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Executive Summary

Iowa Campus Compact (IACC) is a statewide association of 24 college and university presidents who are committed to fulfilling the civic purposes of higher education by educating students for active citizenship and building strong communities. This is accomplished by integrating community service, service-learning, and civic engagement opportunities into students' academic and co-curricular activities. The Iowa College AmeriCorps Program (ICAP) serves this mission by increasing college student members' skills and interest in citizenship and leadership and building the capacity of local community partner nonprofit organizations. We request 145 members in minimum-time positions and 25 members in quarter-time positions who will serve through 10 college campus sites in both urban and rural Iowa communities. These members will serve to support the Corporation for National and Community Service focus area of capacity building by recruiting and managing volunteers, improving partner organization volunteer practices, and conducting community impact assessments to improve the performance of targeted community organizations. The volunteer recruitment strategy will result in at least 2,040 volunteers for partner organizations. Members will utilize their specific skills to deepen the impact and connection of their academic institution and its resources to these community partner organizations. Iowa Western Community College serves as the fiscal agent for Iowa Campus Compact and this AmeriCorps program.

Rationale and Approach

(1) Program Design

Iowa Campus Compact is committed to building strong communities and educating active citizens. It is with this purpose we are applying for an AmeriCorps Education Award Program to meet specific identified capacity needs within many of our campus communities across Iowa. Iowa Campus Compact hopes to build upon our previous success with our AmeriCorps Education Award program that not only engages young Iowans in serving their communities, but also meets pressing needs identified by those communities. Programs served by capacity-building services meet a variety of community needs including mentoring youth in after-school programs, providing ESL services, serving homeless individuals, and providing support to victims of domestic violence. Iowa Campus Compact proposes to continue our current program, the Iowa College AmeriCorps Program, to meet the needs of our urban and rural communities by providing direct service, building capacity in these organizations to ensure their continued success, and assisting young Iowans in learning what it means to be a leader and citizen of our state.

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a. Need

In a variety of statewide and local surveys in recent years, Iowa nonprofits have repeatedly cited capacity-building as one of their greatest needs. In a report published by the Iowa Nonprofit Resource Center, it was noted that many Iowa nonprofits are challenged to meet rising needs for their services. More than half reported an increased demand from June 2008 through June 2010, but at the same time had to downsize -- including a reduction in the amount of paid staff. Because of this challenge, organizations need reliable volunteers to help maintain and build their capacity to provide critical services.

Our members target nonprofits most in need of capacity-building assistance. Each of our sites is an institution of higher education that has conducted a community needs assessment. Through this assessment, each of the institutions has identified a set of key community partners that are meeting the most pressing community-identified needs and are most in need of capacity-building support. ICAP members then choose amongst those partner sites where they believe their skills and passions are the best fit. Examples from the current ICAP year include: members with Loras College who serve with the National Mississippi River Museum and Aquarium tasked with expanding operations to reach more underserved families in Dubuque to offer educational opportunities at the museum; and members from Wartburg College serve with a volunteer action center to recruit and engage their college-aged peers in volunteer service at various nonprofits in the Waverly area.

ICAP members have the skills and knowledge to recruit their peers and other community members as volunteers and to assist community partner organizations with changes to their volunteer management practices that will help them retain volunteers. While these organizations have an established partnership with higher education, many have capacity needs that are not being connected to the resources those institutions can provide. One key example is that the organizations do not have systems or staff in place to evaluate and assess their effectiveness in the community. Without this in place, they are unable to improve their practices and maximize impact. ICAP members will be trained to conduct community impact assessments and will serve closely with community partner organizations to help implement what they learn.

b. AmeriCorps Members as Highly Effective Means to Solve Community Problems

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Iowa College AmeriCorps members are uniquely positioned to assist community organizations in building their capacity to recruit and retain additional volunteers, garner resources, and improve their assessment practices. Many volunteers serve with an agency for a short amount of time or on one specific project and want to complete direct service tasks only, but ICAP members are dedicated to the organization for a set amount of hours each week for an entire year and can take on long-term capacity-building projects. ICAP members also receive training in volunteer management and community impact assessment, as well as other ongoing training throughout the year. The community impact assessment will be used to determine what additional resources the agency needs to effectively impact their community-identified needs and members will work with them on finding those resources, particularly in areas of volunteer recruitment and management and expertise that their institution may be able to provide.

