Below are some of the best examples of responses for each question in the RFP. Since responses were pulled from many different Service Project Proposals, don’t read this as one long cohesive proposal, but rather, as a demonstration to Coordinators of appropriate and well thought out responses to each question. However, when you write your Service Project Proposal, it must be one cohesive project in that each response builds upon another. For example, the proposed service activities must demonstrate how the project responds to the outlined community needs. The proposal must demonstrate that the program is supported by the campus (not just the Coordinator) and also articulate how the program will be managed locally to ensure its success and the success of its Members in completing their AmeriCorps terms of service.

Overview of the academic disciplines and co-curricular groups anticipated to participate and the staffing structure to support this initiative. This information will be used to determine whether the campus has the structure in place to support the Members enrolled, that the Members can successfully complete their terms of service, and that the Coordinator has campus support. Please address the following:

**Member recruitment:** How will students be recruited to join Compact Service Corps to complete this service project? When will they be recruited? Who will be responsible for each aspect of recruitment? What materials and forms of communication will be used?

Example 1: College for Professional Studies (CPS) Teacher Education Division will provide pre-orientation information and materials to inform all eligible education students about the AmeriCorps program, its benefits and expectations, and information about the application process. The department’s Assistant Professor and Administrative Coordinator will determine which students may work for this program based on the students’ placements at a high needs sites, activities in which they will engage while volunteering at that site, as well as students’ areas of licensure and dedication to fulfill educational and professional goals through the Campus Compact program and provide a spreadsheet of eligible students to the AmeriCorps Coordinator. The spreadsheet will be provided in advance of the fall term start and the spring term start. Once the spreadsheet is received, the Coordinator will email students the dates and times of orientations, more information on Compact Service Corps and what is needed to enroll in the program. The Coordinator will collect all RSVP’s to the orientation by email or phone and will allow students to join the orientation even if they don’t submit an RSVP. Students will be referred to the website at [http://www.regis.edu/merjasp?sectn=4t1l6p1=slc](http://www.regis.edu/merjasp?sectn=4t1l6p1=slc) for general information on the program. The Coordinator will also offer individual orientation opportunities for students who are unavailable to come to the scheduled orientations.
Example 2: The Coordinator will recruit students through a combination of emails, in-person conversations, and informational posters displayed in high-traffic areas. As the College of Liberal Arts AmeriCorps liaison, the Coordinator sends out three mass emails to Liberal Arts students during the first half of each semester that introduces AmeriCorps, explains the benefits of participation, and invites students to get involved. As an advisor, the Coordinator also has the opportunity to talk about AmeriCorps with students during our one-on-one appointments. There are currently AmeriCorps posters and information displayed in the Coordinator’s office and on the office door, located right outside the College of Liberal Arts Advising Center, which has also led to discussions with students about AmeriCorps. Additionally, the College of Liberal Arts Advising Center website has a page dedicated to information about AmeriCorps and includes program information, contact information, and Member testimonials. CSU students who view the page have the information they need to contact the Coordinator for more information and begin a discussion about becoming a member.

Example 3: Students at CSU-Pueblo are recruited for the AmeriCorps program from the student teacher ranks. These students receive a letter the semester before student teaching letting them know that they may be eligible to apply to the program, and the benefits of joining AmeriCorps. The coordinator meets with all student teachers during the week of scheduled student teachers meetings held the 6th week of the semester prior to the student teaching semester. At that point a member’s student teaching placement has been confirmed and we are able to ascertain whether that placement meets the AmeriCorps site placement criteria. Students are given an overview of the program and those interested in finding out more and whose placement meets the criteria are invited to attend the member orientation which is scheduled during Capstone week, the week before student teaching begins.

Example 4: Each semester the Compact Service Corps Program Coordinator (Program Coordinator) will make visits to each health science program during one the cohort courses to brief potential members about the AmeriCorps Program, including program requirements, enrollment procedures, and goals of the term of service. These course visits will be scheduled during the beginning of the Fall and Spring semesters (August and January). In addition, the Program Coordinator will also attend a meeting of the Student Nurse Association to discuss the program. If possible a health science student that has participated in the Campus Service Corps AmeriCorps Program will be invited to accompany the Program Coordinator to talk about his/her experience as a member. In addition, the faculty for the various health science programs (BSN, LPN, AAS, Radiologic Technology) will inform their students of the opportunities and benefits of participating in the Compact Service Corps AmeriCorps program. Recruitment communication and materials will include emails to health science students, flyers posted in the health sciences department, and verbal announcements.
Orientation: How will Compact Service Corps orientation sessions be conducted? Who will conduct the orientations? What information will be covered? When will orientations be conducted? Please attach an agenda showing the items that will be covered during the orientation session.

Example 1: Orientation sessions will be conducted by the Coordinator in person in a group or to individual students who are eligible to participate as they are moving into the student teaching portion of their education. The Coordinator will conduct all orientations and will cover an overview of AmeriCorps and Compact Service Corps, requirements of the program and how to submit paperwork. Students will be able to fill out enrollment paperwork once the orientation and information have been provided. Interested students will also be able to complete the fingerprinting background check requirement or will be able to set up a time to complete it with the Coordinator. Please see attached agenda showing details of orientation session.

