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Executive Summary

The Michigan College Access Network will host 71 AmeriCorps members who will serve as full-time college advisers working alongside school counselors dedicated to providing college access services to over 30,000 students and their families reaching more than 80 high schools across the state of Michigan in partnership with 13 higher education partners. At the end of the first program year, the AmeriCorps members will be responsible for increasing students' participation in Key Performance Indicators (KPIs) that lead to college access and success, including but not limited to increasing the number of college applications per school by 10%, increasing the percent of students completing the Free Application for Federal Student Aid (FAFSA) by 8%, and increasing the percent of students enrolling into a college that will serve them well by 5%. Furthermore, the AmeriCorps members will leverage an additional 1,420 volunteers to engage in National Service Day projects, serve as College Ambassadors in their schools, and support college access initiatives in the schools and communities served.

This program will focus on the CNCS focus area of education. The CNCS investment of \$490,432 will be matched with \$1,892,515, in public and private funding.

Rationale and Approach/Program Design

Michigan's economic future depends on producing more college graduates - college attainment strategies are critical to ensuring Michigan supplies a talented citizenry to meet workforce demands. A college education is essential for individuals to be competitive for jobs in a knowledge-based economy. By 2018, a projected 62% of all jobs in Michigan will require postsecondary education and currently only 37.4% of Michigan residents have attained the necessary credentials to fill these positions (Georgetown Center on Education and the Workforce, 2010). According to data from the State of Michigan's longitudinal data system, too many Michigan students are graduating high school but choosing not to enroll in higher education (34%), and there are large college enrollment gaps between low-income students and their more affluent counterparts (23%) as well as underrepresented minority students and non-underrepresented minority students (14%).

To illustrate Michigan's leaky postsecondary pipeline: For every 100 Michigan 9th graders, 73 graduate high school on-time; 45 of these 73 enter college within twelve months of high school graduation; 32 of these 45 are still enrolled in college by their sophomore year; and 18 of these 32 graduate with a college degree within six years (www.mischooldata.org).

Many of the highest-achieving disadvantaged students -- young men and women who are qualified to

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continue their education beyond high school -- do not consider attending a four-year college, and many who say they plan to apply never do. According to the US Department of Education, nearly 25% of low-income students who score in the top quartile on standardized tests will never go to college. Due to a variety of societal factors and limited resources in their schools and communities, low-income students, first generation-college students, and underrepresented minority students are not receiving the advice and support they need to enroll in colleges where they will persist through degree completion. Not pursuing postsecondary education has lasting consequences not only for those students, but for the state and the nation.

School counselors are critical in supporting students during the college application and matriculation process; however, the student-to-school counselor ratio is 471:1 nationally and is 706:1 in Michigan, while the recommended ratio is 250:1 (American Counseling Association, 2014). In addition to overwhelming caseloads, high school counselors lack the necessary training to provide effective college advising. According to a recent survey from the National Association for College Admission Counseling, less than 10% of the school counselor training programs in the United States offer a course on college advising and postsecondary education planning. The study also demonstrated that school counselors report spending less than 20% of their time on college advising activities. A Public Agenda survey found most young adults thought their counselor was of little or no help when it came to making college plans, and two national surveys of school counselors published by College Board found that counselors themselves feel undertrained in this vital area. The proposed program, AdviseMI, will work to address these significant problems. By placing highly-trained college advisers directly in Michigan's underserved high schools, AmeriCorps members are able to supplement the work of school counselors and provide students and parents with the high-quality, personalized guidance they need to enroll in and complete college.

Theory of Change and Logic Model

As articulated above, many low-income, first generation-college going, and underrepresented minority students are not receiving the advice and support they need to identify and enroll in colleges where they will persist to degree completion. The AdviseMI program will address this challenge by training full-time advisers to supplement the work of existing guidance counselors and equipping them with the ability to address financial, social, logistical, and academic barriers head on.

The AdviseMI theory of change is simple. Students must complete a set of steps in order to attend college. These steps include such items as formulating expectations about college, preparing and submitting college applications, taking college entrance exams, completing college financial aid forms

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and scholarship applications, attending a college visit, and selecting a college. Families and schools can help students accomplish these steps; however, despite their best efforts, many of the steps remain incomplete for too students. There are several potential reasons why these steps are left incomplete: students and their families may lack information; they may require assistance in understanding the complexity of application and financial aid forms; schools may be overwhelmed or have ineffective outreach strategies; and so on. Students, families, and schools all have some information about and time dedicated to college planning, but often not enough of either to fully advise and prepare a student for a successful postsecondary education transition. Students will be said to have started the program once they have their first meeting with their AdviseMI member. They will have completed the program once they have completed the key tasks: a college application, the FAFSA application, a scholarship application, a college entrance exam, and a college visit.