Members will work with community organizations to further identify community need that is not being met effectively, which can be improved upon by recruiting additional community volunteers and in-kind or financial resources. They will then recruit volunteers primarily from their college campuses and make sure volunteers are well matched with opportunities that they are excited about and to which they are willing to commit. Additionally, members will serve alongside volunteers to not only provide a direct service and benefit to the organization, but to be available to answer questions and help guide them through their volunteer experience. We propose this will increase the likelihood that college student volunteers will be retained at the organization beyond one day-long service project or service-learning course, as well as improving the relationship between community organizations and campuses. This will help broaden the reach of non-profits in Iowa's rural and urban communities to other projects, services, and volunteers.

As an example a member might serve with an organization and find that they are lacking volunteer support for a specific weekday activity for which it is difficult to find volunteers. They can then recruit students who are not in class during that specific time slot. They may also find that organizations need a large group for a specific hands-on project and can work with on-campus student organizations to fill that need with a ready group. Our members also collaborate with service-learning classes that can provide more technical support. For example, an organization may find that they need to conduct a scientific community survey and the member can find a class that can take that on as a project. Or an organization may need marketing support that can be provided by student interns or taken on as a

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marketing class project.

Members in past years have demonstrated the ability to provide this capacity-building service. In the 2011-2012 program year, members recruited more than 1,900 new volunteers for community organization partners. Over 80 percent of these volunteers were college students that these organizations had previously not had success in recruiting. These volunteers gave nearly 8,600 hours of service in over 200 different projects or agencies.

Members also served with organizations on recruiting mentors and tutors to support education and youth development. They organized service events with the goal of attracting college student volunteers and built new and strengthened partnerships between the institution and community. In the past year, ICAP members were responsible for starting 170 new mentor matches -- 150 of which were sustained throughout the year.

Community volunteers recruited and managed by ICAP members will participate in specific direct service activities, such as mentoring students in need of assistance at local school districts or providing companionship to the elderly at Pleasant Manor in Mount Pleasant, Iowa. Community volunteers will also participate alongside ICAP members at days of service events, including Martin Luther King Jr. Day of Service and Make a Difference Day.

Our members not only recruit volunteers, but also assist our community partners with improving management and communications with those volunteers. For example, members are following up with community volunteers they recruited to evaluate their experience and connecting volunteers who participate in one-day service activities to long-term volunteer opportunities at community partners.

In addition, members will be trained in community impact assessment; they will use this training to review the practices of at least one community partner and assist them in improving their effectiveness. These members will have access to the resources their institution can provide including technical expertise and volunteers with specific skill sets to help fill gaps identified by the assessment. Using this assessment, members can connect organizations to these resources in order to improve their capacity to assess impact and to use assessments to increase and deepen impact and make

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program improvements.

To adequately provide the services described above, we are requesting 170 total AmeriCorps Education Award Program members to address these critical community needs. Of this, we request 145 minimum-time slots to serve in direct service and the capacity-building roles as described above. In addition, we request 25 quarter-time slots to allow members with more time to commit to make an even greater impact.

c. Theory of Change/Evidence-Based and Measurable Community Impact

Our members will serve a variety of roles within community organizations, but their ultimate goal will be to support strengthened capacity for these organizations. They will do this by recruiting additional volunteers, helping to improve volunteer management practices and increase the effectiveness of community impact assessment practices.

To ensure ICAP members are implementing evidence-based interventions, we will provide trainings to the members during their term of service. Our volunteer management training is based on the Corporation for National and Community Service and HandsOn Network's Volunteer Management Guidebook, which was developed specifically to help national service programs teach the basics of volunteer management. Primarily, the training will focus on the three R's of volunteer management: Recruitment, Retention, and Recognition. According to a report from The Urban Institute, entitled "Volunteer Management Practices and Retention of Volunteers," focusing on management practices which make the experience worthwhile for the volunteer were reported as increasing retention -- including identifying suitable volunteers (recruitment) and providing recognition. This study showed that a few management practices in particular had a greater impact on volunteer retention. This includes hosting recognition activities, offering training and professional development, and screening volunteers to match them with the right activities. The study also showed that community organizations feel challenged to implement these activities by their lack of time and money to dedicate to volunteer support. ICAP members can help with this challenge by serving with community organizations to support staff in improving their practices in these areas.

