

Narratives

Executive Summary

Community Youth Concepts (CYC) will have 10 AmeriCorps members who will design, lead, and implement service learning programs in schools and community based organizations that serve at-risk youth in Polk, Dallas, and Story Counties. At the end of the first program year, the AmeriCorps members will be responsible for engaging 435 youth in service learning across three Iowa counties with the anticipated outcomes of 80% of youth having an increased level of academic and community engagement by an average of at least 15% on a minimum of five factors of engagement and of the 435 youth served, 304 having improved academic performance in literacy and/ or math as evidenced by gains using pre- and post- program standardized test data. In addition, the AmeriCorps members will leverage an additional 50 community partners that will be engaged in service learning alongside youth. This program will focus on the CNCS focus area of education. The CNCS investment of \$133,000 will be matched with \$172,686 from community partners and other funders.

Rationale and Approach/Program Design

IDENTIFIED PROBLEM/NEED

This proposed AmeriCorps program will address the problem of youth disengagement in the community. Disengagement has been shown to be associated with poor academic performance, absenteeism, and dropout rates (Lippman & Rivers, 2008). For the purposes of this proposal, youth disengagement is defined as when youth no longer consider themselves attached and connected to their school, work, community, or family and exhibit problem behaviors (i.e. violence, delinquency, school dropout). Risk factors such as poverty, low neighborhood attachment, and economic deprivation increase the likelihood of disengagement, which leads to adolescent problem behaviors. This program will work to improve student academic performance and reduce problem behaviors as evidenced by an increase in academic and community engagement through service learning. Service learning, as it will be referred to in this proposal and as defined by the Corporation for National and Community Service, is a teaching or learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Student engagement is associated with academic performance and closing the achievement gap, dropout prevention, school attendance, and reduction of risky behaviors (Fredricks, Blumenfeld, & Paris, 2004; Glanville & Wildhagen, 2006; National Research Council, 2004).

Narratives

In Polk, Dallas, and Story Counties, evidence of both risk factors for disengagement and problem behaviors such as violence, suicidal ideation, substance and alcohol use, low neighborhood attachment, poverty, and lack of supervision by and connection to adults exists. Each of these needs is an identified risk factor in the Social Development Strategy, which is a synthesis of three existing theories of criminology from the Center for the Application of Substance Abuse Technologies (U.S. Department of Health and Human Services Center for Substance Abuse Prevention, 2012). The Iowa Youth Survey (IYS) is conducted with students in grades 6, 8, and 11 attending Iowa public and private schools. The IYS includes questions about students' behaviors, attitudes, and beliefs, as well as their perceptions of peer, family, school, neighborhood, and community environments. In the 2012 Iowa Youth Survey, 41% of Story County and 51% of Polk County and Dallas County youth reported living in unsupportive neighborhoods, and 21%, 32%, and 25% of youth reported a lack of family involvement or support, respectively. Of 11th graders in Polk County, 24% reported that they feel that adults do not care about people their age. Fifty four percent of Polk, 53% of Story and 51% of Dallas County youth spent no time volunteering, and 19% of Polk and Dallas County youth spent no time in extracurricular activities. Instead, 49% of Polk County, 50% of Story County, and 51% of Dallas County youth spent three hours a week or more with no adult supervision.

Out of school time opportunities are often cited as a need, considering the highest rates of juvenile crime happen between the hours of 3:00 and 6:00 p.m. (Fight Crime, Invest in Kids, 2013). According to the Iowa Youth Survey (2012), nearly one in five Polk County and one in ten Dallas and Story County eleventh graders have planned or attempted suicide in the last year. While adolescent smoking and drinking rates have declined over the last six years, the 10% (Polk), 11% (Dallas), and 9% (Story) of adolescents who have smoked in the last 30 days and the 26% (Polk), 30% (Dallas), and 20% (Story) of eleventh graders who drank in the last 30 days are concerning and indicate youth who are already likely disengaged and participating in risky behaviors.

This program will serve Polk, Dallas, and Story County communities of need, which will be defined as significant or growing populations of students who receive free and reduced lunch rates and are classified as minority youth. While community-based organizations with already identified school based partnerships will be the primary site location for members, statistics from school rates of free and reduced price lunch utilization are used as an indicator of poverty rates of youth served. Some of

Narratives

the schools in the communities to be served include the following free and reduced price lunch rates: Merrill (41%), Brody (55%), Callanan (73%), Moulton (82%), Weeks (82%), Edmunds (85%), Hoyt (86%), Harding (89%), and Hiatt (89%). These rates of free and reduced price lunch mirror the ethnic minority representation of youth in these communities (Iowa Department of Education, 2012). Furthermore, additional data suggests minority youth in Polk, Dallas, and Story counties are on average two times more likely to be involved in the juvenile justice system and/or have a child before the age of twenty (Iowa Division of Criminal and Juvenile Justice Planning, Iowa Vital Statistics, Iowa Youth Survey, 2012).

Service learning programs will aim to recruit and serve at-risk youth, as defined by the guidelines for disadvantaged youth in the Corporation for National and Community Service's National Performance Measures. This project will engage disadvantaged youth, youth with disabilities, minority youth, and youth who are not otherwise engaged in other youth development opportunities and are at greater risk for disengagement through an intentional recruiting strategy that targets community based organizations serving at-risk youth. This population was selected after discussion with the AmeriCorps Planning Committee of 12 community and state leaders about areas of greatest need. The focus of the project targets youth who have limited positive supports outside of school personnel due to presenting risk factors.

USE OF AMERICORPS MEMBERS TO SOLVE COMMUNITY PROBLEMS

The AmeriCorps program was selected by CYC as the most logical means for addressing youth disengagement through the implementation of service learning programs because of the alignment between project timelines and AmeriCorps member appointments as well as the integration of the value of service. Each of the service projects identified by site supervisors is slated to last for a nine month time period. This coincides well with the twelve month AmeriCorps member assignments taking into account the time required for training and project development for their respective service projects. Consistency among project time lines and member appointments ensures that project outcomes are not likely to be impacted by staff turnover. In this program, members will engage youth during weekends, after school, and during the school day, depending on individual site needs. This will allow for service learning program delivery during the time that is of greatest need for youth. Due to their usual short-term assignments, volunteers are not able to provide the intensive, consistent

Narratives

supports needed for high quality youth engagement. AmeriCorps members will be able to fill this gap. They will also be better suited to meet the needs of youth since they will receive training in youth development and the IPARDC (Investigation, Planning, Action, Reflection, Demonstration, Celebration) service learning model for youth engagement, considered the field's best practice model according to Youth Service America. Additionally, AmeriCorps members are in a unique position to model service to young people participating in their projects as they work in a service capacity. Since members will experience the value of service firsthand, they will be encouraged to incorporate their own stories into the curriculum. This approach is meant to encourage youth perceptions that they are able to influence and impact their communities. In addition to spreading the value of service among youth, the program will be structured to allow other staff within host organizations opportunities to learn from members what service learning is, how to implement it, and how it can be implemented throughout all programming to become part of organizational culture. This will spread the use of service learning in a sustainable way.