Sustained impact in this theory of change will be actualized through the establishment of a strong, pervasive college-going culture in the school. Such a culture normalizes high postsecondary aspirations and college-going expectations among students. Researchers have identified several elements of a strong college-going culture within schools, including visible elements such as "college talk," testing and curricula geared towards college enrollment, and college collateral (Patricia McDonough, UCLA). The goal of the AdviseMI program within schools, and especially the collaboration between AmeriCorps members and school staff, will be to create and sustain a college-going culture that leads to long-term change in the educational attainment of Michigan residents. AdviseMI will insert a full-time college adviser in high need high schools whose mission is to help with the logistics of the entire search and application process, providing the support and assistance students need to transition successfully from high school graduation to college enrollment and completion. This successful student transition ensures that Michigan will be able to increase the availability of college educated working-aged adults ready to fill the pressing labor market demands with our own graduates -- resulting in a decrease in Michigan's unemployment rate and an increase in individuals' employment rates and median earnings, and in Michigan's economic prosperity overall.

Members will execute the following at their service sites: hold 1:1 meetings with seniors to discuss college planning, complete college applications, complete career inventories, register for ACT/SAT retakes and apply for fee waivers, complete the FAFSA form and other financial aid forms, and complete scholarship applications; organize college campus visits; organize/participate in local college fair; arrange college rep visits; conduct college workshop (e.g. college essay-writing, test prep, scholarship application drive, etc.); help seniors complete college application and apply for fee waivers

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as needed; meet with seniors' parents.

AdviseMI advisers as AmeriCorps members will provide a unique capacity builder to the high schools. While many high schools have a school counselor on staff, they are often lacking the necessary training and capacity to assist students and families with the very detail-oriented, individualized college advising that needs to take place. AmeriCorps members will have the specific training, schedule flexibility, and focused role to ensure students receive the individual guidance and support they need to successfully enroll in a college that will serve them well.

Evidence Base

The proposed intervention, AdviseMI, is supported by a strong evidence base that can support causal conclusions. Recently, scholars and research organizations have devoted significant effort to understanding the impact of various college access programs. Several studies validate our theory of change and show that college advising results in an increase in our primary outcome -- college matriculation rates, especially amongst low-income students.

In a What Works Clearinghouse study entitled Late Interventions Matter Too: The Case of College Coaching in New Hampshire, Carrell and Sacerdote (2013) ask whether mentors can have a positive impact on college-going even late in a student's high school career. They implemented a randomized controlled design and assigned 1,050 New Hampshire students into a treatment and control group. Similar to our near-peer model, students in the control group were matched with college students from Dartmouth University. These college student mentors helped seniors complete the college application process and worked with them on many of the same tasks as our advisers: FAFSA completion, 1:1 meetings, college applications, and SAT/ACT registration. The researchers found that the intention to treat estimate for women was a 13 percentage point increase in college enrollment as compared to the control group. This finding was statistically significant at the 95% confidence interval.

The AdviseMI program is a replication of the College Advising Corps (CAC) model, and in an ongoing evaluation of the CAC program in Texas, researchers from Stanford University have implemented a randomized controlled trial to examine the causal effects of a full-time CAC adviser (Bettinger et al, 2014). Previous non-experimental results suggest that the program has positive effects on college enrollment, with many schools seeing a double-digit increase in enrollment three years after having an adviser. In the last two years, CAC used a randomized selection mechanism to choose schools for a large-scale expansion in Texas. This expansion supports a causal assessment at the school level of the effect of the program. 112 schools are involved in the RCT with 36 in the treatment group and 76 in

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the control group.

Preliminary results reveal school-wide positive college enrollment effects as students are 2% more likely to enroll in college, with larger effects seen for students of color and low-income students. All figures are statistically significant at the 95% confidence interval. Student surveys distributed in both treatment and control schools also revealed that students in schools served by an adviser were 8% more likely to have completed the FAFSA and 6% more likely to have completed a college entrance exam.

Each year, CAC external evaluators from Evaluation and Assessment Solutions for Education (EASE) at Stanford University employ a mixed methods evaluation design to determine the impact of the college advisers. They have found that the CAC model (analogous to the AdviseMI model) has proven to be effective in both urban and rural markets. Compared to seniors who have not met with the CAC adviser at their school, students who have met with the adviser are: 18% more likely to take the ACT/SAT, 23% more likely to submit the FAFSA, 18% more likely to have heard of Pell Grants, 23% more likely to apply to a college/university, 20% more likely to apply to a 4-year institution of higher education, 24% more likely to apply to a first choice college, and 16% more likely to apply to 3 or more institutions. Students who meet with an adviser are also 10% more likely to be from an underrepresented minority and 3% more likely to be a first generation student, the AdviseMI target population.

