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Executive Summary

The proposed project seeks to align the missions of HBCUs and The Corporation for National and Community Service's mission, with Dr. MLK Jr.'s legacy to invest in community solutions, create collaborations that value diversity, and improve educational outcomes for the economically disadvantaged. The MLK "Spread the Service "mini grant competition will take place from October 2015- September 2016 through collaboration between Tennessee State University's Center for Service Learning (The Center) and The HBCU Coalition. This project has an overall budget of 320,092, and the Center is requesting 77,644.00 to complete this effort. 221,871.00 in-kind matching funds from supporting sources have been secured, and the primary sources of match funding include: The HBCU Coalition, Tennessee State University, participating organizations, The Pencil Foundation, Hands on Nashville, and The Center. The project will unite ten HBCUs in the southeast region through community service and capacity building initiatives that strategically address four of the focus areas which include: (1) Disaster Services, (2) Economic Opportunity, (3) Education, and (4) Capacity Building. The states targeted are: AL, AR, MS, TN, VA, KY, GA, FL, LA, SC, NC, & TX. Newly established collaborations will engage more than 50,000 student volunteers and school stakeholders, and 17,000 community members and volunteers in service activities during the observation of MLK holiday and the months to follow. By (1) providing disaster preparedness assistance, (2) carrying out 200 home repairs and providing access to housing (3) implementing service learning and civic engagement opportunities, a collaborative network whose mission is to evoke a lifelong commitment to service will be established. The project influences changes in behavior and attitude related to disaster preparedness, access to housing, lifelong community service and will contribute to an increase in the implementation of successful volunteer practices.

Program Design

GOALS AND OBJECTIVES

Historically Black Colleges and Universities have served as pillars in the most economically challenged and underrepresented communities for centuries. According to the Thurgood Marshall Foundation, nearly 40% of minority professionals received their education from an HBCU. Although HBCUs have experienced a decrease in funding and enrollment over the past decade, they have remained effective in bridging societal gaps through educating some of the nation's most economically disadvantaged students. The U.S. Department of Education reported that over 80% of HBCU students are Pell Grant recipients, and more than 30% are classified as first generation college students. Statistically, low

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income and first generation status students represent the largest population of students who do not complete their degree programs. However, findings from recent studies indicated that participation in community service, service learning, and civic engagement during collegiate matriculation develops a sense of belonging, which leads to students being more likely to complete their degree programs (Marlow, 2015). Furthermore, through community engagement the proposed project will not only contribute to the educational advancement of underrepresented students, it will also foster a sense of belonging and achievement through providing the framework for an understanding of community needs and cultivating a lifelong commitment to service. Conversely, many initiatives have addressed individual issues faced by HBCUs, however this project will not only address multiple concerns, it will also encourage the establishment of a new network among HBCUs, stakeholders, and their communities. Also, it will strengthen the capacity of HBCUs to grow their current networks, develop new partnerships, and provide service. According to an article published by the White House Initiative on HBCUs, the first step in increasing efficacy is to get involved. CNCS's 2006 study titled College Students Helping America reported, " Among white college students, the volunteering rate was 32.0%, compared to 24.1% for black/African American college students and 22.9% for college students of other races". Also, according to CNCS, of the twelve states this project is targeting (AL, AR, MS, TN, VA, KY, GA, FL, LA, SC, NC, and TX), eight are ranked in the bottom third. In fact, of the 51 states GA is ranked 51 with the lowest percentage of students performing community service, TN is ranked 48, VA is ranked 46, FL is 43, LA is ranked 40, and SC is ranked 39.