In order to best facilitate the service learning program, CYC requests 10 Member Service Year full-time positions. These members will coordinate, plan, and facilitate service learning and youth development programs among groups of youth where disengagement and problem behaviors occur. Member activities will include the following: recruit youth for the program, market the program among providers and schools, distribute and collect releases for student participation, plan lessons and service learning activities, facilitate the program, collect data on program outcomes, develop Days of Service opportunities and recruit necessary volunteers for them, participate in training and networking opportunities, and provide timely reports on activities and program measures. Each youth development program will strive to meet a minimum of once per week, for at least 25 weeks, over the course of nine months. Members will provide youth a combination of at least 20 hours of service learning project opportunities throughout the nine months. The remaining three months of the member's year of service will be devoted to training, program development, and recruitment. Member duties may vary slightly depending on site needs. Based on letters of intent to participate from interested organizations, anticipated placement sites include: EMBARC: Ethnic Minorities of Burma Resource and Advocacy Center, ArtForce Iowa, Community Youth Concepts, One Iowa, Children and Family Urban Movement and up to three other youth-focused organizations.

A member placed with EMBARC will develop programming for up to 40 refugee children in two

Narratives

Des Moines schools. This member will work with youth at Samuelson Elementary and Meredith Middle School and will engage this population of refugee students in various math and English related service projects across the Des Moines metro. One member placed with ArtForce Iowa will engage 40 highly at-risk youth living in high-poverty and high-crime areas of Des Moines in service learning and restorative justice activities using artistic means. The two members placed with CYC will deliver weekly after school programs at Hiatt, Weeks, Callanan, and Merrill Middle Schools in Des Moines and will serve 80 youth in collaboration with the Des Moines Police Department. This will allow inner-city youth opportunities to build positive relationships with police, explore career goals, and give back to the community through service. A member placed with One Iowa will engage youth in service around health-related issues that impact LGBT youth, such as sexual assault, bullying, and HIV/AIDS and will serve 40 youth. Two members will be placed with Children and Family Urban Movement to support their gender based after school programming for youth in grades 6-12. CYC has reserved the three remaining positions for emerging needs. So far, the organization has reached out to dozens of organizations about the opportunity and will continue to expand awareness to ensure the most appropriate sites are selected. Each of these the remaining 3 members will serve at least 40 youth, totaling 120 youth.

As a result of the first year of service learning work and mobilization of 10 AmeriCorps members, CYC expects to serve 435 youth. Of those youth served, 348 (80%) will have improved academic and community engagement. CYC also expects that 304 (70%) of the 435 youth served will have improved academic performance in literacy and/ or math as evidenced by gains using pre- and post-program standardized test data. In order to reach these goals, students will increase their hours of service to their community and will have increased time spent with supportive adults. Students will be engaged in solving real world problems and will have increased leadership, critical thinking, communication, and project management skills. Students will also have increased feelings of hopefulness, well-being, and self-efficacy. These changes in student's skills and attitudes will be reflected in a decrease in behavior referrals, increase in school attendance, and an increase in classroom participation culminating in improved academic performance. With increased academic community engagement long term, it is anticipated that students will be more prepared to enter the workforce as adults and will be more likely to continue into post-secondary education.

CYC will measure the program's impact using reliable and valid pre- and post-program

Narratives

participant surveys in addition to collecting pre- and post-program standardized test data and relevant academic data as it is made available. Pre- and post- program surveys will measure the academic and community engagement level of youth through attitudinal and behavioral items, which align with National Performance Measures ED2 and ED27. Pre- and post- program standardized test data will measure literacy and/ or math gains as aligned with National Performance Measure ED5. Each year, CYC will report this data in aggregate and group percentage changes, and the average size of change in attitude or behavior over the course of the program. Academic data for participants such as grade point average and attendance patterns will be reported as it is made available. CYC will report to the Iowa Commission on Volunteer Service on the performance measurement tool at the beginning of the program year, on the mid-year output results at the mid-year point of the program, and on final outcomes of the program at the end of the program year.

EVIDENCE BASE FOR PROPOSED INTERVENTION

Within the risk and protective factors research outlined in the Social Development Strategy, researchers found that protective factors that encompass certain characteristics can provide a buffer for youth and mitigate the effects of risk factors. Youth opportunities for pro-social involvement in the community are the only protective factors that counter all of the risk factors in the Social Development framework (U.S. Department of Health and Human Services Center for Substance Abuse Prevention, 2012). Pro-social involvement in the community is understood to be opportunities to interact with community members and give back to society through service. This project will meet the need of youth to counter risk factors with the protective factor of pro-social involvement in the community. Service learning is chosen as the opportunity for pro-social involvement in the community because of its proven results and cumulative impact on one's self and community. Quasi-experimental research by Billig (2010) has found a link between service learning and the factors associated with youth engagement. This same research also found that high quality curriculum based service learning programs that engage youth in setting goals to meet community needs; offer students voice and choices; provide many opportunities for teamwork; engage youth in reflection; teach time management; and reward students for goal attainment has been linked to positive individual outcomes among youth. CYC measures the presence of these elements in it's service learning model utilizing the Youth Program Quality Assessment (YPQA) tool to ensure standards of high quality programming as referenced in Billig's research are implemented. YPQA is a research validated tool

Narratives

(Gambone, 2001) that measures how well adult program facilitators provide access to key developmental experiences that have been correlated with positive youth outcomes (National Academy of Sciences, 2002; Durlak and Weissberg, 2008). Further support of the positive outcomes associated with service learning can be found in a quasi-experimental study conducted by Billig, Jesse, and Grimley (2008). In this study, students who participated in service learning reported feeling a sense of self-efficacy and competence and developed connections with peers and adults outside of their school and family circles. This research also associated student's increases in academic performance on state assessments with participation in service learning.