The evidence suggests that students who complete the key tasks (a college application, the FAFSA application, a scholarship application, a college entrance exam, and attend a college visit) guided by ongoing meetings and support from a college advising expert are dramatically more likely to enroll in college. It is estimated that a student could complete these tasks with the support of an AdviseMI member in approximately 20 hours.

Notice Priority

The AdviseMI intervention outlined in this proposal addresses the CNCS priority area of education. This program meets all of the requirements outlined and is concentrated on specifically improving student achievement outcomes related to successful postsecondary education enrollment and transition, persistence, and completion. The members will serve in high schools across the state of Michigan. AdviseMI has opted into National Performance Measures (ED1, ED2, ED10) in alignment with the CNCS five year strategic plan. In addition to the NPMs AdviseMI has clearly defined goals around 5 additional outputs that are not indicated as performance measures. AdviseMI will also report on the following: number of students completing the FAFSA (goal-9,100 students); number of

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scholarship dollars awarded to seniors (goal-\$12,000 avg/senior); number of college visits in which students participate (goal-10,000 visits); number of college applications submitted by seniors (goal-20,000 applications); number of 1:1 meetings with students (goal-14,000 meetings).

Member Training

AdviseMI members will receive comprehensive, year-round training, developed and executed by the AdviseMI Program staff with the support of staff from the Michigan College Access Network. Before members begin service in their schools, they must attend a mandatory four-week intensive summer residential orientation beginning in July. An extensive training is required for these members because they will be expected to be college advising experts on their first day at their service sites. Students and high school staff will consider the member the point-person for all questions related to postsecondary planning and college advising, therefore we must equip members with the necessary information prior to their first day on site. Prior to their service at their site, members will spend a minimum of 160 hours learning from Michigan's higher education and college access experts, developing expertise on the following topics: history and background of the Michigan College Access Network; orientation to CNCS; state of college access in Michigan and the nation; service versus employment; civic engagement and citizenship; professionalism in schools and healthy adviser/student relationship development; building relationships with school counselors; developing a college-going curriculum; getting to know your service community - local collaborations and existing programs and resources; engaging students - working with diverse populations and first-generation, low-income, and underrepresented minority students; confidentiality and Federal Educational Rights and Privacy Act; free statewide and national tools and resources in college advising; AmeriCorps compliance; AmeriCorps 101; team building; prohibited activities; timesheets; monthly data tracking/reporting; admissions and the college application process; college decision making; understanding personal fit and college match; ACT registration and preparation; career and major exploration; college search process; college tours and college fairs; college applications; admissions essays and recommendation letters; FAFSA, financial aid, and scholarships. In late August, following the 4 week orientation, members will relocate to their service site and be provided a one week service site transition orientation provided by the high school they will be serving.

Throughout the school year, AdviseMI will provide members with monthly professional development (half via webinars/conference calls and half in-person) to keep training continuous and relevant. Ongoing professional development topics vary depending on the time of year and the needs of members, but the following, at a minimum, will be covered: handling difficult situations;

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understanding and using your AmeriCorps benefits; life after AmeriCorps; resume and cover letter building/critiquing; mock interviews; adjusting to a new community; time management; member wellness; and AmeriCorps prohibited activities and follow-up role plays. The final in-person session will be a member reflection and celebration. Additionally members will be invited to participate in statewide college access professional development opportunities including: Michigan College Access Network's annual conference, Promoting the Publics college fair, Small Colleges Big Opportunities Fair, along with relevant community and school district based professional development, trainings, and meetings.

Through summer orientation and professional development sessions, AdviseMI members will receive a total of over 200 hours of training provided by Michigan College Access Network staff, previous AmeriCorps members, college access and success experts, higher education experts, and more.

Member Supervision

AdviseMI members will be supervised and supported at many levels. In order to support the members two new full-time positions will be created at the Michigan College Access Network to provide program oversight and member supervision. Additionally, one partner institution has agreed to provide two additional full-time positions to support the supervision of the members as in-kind support. Therefore, AdviseMI will have four full-time fully dedicated staff members providing support and resources to the 71 member program.