95% of HBCUs are located in the dismal inner city areas where the local community has many needs. Students attending an HBCU are more likely to be confronted with such needs and this project will be providing the framework for students to have an increased understanding of how to meet community needs. The target areas and population for this project will be the surrounding urban and rural communities and low-income minority residents of each HBCU participating in the "Spread the Service" Project. Poverty is a major problem confronting the Southeast region, and particularly Mississippi, where about 1 out of every 5 persons lives in poverty. According to the U.S. Census, the Delta region in Mississippi, home of two HBCUs is an area with poverty rates considerably below the state average. Mississippi is recorded as one of the poorest states in the U.S. According to the Federal Emergency Management Agency (FEMA) minorities, elderly and economically disadvantaged citizens are more likely to suffer from the effects of natural and in home disasters. Additionally, they are less likely to be prepared and more likely to be pre exposed to risks that contribute to such unfortunate circumstances. Individually, the vulnerability of economically disadvantaged, underrepresented

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citizens in addition to those who are limited due to language barriers is well researched and documented, specifically since the effects of Hurricane Katrina. However, the capacity for community engaged, minority serving institutions to contribute to disaster relief, mitigation, and preparedness is presently undetermined. Needless to say, HBCU students are not only affected by disasters that plaque their surrounding communities, they are also more likely to have family members that represent the aforementioned socioeconomic status. The problem not only exists in HBCUs capacity to provide disaster relief, it is also evident in the number of students who have to leave school as a result of disasters, particularly in Texas, Mississippi, and Louisiana, three areas targeted by this project. This was problem was particularly identified in wake of Hurricane Katrina which forced several universities to close.

The HBCU Coalition will serve as the uniting entity between the participating universities. The HBCU Coalition consists of 90 HBCUs, which pay yearly dues, and are required to attend conferences that help to strengthen community commitments and involvement. The Coalition promotes and advocates for HBCUs, Minority Serving Institutions (MSIs), Community Development Corporations (CDCs), and the community economic development industry whose work creates wealth, builds healthy and sustainable communities, and achieves lasting economic viability. They also provide education, resource development, advocacy, networking, and training to their members working in dis-invested urban and rural communities. The HBCU Coalition will provide technical assistance, training, and access to a volunteer management database to track and communicate with new and existing volunteers.

In addition, each HBCU has an obligation to include diverse and disabled students in campus activities, programs, and academics. Tennessee State University's Disabled Student Services has identified a comprehensive plan for including community members and students with disabilities in this project, and each participant will be trained on this inclusion plan. Tennessee State University's Office of Diversity and International Affairs will develop a cultural competency component to be included in the training series offered to participants as well. During service, participants will engage with at least 3 community partners, nonprofit organizations, businesses, or private/public organizations in a collaborative community service rally that will take place on MLK Day 2016. HBCU Coalition will identify a campus liaison from each university who will be responsible for overseeing the MLK Day project. Each campus representative will be trained on volunteer recruitment and management, project management, program evaluation, diversity, and disability inclusion. Additionally, Tennessee State University has an existing MLK Day of Service that will serve as the

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model for this regional project. Since 2007, TSU and assigned AmeriCorps VISTA Resource members have developed and coordinated the MLK Day of Service in collaboration with local nonprofit organizations and universities. Existing partners include: Belmont University, Vanderbilt University, Lipscomb University, and Trevecca Nazarene University. The 2016 MLK Day of Service will continue these collaborations and engage more than 2000 student volunteers and community members. New partners invited to participate include: Fisk University, Meharry Medical College, Austin Peay State University, Middle Tennessee State University, and Ezell Harding Christian High School. TSU uses the MLK Day holiday to mobilize students and community members. Like other HBCUs, TSU is the hosting university for the Nashville MLK Day march. Through collaboration with the Faith-Based IMF (Interdenominational Ministry Fellowship), this is a highly publicized event that receives heavy media coverage. The march involves thousands of community members and leaders who proceed on a commemorative march down historic Jefferson Street. Participants then gather at the TSU Gentry Center complex for reflection, speeches, and other activities to honor Dr. King's legacy. For the past 10 years TSU has successfully hosted between 5,000 and 8,000 peaceful marchers at its facilities. For 2016, the march will conclude with the Spread the Service Campaign. Since marches are historically and culturally relevant in commemorating Dr. MLK's legacy, the participating universities will be encouraged to end their community march with the Spread the Service Campaign initiative as well. Participants will be complete 3 service related activities that are geared towards the three identified focus areas.

1. Disaster Services. The HBCU connect will assist participants with connecting to the local Red Cross for training and collecting in-kind goods from businesses to be boxed and distributed during the service rally on MLK Day.

2. Education. Participants will develop an innovative initiative to provide service-learning activities to college students. They could also provide educational training and access to an array of services to pregnant and parenting teens.