The program design and approach are informed by research that provides an evidence base for similar programs. The Wyman Center's Teen Outreach Program, a youth development and service learning curriculum, has been evaluated through two outcome studies and three process studies. The elements that overlap with CYC's approach include the nine month program period, a minimum of 25 sessions with youth, a minimum of 20 service learning hours, and the opportunity for youth to choose their service projects. In the process studies conducted on this approach, these factors were each identified as explanations for the program's outcomes (Allen, J.P., Kuperminc, G., Philliber, S. & Herre, K.,1994). In a 2001 experimental study of the Teen Outreach Program, participants experienced 52% lower risk of school suspension, 60% lower risk of course failure, and 53% lower risk of pregnancy than students in the comparison group who did not participate in the program (Allen, J.P., Philliber, S., 2001). Since these risk factors are indicators of youth disengagement, it follows that participants would show greater levels of engagement as these risk factors decrease. It should be noted that there are currently eight additional randomized experimental studies and seven quasi-experimental studies underway to update the outcome data of teens participating in the Teen Outreach Program. Furthermore, the Teen Outreach Program is listed in the following evidence based and best practice databases that require substantial evidence of effectiveness: SAMHSA -- National Registry of Evidence-based Programs and Practices (NREPP), US Department of Health and Human Services - Office of Adolescent Health: List of Evidence-based Program Models, Office of Juvenile Justice and Delinquency Prevention: Model Programs Guide, Harvard Family Research Project: Out of School Time Evaluation Database, National Drop Out Prevention Center, in addition to several other nationally renowned databases.

CYC program performance outcomes serve as an additional evidence base through participant

Narratives

pre- and post-surveys. Similar to FY12, FY13 programs have demonstrated the following aggregate increases in youth reported attitudes over the course of the program: they know about problems and needs in their community (increase from 65% to 94%); youth know about ways to be involved in their community (74% to 97%); they have leadership skills to get others involved in projects (60% to 86%); they have skills to organize and carry out a community project (61% to 91%); they take pride in being part of their community (79% to 95%); they feel valued by adults (69% to 91%); they feel like an important part of their community (67% to 86%); and they feel like they can make a difference in their community (79% to 95%). Because of the consistent results CYC has seen across diverse groups in Central Iowa using the same model, CYC anticipates similar results will be achieved through the AmeriCorps program. In FY14, CYC is working with area service-learning providers to track student success which can also be used as baseline data in FY15. Measures of attitudinal change are intended to reflect an increased connection to the community and level of engagement. In particular, several of these factors, including connection to peers and adults outside of family and feeling a sense of self-efficacy and competence, are considered essential to youth engagement by Eccles, Midgely, and Adler (1984) and Gallup (2013).

MEMBER TRAINING

CYC believes that in order to have powerful service experiences, members should have access to strong professional development and training, opportunities to problem solve with peers and supervisors, reflection activities, networking with other national service members and service learning professionals, and the chance to make a strong, positive impact on the lives of people in need. Each of these components will be provided to members in CYC's AmeriCorps program. Following recruitment and selection of members, which is anticipated to be completed in August 2014, members and supervisors will convene for an initial week long training and orientation in September 2014. The training will include sessions on disaster response, youth development, Trauma Informed Care, Adverse Childhood Experiences studies, community resources, mandatory reporting, professionalism, service learning, confidentiality, brainstorming and planning techniques, reflection, cultural awareness, days of service, service project grant opportunities, citizenship, volunteer management, communication, program quality, performance measures, tracking, and AmeriCorps rules and regulations. To ensure members, the community partners they generate, and site supervisors are aware of prohibited activities and adhere to regulations, a module of the training will be devoted to

Narratives

these items as well as outlining supervision procedures for ensuring expectations are upheld. For the disaster response segment of training, CYC expects to use local emergency management officials to discuss how to engage volunteers after a disaster and explore opportunities to incorporate First Aid, CPR, and Mental Health First Aid training.

In week two, sites will conduct an on-site orientation and training to familiarize members with the mission and history of their organizations, the needs of the youth they serve, how service learning supports the work of the organization, and the community. On site orientation will also introduce members to key workforce skills. During their service, members are expected to acquire skills in communication, teamwork, group facilitation, building rapport with youth, project management, volunteer recruitment and management, and problem solving. Ongoing quarterly training sessions, bimonthly meetings, and monthly coaching sessions have been aligned with these expectations and member service responsibilities and will include opportunities for role-playing the core elements of service to ensure that training will prepare members for service activities.

CYC will convene members for bimonthly meetings to revisit key workforce skills, review AmeriCorps rules and regulations, network, problem solve, and exchange best practices. Members will be able to share how their service is going and address issues that may arise. Ongoing training opportunities will be incorporated into these meetings at least quarterly and include life after AmeriCorps, tools and resources for people living in poverty, and others as appropriate. The local AmeriCorps Alumni group will be engaged to contribute to these presentations. CYC has established relationships with three banking institutions and will engage these organizations to provide resources to members on financial literacy and personal finance.

Additional trainings will be identified using the Youth Program Quality Assessment to customize opportunities to members' specific needs. Members will be invited to join the local Young Nonprofit Professionals Network, a group that provides professional development opportunities to people working for nonprofit organizations and the Iowa Service Learning Network. This will provide members with networking opportunities for future work and service and resources in the community to leverage.

MEMBER SUPERVISION

Narratives

Members will be supervised through a number of methods: most closely by site supervisors who will provide direct supervision for at least one hour per week and conduct member evaluations and by CYC through bimonthly meetings, monthly coaching conference calls, six site visits, and information collection on member activities. Site supervisors will conduct member mid-year and end-of-year evaluations to measure member competence and fulfillment of duties. The evaluation will be based on CYC's performance evaluation for employees, which rates the person on their tasks and professionalism traits (i.e. dependability). Members will complete a self-evaluation from the same form and will discuss the results with their supervisors. Members will discuss issues, solutions, best practices, lessons learned, and share impactful stories during their bimonthly meetings. In each bimonthly meeting with members as well as monthly coaching calls, the AmeriCorps Program Director will employ Motivational Interviewing techniques to facilitate opportunities for reflection about their service, including topics such as program techniques that work well, lessons learned, opportunities for improvement, and identifying personal growth experiences. Members will also reflect and report on service activities and stories that resonated with them in periodic reports to CYC, which will be passed on to the Iowa Commission on Volunteer Service as appropriate.