Sample AmeriCorps Member Orientation Overview

<table>
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<tr>
<th>MEMBER TERMS AND CONDITIONS</th>
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<td>Compact Service Corps: AmeriCorps Program</td>
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<td>AmeriCorps Mission</td>
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<td>Program Performance Measures</td>
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<td>Health Futures, Education and Capacity Building: What does each program look like?</td>
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<td>Service Sites/Host Sites</td>
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<td>Program Administration Responsibilities</td>
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<td>Segal Education Award: MY.AMERICORPS.GOV</td>
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<td>Terms of Service</td>
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<td>Term Limits</td>
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<td>Returning Members</td>
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<td>Contact Information &amp; Member Contract</td>
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<td>Service Hours Breakdown</td>
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<td>Member Development Training (Indirect Service)</td>
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<td>Leave Policy</td>
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<td>Member Eligibility</td>
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<td>Criminal Background Checks &amp; National Sex Offender Public Registry (NSPOR) Check</td>
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<td>Grievance Procedures &amp; Notice of Non-Discrimination</td>
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<td>Rules of Conduct &amp; Discipline/Prohibited Activities</td>
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<td>Member Evaluations</td>
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<td><strong>MEMBER REQUIREMENTS</strong></td>
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<td><strong>EXITING THE PROGRAM</strong></td>
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<td>Accessing your Education Reward</td>
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<td>My AmeriCorps Portal</td>
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<td>LIFE POST SERVICE</td>
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<td>Life after AmeriCorps: Alumni Resources</td>
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<td>AmeriCorps Alums</td>
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<th>Training Forms &amp; Information</th>
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<td>Schedule for 2013 - 2014</td>
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<td>Member Development Training: Absentee Assignment</td>
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<td>Self-Guided Reflection: Makeup Training Assignment</td>
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<td>Resource Generation Form</td>
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<td>Exit Checklist</td>
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<td>AmeriCorps Exit Form</td>
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<td>Self-evaluation &amp; Survey for Exiting AmeriCorps Members</td>
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<td>Site Supervisor Resource Generation Survey</td>
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<td>AmeriCorps Service: Great Story</td>
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<td>The AmeriCorps Pledge</td>
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<td>Reasons to Volunteer</td>
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<td>Service Expo through SLCE/National Days of Service</td>
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<td>Member Check-ins</td>
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Enrollment: How will Compact Service Corps Members enroll in the program? Will there be an enrollment session? How will Members be trained on completing the paperwork? Who will be responsible for enrolling Members and ensuring the paperwork is in compliance?

Example 1: Compact Service Corps members will enroll in the program once the orientation is complete. The enrollment session will take place immediately following the orientation. The Coordinator will work with each individual or group to ensure the enrollment paperwork is filled out, signed and dated correctly. Once the paperwork has been checked, the Coordinator will conduct the background check and enrollment and continue notifying students of any issues with background checks or enrollments. The Coordinator will be responsible for ensuring paperwork is compliant and will follow up with students as necessary. The Coordinator will contact the department's Assistant Professor or Administrative Coordinator if students are not responsive.

Example 2: The AmeriCorps Coordinators, with support from staff, will be responsible for enrolling Members in the program and ensuring that all paperwork is in compliance. The Coordinator will provide prospective Members with an enrollment packet (and written instructions on properly filling it out) once they have completed the orientation. Coordinators will be available to help the Members fill out the enrollment paperwork if necessary. Once the Member turns in the completed packet and the necessary documentation, the Coordinator will process their enrollment in the program. When the coordinator receives confirmation that the Member is enrolled, the Member will be required to come in for an Enrollment Visit. During this visit, the Member will receive training on properly filling out and submitting time reports, and discuss any other questions or concerns the Member may have.

Example 3: During orientation, students will be informed that in order to enroll in the program, they must meet with the Program Coordinator during the announced dates/times that fingerprinting and background checks will be conducted. Students will be required to complete enrollment forms and provide the required documentation in order to enroll in the program. The Program Coordinator will fingerprint the students, conduct the background check, review enrollment forms with students on how to fill out the forms, and explain what is required of the student to complete the enrollment process. In addition, the Program Coordinator will go over the monthly paperwork the members will be required to complete including where to find the forms, how to complete the forms, what the member should be reporting, who must sign the forms, the dates the monthly forms are due, where to turn in the forms. Contact information (business card) for the Program Coordinator will be provided to all members so they will know how to contact the Program Coordinator if they have questions or problems.
Training & Member Development: How will Compact Service Corps Members receive training relevant to completing their service project? What opportunities are available to Members for Member Development outside required coursework? What training will Members receive by their service site placement?

Example 1: EDFD 497 (for undergraduate) or EDFD 697 (for graduate students) is taken concurrently to student teaching. Presently, the curriculum focuses on two components: 1) students conduct an in-depth study of their school, including community make-up, etc. 2) students study certain components of effective teaching (classroom management, problem-solving for struggling students, preparing for parent conferences, job searching, etc.) Teachers start visiting school sites early on in their programs to earn CDE required field hours. They might participate in staff development with the school, depending on their placement and the time of year. Members are also invited to attend a yearly training meeting that focuses on topics relevant to serving high-needs populations and guidance on critical reflection. In addition, Members can apply for scholarships to Service-Learning and AmeriCorps statewide conferences. The Coordinator will keep members notified of training and development opportunities that come from Compact Service Corps on a monthly basis or as appropriate.