3. Housing. Participants will locate 20 units in their surrounding communities that are in need of minor repairs. Minor repairs include activities such as: painting, building wheel chair ramps for the elderly, cleaning streams, planting trees, or replacing broken windows.

Registration and execution will be organized and monitored by the campus connect. Transportation to events will be provided for students. Furthermore, completion of these projects indirectly forms a new alliance of diverse students, and faculty and staff who collaborate to identify community partnerships and address the needs of the surrounding communities through service. The CNCS grant will afford

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TSU the opportunity to reach out to additional HBCUs who face similar communal challenges. Although HBCUs are similar in mission and serve similar populations, a collaborative network has yet to be established. This grant will allow for HBCUs to collaborate.

In order to effectively assess and evaluate the proposed project, participants will be assessed in following months in a variety of methods. Each site will be required to reflect on their experience and report outcomes via monthly reports, conference calls, evaluations, and at least one site visit. This information will be uploaded into Qualtrics, an existing software program that will allow for the creation of a database that can be utilized in many capacities. The information will be analyzed and reported via Compliance Assist software program at the end of the funding period. Tennessee State University's Office of Assessment and Planning will provide the necessary access, monitoring, and final reports of all project activities. In addition to collecting and analyzing corresponding data, the identified program evaluator will provide software training and technical assistance to participants.

NATIONAL PERFORMANCE MEASURES

CAPACITY BUILDING: The capacity for HBCUs to provide effective community service, recruit, manage, and retain volunteers, and improve and increase external relations, is the basis for this project. The overall anticipated outcome for this project is improvement of knowledge and increasing the impact of HBCU service programs and the individuals in which they support. This will be achieved through a collaborative effort between Tennessee State University's Center for Service Learning, The HBCU Coalition, and ten of the HBCU Coalition's members from the Southeast region. These newly developed partnerships, in addition to previously established partnerships, will foster the identification and establishment of new community partnerships. This project will support and enhance the delivery model utilized by HBCUs, respond to the organizations goal of increasing, expanding or enhancing services, and enable the organizations to provide a sustained level of more or better direct services for years to come. Through the utilization of the Organizational Capacity Assessment Tool (OCAT), developed by McKinsey & Company, participants will complete a pre and post assessment of their capacity. To achieve the outcome of targeting 50,000 student volunteers and 10,000 community volunteers, organizations will utilize Volgistics, a reliable volunteer database that will be managed by the HBCU Coalition. Participants will be trained on existing volunteer management models and will have access to a database of PowerPoint presentations and other relevant information for referencing at anytime during the project. At the completion of the project on MLK day, each participant will participate in the Flood Social Media initiative. During this time participants will upload pictures and statuses to Facebook and other social media platforms. It is anticipated that this will also bring

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awareness to several universities and provide an opportunity to create new partnerships and generate more support.

ECONOMIC OPPORTUNITY: This program initiative will address issues related to economic opportunities in low-income areas through strategically identifying housing needs in the participating HBCU communities. According to Housing and Urban Development (HUD), HBCU community improvement initiative, the majority of the nation's HBCUs are located in areas of high poverty and low economic well-being. HBCUs in these communities tend to be more than simply educational institutions, but regarded as community anchors that provided cultural, recreational, and learning centers for local residents. Additionally, the homes and community serving organizations located within these low-income areas are in dire need of resources, hours of work, home repairs and other housing needs. The primary output for this campaign initiative will be to increase number of housing units developed, repaired, or otherwise made available for low-income individuals, families, or people with disabilities. The overall output is to provide the aforementioned services to 200+ homes within the identified target areas. This will be achieved through each HBCU partnership providing services to 20 or more homes or community serving organizations. The corresponding data will be collected through an activity log and stored in the identified software program.