During the first quarter of members' service, CYC will conduct monthly site visits to monitor members and their activities. During the rest of the year, CYC will conduct quarterly site visits with members and monthly individual coaching conference calls. Each of these visits and conversations will provide the AmeriCorps Program Director opportunities to ensure members and generated community partners are in compliance with AmeriCorps rules and regulations. The AmeriCorps Program Director will also check in with site supervisors on a monthly basis to track progress and resolve any issues that may be present. CYC will utilize the Youth Program Quality Assessment (YPQA) to measure program quality and identify strengths and areas for improvement for each program. CYC will facilitate a planning session with each member to set goals for program improvement and monitor these goals and related action steps. CYC and the member will identify resources or training needed to accomplish their goals. The items identified will inform the ongoing training opportunities for members. CYC will also collect information from members on their activities and duties to ensure they are in compliance with AmeriCorps regulations and on track to achieve performance outcomes.

Narratives

At each program location, a site supervisor will be identified based on his or her own youth development, management, and national service program experience. Through CYC, Erin Gorman, AmeriCorps Program Director, will provide initial program training and will supervise members through bimonthly meetings, monthly coaching conference calls, site visits, and data collection on member activities. CYC's Julie Cackler will also assist in initial member training and will provide supervisory support through Youth Program Quality Assessment and program improvement planning services. Amy Croll, CYC Executive Director, will provide support to assist staff if issues arise between sites and members. Jill Perry, CYC Development Director, will assist in the management of matching funds.

Each host organization selected the site supervisor based on the person most closely linked to member duties. Site supervisors will provide on-site supervision for at least one hour per week. During the initial week long training period for members, site supervisors will receive a day-long training in the program design, service learning, reasonable accommodations for members, and AmeriCorps rules and regulations and will be invited to participate in training that is available to members.

An Applicant Site Agreement was developed by CYC and distributed to potential sites, and this document noted roles and responsibilities of members, site supervisors, and CYC. Partner organizations have submitted a signed agreement to be considered a potential program site. CYC will use this as a guiding document to ensure supervisors are aware of program and role expectations. The AmeriCorps Program Director will visit each site supervisor through monthly in person check-ins or conference calls to discuss whether and how the member is performing his or her duties. CYC plans to front-load support to site supervisors and members to address issues as needed in a proactive way.

COMMITMENT TO AMERICORPS IDENTIFICATION

CYC is fully committed to ensuring that national service is branded in a consistent and appropriate way. As part of the AmeriCorps planning grant, CYC developed a co-branding policy to use with partner organizations and service locations. CYC developed template documents for sites to use that include the AmeriCorps name and logo. Recruitment will be led by CYC in a coordinated fashion to ensure the program is marketed according to AmeriCorps expectations. CYC has also developed an AmeriCorps identification style guide for sites to use in branding efforts.

Narratives

To foster a sense of connection with the AmeriCorps identity, program materials will be branded with the AmeriCorps logo and common language used to describe the program's purpose. As much as possible, CYC will connect members to other national service programs to make the program's goals, objectives, and opportunities clear. CYC will share AmeriCorps service opportunities with members to connect them beyond their initial program year.

Throughout the recruitment, screening, training, and service timeframes, CYC staff members will make every effort to emphasize to members that they are a part of AmeriCorps. In the member handbook and training, CYC will lay out expectations for member identification to community members, partners, and the general public during the program and days of service. Members will be asked to wear at least one article of AmeriCorps apparel, to include a provided t-shirt or lapel pin, during all hours of service and both articles during days of service.

Throughout initial and ongoing training, CYC will connect members to local chapters of AmeriCorps Alumni, a group that CYC has worked with in the past on Days of Service events and the Iowa Statewide Service Learning Network, which an initiative that will be managed by CYC in partnership with the Iowa Commission on Volunteer Service. The AmeriCorps Alumni group is an active community of former and current members and hosts regular social and professional development opportunities. CYC will utilize the AmeriCorps Alumni group to conduct training on Life After AmeriCorps and living on a budget. Members will be encouraged to connect with other national service participants through social media and local groups such as the Young Nonprofit Professionals Network.

Organizational Capability

ORGANIZATIONAL BACKGROUND AND STAFFING

Community Youth Concepts (CYC) is a nonprofit organization based in Des Moines, Iowa. The CYC mission is to ensure all Iowa youth have access to high quality opportunities that prepare them for success in school, work, and life. CYC offers youth development programs in service learning, mentoring and substance abuse diversion, with core components of leadership and community engagement with youth between the ages of 10-24. These programs tend to serve youth who are economically disadvantaged, have a disability, or are otherwise considered at-risk. During the 2012-

Narratives

2013 fiscal year, CYC served 564 central Iowa youth representing diverse populations. These youth gave 5,669 hours of service to their communities, which equals \$120,466 worth of service according to IRS estimates. Following ethnicity and race categories from the U.S. Census, 50% of youth served were Hispanic or Latino, 3% were Asian, 12% were African American or black, and 35% were white, non-Hispanic or Latino. Fifteen percent of youth learned English as a second language, and 16% had a disability. CYC staff members have a strong history of working with the diverse populations that the AmeriCorps program aims to serve. CYC is also a respected provider of youth development trainings and technical assistance currently providing training, assessment, and coaching services to 46 unique organizations, 54 sites statewide, and 8 AmeriCorps members housed with Des Moines Public Schools through the Governor and Mayor's AmeriCorps Initiative.

Over the past two years, CYC has become well versed in the components of successful programming as the organization prepared to host an AmeriCorps Program. In August 2012, CYC received an AmeriCorps Planning Grant, which enabled the organization to convene a Planning Committee of stakeholders and potential sites. Through this process, CYC staff determined the program design and theory of change, performance measures, potential sites, and process by which to recruit, place, and train members. The process also allowed CYC staff to become familiar with AmeriCorps regulations and expectations, financial and programmatic reporting requirements, and necessary policies and procedures for programs to have in place. In 2013, CYC provided training and technical assistance for members of the Des Moines Public Schools Governor and Mayor's AmeriCorps Initiative. This experience allowed CYC to develop a strong understanding of best practices in training, supervising, and equipping AmeriCorps members for success.