The AdviseMI staff will be directly responsible for the training, funding, and general oversight of each member. Program staff will provide this oversight to each member through: regular visits to each of the sites served by a member (3 visits per member per year); communication with each member through regular telephone calls and emails to make sure they are on track to meet their goals at the service site; additional personal training or support based on the needs of individual members; performance evaluations -- both mid-year and end of year; review of the data tracker kept by each member on a regular basis; narrative reflection reports provided by each member about their service experience; professional development trainings and team meetings.

Additionally, members will receive supervision at their partner schools. Each member will be accountable to a site supervisor at their service site, typically the principal or counselor. This individual will be selected by the school and is part of the formal Memorandum of Understanding (MOU) between AdviseMI and the service site. While principals and counselors can have a lot on their plate, the addition of a full time member dramatically increases their capacity to allow for time to be set aside to mentor and oversee the member's work. MCAN believes that strong commitment (including

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the site supervision role) and buy-in to the program is a requirement for partnership. Without the strong commitment from school leadership the program will be dramatically less successful. Site supervisors will be responsible for supporting each adviser in the following ways: facilitating the member's integration into the life and culture of the school through the one week site orientation in late August described above; providing appropriate advice, guidance, and connections; working closely with AdviseMI program staff to ensure that the relationship between the member and the school remains strong and that the member is effectively serving students and advancing the goals of the program; participating in member's evaluations; working with the member and program staff to establish a mutually agreeable work schedule for the member and ensure that the member is meeting this schedule; engaging in frequent dialogue with the member and program staff around strategic collaboration and progress toward goals; re-evaluating the work plan and making adjustments as needed; serving as the main liaison between their service site and AdviseMI.

Site supervisors will be provided a one day training during the 4-week member orientation that will cover member expectations, member prohibited activities, service versus employment, and their roles and responsibilities as site supervisors. Quarterly conference calls will be hosted with site supervisors to ensure ongoing communication and high quality support and guidance are being provided to the members during their service.

Members will also be supported by the Local College Access Network (LCAN) in each community served. LCANs are community-based college access alliances supported by a team of community and education leaders representing K-12, higher education, the nonprofit sector, government, business, and philanthropy. These coalitions are committed to building a college-going culture and dramatically increasing college readiness, participation, and completion rates within their community. LCAN staff and community members will provide support to the members in a number of ways including: serving as mentors to the members; providing additional training and opportunities to the members around college access; assisting with and/or helping to coordinate events with the members; providing funding for college access activities; helping the members transition and acclimate to the communities in which they serve. This three-tiered supervision and support structure for every member will ensure that each member is receiving the supervision, guidance, and support they need to succeed.

Members will be expected to recruit a minimum of 20 volunteers over the course of a program year. The volunteers recruited to participate in a member-led initiative, College Application Week, will be required to attend a 1 hour training delivered via webinar. The webinar will have a dedicated section on prohibited activities. The volunteers recruited to participate in National Days of Service will be

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required to attend a 1 hour in-person training prior to their service including a dedicated section on prohibited activities. Lastly, members will recruit student volunteers to engage as peer mentors. The peer mentors will work with the college adviser to put on programs for their fellow students around college planning. Peer mentors will be required to attend a day-long training that includes a dedicated section on prohibited activities.

Member Experience

Members who serve with AdviseMI will gain skills and experiences as a result of their training and service that will undoubtedly be highly valued by future employers. Data from our previous work with a similar program shows that 80% of advisers reported the experience positively affected their future education and career goals, and 90% expressed interest in attending graduate school. Many previous members (over 50%) are currently working at our state higher education institutions, and they credit their service experience as a key influencer on their career decisions. As briefly mentioned previously in the member training outline, members will be provided professional development opportunities regarding resume and cover letter building and critiquing, mock interviews, and personal goal setting and workshops. Additionally, members will be asked to provide written narrative reflections to their program staff supervisor on a monthly basis along with verbal group reflections during the ongoing monthly professional development sessions. During the regularly scheduled calls and site visits, program staff will utilize the reflections to ensure the member is being provided with the necessary opportunities and support to participate in a meaningful service experience. On a daily basis members will be seen as content experts in their buildings by professional staff, students, and families. While this does add pressure to their position it also ensures that the member will be provided with both rewards and challenges on a daily basis. An average day in a member's life could look like the following: meeting with a family before school to complete a financial aid form, meeting one on one with students during the day, assisting with college and financial applications in small groups, training teaching staff, and leading an after school workshop for families on college affordability planning. AdviseMI members will be provided access to the AmeriCorps alumni website in addition to regional AmeriCorps Alumni groups (Greater Lansing AmeriCorps Network and West Michigan AmeriCorps Collaborative) for opportunities to connect with a broader National Service network. Lastly, AdviseMI members will participate in a regional service project and Michigan's AmeriCorps Member Celebration along with their fellow Michigan AmeriCorps members (coordinated annually by the Michigan Community Service Commission), providing a great opportunity for connection, networking, and a more holistic understanding of their role and impact on the state through their service experience as a

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member of a larger statewide and national service network.