DISASTER SERVICES- The capacity for community engaged, Minority-Serving Institutions to contribute to disaster relief, mitigation, and preparedness is presently undetermined. This project will produce a reliable model that can be replicated by a variety of institutions. HBCU students are affected by disasters that plague their surrounding communities, and are more likely to have family members that represent the aforementioned socioeconomic status. This project initiative will produce an output that will contribute to the number of individuals that received CNCS-supported services in disaster preparedness. It will target 12,500 individuals through the utilization of the American Red Cross, and the preparation of 3000 disaster preparedness kits, that serve 5-to-10 family members per kit. We are challenging each sub grant recipient to create 300 kits each. A database will be created to plan, execute, monitor, and control the creation and distribution of the disaster kits.

EDUCATION- As HBCUs become more racially diverse and funding levels decrease, a curriculum shift to an integrated and authentic service learning pedagogy will allow HBCUs a contemporary approach to preparing students to excel in academics and to affect change in their communities. According to CNCS, high quality service-learning experiences motivate students to attend, participate, understand and master the academic lessons they need to succeed. Better yet, they see their efforts making positive contributions to the place they live, leading them to enjoy learning, respect them and

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make good decisions about the future. Although many HBCUs have established service learning departments over the past 3-4 years, many struggle with securing the necessary funds and recruiting and maintaining dedicated student and community volunteers. Additionally, CNCS's annual President's Higher Education Community Service Honor Roll, Presidential Award Category has not been revived by an HBCU in the past two years. This project's outputs will not only allow for HBCUs to participate in a Day of service, it will also assist in providing students with service learning and civic engagement opportunities.

DESCRIPTION OF PARTNER ENGAGEMENT /SUBGRANTING PROCESS: The Center with the support of various on campus departments, and existing community partnerships such as: Hands on Network, Giving Matters, The Martha O'Brian Center, and United Way, will serve as the managing institution for the MLK day of service grant initiative. A minimum of 10 Spread the Service mini grants from \$1000.00-\$4400.00 each will be awarded to qualifying Historically Black Colleges and Universities.

Through the utilization of the HBCU Coalition requests for proposals (RFP) will be sent out through the HBCU connects organizations website, and personally emailed to each HBCU's center for service learning, or community service outreach coordinator. There are approximately 70 HBCUs in the southeast region, that will have the opportunity to compete in this mini grant initiative. Each sub grant award amount will be contingent upon the number of engaged community volunteers and students, and the scope of each project as identified by the national performance measurements. At least 10 sub grants will only be awarded to one HBCU per state, not to exceed two. Special consideration will be given to institutions that include a plan to engage diverse students, and a plan for inclusion of disabled students. Also, the RFP will emphasize the organizations plan to create service initiatives that address the four identified focus areas. Once the recipients have been notified of their award, they will be required to attend 3 training webinars to answer questions related to program design, project evaluation and reporting techniques and technical assistance. A review committee will be established utilizing TSU's office of sponsored research and programming, impartial community members, and stakeholders. This committee will be responsible for implementing an inclusive selection process that will be created by the outside consultant, and selecting awardees.

New and diverse partnerships will be recruited through social media platforms such as Instagram, Facebook, and Twitter, participant websites, community serving organizations, local government officials, and word of mouth. Quarterly training seminars, monthly reflection papers, and conference calls will serve as a plan for monitoring and controlling the effectiveness of the previously established

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partnerships and subgrant participation. It is reasonable that all HBCUs and HBCU Coalition possess the capability to meet the requirements of the proposed project. All partnering organizations and possible participants are required to complete monthly status exams and are institutionally bound to federal guidelines. HBCUs are also recipients of federal funding and have a campus entity that is responsible for monitoring their financial obligations. All of the corresponding information will be stored in a university database, and will be analyzed frequently and reported to participants and media at the conclusion of MLK Day.