Erin Gorman will serve as the AmeriCorps Program Director. In her current role as CYC Program Director, Gorman provides training and technical assistance to the Des Moines Public Schools Governor and Mayor's AmeriCorps Initiative members and is working to expand service learning statewide. She will transition to provide training, supervision, and overall direction AmeriCorps members housed at CYC. Gorman brings four years of experience with youth and young adults. After graduating from Luther College with degrees in anthropology and psychology, Gorman served as an Iowa Campus Compact AmeriCorps VISTA at the University of Iowa. Gorman is currently pursuing a M.A. in International Education from SIT Graduate Institute, with concentrations in youth program leadership and training design for experiential learning. Her years of

Narratives

experience in national service programs, volunteer coordination, youth development programming, and nonprofit professional development will provide an ideal foundation to meet members' needs. In her role as Program Director, Gorman will coordinate policies and procedures for the program, recruit members, conduct initial screenings and matching of members to sites, complete and track member paperwork, train and coordinate networking opportunities for members, train site supervisors, conduct site monitoring visits and Youth Program Quality Assessments, collect and analyze participant survey data, attend national service training, and report to state and federal entities on program progress and outcomes.

Amy Croll, CYC Executive Director, will provide administrative support and oversight to the AmeriCorps program. Croll brings 17 years of experience working directly with youth, 14 years of experience working with state and local youth development policies and practices, and 10 years serving as a youth development trainer and facilitator. Croll currently serves as a field consultant for the David P. Weikart Center for Youth Program Quality/Forum for Youth Investment, the Wyman Center's Teen Outreach Program, and the Iowa Department of Public Health. Croll supervised AmeriCorps VISTA members for the Iowa Department of Human Rights and CYC. She holds a B.A. in Psychology from Luther College and Master of Social Work from the University of Iowa. She is a Licensed Independent Social Worker and a Certified Prevention Specialist. For the AmeriCorps program, Croll will communicate financial reporting requirements with CYC's Board of Directors and contracted accountant, provide programmatic and administrative oversight, and conduct training in youth development best practices for members.

Julie Cackler serves as the Youth Development Specialist for CYC and provides training and program assessment for youth-serving organizations. Cackler will provide initial youth development training and conduct Youth Program Quality Assessments for the AmeriCorps program. She has 22 years of experience in working with youth in public schools, club and day camp programs, and out of school programs. Cackler holds a Bachelor of Music Education from Culver-Stockton College.

Jill Perry serves as CYC's Director of Development and is responsible for agency fundraising, sustainability planning, and coordination of strategic partnerships. She also assists with the management of AmeriCorps matching funds. Perry has 8 years of diverse administrative and direct service experience within youth service organizations. She is also a certified trainer of facilitators for

Narratives

the Wyman Center's Teen Outreach Program. She holds a Bachelor of Social Work from Auburn University and a Master of Social Work from the University of Iowa.

CYC has developed policies, procedures, key infrastructure, and strategic partnerships for the AmeriCorps operational program. CYC staff members involved in the project are oriented to and aware of AmeriCorps policies and procedures. Furthermore, program policies have been reviewed by the Iowa Commission on Volunteer Service and GBL, a human resources consulting firm, to ensure their compliance with local and federal regulations. If selected, CYC's AmeriCorps Program Director and Executive Director, as appropriate, will attend training provided by the Corporation for National and Community Service and the Iowa Commission on Volunteer Service to ensure human resources, financial, and programmatic best practices are in place. Additionally, the Commission will be utilized for programmatic and financial technical assistance.

CYC staff members receive regular professional development opportunities, which will be utilized to ensure the AmeriCorps program reflects industry best practices. The four CYC staff members dedicated to this grant contribute more than 50 total years of experience in working directly with youth through volunteering and service initiatives and 30 years of experience in training youth workers and volunteers. In the past year, CYC provided training to 501 youth workers from 46 agencies through 36 trainings. CYC provided assessment and technical assistance to 56 programs in the last year and is scheduled to provide these services to 60 programs statewide during the current fiscal year.

In 2012, CYC contracted with an external evaluator, Censeo Solutions, to develop an assessment tool to measure agency-wide program outcomes. CYC will utilize this evaluation as a template to modify for the pre- and post-survey for program participants. CYC utilizes Survey Monkey to house, compile, and analyze data from survey findings, and this mechanism will be used to track data and outcomes for the operational grant. CYC will also use the Youth Program Quality Assessment to monitor program quality and provide feedback to members.

The organization's previous experience administering an AmeriCorps Planning Grant and training members of Des Moines Public School's Governor and Mayor's AmeriCorps Initiative has enabled staff members to become familiar with AmeriCorps regulations and reporting requirements. Croll has

Narratives

experience in administering federal funds directly, both for CYC and in her former role at the Iowa Department of Human Rights. Gorman has coordinated services, systems, and reporting for federally funded programs. Croll and Perry have conducted grant reviews for other federal funding streams as well. A system for monitoring and tracking financial aspects of the program has been developed by CYC's Executive Director, contracted accountant, and CYC's fiscal committee, who donate time to CYC's financial records. These systems will be communicated to program staff and program sites as appropriate to ensure that expectations will be met.

CYC's structure is outlined in the attached organizational chart. Executive Director Amy Croll provides strategic direction and oversight of staff members. Erin Gorman currently oversees capacity building and assists with Des Moines Public Schools AmeriCorps program implementation and will transition to direct CYC's AmeriCorps grant. Julie Cackler directs training for the organization. Jill Perry manages grants and donor relations. The organization's Board of Directors provides oversight for the Executive Director and staff members and will provide program and budget oversight to the AmeriCorps operational program. The board includes members with expertise in accounting, finance, banking, law, publishing, community development, education, and operational and nonprofit management. Fiscal management services are provided by a contracted accountant and overseen by a fiscal committee including two accountants. It is expected that these practices will continue over the course of the grant period to ensure that proper fiscal oversight is provided.

COMPLIANCE AND ACCOUNTABILITY

CYC has taken a proactive role in making potential sites aware of program expectations for compliance with AmeriCorps rules and regulations. To be considered as part of the operational grant, potential sites have submitted a site agreement that outlines AmeriCorps prohibited activities and expectations for members, program site supervisors, and CYC. These expectations have also been discussed during Planning Committee and outreach meetings to ensure that all sites are aware of the expectations. If and when the operational grant is awarded, each organization will enter into a Memorandum of Agreement with CYC to ensure there is a mechanism by which to hold entities accountable for risk or noncompliance. AmeriCorps rules and regulations will also be emphasized during member and site supervisor training. To prevent and detect compliance issues, CYC will ask members to report their activities undertaken with each submission of a member timesheet. The

Narratives

Program Director will conduct monthly site monitoring visits in the first quarter of the grant and quarterly site visits in the time remaining. During these visits, the Program Director will discuss the member's role and responsibilities with the member and the site supervisor and will observe the program facilitated by the member to ensure it aligns with the desired structure. If instances of risk or noncompliance are identified, CYC will work with the Iowa Commission on Volunteer Service to determine which actions are necessary and appropriate to hold CYC, sub-grantees, and service site locations accountable.