ICAP members will also help the community organizations being served make sure that they have evidence that their own practices are having the intended level of impact. Training for our members

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on the evaluation of community impact will include strategies to best help community organizations conduct ongoing self-assessments. Specifically, members will be trained in the "Charting Impact" Framework developed by the BBB Wise Giving Alliance, GuideStar USA and Independent Sector. Over the course of two years, nearly 200 nonprofit and philanthropic leaders participated in designing this framework. This effort to create a common framework for the charitable community has brought together the best thinking of experts and practitioners across the country.

With assistance from trained ICAP members, community organizations will be able to evaluate themselves to ensure they are meeting their mission statement and goals. Where this assessment identifies gaps in resources or expertise, members can then bring campus resources to bear where appropriate to address those needs. During the 2011-2012 year, one ICAP member discovered through her assessment that a local nonprofit was unable to continue a vital program for food-insecure students at an elementary school due to a loss in grant funding. The school's low-income students typically received backpacks filled with food for the weekend. The AmeriCorps member collaborated with the organization to research grant opportunities, organize logistical details, develop ideas to sustain the project, and recruit volunteers to seek out food donations. Her service resulted in \$1,250 in donations and a solid volunteer base to pack and deliver the backpacks on a weekly basis. If not for the service of the AmeriCorps member, these children would not have had access to healthy food over the weekend.

Overall, a three-year grant cycle will allow us to build capacity in nonprofit organizations and build connections between institutions of higher education and their community partners. By the end of our grant cycle, Iowa Campus Compact hopes to see change in the capacity of our community partner organizations. These organizations will see an increase in the number of volunteers they are able to recruit from college campuses and will have strategies to improve their volunteer management practices. Many will also have worked with a member to improve their ability to assess impact for program improvement. Members will report a greater connection to their communities and will report a greater likelihood of volunteering in the future.

During our last full year of programming, members recruited over 1,900 new volunteers for community organization partners. Over 80 percent of these volunteers were college students that these organizations had previously not had success in recruiting. The recruited volunteers gave 8,600

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hours of service in 200 different projects or agencies. Additionally, members developed 170 new mentor matches -- 150 of which were sustained throughout the year.

We have chosen to align with the capacity-building national performance measures. We will be able to measure and report annually in the following areas:

- 3.1 Number of community volunteers recruited by AmeriCorps members. Target: 2,040
- 3.2 Number of community volunteers managed by AmeriCorps members. Target: 680 volunteers
- 3.3 Number of organizations implementing effective volunteer management practice
- 3.4 Number of community organizations receiving capacity-building services (including volunteer management). Target: 24 community organizations receiving services

The numeric targets above were determined using previous grant data and discussions with proposed site supervisors about their anticipated local outcomes. These targets will allow members to focus on providing in-depth services to a manageable number of organizations and to recruit volunteers who can provide meaningful and ongoing service, not just one-time events. Members will complete monthly service logs for their site supervisors to demonstrate their impact in these areas. Site supervisors will compile these reports and report the results to Iowa Campus Compact twice per year. In addition to the national performance measures, we will also continue to track if members experience an increased connection to their community and the state to determine if there is a correlation between being civically engaged and the likelihood that a young person will stay in Iowa after college graduation. This will be tracked using pre- and post-service surveys. We will also survey community partner organizations served to evaluate the capacity building services received and whether those services lead to increased effectiveness and improved practices.

d. Member Recruitment

Local site supervisors recruit members from among their active campus student volunteers. They promote the program with service organizations, other student organizations, service-learning courses, and other venues likely to bring together students interested in taking their service to another level. Those interested apply and are interviewed by local site supervisors who will evaluate their skills, abilities, and level of commitment before selecting them for service. Site supervisors make every effort to identify students who are first-generation college students or otherwise at-risk of not achieving

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college success. Research demonstrates that service participation can improve these students' chances for college success, so this program is particularly beneficial to those populations. Also, supervisors encourage successful ICAP alumni to serve additional terms in the program. In the current grant year, more than a quarter of our members are second, third, or fourth year members.

e. Member Training

Every campus site supervisor must plan and implement a comprehensive orientation in conjunction with Iowa Campus Compact staff. These orientations cover AmeriCorps history and background, all applicable rules and policies, prohibited activities, community service practices, and other information to help ensure their service experience is successful and impactful. In addition, supervisors collaborate with community partner organizations to ensure that each member receives an orientation to the specific organizations with which they are serving. These orientations include information about policies specific to the organization, their role there as a member, and other practices and pertinent information relevant to the population being served.