- * September 2015--NOFAs and Requests for proposals sent to HBCUs in the southeastern region
- * October 12, 2015- application deadline- beginning of selection process(Outside Consultant)
- * October 26, 2015--Orientation/Welcome Webinar- Introduction to the program managers and program participants. Information regarding software, technical assistance and volunteer management will be disbursed.
- * November 2, 2015--Pretest-Organizational Capacity Assessment disbursed. Implementation of software (The center) and Volgistics volunteer management data base(HBCU coalition)
- * November 4, 2015--Training Webinar- 1 of 2-volunteer management and recruitment and project design
- * November 11, 2015--Training Webinar 2 of 2-data collection/performance measurement training
- * November 23, 2015--Collection of First Status report. Volunteer Recruitment process begins.
- * December 2015--Volunteer Management & Recruitment Update.
- * December 14--Monthly Status Report- Community Engagement Process.
- * January 11, 2016--Conference call for updates.
- * January 18, 2016--MLK Day of Service "Spread the Service" Campaign.
- * January 25-28, 2016--Data uploaded into database & Flood Social Media Initiative.
- * February 15-31, 2016--MLK Day. Data analysis period.
- * February2016-August 2016--Ongoing service activities. Updates issued via conference calls, site visits, status reports and/or webinars.
- * March 22, 2016--Status Report.
- * May 2016--Final Status report due.
- * June 2016-August 2016--Posttest-Organizational Capacity Assessment issued and analyzed.
- * September 2016--Final Report due.- ideas for continuation of the "Spread the Service" campaign

Organizational Capability

Organizational Capacity Since its' inception, the TSU Center for Service Learning and Civic

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Engagement has raised more than \$4 million in grant funding to support its community engagement programs. Grants received and descriptions are listed below.

1. Go Green North Nashville. \$789,031 through Housing and Urban Development in 2011 for updating low-income housing using sustainable and environmentally conscious materials.
2. Youth Empowerment. \$990,000 through in 2009 for the Triple Impact Youth Empowerment Program (YEP) collaborative. Recognized and written about in the Office of Minority Health funded publication, *The Youth Empowerment Program: Promoting Healthy Behaviors in Minority Youth*.
3. College Access and Diversity. \$125,000 through Tennessee Board of Regents in 2009 to increase low-income students college attendance
4. Reading/Tutoring. \$7,500 through the University of North Carolina Chapel Hill in 2006 to provide tutoring to K-12 students.
5. Universities Rebuilding America Partnership. \$350,000 through Housing and Urban Development in 2005 for an academically focused 4-week summer day camp for 250 elementary aged children in New Orleans following Hurricane Katrina

The Center for Service Learning and Civic Engagement has extensive knowledge and resources to manage federal grants. The TSU Office of Sponsored Research has implemented Grants Manager, a database that allows for the management, disbursement and reporting of federal grant guidelines. This system will ensure compliance with federal regulations as well as well financial management. The system is also used to manage the university's Title III federal funding. The center will also allocate staff members to monitor the grants management program. The center has a budget of \$376,222.00; the requested money is 25% of the budget. The HBCU coalition consists of 85 HBCU members in 12 states. Founded in 2009, the coalition has engaged and managed community volunteers and businesses in the capacity building efforts to increase the effectiveness of HBCUs. They host 5-7 conferences annually, where HBCUs and their stakeholders are trained on community engagement, financial development, and identifying support opportunities. The coalition has raised over 500,000 dollars over the last year in revenue. Shirley Nix Davis, Program Director at TSU Center for Service Learning and Civic Engagement, will serve as the Principal Investigator of this grant and will oversee its day-to-day management. Ms. Davis will review grant reports, manage the budget for all partners, establish and maintain agreements, and manage ongoing partner communications. In collaboration with the HBCU Coalition, she will establish and lead the grant advisory committee. She has over 25 years of experience managing grant initiatives, educational programs, and social service organizations. Ms. Davis has managed budgets from a minimum of