Example 2: Several majors within the College of Liberal Arts offer a concentration in teacher licensure, such as Art, History, and English. In order to earn a teaching license, students must complete a rigorous four-phase program that includes both traditional lectures and many on-site experiential learning opportunities. Training that is offered on campus through traditional university courses includes EDUC275: Schooling in the United States; EDUC331 Educational Technology; EDUC340 Literacy and the Learner; EDUC350 Instruction I: Individualization and Management; and EDUC450: Instruction II: Standards and Assessment. These courses give members strategies for effectively engaging and educating diverse student populations. On-site experiential learning opportunities include observing experienced educators working with students, teaching in the classroom while being observed and critiqued by the Site Supervisor or other professional educators, applying different approaches to classroom organization with a real classroom, and developing a real-world teaching philosophy. While learning teaching strategies and approaches through college coursework is important, it is their on-site training that will prove critical in their development and growth as educators. By training in-depth and in-person with underserved populations in the community, members become better equipped to serve community needs. In addition to required coursework, students also have the opportunity to attend free pedagogical training sessions offered at The Institute for Learning and Teaching (TILT) on the CSU campus. These sessions cover a wide variety of topics, including methods for energizing class sessions, strategies for working with students with disabilities, alternatives to traditional assessment, and managing difficult behaviors in the classroom. The training offered through TILT allows members to better serve their communities by offering specific approaches to many of the unique situations that members may encounter in their service sites and may not have received specific training on before. Through this instruction both on and off campus, students gain the training necessary to fulfill their Americorps service hours.
Example 3: AmeriCorps Members will have had five semesters of academic and occupational therapy (OT) fieldwork training courses to prepare them for working with clients to engage in everyday activities and roles. Members learn the theory and practice of OT and are provided the necessary tools through OT coursework and reflection time (i.e. class discussions, online discussion board) to better understand the significance of occupational engagement across the life span and when impairments influence the quality of living. Members also have opportunities to enhance their professional development skill-sets and concepts in OT practice during their fieldwork experiences via participation in the workshops and conferences occurring during academic and fieldwork training. Professional workshops, state (i.e. Occupational Therapy Association of Colorado, http://www.otacco.org/) and national conferences (i.e. American Occupational Therapy Association, http://www.otacco.org/) offer continuing education courses for students and OT practitioners. AmeriCorps Members have applied to attend these conferences using funding from the Careers in the Common Good Scholarships. Academic training is strengthened while attending professional workshops and conferences to enhance the quality of the services provided during fieldwork. Topics for workshops and conference courses vary across the broad range of OT practice and client characteristics, including supported employment for high school transition youth, OT services for an adult/older adult day program, consultation with teachers and parents of children with Asperger’s. While at their site placement, Members receive direct and indirect supervision by a Registered Occupational Therapist who has a minimum of one year practice experience and working with the interprofessional team to provide assessment, clinical intervention, discharge planning, and documentation of client services. Members join the interprofessional team including OT, in regular team meetings, in-service trainings, continuing education offerings at the site, and formal as well as informal teaching offered by the fieldwork educator(s). Additionally, the CSU-OT weekly newsletter provides a listing of volunteer opportunities which students are encouraged to participate to gain to expand the scope of practice experience and build confidence toward becoming an occupational therapist. Members are able to volunteer in community programs outside of the OT academic program including community events such as volunteering in the Northern Colorado Para Olympic Games, rake leaves for needy families in Fort Collins, and Pets Forever is a CSU nonprofit community program designed to help low income elderly keep their pets by providing a variety of services. All of these additional hands-on experiences build more capable student members who are more in touch with community needs and the lived experience of someone with a disability.

Service Site Partnership Development: Who is responsible for developing service site placement partnerships for this service project? How will these partnerships be developed? Is there a strategic plan for these partnerships?

Example 1: Augustana Education Department continues to build and reinforce their partnership with the Sioux Falls School District and nearby districts. In addition to being co-Coordinator of the AmeriCorps Grant, the Field Placement Officer has responsibility for organizing the student teaching experience. Communication is intricate to this partnership; discourse focuses on mutual understanding of the service learning experiences’ objectives. A commitment for placing our Members in high needs schools has been made by the school districts. Additionally, an Advisory Board consisting of area teachers and administrators, and representatives of the Education Department meet twice a year, and a portion of the agenda is dedicated to service learning. Concerns and suggestions from the field are encouraged to facilitate a strong a healthy partnership. Student teachers meet with their college supervisors and Site
Supervisors on a regular basis as part of the student teaching experience and are supported and monitored by the Coordinators for the service learning portion.

Example 2: The CTE department head and faculty meet regularly with representatives from the school districts in the university’s fourteen county service region. These meetings are designed to foster and develop the best placement sites for teacher candidates and the CTE consistently works to ensure that teacher candidates are prepared to enter and abide by the guidelines set out for student achievement in each of the specific school districts. The majority of the partnerships are long-standing and have been in place for years. Partners are located in all fourteen counties served by the university and provide routine feedback to the CTE department head and faculty.