In addition to orientation, members will receive training in Communication, Civic Engagement, Volunteer Management, Community Impact Assessment, Disaster Response, and Life After AmeriCorps. These trainings will be provided online via webinar so all members can access them throughout the year. Local site supervisors will also host group trainings to bring members together to collaborate on their service and connect. We will also provide some of the trainings for members able to attend an annual student leadership conference. Communication, Volunteer Management, and Community Impact Assessment will provide members with the skills to serve in capacity building. The other trainings (Civic Engagement, Disaster Response, and Life After AmeriCorps) will help members to connect to service and civic engagement opportunities beyond and after their AmeriCorps term. During their member orientation, site supervisors will carefully review the prohibited activities with members and answer any specific questions they have about those activities. At that time, members will also review and sign a member service agreement that outlines the prohibited activities and an orientation agenda, which also outlines these activities. In addition, site supervisors will communicate with service site organizations so those working directly with members are also aware of the activities they are and are not allowed to perform.

f. Member Supervision

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Members will report directly to local campus site supervisors. Supervisors will communicate with members regularly to make sure they are completing their hours on schedule and according to the service plan. They will also stay in regular communication with the community partner organizations with which members are serving to discuss any issues or challenges, and ensure that members are accompanied by an experienced supervisor on-site. The on-site supervisor receives information regarding AmeriCorps policies, prohibited activities, and goals of the program. The institution's president, as a part of the application process, selects the campus supervisor. Most supervisors serve as the community service and/or service-learning director for the institution, and have graduate degrees and many years of experience working with students and service programs. In addition to initial training and monthly calls, the Iowa Campus Compact Program Manager also regularly calls and visits sites to maintain open lines of communication as needs and issues arise.

Site supervisors are required to participate in training prior to member enrollment that covers all rules and regulations as well as best practices, overall program goals, and suggested improvements. They will also participate in monthly conference calls to connect with Iowa Campus Compact staff and each other to discuss issues and concerns, and find ways to collaborate to improve service experiences and impacts.

g. Member Experience

The Iowa College AmeriCorps Program greatly values the quality of the member service experience. It is important that members are able to serve with organizations and in issue areas about which they are passionate in order to maximize community impact and their commitment to service beyond their college experience. All of our campuses have mission statements committing them to building active citizenship and community engagement, and members and site supervisors reflect this shared mission in supporting Iowa's communities.

Site supervisors for our program are institution service-learning or community service directors who are trained and prepared to engage members in well-researched, critical reflection practices that will help them to think more deeply about the problems they are addressing through their service activities. Members turn these reflective thoughts into action by engaging their fellow students in volunteerism and civic engagement connected to these community problems and by bringing institutional resources to bear in finding solutions. Each site supervisor maintains regular contact with

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community partners with whom their members are serving to ensure the partnership is mutually beneficial. Participating campuses also conduct monthly group meetings in which they facilitate learning and reflection with their members. Iowa Campus Compact provides web-based training on Community Impact Assessment, Communication, Civic Engagement, Volunteer Management, Disaster Response, and Life After AmeriCorps for all members. In addition, we facilitate in-person trainings for those members able to attend the IUGO Student Leadership Conference. "IUGO" is a Latin word meaning to connect or to bind together. This conference brings together college students interested in building their leadership skills, and in particular works to make the connection between service and leadership for community change. At this conference, members can participate in required trainings, additional leadership training, and have opportunities to connect with other members from different sites around the state.