Commitment to AmeriCorps Identification

Involvement in AmeriCorps will be an important component of AdviseMI membership. The name recognition provided by AmeriCorps bolsters the reputation of AdviseMI as we work to establish ourselves as an influential program. The AmeriCorps logo will be prominently displayed on all AdviseMI recruitment materials and program letterhead and on all member business cards, name badges, and email signatures. Additionally, members will be instructed during orientation to include the logo on any promotional material (e.g. newsletters, school websites, etc.) used in their communities and at their service sites. Advisers will draft and memorize an elevator speech during orientation outlining their roles and responsibilities including verbiage regarding their role as an AmeriCorps member to ensure they can speak articulately about the AdviseMI program and their service. Sites will be provided an AmeriCorps window cling and will agree through the program MOU to display the logo at the site's main entrance. During the site supervisor one-day orientation outlined previously, site supervisors will be provided training on the need to clearly and prominently display the AmeriCorps logo throughout the school building.

Lastly, members will be provided with AmeriCorps logo gear (polo, pin, bag) and required to wear either the polo or pin on a daily basis. AdviseMI program staff will ask the site supervisors to regularly and randomly verify that the members are following the uniform policy.

Organizational Capability

The mission of the Michigan College Access Network (MCAN) is to dramatically increase Michigan's college readiness, participation and completion rates, particularly among low-income students, first-generation college going students, and students of color. We exist to support the transformation of Michigan into a state with a vibrant sustainable economy and strong healthy communities built upon the foundation of a highly-educated workforce.

MCAN is a stand-alone 501(c)(3) organization governed by a 13-person Board of Directors and a staff of 6 FTE. Michigan is the only state in the country without a State Higher Education Executive Office (SHEEO). In the absence of a SHEEO, MCAN has stepped up to partially fill this role as the state's only college access coordinating body. Specifically, MCAN focuses on five strategic approaches to reach its goals: LCAN Development, Statewide Initiative Implementation, Professional Development, Leadership and Advocacy, and Coordination and Partnerships.

In 2011, MCAN staff led the formation and development of Michigan State University's National College Advising Corps program. Since then, MCAN has provided financial and training support to the

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program. The program developed in 2011 is currently a state-funded AmeriCorps program (through MCAN) with 27 members serving during the 2014-15 school year. This AmeriCorps program will be folded into the AdviseMI program to streamline and dramatically expand the program simultaneously. In addition to MCAN's direct experience with analogous programs, MCAN has experience managing federal, state, local, and private grants. Examples include the federal College Access Challenge Grant (2010-2012, \$2,800,000 annually); State of Michigan Appropriation (2012-present, \$2,000,000 annually); AmeriCorps grant (2014-present, \$1000); multiple grants from The Kresge Foundation (2010-present, \$325,000-\$1,090,000), Lumina Foundation for Education (2011-2012, \$200,000), National College Access Network (2013-present, \$300,000), and The Skillman Foundation (2010-present, \$90,000 annually).

In addition to the current leadership, program development, and financial expertise on the MCAN staff, MCAN plans to hire two full-time AdviseMI program staff with 100% of their time dedicated to AdviseMI program management, member training and support, evaluation, partnership health, and program sustainability. The AdviseMI program staff will lead the program with support from the MCAN team (biographies below). Direct supervision of the AdviseMI program staff along with fundraising support will be provided by MCAN Executive Director, Brandy Johnson. MCAN Director of Professional Development Jamie Jacobs will provide support regarding member training, ongoing professional development, and program evaluation. Sarah Anthony, MCAN Director of Finance, will provide support in fiscal management and compliance regarding all AdviseMI program funding. MCAN Director of Statewide Initiatives Christi Taylor will provide support to the AdviseMI program staff on training content specific to adviser provided interventions around college applications and financial aid. Lastly, as mentioned previously, one of MCAN's partner institutions will also provide two dedicated full-time program staff (Ruben Watson and Jennifer O'Neal) to assist with training development and implementation, member supervision, and partnership health,.

