development.

A Program Manager will be hired by CSECP to handle the network development, recruitment planning, training development, and event management for the RLSI. The PM will also be responsible for overseeing the modification of the VT Engage portal to accommodate the RLSI needs. The MP will supervise a wage employee responsible for technical database programming and mobile application development.

A wage Technologist will be hired on a part-time basis to create mobile applications and to modify the database architecture and user-interface for VT Engage.

### Clarification Summary

Clarification Item 1: Performance Measures

Category: Disaster Services

Measure: D1: Number of individuals that received CNCS-supported services in Disaster Preparedness

Activities that support the measure:

Upon recruitment of a program manager, a disaster and emergency response training curriculum will be designed in collaboration with networks in Blacksburg & Roanoke. This curriculum will include a minimum of 15-hours of on-site training and will reach 140 volunteers, preparing them for service in volunteer fire and/or rescue squads.

Method of collection: All volunteers will be required to complete content assessments after the training

## Narratives

curriculum is administered. Thus, we will collect details of participation in training and learning outcomes from volunteers.

Category: Veterans

Measure: V2: Number of veterans engaged in service opportunities as a National Service Participant or volunteer

Activities that support the measure:

Upon recruitment of a program manager, we will design and implement a recruiting campaign for each area (tutoring and fire/rescue) that targets veterans, organizations and Virginia Tech alumni (e.g., Corps of Cadets). We will engage a total of 42 veterans in these two program areas.

Method of collection: All volunteers will register or be entered into the VT Engage volunteer management module. This system will allow us to track the number of hours volunteered and total persons involved.

Measure V7: Number of family members of active duty military service members that received CNCS-supported assistance

Activities that support the measure:

Upon recruitment of a program manager, a training curriculum will be designed in each area (tutoring and fire/rescue). These curricula will be designed to increase volunteer efficacy in each area, including a balance of description of community needs, introduction of technical skills, and basic volunteering information. The curricula will reach a minimum of 7 family members of active duty military personnel.

Method of collection: All volunteers will be required to complete content assessments after the training curriculum is administered. Thus, we will collect details of participation in training and learning outcomes from volunteers.

Measure V8: Number of veterans, family members that received CNCS-supported assistance

## Narratives

Activities that support the measure:

Upon recruitment of a program manager, a training curriculum will be designed in each area (tutoring and fire/rescue). These curricula will be designed to increase volunteer efficacy in each area, including a balance of description of community needs, introduction of technical skills, and basic volunteering information. The curricula will reach a minimum of 14 family members of active duty military personnel.

Method of collection: All volunteers will be required to complete content assessments after the training curriculum is administered. Thus, we will collect details of participation in training and learning outcomes from volunteers.

Measure: V10: Number of military family members engaged in service opportunities as a National Service Participant or volunteer

Activities that support the measure:

Upon recruitment of a program manager, we will design and implement a recruiting campaign for each area (tutoring and fire/rescue) that targets military family members, relying on active support groups and Virginia Tech alumni chapters and groups (e.g., Corps of Cadets). We will engage a total of 21 military family members in these two program areas.

Method of collection: All volunteers will register or be entered into the VT Engage volunteer management module. This system will allow us to track number of hours volunteered and total persons involved.

Category: Capacity Building

Measure G3-3.1: Number of community volunteers recruited by CNCS-supported organizations or National Service Participants

Activities that support the measure: Networks of local membership and nonprofit service providers will partner with higher education institutions to create targeted recruiting of volunteers in the two

## Narratives

program areas (tutoring and fire/rescue). Networks will be established and supported by the program manager. Four networks will recruit 420 new volunteers to work in network member organizations. As well, we will develop a volunteer management training course for network members. This course will build capacity of organizations to develop sustainable recruitment programs that last beyond the term of this grant period. It will also increase the efficacy of each volunteer hour provided to the organization. Volunteer management training will reach 15 organizations between the two geographic areas.