To ensure our members are aware of the commitment and impact they are making as AmeriCorps members, Iowa Campus Compact site supervisors will provide them with an orientation training highlighting AmeriCorps history and guidelines. Additionally, during orientation members will be informed of other AmeriCorps projects in their communities and encouraged to connect with other members. We will ask members to identify themselves as such when serving at community partners, and inform members of the community about AmeriCorps. We will continue to connect members to one another through a Facebook page, group training sessions, webinars, and promoting days of service activities where they can interact with other AmeriCorps members in their area. Members are required to participate in a minimum of two National Service Days (MLK Jr. Day in January and AmeriCorps Week in March). In order to foster in members a sense of connection and identity with the AmeriCorps brand, we provide comprehensive training for site supervisors. This training helps them to understand and be able to explain the overall AmeriCorps program nationally and ways to ensure members understand their role. Supervisors work with service sites prior to members starting their service to ensure that the site understands the role of AmeriCorps members. They make sure members know the best ways to communicate about the nature of their AmeriCorps service with partner organizations and those being served throughout their term of service. Campus offices also display the AmeriCorps logo and include it on all printed materials.

h. Volunteer Generation

As described in our performance measures, our members will focus on volunteer recruitment as one

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of our capacity-building strategies. Each AmeriCorps member will be required to recruit a minimum of twelve volunteers. Because we are requesting 170 members, this will result in at least 2,040 volunteers to serve the greatest needs in our communities. During the 2011-2012 program year, members surpassed our goal of recruiting 1,700 volunteers, and recruited over 1,900 volunteers who served in 200 different projects and community agencies. Volunteers recruited will serve in both long-term and one-time service events. One-time service volunteers will be encouraged to continue serving at the community agency in the future.

Members will largely recruit these volunteers from amongst their peers to help organizations include the college student population in their efforts. They will be able to recruit from specific academic programs and student organizations to better match volunteer skills with community needs. AmeriCorps members will work with the organizations to understand their most pressing needs that college student skills and availability may best uniquely serve and help to make those connections.

AmeriCorps members are informed during their orientation of the prohibited activities, and understand that volunteers recruited by them also cannot participate in these prohibited activities.

i. Organizational Commitment to AmeriCorps Identification

The national Campus Compact organization and our local Iowa affiliate are strong partners in national service and work hard to promote the AmeriCorps brand. Our web site prominently features the logo and we work to make sure our campus sites do the same with their web site, offices and all materials. Supervisors and members are both reminded to make this a priority in annual trainings and we work to include members in special on-campus AmeriCorps Week and other recruitment opportunities so that they can promote their service as a member to others on their campus.

Campuses and community organizations will receive a poster displaying the AmeriCorps logo and will be expected to display it at the site.

Organizational Capability

a. Organizational Background and Staffing

Iowa Campus Compact was officially founded in 2003 as an affiliate to the National Campus Compact. The 36 state Campus Compact offices represent over 6 million college students nationwide. These offices provide leadership at the local, state, and regional level to improve community

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engagement efforts, mobilize resources, and provide support for faculty, staff, and students at member campuses. Currently, more than 98 percent of Campus Compact member campuses have one or more community partnerships, and more than 90 percent include service or civic engagement in their mission statements. These campuses share knowledge and resources with their communities and support service-learning and civic engagement efforts in areas such as education, literacy, health, the environment, and hunger and homelessness.

Executive Director Emily Shields was appointed in June 2011. Emily has more than 10 years of experience in policy and management including service as the Chief of Staff for a state government disaster recovery agency for three years. She also has prior experience in community organizing and fundraising, and served as an AmeriCorps VISTA member. She has previously managed staff, budgets, grants, and statewide programs; participated in the Leadership Iowa program; and completed the State of Iowa management certificate program. She serves as a Commissioner (ex-officio) for the Iowa Commission on Volunteer Service.

Additionally, in October 2011, Iowa Campus Compact hired Program Manager Janna Hammes, whose primary responsibility is to manage the AmeriCorps State and VISTA programs (including this education award program). Janna has prior experience with Iowa Campus Compact's AmeriCorps and VISTA programs as the compact's VISTA Leader, as well as experience as a Program Director for an AmeriCorps tutoring program.

Both Emily and Janna have experience in both training and program evaluation and are able to oversee the efforts of local campus supervisors. Site supervisors for our program are institution service-learning or community service directors who are trained and prepared to engage members in well-researched, critical reflection practices that will help them to think more deeply about the problems they are addressing through their service activities.