MCAN has worked with private and public colleges and universities across the state to secure partnerships for the AdviseMI program. Partner colleges and universities have agreed to sponsor a specific number of advisers through funding in addition to providing training support and assistance with recruitment of service sites. While a formal site selection process has not begun, MCAN has already begun having informal conversations with community leaders and high schools regarding their interest in applying to be AdviseMI service sites. Because this program model is not new to Michigan, the conversations with current service sites and community leaders have been ongoing. MCAN follows up annually with each community served to ensure their needs are being met and the

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program is meeting the intended objectives. MCAN also hosted a meeting of all college access coordinators in October, 2014, where we received feedback on changes that could be made in program design to grow the program impact. Flexibility in the size and geographic location of the high school in addition to alternative high school sites were discussed. As a result, MCAN will be changed in service site selection for AdviseMI. The partner colleges and universities and community-based college access networks have been integral in the planning of the AdviseMI program.

AdviseMI Director (100% of time)- MCAN will hire a full-time director for the AdviseMI program. The director will be the main point of contact on the AmeriCorps grant and lead the overall development and implementation of AdviseMI. The ideal candidate will have program management, supervision, training development, and grants management experience. Additionally the candidate will ideally have previously worked with K-12 leaders and higher education admissions and financial aid staff. Previous experience as an AmeriCorps member or college adviser is preferred.

AdviseMI Coordinator (100% of time) - MCAN will hire a full-time coordinator for the AdviseMI program. The coordinator will report to the AdviseMI director and support the director in member supervision and training. The ideal candidate will have supervision, training development, and direct service experience. Additionally the candidate will ideally have previously worked with K-12 leaders and higher education admissions and financial aid staff. Previous experience as an AmeriCorps member or college adviser is preferred.

MCAN Executive Director, Brandy Johnson - Before founding MCAN in 2010, Brandy most recently served in the Governor's Office as College Access Coordinator. In this capacity, she coordinated the state's college access and success agenda. As Executive Director, Brandy both oversees and directs the work and staff of MCAN. She sets the strategic direction of the work and develops, enhances, and maintains the organization's relationships.

MCAN Director of Professional Development, Jamie Jacobs - Jamie has experience in program development, management, and evaluation. In 2011, Jamie spearheaded the formation and development of Michigan State University's National College Advising Corps program. In her role, Jamie coordinates a statewide college access course for high school counselors and numerous professional development opportunities for network coordinators.

MCAN Director of Finance, Sarah Anthony - Since 2011, Sarah has served as the MCAN's chief financial officer and liaison to the organization's financial and legal consultants. Under Sarah's leadership, MCAN has undergone all audits and government monitoring reviews successfully each year since the organization's formation. Sarah has experience monitoring subgrantee compliance for

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federal, state, local, and private grants.

MCAN Director of Statewide Initiatives, Christi Taylor - Since 2012, Christi Taylor has provided operational support to the Michigan College Access Network. She has worked to coordinate and streamline several of MCAN's statewide college access initiatives, including College Application Week and Decision Day. Her experience working with these college access programs has strengthened MCAN's relationship with hundreds of high school personnel.

Program Coordinator, Ruben Watson - Ruben will serve as a partner university provided Program Coordinator. Ruben brings to AdviseMI a background in workforce development and experience as a program monitor for federal grant programs. Prior to joining the team he worked for the Capital Area Michigan Works office as a youth program monitor.

Project Coordinator, Jennifer O'Neal - Jennifer will serve as a partner university provided Project Coordinator. Jenny worked most recently for the MSU Extension Service (MSUE) as a Youth Development Extension Educator. While with MSUE, Jenny supervised AmeriCorps members serving under various Michigan AmeriCorps programs.

Compliance and Accountability

MCAN has extensive experience maintaining compliance with regulations associated with receiving grant funding from both private and public funders including AmeriCorps funding. AdviseMI will provide the members with extensive training prior to beginning at their service sites regarding the rules, regulations, and prohibited activities during their AmeriCorps service year. This training will include a comprehensive review of the AdviseMI member handbook and AmeriCorps contract. Each member will not only be trained on prohibited activities during orientation, but a dedicated conversation will take place during all in person contacts with the member including site visits and monthly professional development. Members will be provided a laminated prohibited activities placard for their desk and will participate in a prohibited activities role play activity during at least one ongoing professional development session. AdviseMI staff will conduct 3 staff visits throughout the program year with 1 site visit every 3-4 months.