CONTINUOUS IMPROVEMENT

CYC has reached out to 40 community and faith-based organizations, schools, higher education institutions, governmental entities, philanthropy organizations, and stakeholders to make them aware of the program and infuse community input into the process. The Planning Committee is made up of a subsection of these groups to ensure that broad representation of the community's needs and assets are at the table. CYC believes that this process of engagement has allowed many new partner organizations to develop collaborative relationships, both with CYC and other organizations involved in the initiative.

During the course of the AmeriCorps program, CYC plans to convene members, site supervisors, other relevant staff members, Commission staff, and appropriate community stakeholders such as school district officials in quarterly network meetings. At these meetings, data obtained thus far will be reviewed and discussed. CYC staff members will also facilitate a discussion around program strengths and challenges and will put in place action steps as appropriate. The group will continue to discuss sustainability planning and will incorporate data in this process as funding opportunities are made available. CYC and its affiliated partners have diversified community relationships that will aid in both programmatic and financial sustainability. As part of CYC's strategic plan, staff members hope to expand youth development initiatives, build partnerships, and enable other practitioners in a collective movement that empowers youth across Central Iowa through service learning.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

The budget outlined is cost effective because the requested funds do not exceed the maximum cost

Narratives

per Member Service Year (MSY) and they are matched by funds that are considerably higher than the required match amount. CYC's cost per Member Service Year is \$13,300, which is within the maximum cost amount allowed. The total amount requested from the Corporation is \$133,000, and this amount will be matched by \$172,686 from community partners and other funders. This provides a match percentage of 56%, which exceeds the minimum requirement of 24%. The Corporation's investment leverages a large match investment from the communities of supporting agencies as well as a private donor. CYC receives funding from the Century Link Foundation, Iowa Commission on Volunteer Service, Youth Service America, the Mid-Iowa Health Foundation, Medina Foundation, the Chrysalis Foundation, Principal Financial Group, Staples, the Iowa Departments of Public Health and Education, Sam's Club, Target, the Wellmark Foundation, and private donors. These entities represent government sources, foundations, and corporations. CYC also receives funding through individual donations and by charging fees for service for training and program assessments that staff members conduct for other organizations. In August 2012, CYC received an AmeriCorps Planning Grant from the Iowa Commission on Volunteer Service. Indirectly, CYC received Corporation federal funding as a sub-grantee for the Reach Out Iowa Learn and Serve America grant to Iowa State University Extension, and is currently a sub grantee for the Des Moines Public Schools AmeriCorps Mayor's initiative.

CYC's current fiscal year budget is \$390,416. If this program is implemented, \$118,000 which is currently secured for AmeriCorps capacity development from a private donor would be designated as match funds and an additional \$38,000 would be contributed from the 10 AmeriCorps host sites. The Corporation's share of the AmeriCorps operations, which is \$133,000, would make up 25% of CYC's total operational budget. Each site is asked to contribute \$3,800 in cash match per full-time member. Of the sites selected so far, cash match sources have been identified for all locations.

Funding sources for the secured match include state funds, private donations, and corporate grants. By cooperating with site partners to solicit funding, CYC anticipates that funders will have greater interest in the program. In the coming months, CYC plans to ramp up collaborative fundraising opportunities to generate the remaining sites match. Sites are also expected to provide in-kind match through the site supervisor's time, space for the member to use for service activities, basic program supplies, and access to a computer. Though these in-kind match sources are not being formally tracked for CNCS match purposes, each site has signed an applicant site agreement

Narratives

regarding these expectations. Sites yet to be named will be expected to provide these resources as part of the site application process. The total costs of the program include \$133,000 from CNCS and \$172,686 in cash match from local community sources.

The total benefits of the program are that each year, 435 youth will become increasingly engaged in their school and community, improve their academic performance, and will have increased preparedness in successfully transitioning to adulthood. CYC expects that in turn, this positive youth development will result in decreased risky and problem behaviors. The societal benefit to avoidance of teen risky behaviors can be reflected in lower rates of chronic disease and health services, lower utilization rates of public assistance, and lower incidence of juvenile justice involvement.

BUDGET ADEQUACY

The attached budget details the funding required for the operational project, includes all anticipated costs, and will fully support the first year of the operational grant. CYC has commitment from a private donor for 1.25 additional program years with a decrease in match funding over the remaining years. With these secured funds, CYC expects to provide match for member living allowances, health care, background checks, and administrative costs. Based on CYC's experience with similar programs, this budget will adequately provide for the necessary costs associated with the operational program.

CYC originally drafted a budget for the program during the organization's Planning Grant in 2012. CYC has also given careful consideration to the development of the operational grant with the support and guidance of a federal AmeriCorps initiative operating locally. The Planning Committee discussed financial and programmatic sustainability to ensure that all relevant costs were anticipated and included. This piece of the planning allowed program sites to become familiar with the program, budget, and match requirements from the beginning in order to enable the future success of an operational grant.

Evaluation Summary or Plan

N/A

Amendment Justification

Narratives

N/A

Clarification Summary

Year One: 2014-2015 Clarification Responses

A. BUDGET

Please respond to the following items in the clarification summary field of the narrative and/or in the budget narrative as is appropriate:

1. Section E - Please move the printing, postage, and copier line items to Section I.

Printing, postage, and copier line items have been moved.

2. Section F - Please move the Evaluator line item to Section H.

Evaluator line item has been moved.

3. Section G. Staff Training - Please clarify the purpose of the YPQA external assessor re-certification.

YPQA is a leading assessment tool used to measure best practices in youth engagement. All sites participating in this AmeriCorps Program will undergo an external YPQA assessment to inform individual member coaching and training needs. Due to the external nature of this assessment, individual agencies can also use data from the YPQA assessment to further pursue alternative grant funding to offset their required match for hosting an AmeriCorps member. YPQA is currently recognized as an approved assessment tool by two local funders who will be approached by sites to offset their required match costs.

4. Section G. Staff Training - Please provide a calculation for all costs budgeted for the service learning conference.

Line item has been updated to include a calculation of expenses.