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\$125,000 to more than 1.5 million dollars. Ms. Davis has a B.S. in Sociology, with a minor in Psychology and a M.A. in Sociology, with a concentration in Gerontology. Ms. Davis has also completed the Health Care Planning and Administration Graduate Certificate. Roni Christian, Program Manager at TSU will be responsible for assisting with grant management, financial management and coordinating the MLK Day of Service. She will ensure financial obligations are being met by both the sub granter and subgrantees. Ms. Hagy has over 8 years of project management, activity and events management, and financial management experience. She has successfully written and managed multiple grants including Go Green North Nashville, a US Department of Housing and Urban Development grant in the amount of \$789, 031. Additionally; she has experience managing multiple grants at the same time in different regions. In 2007 and 2008, Roni completed a year of service through the AmeriCorps Vista Program supporting the integration of service learning programs at three institutions of higher education. She has a B.S. in Education, is a certified Building Analyst Professional, and is pursuing her Master's in Public Administration. Tequila Johnson, Program Evaluator/ Assessment Coordinator at TSU Center for Service Learning and Civic Engagement will oversee Data Collection, program evaluation, reporting, and grantee training. Ms. Johnson is a PMI certified project manager with extensive knowledge in program development, program evaluation by design and database management, volunteer training, management, data collection and research analysis. She has 6 years of experience managing federal funding, as she worked as a project coordinator and program evaluator in the University's Title III office, and has served as a federal grant reviewer for the United States Department of Justice. She has a B.S. in Health Sciences and Psychology, a M.S. in Counseling Psychology, and a Graduate Certificate in Non-profit, Public and Organizational Management. She has managed volunteer initiatives, projects budgets, and developed and implemented a successful volunteer training and management model for 3 nonprofit organizations. Mr. Ronald Butler, the executive director of the HBCU Coalition will serve as the sub grant recruiter, community service manager, capacity trainer, and volunteer manager and HBCU liaison for this project. He currently works with leaders from 85 HBCUs in addition to community members. He has over 25 years of experience managing multiple multi state projects as a community development professional. His relevant work experience includes organizational development, economic development and community planning. Additionally, he served as the Delaware VISTA Project director for 9 years, where he was responsible for managing the local VISTA project, which offered community-based literacy activities, drug education and prevention programs, consumer credit counseling services, domestic violence prevention and advocacy services, and youth

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recreational programs. He served as a VISTA Volunteer coordinating cultural arts and recreational programs for inner city youth, and created a community development corporation (CDC) to provide affordable housing for low-income families. He has a B. A. in Political Science, and a M.A. in Public Policy and Administration. Joan Clayton Davis, Consultant for the project has expertise in the areas of strategic planning for social marketing and behavior change, prevention marketing, strategic partnership development, program planning, design and implementation, training and technical assistance, outcome-based investments in health and human services. She has served as a grant manager for several federal agencies, and has experience managing multiple subgranting processes. In addition, she has conducted intensive social research with HBCU and Hispanic serving institutions of higher education on health disparities elimination. Her education includes: a B.S.C. Economics and Business Administration, North Carolina Central University, Durham, NC, an M.A. in Sociology/Urban and Regional Planning, Fisk University, Nashville, TN and a Graduate Certificate in Health Administration and Planning.

Cost-Effectiveness and Budget Adequacy

Budget and Cost Effectiveness: This project has a total budget of 299,575.00, we are requesting 77,644 that will support travel, and consulting services, a volunteer management software program, and 57% of those funds will support the Spread the Service Mini Grants. Also, 222,000 in none federal matching in kind funds have been secured. To ensure non grant-funded resources are secured to support the MLK day Spread the Service Mini Grant competition, mini-grantees are required to provide a 75% match of their award.

Approximately 25% of the budget provides resources for an on-site visit to each institution receiving a mini-grant. Each HBCU and their collaborative partners will receive high-end training, technical assistance and monitoring from HBCU Coalition representatives. These representatives will ensure that each awarded university is educated in building capacity to engage their local program partners and stakeholders to unite to recruit, train, support and retain volunteers throughout their communities. In addition, CNCS is requested to provide 7,500, less than 10% of funds requested from them, to obtain volunteer management software to develop a system that will electronically track the thousands of volunteers in 10 or more states into one database. TSU and the Center for Service Learning and Civic Engagement provide approximately 18% of the budget to support personnel that will provide assessment, training and project evaluation. Salaries and fringe benefits at 35% are approximately 54,000. The Center also will provide a SMART classroom as the site for all webinars, conference calls, use of cameras and video equipment, and all other electronic equipment. It is

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anticipated there will be 20 meetings at 500 per day, an in-kind resource of 11,000 dollars. The Center also gives office space and program office supplies for project personnel in the amount of 8000. A collaborative partner with the center agree to provide up to 100 background checks for individuals associated with the program (6000). The HBCU Coalition is also in the process of identifying possible stakeholders to contribute to the in-kind match and also to generate cash funding.

Other

Project Quality control and quality assurance will be conducted regularly to assist with the program initiative.