Example 3: The health sciences program department head, coordinators, and faculty meets regularly with clinical site partners. These meetings are designed to foster and develop the best placement sites for health science students and to address healthcare shortage needs in Western Colorado. The majority of the partnerships are long-standing and have been in place for years. Partners are located in all 14 counties served by the university. Partners provide routine feedback to the health sciences department head and faculty on the members.

Member Supervision: Who is responsible for supervising Members while completing this project? How often will Members meet with their Site Supervisor? What feedback can Members expect from their Site Supervisor? How will you ensure that Site Supervisors understand the goals of the Compact Service Corps Program, understand the Member’s service project, and understand the “value-added” of the project?

Example 1: Members will have specific site supervisors (typically seasoned teachers and/or administrators, typically called “cooperating teachers”) who will oversee the member’s activity on a daily basis. These site supervisors will vary depending on which school the member is working but will become familiar with the member’s Service Plan for Success and complete the Site Supervisor Agreement prior to the member doing work at that site. AmeriCorps members will be required to complete a community project that will increase academic enrichment and this project will need to be worked out and completed in cooperation with the site supervisor. This process will ensure the Site Supervisor understands the “value-added” of the project. In addition, CPS Teacher Education has several instructors and faculty members who will oversee member development or classroom hours.

Field Supervisors will also be aware of members of AmeriCorps and will visit with the member seven times during the 16 week student teaching assignment. The School of Counseling and Teacher Education will be strategic in assigning field supervisors who understand the requirements and values in the AmeriCorps program.

The Coordinator will work with each member to make sure all paperwork is completed and that members are engaged and reflecting on the experience of serving a high needs population.
Example 2: All CTE Members are under the daily supervision of mentor teachers who have received training on AmeriCorps Program goals. CTE faculty also conduct two to four supervisory visits each semester to observe Member performance in K-12 classrooms. Each evaluation is finalized through discussion with the mentor teacher and Member to document progress in reaching all AmeriCorps Program goals. In order to make certain the AmeriCorps Member is within a compliant K-12 school, training for the cooperating mentor teacher is held each semester. At this training, the Coordinators and CTE faculty explain and review the goals, policies and procedures, required forms, service project, and “value-added” of the service project for the Compact Service Corps AmeriCorps program.

Example 3: A university supervisor and cooperating teacher are assigned to each Member to support them throughout their student teaching. The role of the university supervisor is to act as the student’s mentor, resource person and teacher. The supervisor acts as the liaison between the Teacher Education Program and the student teaching setting. Supervisors complete a minimum of six formal observations throughout the semester. The role of the cooperating teacher is that of mentor, teacher, co-teacher, coach and colleague. The role of the AmeriCorps Program Coordinator is to confer with the university supervisor to determine that the Member is making satisfactory progress and attending regularly. The Coordinator is responsible for meeting with Members to discuss any concerns regarding their enrollment in the program, manage the enrollment process, collect and report time logs, and meet with Members to assist with exit from the program. All members of this team are familiar with the goals of the Compact Service Corps Program as those goals mirror those of the teacher education program. In addition, the value-added of this project was developed by this team ensuring all are familiar with the larger intent of the program.

Example 4: The campus’ academic fieldwork coordinator is responsible for organizing and coordinating the AmeriCorps Compact Service Corps service projects in the occupational therapy department and overseeing its implementation. Each member is assigned a fieldwork educator, who is an employee of the site placement, to serve as an onsite supervisor. The fieldwork educator will receive information from the OT member about their participation in AmeriCorps and the potential impact with clients, service delivery when they receive the Healthy Futures Service Site Supervisor Partnership Letter and Agreement form. Members will have regular formal and informal meetings with the fieldwork educator to review the SSOs and SLOs in anticipation of the midterm and final evaluation of performance. These meetings also allow the site supervisor to discuss any challenges or highlights during the member’s service project and work with patients/clients to ensure the member is meeting the goals of their service project while meeting their requirements of their academic program. The academic fieldwork coordinator will communicate and meet with site supervisors to reiterate the AmeriCorps goals and purpose to ensure student projects contribute to the mission of the fieldwork site with client-centered programs to fulfill the AmeriCorps service project and to discuss value added.

Example 5: Members are supervised by the director of field education, on-site agency staff, a social work-degreed Field Instructor and the field Liaison (between the School of Social Work and the field agency). Field Liaisons are consultants to the student and partnering agency and monitor overall student work within the field placement partner agency. Field Instructors and/or On-Site Internship Supervisor serve as the Site Supervisors for Members. The Member’s projects are supported by the agency as well as the
internship plan that is developed by the Site Supervisor/Field Instructor and Member. Throughout the Member’s involvement with their service in the organization/agency, Members meet on a regular basis with their Site Supervisor for supervision. Supervision involves: observation of student work, Member reflection on their work in the context of their specific goals and those of the client, feedback to the Member regarding the effectiveness of their services or interventions for the clients or client systems, and planning for implementing recommendations for further learning and practice. Since the Site Supervisor was involved with planning the AmeriCorps-approved project, the Site Supervisor will monitor and provide instruction and oversight throughout the space of the project and internship. The social work department ensures the Site Supervisors is aware of the Member’s service project components and program rules and regulations via the mandatory Site Supervisor Letter and signature of the Agreement Form. Additionally, all Site Supervisors attend a mandatory orientation for all new Site Supervisors which reviews the AmeriCorps program and how it relates to the students’ internships, as well as value-added.