5. Section I - Please confirm background checks will be completed for all staff and indicate how the

Narratives

costs will be covered.

Personnel outlined in Section I are required to undergo background checks as a condition of employment. CYC has records of these checks. CYC will incur the cost of providing background checks should current personnel be replaced during the project period. These costs are included in CYC's annual operating budget.

6. Section II - B - Please move the AC gear to Section I - E.

AmeriCorps Member gear line item has been moved.

7. Please correct mileage estimates to be based on the standard government rate of .55 cents or explain why .39 cents was used in the calculation.

CYC's agency reimbursement policy warrants a rate of .39 per mile. This is the accepted rate for the State of Iowa.

8. Based on a review of your cost effectiveness section, it has been determined that your funding request did not make a compelling case for the proposed cost per MSY. Please consider decreasing your overall cost per MSY by revising the CNCS share of the proposed program budget or explaining why the proposed program is cost effective in terms other than what exists in the original application.

This AmeriCorps program includes a high degree of individual member training and rigorous evaluation procedures to ensure service-learning opportunities are of the highest quality to build on student academic learning. Specifically the member training component of this AmeriCorps program which includes initial weeklong training as well as orientation to the YPQA evaluation process costs \$750 per member and takes 80 hours of CYC staff time to prepare. The YPQA evaluation and improvement planning process will cost \$1200 per host site and takes an average of 10 hours of CYC staff time per site to conduct. The nature of this AmeriCorps program also warrants high intensity and engagement in student led activities that could not be otherwise achieved by using traditional volunteers due to their short term assignments and would be more expensive to engage in using full time CYC staff members. Not only is the approach of incorporating AmeriCorps members into the

Narratives

service-learning model proposed in this application more efficient, but it also anticipates stronger results with students while providing quality professional development for members.

Furthermore, being a new program, there are a number of start up costs included in this year's budget proposal. As noted in the budget for this application, CYC and its partner organizations have assumed majority of these costs in the grantee share. It is expected that in future years, some costs outlined in this proposal will be less as the program becomes established. CYC and its partners should be able to assume more of the costs detailed under the CNCS share in future years. In order to be able to effectively meet the needs of youth in out of school time opportunities within the settings of community based organizations, CYC and its partner organizations have carefully considered first year budget expenses and have prioritized expenses in a conservative manner.

B. PROGRAMMATIC

Please respond in the eGrants narrative field labeled "Clarification Summary":

1. Please discuss in detail the service-learning curriculum the members will be trained in and will utilize when engaging beneficiaries.

All AmeriCorps members will be trained in the David P. Weikart Center for Youth Program Quality Youth Work Methods Curriculum (www.cypq.org), the Academy for Educational Development Advancing Youth Development Curriculum (www.ydtrc.common.yale.edu). All members will also receive training in the IPARD/C (investigation, planning, action, reflection, demonstration/celebration) model of service, which Community Youth Concepts has utilized to train over 200 youth workers including 35 AmeriCorps members, over the past six years and is considered best practice by Youth Service America (www.ysa.org). Individual organizations hosting members may also elect to provide additional training to members to further support their ability to implement quality youth development and service learning based programming. For example, members serving with Community Youth Concepts will also be trained in the Wyman Center's Teen Outreach Program Curriculum (<http://wymancenter.org/nationalnetwork/top/>), an evidence-based youth development and service-learning curriculum that incorporates twenty hours of service annually.

2. Please describe in more detail how beneficiaries will be engaged in the service-learning activities,

Narratives

such as what the weekly intervention sessions will consist of, how they will be structured during the nine-months period, and if and how they will be tied to the students' academic curriculum.

This AmeriCorps program requires that members meet in direct programming with student groups at minimum of 10 hours per week, for 25 weeks, over the course of 9 months. Beneficiaries will be led through a specific element of the IPARD/C model on a weekly basis. Investigation and planning will specifically be tied to student-perceived community needs. Student action will incorporate academic learning objectives.

Each site incorporated into this AmeriCorps program has unique populations and is committed to expanding their use of service-learning to build academic strengths in their specific student populations. The movement of the Iowa Department of Education towards the Iowa Core, a curriculum based approach to student learning that designed to improve achievement of all students and prepare them for the world of work and lifelong learning, supports the incorporation of serving learning opportunities. CYC has been recognized and recruited by five local school districts in the past year for their ability to incorporate educational objectives into application through service.

3. Please clarify what age and grade levels the beneficiaries will be targeted from.

Organizations hosting members for this AmeriCorps program may serve students ages 5-18 covering the grades of kindergarten through twelfth grade.

4. As CYC already offers youth development and service-learning programs, please discuss how, in their proposed roles, members will not displace, duplicate, or supplant any staff at Community Youth Concepts or its partner organizations.

Members serving at Community Youth Concepts will be used to offer more frequent and individualized student exposure to service learning opportunities and other factors helping them connect classroom instruction with real life application. Community Youth Concepts has worked to clarify the proposed roles of members in partner organizations by having sites submit a Partner Site Agreement form, due prior to this application. In the planning process for this application, sites have been made aware of the regulations associated with AmeriCorps member roles and CYC has been selective to ensure that members are not displacing the work of current employees, but rather are

Narratives

complementing the mission of the organization with the infusion of service learning.

5. Please address how the dosage of the proposed intervention justifies a full-time member position which assumes a 35-40 hours a week commitment. Will the service-learning sessions and activities be done in groups or individually?

CYC has developed a projected schedule for AmeriCorps members based on its experience with youth group facilitation. AmeriCorps members will have multiple groups, with several sites providing daily programming with students, up to ten hours per week. At a minimum, AmeriCorps members will provide two hours of programming daily. In order to effectively plan, members will be asked to allocate approximately two hours of planning time for every one hour of direct programming. Based on this configuration, a daily schedule for an AmeriCorps member would consist of two hours of direct service with youth, four hours of group-specific planning including connecting activities to the Iowa Core and building community relationships for the enactment of service. The remaining two hours/day would be spent in required supervision, coaching, training, documentation of member activities and results, volunteer recruitment and management, and internal organizational meetings. Additionally, youth may request and require assistance connecting to service on an individual level.

6. Please discuss the students that members will engage in service-learning activities will be trained to avoid prohibited activities. How will the program prevent any instances of non-compliance with the prohibited activities restriction, given the aspect of the program design that assumes student activities based on their interests?