Method of collection: All volunteers will register or be entered into the VT Engage volunteer management module. This system will allow us to track number of hours volunteered and total persons involved.

Volunteer management training will be developed in online format and it will be hosted through VT Engage. This portal will have a registration feature that tracks usage and learning outcomes for training participants.

Measure G3-3.2: Number of community volunteers managed by CNCS-supported organizations or National Service Participants

Activities that support the measure: We will develop an intuitive, replicable interface for volunteer registration and management on the VT Engage platform. During the grant period, network member organizations will be required to manage volunteer information through this platform. The system will collect information on demographics, veteran/military status, volunteer motivation, training and learning outcomes, and hours committed and fulfilled. The platform will be supported by a mobile phone application for reporting by volunteers in the field.

Method of collection: VT Engage will be housed at Virginia Tech, and it will be a central database repository for all grant information. Network member organizations and individual volunteers will receive monthly reports on the number of volunteers under management and hours committed and

## Narratives

fulfilled.

Clarification Item 2: Connection to 9/11

We chose two tribute activities that relate to 9/11. The first, building capacity and volunteer numbers in the area of fire and rescue service provision, directly honors the commitment of first responders during the initial response and ongoing recovery efforts associated with the 9/11 tragedy. This connection promises to play an important role in recruiting efforts at the network and individual volunteer levels.

The second area is a more indirect tribute but a strong and transformative one nonetheless. It involves provision of tutoring of underserved children, children of immigrant and refugee families, and children of active duty military personnel. We feel that tutoring is an appropriate tribute for a number of reasons, including:

Tutoring strengthens the academic capacities of our schools and the children served in them. Strong nations are built on a well-educated and informed populace. A broad scale tutoring initiative contributes to students' academic performance and ability to succeed and progress in school, particularly among lower-income, at-risk, and /or English as second language populations.

Tutoring provides positive youth-adult relationships. Our initiative is targeting the young men and women in our Corps of Cadets to serve as tutors who can also model the kind of discipline and focus for which they are exemplary. Young adults in the Virginia Tech Corps of Cadets embody citizenship. They immediately elicit respect from surrounding communities who recognize their commitment to service to their school, communities, and nation.

Tutoring fosters tolerance and understanding across communities.

The National Day of Service and Remembrance is an important day in our proposal. On the weekends directly preceding (Blacksburg) and proceeding (Roanoke) September 11th, we will host public Commissioning Days. These events will be designed to allow for mass recruiting of participants in the

## Narratives

fire/rescue and tutoring programs. The events will each feature an appropriate speaker highlighting the role of service and paying tribute to those who lost their lives and those who gave of themselves during the events of 9/11. The event will also promote building stronger communities by leveraging collective resources to resist the dangers of ignorance and respond to common needs and concerns. The speaker will end with a Call To Action that will direct attendees to commit to service activities. Commissioning Day will conclude with stations that allow participants pledge service to one of the network member organizations through VT Engage. There will also be opportunities to record videos describing individuals' motivation to service.

We believe that tutoring and fire/rescue programs provide two very different but complimentary community-building avenues for volunteerism. Tutoring is especially accessible for college students, and student skill sets are very well-suited to this kind of service work, regardless of academic major. Fire/rescue programs are particularly suited to the skills and discipline developed through active duty military service, and the community and culture of many fire and rescue squads allows easy integration of veterans and family-members of military personnel. We do not see the programs as mutually exclusive in terms of recruitment pools, but we expect some natural differentiation to occur. Having two program areas will allow us provide opportunities to a wider range of potential volunteers.

### Clarification Item 3: Budget Clarification

Major budget items in this request are a full-time program manager and network support funds. We provide further detail on the necessity of these expenses below:

#### Program Manager Remember-Learn-Serve Initiative

The program manager will handle a variety of professional-level tasks associated with the planning and implementation of the RLSI Initiative. Key elements of the program manager's job are as follows:

Network Recruitment, VT Engage Development Oversight,

Commissioning Day Planning, Assessment Management, Volunteer Management Curriculum

## Narratives

Development, Volunteer Recruiting Events, Network Training, and Network Support Funds Management.