**Member Support & Retention:** List the team or group of individuals who will be responsible for supporting Members during their terms of service to ensure their success in completing the Compact Service Corps Program to exit with full award. What is each person’s role in supporting Members? Who is responsible for communicating with Members? What communication will be shared? What is the process for keeping Members engaged, especially those who are falling behind in submitting required documentation and paperwork?

**Example 1:** During orientation, the Coordinator will stress the commitment and responsibility that Members are undertaking by joining AmeriCorps. The AmeriCorps Coordinator will communicate with members on a regular basis (at least monthly) to ensure all paperwork in the file is compliant and that service activities reported on Service Plan for Success, Pre-Service Reflections and Monthly Accomplishments meet the criteria for an AmeriCorps project. The Coordinator will keep records of emails and communications with students and share success stories and highlights as appropriate. The Coordinator will share issues and problems with the department’s Assistant Professor and Administrative Coordinator in an effort to get member back on track. The Coordinator will email and call members as appropriate to keep them engaged and current on paperwork. In the case a Member is falling behind, the Member will be contacted directly by the Coordinator and the Education department so together, they can all work to problem solve and implement action items to ensure the Member exits with full award.

In addition, the instructor for Professionalism will be another check point for student teachers. The member will be required to provide updates to the instructor as to their progress in the Americorps project.

**Example 2:** A learning community with comprehensive support is provided for all its Members. The program provides its diverse student body with a comprehensive support system, including co-curricular activities that build community and support retention (e.g., the program’s system of early alerts for students experiencing difficulty, faculty and student developed plans to provide support for students, a student mentoring program and a strong student-run Teacher Education Association). The site coordinator at each placement site, as well as the cooperating teacher and building principal are responsible for the day-to-day supervision of the member. A university supervisor makes a minimum of six on-site visits to observe the student. Weekly Member logs and reflections are reviewed by the
university supervisor and shared with the field experience coordinator and AmeriCorps Coordinator. The AmeriCorps Coordinator is in contact with Members via phone and email to deal with any issues that might arise, and to encourage active participation or to remind Members of overdue paperwork. The AmeriCorps Coordinator is a part of the teacher education program and has regular contact with Members, faculty and staff making it easy to address issues early. The more support the Members receive from the department in completing their AmeriCorps terms of service, the higher the retention in the program.

Example 3: The Service Learning Director, the course faculty and the administrative coordinator are the campus Member support and retention team. The Service Learning Director who is the Coordinator on campus is responsible for the coordination and facilitation of the process starting with recruiting, coordinating the verification of criminal history check, enrollment, and exiting processes, as well as the review and feedback on the service plan for success, pre-service reflections and monthly timelog reflection. The course faculty member is responsible for the weekly check-ins and providing feedback on course assignments including reflections, essays and final projects. The administrative coordinator is responsible for entering timelogs and file compliance. Additionally, the administrative coordinator will be in communication with Members regarding when requirements (i.e. timelogs) are due and if the Member is missing pertinent information on one of their forms. If a Member is not responding to a request, the course faculty member will be copied on the message. Monthly updates regarding what has been submitted by each Member will be sent to the course faculty member. If a member is falling behind in submitting required documentation and paperwork an e-mail will be sent the student, the Service Learning Director and the course faculty member, followed by a phone call to the Member. All communication with a Member will be kept in the Member’s file.

Example 4: The campus’ academic fieldwork coordinator, the CSC AmeriCorps Coordinator, department faculty, department administrative assistants and the Department Head will be available to support successful completion of the AmeriCorps hours and fieldwork. The academic fieldwork coordinator will have ongoing contact with members through an online course attached to the Level II fieldwork with use of a discussion board allowing Members to write and reflect about service projects, client services, supervision, assessment process, and dilemmas that occur during the course of the fieldwork placement. The academic fieldwork coordinator contacts each fieldwork educator at least once during the placement by phone or email to check-in about the Member’s progress. Additionally, the academic fieldwork coordinator does fieldwork site visits to consult and support Members and fieldwork educators during the placement. OT faculty and the department head provide a consultative role for the Member for guidance with specific interventions and conditions to attain best practice in various areas of OT practice. The CSC Coordinator supports student compliance with regular email communication regarding their AmeriCorps contract end date, time logs and reflection due dates. The academic fieldwork coordinator is responsible for communicating with Members about fieldwork assignments, fieldwork evaluation process, university timelines and policies. The CSC Coordinator is responsible for communicating with Members about AmeriCorps timelines, time logs and reflections to ensure forms are completed correctly for timely submission. In addition, through the orientation, the Member is aware that the CSC AmeriCorps Coordinator is available by email, phone or in-person throughout their term. The Coordinator generally responds to the Member within one or two days of receiving a Member request or inquiry. Again, the
member also has support through their academic departmental supervisor, who is aware of AmeriCorps procedures and policies. There is regular communication by the AmeriCorps Coordinator to department supervisors to ensure the Member has broad support during their term. In cases in which the Coordinator has issues communicating with Members or collecting required documents/paperwork, the Coordinator will work with the academic fieldwork coordinator to get in touch with the Member. Lastly, all front desk staff in the service-learning office are trained on AmeriCorps basics and can serve as a resource to Members who come into the office. We retain Members through regular communication and by stressing the importance of successfully completing their AmeriCorps term during the orientation and before enrollment.