Service sites will be trained through the site supervisor during the one-day orientation. During the quarterly site supervisor conference calls, compliance with the AmeriCorps rules, regulations, and prohibited activities guidelines will be discussed and reviewed. Site supervisors will be instructed to report any and all possible violations immediately (same day) to AdviseMI program staff to ensure the appropriate corrective action is executed as soon as possible after the incident. Service sites will receive a minimum of 3 site visits per year. AdviseMI program staff will participate in all required trainings

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and activities for Michigan AmeriCorps program directors to ensure that they up to date on all the information, rules, and regulations, to ensure program compliance.

Members' activities will be monitored at their sites by the program coordinators through various means including monthly reports, data reporting of all activities and interactions with students, monthly meetings with the program staff, and visits to service sites. Additionally the program staff will work with each site supervisor to ensure understanding of what the member' duties can and cannot include. Each site that hosts a member will sign a MOU that clearly spells out these duties as well. AdviseMI will self-audit quarterly to proactively locate any potential areas of concern prior to an instance of noncompliance.

Past Performance

MCAN is currently in the sixth month of a Fixed Cost grant in partnerships with Michigan State University and the University of Michigan. While performance measure data is not yet available (program follows academic year) currently the program has 98% member enrollment and 95% member retention. While a full year has not yet been completed MCAN anticipates that these numbers will remain high for the program year. In previous years the program achieved the following: 73% of students applied to college, 56% of students were accepted to college, 30% of students' parents were met with, 93% of seniors were served, and an average \$7,844 in scholarship funds were earned per student. The 2014-15 program is currently on track to exceed this trend. In the past six months no compliance issues or areas of risk have been identified.

Cost Effectiveness and Budget Adequacy

MCAN proposes a reasonable and justifiable budget that will support the capacity necessary to implement the AdviseMI program and achieve the desired outputs and outcomes based on MCANs knowledge and direct experience implementing similarly modeled programs both within the state and nationally. The budget is adequate to successfully support program activities, especially in regard to member training and supporting member growth through ongoing professional development and close supervision. Given the impact of the individual member in a school building (provided in the evidence portion of the narrative) the per member costs are very low. In comparison, the average cost for hiring one additional counselor to serve in a similar capacity in a high school would be nearly 3 times as expensive as the total cost per MSY of the AdviseMI program. Lastly, during the most recently completed program year in Michigan of the analogous program, 24 members served and assisted students in earning over \$25,000,000 in scholarship funds for college. That means over \$1,000,000 per service site was generated. Not only is the AdviseMI program impactful it is also the

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most cost effective model to move the needle on college enrollment, persistence, completion, and ultimately degree attainment in Michigan.

An increase in degree attainment rates leads to individual and community benefits in many ways: Better Health - Individuals with a 4-year college degree are 70% more likely to engage in vigorous exercise and 70% less likely to be obese than those with only a high school diploma; Closer Family - Parents with a college degree are 68% more likely to have attended a concert or live show with their children and 66% more likely to read to their children daily than parents with a high school diploma; Greater Wealth- Individuals with a college degree earn an average of 63% more in hourly wages (\$22,000 per year) than those with only a high school diploma, increasing tax revenue for local governments and reducing reliability on income support programs; More Security- Individuals with only a high school diploma are about twice as likely to be unemployed and/or live in poverty than those with a college degree; Stronger Community- Individuals with a college degree were 75% more likely to vote in the 2008 election and are twice as likely to volunteer than those with only a high school diploma (College Board, 2011). The benefits of the AdviseMI members for the communities served and the state dramatically outweigh the program costs.

MCAN is tremendously confident that it will secure the match necessary for the AdviseMI program and has already garnered strong enthusiasm from both public and private funders. MCAN has a strong track record of securing significant funding to support both operational expenses and new initiatives. We also prioritize fund diversification and have managed major contributions from federal, state, and philanthropic sources. Match funding has been solicited from partner colleges and universities who are agreeing to provide financial support to sponsor members that will be hired from their institutions. Approximately 15% of the program's funding will come directly from the partner colleges and universities; this funding will be secured by February 1, 2015. Match funding has also been solicited from the State of Michigan via the Governor's Office and the State Budget Office. MCAN feels extremely confident in the State of Michigan appropriation which will provide approximately 30% of the program's funding. MCAN has received a state appropriation since FY13 and anticipates the legislature will pass the FY16 budget in June 2015. Lastly, MCAN has been working to solicit informal interest from potential service sites. On February 2, 2015, MCAN will formally release a competitive RFP for service sites. As part of this process service sites will agree to provide financial match support for their members. Host sites will be announced at the MCAN annual conference on April 13, 2015. Service sites will provide approximately 30% of AdviseMI program funding and funds will be secured by April, 30, 2015.