Together the Executive Director and Program Manager oversee the current 170-member AmeriCorps Education Award Program as well as a 15-member AmeriCorps VISTA project. The Program Manager serves as the primary contact and handles paperwork and compliance issues, communication with members and supervisors, training, professional development, data collection and other day-to-day operations. The Executive Director serves as the secondary contact, supervises

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the Program Manager, and provides leadership on program design, evaluation, and assessment.

Iowa Campus Compact has administered an AmeriCorps education award program since 2007 and an AmeriCorps VISTA program since 2006. We have also received grants from Learn and Serve and private foundations. Much of our organizational funding (41 percent) comes from membership dues paid by higher education institutions participating in the organization. The AmeriCorps education award program represents 14 percent of the overall budget and the VISTA support grant represents 7 percent. The remaining 38 percent is comprised of fees for services and programs from member institutions and other partners.

The Executive Director reports to a Board of Directors composed of seven member college and university presidents from across the spectrum of higher education. These presidents are committed to the public purpose of higher education in educating active citizens and building strong communities, and value the AmeriCorps program's role in supporting student development and campus-community partnerships for impact on community needs. The Board of Directors provides administrative and policy oversight and strategic direction to the organization, while Iowa Western Community College in Council Bluffs, Iowa, serves as the fiscal agent. Iowa Western Community College provides oversight of organizational financial accounts, and includes Iowa Campus Compact as part of their audit and financial reviews. Additionally, Iowa Western Community College processes payroll and works with the Executive Director and Program Manager to provide fiscal oversight of federal, state, and foundation grants.

The Iowa College AmeriCorps Program fits well into our overall efforts to support civic engagement and service-learning on college campuses. Our member institutions are focused on building more strategic partnerships with community partner organizations and having students who can spend a significant amount of time over the course of a year on the capacity of those organizations provides campuses with a way to connect beyond a service day or service-learning course. In the last few years of managing this program, we have consistently met program targets. We have recruited members to fill our allocated slots and consistently achieved more than 90 percent retention of members (and increased our retention rate from 92% to 96% within the last year). We have worked with several sites from year to year and focused on how we could improve the program with improved training, more oversight, streamlined processes, improved member recruitment strategies, and other measures

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designed to maximize community and member impact. We have not experienced significant compliance issues and have regularly participated in retreats and conference calls organized by the Iowa Commission on Volunteer Service. We have also connected with other state compacts managing similar programs to identify their best practices.

b. Sustainability

Members' service will focus on recruiting volunteers who are willing to make a long-term commitment to our local partner organizations. They will also help the organizations to understand how to make contacts within the institutions and the best communication platforms to reaching college student volunteers, so they can improve their own ability to recruit from that population.

Members will also serve to improve organizations' capacity to better manage and retain these volunteers, and will help to implement programmatic improvements toward that end. In addition, they will conduct community impact assessments. These assessments will have long-lasting impacts on organizations' ability to meet identified needs and tell the story of the impact in a way that allows them to attract funding. Members will help to build strategic partnerships between campuses and communities that will support ongoing activities including academic research, service-learning courses, and other service organizations. The service of these members will help to move these relationships beyond the transactional exchange of volunteers to a transformational partnership that allows for true and deep change.

Our community stakeholders in this program are identified community partners of our institutions of higher education. Some of these partnerships are long-standing, and the members are helping to build new programming with them. Some are new partnerships and members are needed to help those organizations begin to access the resources the institutions can provide. These organizations are often surveyed and interviewed by staff and faculty from those institutions to determine whether efforts are effectively meeting their needs and positively impacting community needs.

c. Compliance and Accountability

Iowa Campus Compact staff work diligently to ensure compliance with AmeriCorps rules and regulations, particularly those related to prohibited activities. We carefully recruit and select sites that have strong institutional support and an experienced site supervisor who can dedicate the time needed

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to comply with rules and properly supervise members. We provide comprehensive training to all site supervisors on the rules, regulations, and prohibited activities. We also ask that each site sign a Memorandum of Agreement that outlines their role in enforcing these provisions. We carefully maintain member files and review them for completeness. We review each member's service plan and discuss any potential issues with site supervisors. We maintain regular communication with all sites with calls and emails, monthly group conference calls, and site visits.