Example 5: The Members receive much support during their term. Members receive support from clinical nursing courses by the faculty and site preceptors. The administration staff in the Department of Nursing provides support for Members by assisting them with certain paperwork (time sheets, site agreement forms, etc.), as well as reminding them of when items and forms are due to the Campus Coordinator. During orientation, the Campus Coordinator explains all the expectations of participation in Compact Service Corps along with set deadlines. As well, the Campus Coordinator is available to answer questions, assisting with filling out forms, sending out monthly reminders, following up with Members with phone calls, and ensuring that all Members are on track to complete the program. All faculty are aware of the commitment and are supportive of trying to obtain 100% retention from the members. Many faculty meet with members to assist in the writing of their time sheets and to encourage students to stay within the program when members feel they do not have enough time. Both the faculty, chair of the department, administrative staff, and Campus Coordinator all communicate with the members, depending on the request, paying particular attention to those who are falling behind.

Member Reflection: Other than the required reflections on the monthly time logs, what opportunities are there for Members to reflect on their term of service? Does this happen in the classroom or through another office (i.e. service-learning office)? Who conducts the reflection sessions? Explain the reflection techniques that will be used and when.

Example 1: Reflective teaching is effective teaching, and it is one of the core goals for graduates of the teacher education program. Members develop strategies designed to develop the habit of asking questions about teaching such as writing notes and questions on lesson plans, keeping a notebook to jot down observations and ideas, when reviewing student work continually reflect on the relationship between what has occurred during instruction and other planned learning activities. Members are required to submit weekly time logs and reflections to meet program requirements. Questions include: list the standards and briefly explain the significant skills it covers; an explanation of how your experiences have shaped you to develop skills related to the standards (give the reviewing insight into your point of view concerning this standard); a self-evaluation of your proficiency related to this standard (what are your strengths and weaknesses? Please review the documents you have submitted and evaluations and recommendations in completing this reflection); and a professional goal related to this standard that you have for the future.
Example 2: The Members will be required to journal about their experience during their terms of service in weekly correspondence with their university supervisor. This journaling is sent by email in a running document. The students enter these into an electronic portfolio and are presented in their end of service exit interview. The Impact Upon Student Assessment Project requires students to write a reflection about the unit of study and the challenges faced when meeting the needs of all learners. Members also meet with university supervisors following formal lesson presentations where students reflect upon not only performance but challenges encountered with meeting the needs of all learners, especially those who struggle.

Example 3: Reflection is a core principal in service-learning within this mentoring project. Members are required to submit online reflection journals each week in addition to their monthly CSC AmeriCorps time log reflections. These questions are strategically designed to prompt members really think through the mentoring experience in multiple aspects to provide a deeper understanding of the impact that the experience has on both the member and their mentee. The weekly journal reflections require members to respond to the following:

- **Describe:** What went well this week? What was challenging this week?
- **Mentor Objectives for next week:** Think about yourself as a mentor. What would you like to improve on next week and how will you accomplish this?
- **SSS Objectives for next week:** What are your goals for SSS next week and how will you and your mentee accomplish this?
- **Reflection of Self:** How do you feel about being a mentor? What are your expectations for the mentor-mentee relationship? What hopes and dreams do you have for your mentee? (This question varies each week)

These written reflections are shared with the Site Supervisor who reviews the reflections and provides any written feedback to the member’s reflection sheet. If needed, the Site Supervisor will schedule a meeting with the member to address any outstanding issues that may be of concern.

Example 4: Reflection is a core principal within the School of Social Work. On-site field instructors and supervisors, along with faculty in the School of Social Work during the required coursework, facilitate Member reflection on their internship and CSC experience. Reflection on practice is a hallmark of social work education and the profession of social work. The field experience is a vital, meaningful and intense component of the social work student’s education. Reflection, which is a part of both the on-site field instruction and classroom instruction, is integral to students making the connection between the theoretical and conceptual and front-line, on-the-ground practice with individuals, families, groups and communities. Process recording is a tool used in the counseling/mental health arena. Students are asked to report on what happened during a session (client interaction) - - the objective piece, their subjective experience during the interaction, and their analysis (connecting to practice theory, for example). The student and instructor use the process recording as a means of deep reflection and as an integrative tool.
Example 5: The campus’ academic fieldwork coordinator will have ongoing contact with members through an online course attached to the Level II fieldwork with use of an online discussion board allowing members to write and reflect about service projects, client services, supervision, assessment process, and dilemmas that occur during the course of the fieldwork placement. The purpose of the fieldwork discussion board is to enhance the Level II fieldwork experience by providing members the opportunity to reflect with peers and come to a deeper understanding, insights and integration between academic preparation and professional practice. Additionally, the discussion board supports critical self-reflection about professional roles, professional reasoning, exploring fieldwork dilemmas and transition from student to OT practitioner roles. Members complete a minimum of 5 new entries on any topic posted on the discussion board and a minimum of 5 responses to classmates’ posted reflections. Members support each other through the discussion board by sharing stories and brainstorming strategies to address dilemmas.