The budget proposal includes \$5,000 of network support funds for each of the four networks. These funds will be used for costs associated with training and recruiting events and for costs associated with convening network members. The training and recruiting costs will be identified by the network members and are likely to include recruiting materials (e.g., posters, fliers, advertisements), training supplies (e.g., workbooks, technical supplies), and trainer fees (e.g., speaker on fire materials).

Convening costs will be kept to a minimum, as the RSLI will have access to Virginia Tech facilities in Blacksburg and Roanoke and, presumably, spaces owned by network partners. Depending on specific needs, there may be costs associated with use of some space and equipment. All network support costs will be managed by the RLSI program manager and approved by the PI.

### **Cost Effectiveness and Budget Adequacy**

There are two primary components of the proposed budget:

1. Project Manager (\$46,466, includes fringe): CSECP will hire a dedicated (100%), full-time project manager for the Remember-Learn-Serve Initiative. At the proposed salary level, we will be able to hire a recent graduate with a bachelor's degree, preferably with some professional experience. This manager will have responsibilities in coordination, development, training, monitoring, and reporting. The desired manager would have experience or advanced knowledge of tutoring, mentoring, and/or volunteer fire and rescue operations.

Fringe Costs: The university uses federally negotiated fringe rate of 29% for faculty; a letter is available. For the technologist, a part-time wage position, the negotiated fringe rate is 9.5%

2. Network Funding (\$17,892): In the first year of the program, four networks will be developed--

## Narratives

NRV Tutoring, NRV Emergency Response, Roanoke Tutoring, and Roanoke Emergency Response. The budget includes \$4,473 for each network, which would be held by CSECP and spent in support of network convening, training activities, and supplied related to direct service provision. The following breakdown provides a recommend network budget in support of one recruiting and one training event.

### Recruiting Event:

\$325 Banner Printing

\$825 Advertising for Event (Rate based on Roanoke Times advertising rates)

\$1,800 Promotional Items (300 Items @ \$6 each) for individuals who sign up to volunteer at recruiting event

### Training Event:

\$200 Copying/Printing (100 @ 25 pages @ \$0.08 per page)

\$200 Binders for Materials (100@ \$2 each)

\$500 Trainer Honorarium

\$623 (1/4 of cost of volunteer tracking software; each network contributes to the total cost of \$2,492)

Based on Volgistics

In addition to these primary components, there are also expenses associated with travel for students to reach service sites away from their home campus locations (\$0, eliminated from final budget); travel for the program manager to travel to network locations (\$3,650\*\*); travel for two RLSI associates to travel to the CNCS conventions in DC (\$3,000); and wage support (\$8,356 including fringe) for a technologist with skills in the areas of database development, web user interface development, and

## Narratives

mobile application development. As well, a laptop computer (\$0, eliminated from final budget) is included for the RLSI project manager to allow for onsite consulting and networking.

\*\*Program manager's site travel will depend on the location of partners and the activities in each network. The amount requested is based on 24 travel days/nights per year at \$120 each (lodging \$76, meals & incidentals \$44) for a total of \$2,880. Round trip to mileage reimbursement between Virginia Tech and Roanoke is included for 16 visits at \$48 per trip (\$0.555 per mile, 86 miles) for a total \$768. These calculations include 8 two-day trips to cover weekend recruiting and training events.

Indirect Costs: Virginia Tech has a federally negotiated indirect cost rate for "Instruction-Off-Campus" of 26%. This letter has been submitted to CNCS under separate cover.

Cost share in the form of salary support for program personnel already associated with the Center for Student Engagement & Community Partnerships is funded by state support from the Commonwealth of Virginia. Virginia Tech is a public, land-grant university with a significant commitment to outreach efforts throughout the state, and this cost share represents the university's intent to make positive, sustainable contributions to the community development in the areas it serves.

## Required Documents

Document Name

Status