CYC and individual site supervisors will monitor the selection and progress of student projects through weekly supervision and coaching sessions to ensure they remain aligned with AmeriCorps guidelines and Iowa Core curriculum learning objectives. The Partner Site Agreement includes language outlining specific AmeriCorps and program regulations for student projects. Members will also review prohibited activities in orientation sessions with students.

7. Your application narrative indicates that the program has secured sufficient sources of match for 1.25 years of the program. Please discuss how the program will meet the minimum match obligation for the remainder of the three-year grant cycle.

Narratives

CYC has confirmed program support with the assistance of a large donor through November 2016, which overlaps with the 3rd year of funding in the federal fiscal year. Each site is also required to provide match funding, as outlined in the Partner Site Agreement form with CYC. Required match funds from each site will increase in years two and three to offset the additional needed match in the third year. Further conversations are in process with the current donor to secure additional funding following the current grant cycle that will secure match through the end of the project.

8. You indicated that program beneficiaries will include students with disabilities. Please discuss the extent to which you will recruit students with disabilities to participate in the program and your experience with engaging such students in your activities previously.

CYC currently engages youth with disabilities through relationships with the Iowa Developmental Disabilities Council and Iowa Vocational Rehabilitation Services, as well as local school districts. CYC has experience in providing guidance to state and local organizations on how best to integrate service with special populations. Through this work, CYC has conducted focus groups with students with disabilities to develop recommendations of best practices for schools and youth workers. Furthermore, 16% (100 youth) of CYC's current program beneficiaries are students who self identify as having a disability that requires accommodation in the school environment. As part of the training and development of individual AmeriCorps members, CYC will include specific information and resources connecting partner sites to the Iowa Developmental Disabilities Council and Iowa Vocational Rehabilitation Services to recruit students with disabilities. CYC will provide ongoing coaching to AmeriCorps members and partner site supervisors on how to recruit and support students with disabilities in a manner that meets the student's specific needs.

C. PERFORMANCE MEASURES

Please make the following changes in the Performance Measures screens in eGrants:

1. Please provide additional justification for how your selection of ED5 outcome is an appropriate outcome for your theory of change and how it's aligned with your proposed program intervention.

Narratives

CYC has elected to remove ED5 from its list of performance measures.

2. Please discuss why the program can reasonably expect to impact the students' math and literacy skills based on their engagement in the service-learning activities. The selection of ED27 intervention appears to be a logical and aligned choice, but the application does not provide sufficient justification for your selection of ED5 outcome. If you do not believe that the program will be able to impact this outcome and successfully track data related to it, please remove it from your performance measures.

CYC has elected to remove ED5 from its list of performance measures.

D. STRATEGIC ENGAGEMENT SLOTS

Please make the respond to the following items in the Clarification Summary in eGrants:

1. What percentage of your slots will be targeted to recruiting members with disabilities? What is your program's plan, if any, for outreach and recruitment of members of the disability community?

As a part of its recruitment process, CYC plans to reach out to disability and inclusion focused organizations to promote AmeriCorps member service opportunities. CYC will contact the Employer's Disability Resource Network, housed within the State of Iowa Vocational Rehabilitation Department and the Iowa Developmental Disabilities Council. The listing will also be promoted through Individuals with Disabilities in Action and other stakeholder groups that CYC is connected with through its work.

2. In order to increase the number of individuals with disabilities serving as AmeriCorps members, CNCS is offering applicants the opportunity to request additional MSYs to be filled by AmeriCorps members with disabilities. The additional MSYs would be funded at the clarification cost per MSY level. Applicants must describe their intent to recruit, engage and retain additional members with disabilities and provide a detailed outreach plan for how these members will be recruited and supported (e.g. established recruitment partners or strategies.) In addition, programs receiving these additional member positions will be required to report specific details on the success of the recruitment, supervision and retention of AmeriCorps members with disabilities in semi-annual

Narratives

progress reports. If you would like to request additional MSYs to be filled by AmeriCorps members with disabilities, please describe your intent as requested above. Also indicate how many MSYs your program would like to request, the number of slots by slot type, and where the additional members will serve. Add these additional MSYs to your budget.

CYC does not request any strategic engagement slots with this application.

E. MSY WITH NO PROGRAM FUNDS ATTACHED (NO COST MSYS)

Applicants may request No-Cost MSYs. These additional no-cost MSYs are national service positions in which no grant funds will be awarded. In other words, grantees could receive additional AmeriCorps positions but no additional grant funds. Programs will be responsible for using their own or other resources to pay program costs, member support costs and other operating expenses. Keep in mind that full-time AmeriCorps program costs include expenditures for the AmeriCorps living allowance, health care and criminal history checks. Programs are not required to pay living allowances or cover health care for less-than-full-time members.

If you would like to request No-Cost MSYs, please edit your budget as appropriate (for example you may need to revise line items for member gear or criminal history checks). Please ensure your performance measures align with these additional MSYs. Lastly, you must include a response to each item below in the Clarification narrative field:

1. The number and type of slots requested. Please confirm that for the MSYs requested, the additional members will only engage in activities aligned with the proposed member activities outlined in the application narrative.

CYC does not request no-cost MSY's with this application.

2. A description of resources that will be provided to adequately support the additional members and how they are sufficient to; support the member support costs, management, oversight, program operations, and the program activities.

3. Source(s) of non-CNCS funds. Provide a brief description of the amount, classification (cash or in-

Narratives

kind), source(s) (State/Local, Federal, Private) for all resources secured to manage, monitor, and support these additional members.

4. The organization's capability and capacity to successfully implement, manage, and monitor the additional members.

F. Healthcare

1. Please provide the name of the health insurance provider you are proposing to use to insure your AmeriCorps members.

AmeriCorps Benefits

2. How did you select the provider? (for example, direct marketing ,through the Health Insurance Marketplace or other means)

Recommendation from local provider

3. Does your proposed budget for member healthcare provide for Minimum Essential Coverage (MEC) coverage, as defined by the Affordable Care Act (ACA), for your full-time members?

No

4. If not, what adjustment to your budget is necessary in order for you to provide Minimum Essential Coverage (MEC)?

Unknown

5. If you do not have enough information to answer question (4), please explain why not and/or what prevented you from being able to obtain the necessary information.

Due to our program being new we are not aware of the changes and messaging around how the new

Narratives

ACA affects the AmeriCorps benefits and what CNCS has been sharing. We will continue to read more and learn about this through conversations with Iowa Commission on Volunteer Service and CNCS before the grant year begins

Continuation Changes

N/A

Grant Characteristics