Example 6: Members involved in Compact Service Corps will be required to participate in National Days of Service, both in Fall and Spring. They will have the opportunity to choose from several service sites through National Days of Service that will focus on providing healthcare to high need areas. Members will then be required to attend one of three reflection periods, which will be led by the Campus Coordinator and faculty from the Department of Nursing. The focus of these reflection sessions will be on why service is an important component in today’s world and how these members play a particularly important role in service. Members will also reflect on the impact they make in high need areas and will recognize the need of trained health care professionals in rural settings. Reflection techniques will include self-reflection relating to their service experience, obstacles observed and support received that impacted their ability to achieve a positive learning experience. Other techniques that may be used to enhance the session may include group discussion, brainstorming, and critical incident reflection.

**Other Faculty/Staff Program Support: What other support will the Campus Coordinator receive on campus to manage the Compact Service Corps Program and help provide additional support to the Members (other than what has already been explained above)?**

Example 1: **CPS Admissions**- Will provide information about the opportunity to join Compact Service Corps during student teaching if students choose a high needs location. Enrollment Counselors and Admissions will have access to the students as they are starting the program and can get them thinking about the possibility of choosing a high needs school and being an AmeriCorps member. AmeriCorps is also supported by the Dean of the School of Counseling and Teacher Education and also by the Associate Dean of Teacher Education. Since they support the CSC program, faculty make it a priority to talk about the program with students and support the Coordinator when necessary to assist in communicating with Members.

**Student Services Department**- Is coordinating the program and knows who qualifies and contact information. They handle incoming calls from current students and work on orientations with new students. They answer financial aid, student account, registration and all general questions from current students. Student Support Representatives who work with new Teacher Ed students will mention the option of working in a high-needs school during student teaching and the opportunity to join AmeriCorps.

**Financial Aid Office**- Is aware of the program and to contact the Coordinator if students are interested or have questions.
Marketing/PR Plan for Sharing the AmeriCorps Story (website, newsletter, etc.): What is the plan for communicating what Compact Service Corps Members are doing in the community? How will stories be told: through departmental newsletters, the campus paper, the community newspaper, through radio, online? How will stakeholders learn about the Compact Service Corps Program and the work that Members complete?

Example 1: Member stories will be shared on the Center for Civic Engagement’s website, newsletter and social media outlets (such as YouTube, Facebook and twitter). A press release will be written for campus and statewide media outlets (such as newspapers and TV/radio stations) at the beginning of each semester to introduce potential Members and community partners to service and community impact projects being provided through the AmeriCorps programs. Members will be encouraged to complete YouTube videos to be used as reflection and promotion. These videos will be available and promoted on the Center’s website and through social media. Individual Members will be highlighted throughout the semester through the Center’s website, newsletter and presentation.

Example 2: If the grant is awarded, the CAE will work with the USD Marketing & Media Relations department to deliver a press release to communities served by the grant. This past year, a rotating image of the AmeriCorps program was on the main USD webpage, so significant press was given to the program. The AmeriCorps program also has its own webpage: http://www.usd.edu/academics/center-for-academicengagement/service-learning/service-learning-gives-and-receives.cfm. The School of Health Sciences produces a magazine of its own, and given its many programs partnering with AmeriCorps (SOCW, PA, PT, OT, DHYG), the grant will be reported there. The impact AmeriCorps is making on rural communities’ health care will be a focus of these media contacts.

Example 3: The health sciences department publicizes the AmeriCorps Program and its benefits to students through classroom visits using AmeriCorps Program documents and firsthand accounts of the positive impact this Program has made in both the University and surrounding communities. The University paper runs stories highlighting members and their service projects. Information is also provided to the university’s marketing department which they use to pursue additional media coverage such as local newspaper stories, TV coverage, university/alumni magazine articles, etc.
Service Project Proposal Form for **Education** Focus Area EXAMPLES

A list of identified community partners (i.e. service site placements where Members will complete their term of service). Please verify that all service site placements are a nonprofit or government agency and meet all site placement criteria listed on page 1 of this RFP.

**EDUCATION EXAMPLE:**

**Current Title I Schools:**
- Ponderosa Elementary School
- Eastridge Elementary School
- Monterey Elementary School
- Bauder Elementary School

**Current Schools with Greater Than 50% Free and Reduced Lunch:**
- Westminster High School
- Tollgate Elementary School
- Harrison K-8 School
- Ponderosa Elementary School
- Wilson Elementary School
- Christa McAuliffe Elementary School
- Skinner Middle School
- Monterey Elementary School
- Foothills Elementary School
- Lumberg Elementary School
- Field Elementary School
- Pinnacle Charter School
- Bauder Elementary School
- Lincoln Elementary School

All schools above are government agencies. If other site placements are developed where Members will be placed, the Coordinator will notify Compact Service Corps staff before Members begin serving.