Instances of noncompliance or the risk of it are handled immediately. Site supervisors are held accountable and those who fail to respond to efforts to correct situations will be handled first by conversations with their institutional management, and then by reconsidering whether the program should manage members in the future. In the 2010-2011 program year, one site supervisor was not responsive to our efforts to confirm time sheets and ensure completion of hours. That supervisor was ultimately let go by the institution after our repeated attempts to improve the situation. The institutions with which we work are very responsive to our feedback and take their role in program compliance very seriously. Even though this site did act to remove the supervisor, we still had concerns about their ability to administer the program and have not selected them as a site this year. Most of our sites have successfully managed members for several years with a consistent supervisor who is trained and very knowledgeable about the program. Sites that are new this year will receive additional support and training, and more frequent site visits to monitor their ability to comply.

Special Circumstances

Of our XX service sites, eight serve primarily rural areas with a lack of resources and population to volunteer. These areas have special concerns in terms of poverty and non-profits are over-burdened in working to meet community needs. In these areas, recruiting additionally, particularly young volunteers is especially important and members can provide even more value in accessing volunteers and filling in roles where these organizations cannot identify people to serve.

Demonstrated Compliance

In the 2011-2012 program year, a few areas were identified for improvement. Some members were not enrolled or exited within the 30-day required deadline due to not receiving hard copies of paperwork in time to properly enroll/exit a member. To improve upon this, supervisors have received training, and have begun sending all paperwork electronically as well as hard copies.

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Additionally, while not a compliance issue, we wanted to add more structure to avoid risk and ensure members were not participating in prohibited activities or recruiting volunteers to do so. We developed a new comprehensive and streamlined Member Service Plan to explicitly identify organizations where members serve and the activities completed at those sites. In this document it is also reiterated that members must not participate in, or recruit volunteers to participate in, CNCS-identified prohibited activities.

Enrollment

For the 2011-2012 program year, we fully enrolled all but one minimum time member in the program (we were unable to find a proper recruit for the position). For the 2012-2013 program year as of November 2012, we have recruited members for all slots and expect to enroll 100 percent.

Retention

Our retention rate for the 2011-2012 program year was 96 percent. This high retention rate is due to our ongoing focus on improving recruitment and screening to identify members who will maintain the commitment. To increase this rate even further, we are working with site supervisors to further improve communication with members and monitoring weekly service hours. We will implement early intervention practices to identify members at risk of not completing service who can work with their supervisor on time management techniques and improved service plans, so they can confidently commit to completing their term of service. Additionally, for the 2012-2013 service year, over a quarter of the members enrolled have previously served with ICAP.

Operating Sites and Member Service Sites

All Iowa Campus Compact member campuses were asked to complete a Request for Information form to document their interest in serving as host sites for the 2012-2013 AmeriCorps program. Sites were asked to specify the number of members they believe their campus can support and to identify the main organizations with which they would work. Once we receive notification that our program will be funded, sites will also be asked to complete an application and sign a Memorandum of Agreement before they are awarded slots based on the overall program slots. Before they are awarded, sites are evaluated for their ability to meet the expectations as outlined in the MOA. All of the campuses identified for next year have successfully engaged members in the 2012-2013 year. The

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campus sites and their main members; service sites proposed for the 2013-2014 grant year include:

- Buena Vista University, Storm Lake (Storm Lake Community Schools, Buena Vista Regional Hospital, The Bridge of Storm Lake)
- Central College, Pella (Pella Regional Health Center, Pella Literacy Army, Marion County Humane Society)
- Coe College, Cedar Rapids (St. Luke's Hospital, ARC of East Central Iowa, Cedar Rapids Community School District, Four Oaks)
- Cornell College, Mount Vernon (Willis Dady Emergency Shelter, Mount Vernon School District)
- Drake University, Des Moines (Drake Adult Literacy Center, Children and Family Urban Ministries, Everybody Wins)
- Grand View University, Des Moines (Boys & Girls Club, Hospice, Salvation Army)
- Grinnell College, Grinnell (Grinnell-Newburg School District)
- Iowa Wesleyan College, Mt. Pleasant (Henry County Mentoring, Mt. Pleasant Public Schools, Mt. Pleasant Rec Center)
- Iowa Western Community College, Council Bluffs (Boys & Girls Club, Micah House Shelter, Red Cross, Children's Square Shelter)
- Loras College, Dubuque (St. Mark's Community Center, Children's Miracle Network, Holy Family Schools, National Mississippi River Museum)
- Northwestern College, Orange City (Zestos, Justice for All, The Bridge)
- Simpson College, Indianola (Best Buddies, Children and Family Urban Ministries, The Village Nursing Home)
- Wartburg College, Waverly (Mercy Medical Center, Cedar Valley Friends of the Family, YWCA of Black Hawk County)

All sites have an ongoing connection to Iowa Campus Compact as members of the organization. Iowa Campus Compact staff works regularly with site supervisors on other grants and programming and maintains a close working relationship.