Narratives

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

A. BUDGET CLARIFICATION

Prior to submitting our application to CNCS the program budget was adjusted to accommodate the lowest request possible from CNCS and a highest level of leveraged match funding. Over the last several months we were able to secure an additional \$31,935 to support an additional No-Cost MSY member bringing the AdviseMI program total request to 71 members. Additionally, a private donor has agreed to provide an additional \$25,000 to support the program to assist in lower our cost per Member Service Year (MSY). This \$25,000 was not accounted for in the original proposal. Therefore, we would be able to lower our cost per MSY for 71 members to \$6,911.44. The \$490,432 investment from CNCS will place 71 AmeriCorps members in high school across the state of Michigan leveraging over 1.8 million dollars.

B. PERFORMANCE MEASURE CLARIFICATION

1. Problem Statement edited to include the following clarification on defining economically disadvantaged students

The AmeriCorps members will serve in schools that have high free and reduced lunch rates. The majority of students expected to be served (60%) are on free and reduced lunch with additional students qualifying but not utilizing their benefits. The AmeriCorps members, therefore, will serve a majority of economically disadvantaged students meeting CNCS' definition of serving economically disadvantaged youth.

2. Description of the Intervention was edited to include the following clarification on the dosage and the duration.

Narratives

The evidence suggests that students who complete key tasks (a college application, the FAFSA application, a scholarship application, a college entrance exam, and attend a college visit) guided by ongoing meetings and support from a college advising expert are dramatically more likely to enroll in college. Based on our best estimate, the members would provide 15 hours of support per Senior. This estimated dosage provides an adequate amount of time to support students in completing the key tasks to ensure students complete the program and ultimately enroll in college.

The duration of the intervention is 40 plus hours a week, 11 months a year and the target populations are low-income students, underrepresented minorities, and first generation-college students. The AmeriCorps members 11 months and 1700 hours will be divided as follows: four weeks of orientation (160 hours), 180 school days (1,440 hours), six days of professional development (48 hours), five in-service days prior to the school start date (40 hours), and 12 hours of expected evening and weekend work.

3. ED2 was edited to clarify the definition of program completion

A student will have successfully completed the program once they have attended a college visit and submitted a college application, the FAFSA application, a scholarship application, and a college entrance exam. All key tasks must be complete in order for a student to be considered a program completer.

4. ED2 and ED10 performance measures were updated to ensure all counts were unduplicated.

D. STRATEGIC ENGAGEMENT SLOTS

1. The Michigan College Access Network on behalf of the AdviseMI program has partnered with 14 college and universities across the state of Michigan to recruit highly qualified and service-passionate recent graduates to fill the proposed positions. While we are not specifically targeting graduates with disabilities we do anticipate a very diverse applicant pool and program. We are working directly with all 14 presidents and their career service offices to ensure the highest quality candidates possible.

E. MSY WITH NO PROGRAM FUNDS ATTACHED CLARIFICATION

Budget, executive summary, performance measures and MSY allocations were adjusted accordingly.

Narratives

1. One full-time No-Cost MSY national service position is requested. The additional position will only engage in activities aligned with the original 70 members proposed activities outlined in the application narrative.
2. The one full-time No-Cost MSY will be supported in the same way as the application narrative proposed for the original 70 members. The additional member will be provided a 4 week orientation, ongoing professional development, and a Program Supervisor. The Program Supervisor will be directly responsible for the training, funding, and general oversight of the new member in addition to the members previously proposed. Program staff will provide this oversight through: regular visits to each of the site served by the member (3 visits per year); communication through regular telephone calls and emails to make sure they are on track to meet their goals at the service site; additional personal training or support based on the needs of individual member; performance evaluations -- both mid-year and end of year; review of the data tracker kept by the member on a regular basis; narrative reflection reports provided by the member about their service experience; professional development trainings and team meetings. Additionally, the No-Cost MSY member will receive supervision at their partner schools. They will be accountable to a site supervisor at their service site, typically the principal or counselor. The No-Cost MSY position will serve and be supported in the same capacity as all other positions.
3. Additional non-CNCS funds in the amount of \$31,935 are available for the additional full-time No-Cost MSY national service position. \$10,645 in state funds, \$10,645 in local funds, and \$10,645 in private funds have been secured to manage, monitor, and support the additional member.
4. We strongly believe that our organization and the 4 dedicated full-time program support staff, along with the support of the 14 partner colleges and universities have the capability and capacity to bring on one additional member (No-Cost MSY). The additional member will be implemented, managed, supported, and monitored exactly as outlined for the originally proposed 70 members.

Continuation Changes

N/A

Grant Characteristics