Budget/Cost Effectiveness

a. Cost Effectiveness

Iowa Campus Compact is requesting 145 minimum-time member slots and 25 quarter-time member slots, for a total of 170 AmeriCorps members, which generates an MSY of 37.3. We decided to retain

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the same amount of slots as we had in the 2012-2013 year, based on the amount of interest in AmeriCorps positions and no new campus sites being added. The increase in quarter-time member slots is due to more students interested in having a deeper and longer lasting connection to their local communities. Iowa Campus Compact requests \$800 per MSY, totaling \$29,840, to support the supervision and operation of the program. Funding received for each MSY will allow Iowa Campus Compact to support the salary of the Iowa Campus Compact Program Manager and Executive Director for the time dedicated to this grant-funded program, travel to sites, and background checks for members.

Iowa College AmeriCorps members will not receive a living allowance. However, some of our current sites enroll eligible members in Federal Work Study positions, and Iowa Campus Compact will continue to encourage sites to do so. We will also work with campus financial aid offices and administrators to ensure eligible members are able to access this resource, and that the amounts are below CNCS-specified maximum amounts.

Iowa Campus Compact has a standard operating budget through annual dues from member campuses, registration fees for professional development events and trainings, and other grant funding. Each participating site is required to set aside a budget for member development and other expenses to accommodate required member activities. Monitoring visits from the Program Manager will be conducted in conjunction with other on-campus meetings and trainings to reduce staff travel expenses.

In addition to support from the Executive Director and Program Manager, campuses will provide an on-site supervisor to oversee members, provide support throughout the year of service, assist with recruitment, ensure federal guidelines are being followed, and maintain relationships with local community agencies to ensure program success. Campuses are responsible for providing salary and benefits of those serving as campus supervisors. Additional equipment and supplies for the program will be provided by each individual campus and from Iowa Campus Compact.

b. Budget Adequacy

We have increased our support for this the program by hiring a dedicated staff person to manage the program. This move demonstrates a strong commitment by our board to improving this program and

Narratives

its reach to new campuses and communities. With a larger grant, we also have increased costs related to background checks that we are partially covering with our other organizational funds. We also utilize our funding to support training opportunities including the IUGO Student Leadership Conference that are not covered by our grant. We utilize sponsorship and our member dues to help cover these costs. In total, this program requires more than \$35,000 to operate, over \$5,000 of which is not covered by the fixed-amount grant provided. These amounts are based on past event costs, past travel costs, staff time estimates and past criminal history check costs. This budget does not take into account the staff time, office supplies and other costs of our local campus sites, which also contribute significant in-kind resources to this program. We estimate our campus sites spend an average of \$5,033 per year on this program. This estimate includes staff time spent coordinating the program, materials for meetings and events, and the cost of Accidental Death and Dismemberment insurance for the members. This equals an additional \$60,330 of in-kind support for the program.

At \$29,632 for our 170-member grant, CNCS is paying only \$174 per member. These members serve 54,000 hours. The cost-per-hour of their service to CNCS (for this grant amount) is only 54 cents. Even with the additional resources provided by Iowa Campus Compact and our local campus sites, this program is an incredibly cost-effective way to engage more college students in meaningful service and impact the capacity of local nonprofit organizations.

Special Circumstances

Of our service sites, eight serve primarily rural areas with a lack of resources and population to volunteer. These areas have special concerns in terms of poverty and non-profits are over-burdened in meeting community needs. In these areas, recruiting additional volunteers is especially important and members can provide even more value in accessing volunteers and filling in roles where these organizations cannot identify people to serve.

Evaluation Summary or Plan

NA

Amendment Justification

NA

Clarification Summary

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NA

Continuation Changes

NA