**Overview of the specific community needs the project(s) will address.** The community need must demonstrate a need for an increase in academic engagement for K-12 students and must address how that need was identified. Please note that AmeriCorps Members cannot be used to address staffing nor funding shortages.

Please see FAQ under the heading “What are the unmet community needs?”

**Example 1:** The majority of schools and school districts in the region served by the university include diverse student bodies with many families earning incomes below the poverty level. To ensure that our Members are prepared to work in these settings and support the classroom teacher, the program has formed partnerships with quality K-12 high need schools in which our members complete early field experience and student teaching. Our Members are placed in the Pueblo City School District which is considered a “turnaround district” because of student scores on reading, writing and math tests. The Department of Education has given the district five years to improve student performance or risk closure.
or takeover by the state. Recently, four middle schools in the district were notified they would receive no federal funding because these schools had not met their goals. Pueblo City Schools have issued a “call to action” for the community to join a campaign to improve the schools before the state takes drastic action.

Example 2: Billings School District #2’s 2011 AYP report indicates economically disadvantaged students scored, on average, 6-10 points lower than the district average on reading assessments. In addition, the 2011 Kids Count report indicates 71% of Montana students in Title I schools scored below proficient reading levels, compared with 58% below proficient in non-Title I schools. Similarly, students who qualify for free and reduced lunch were also struggling with reading (77% compared to 55% of those not eligible for free lunch). This demonstrates the need to tutor students who are identified as underachieving readers in reading intervention strategies.

A description of service activities and Member roles to address the community need. What will Members do when they arrive at their service site placement? The service activities identified must relate to increasing academic engagement. Please be specific.

Please see FAQ under the heading “What activities are allowable for AmeriCorps Members?”

Example 1: Upon arrival at the service placement site, the Member will spend the first week getting to know the students and the daily routines. In addition, the Member will collaborate with the Site Supervisor to identify the achievement levels of all students. Of particular concern for the Member will be the students who fall below proficient levels of achievement. The Member will proceed to work with the Site Supervisor to plan for meeting the needs of these at-risk students. The Member’s training in response to intervention with explicit and systematic instruction will be put into action. The plans will include small group instruction and building student confidence so that motivation for learning improves. Members are required to create and deliver lesson plans that incorporate pre-assessment to identify each student’s current knowledge or understanding of the subject matter, develop instructional strategies to address the individual needs of each student in order to move their learning forward, as well as summative assessments to document their positive impact on student learning. Instruction must also address specialized learning needs of students on individual learning plans, identified gifted and talented student learning needs, 504 plans, English language learners and gender differences in learning. Learning goals will be set and formal monitoring will be used to check progress so that gaps are identified and addressed on a continuous timeline throughout the Member’s term of service.

Example 2: Members will work closely with their Site Supervisors to ensure that they are comprehensively addressing community needs. These community needs are met through the following activities: assisting with development of syllabi and course curriculum; writing lesson plans; writing assignment sheets; leading class sessions and class activities; explaining and demonstrating class concepts; evaluating and grading student work; conducting group learning assessments; translating assignments and other coursework into Spanish or English; taking and tracking student attendance; answering student questions about the course activities and curriculum; working one-on-one and in small groups to facilitate student learning and successful assignment completion; developing rapport with students through frequent interaction that demonstrates an understanding of their academic and interpersonal needs; and fostering an environment of accountability for high behavioral and academic expectations, including appropriate classroom participation and assignment completion.
Please confirm that Members will work with the same group of students for at least 300 hours and describe how Members will improve academic engagement through their service project. Please be specific:

**Example 1:** All members are required to complete a minimum of 14 weeks (60 school days) and a minimum of 590 hours of full-time student teaching in their assigned classroom, assuming all responsibilities of the cooperating teacher, including special duties. Members will complete the following: short term and long term planning, submit a record of daily and weekly plans to the cooperating teachers, complete detailed lesson plans for each lesson and make them available for review and approval by the cooperating teacher and university supervisor, teach at least one lesson in all the curricular areas for which the member will be licensed, teach at least one successful lesson based on direct instruction, cooperative/collaborative learning, and inquiry/discovery learning, complete at least one multi-week unit, complete pre and post testing to measure understanding, and completion of all other curricular requirements assigned by the cooperating teacher. The cooperating teacher and university supervisor will review the members’ work to determine the quality of these plans, their success in meeting students’ needs, as well as analyses of their effectiveness.

**Example 2:** AmeriCorps student mentors are required to enroll in Anthropology 408/808, Cross Cultural Mentoring, a three-hour credit bearing course. Intensive work with a refugee, immigrant and/or minority K-12 student is integrated into the curriculum. The course is offered for one semester, but student mentors/AmeriCorps Members MUST sign up for two consecutive semesters in order to complete the experience. They mentor the same student throughout the academic year. UNL student mentors document and analyze experiences in a weekly journal, including a reflection on the mentoring experience and what was learned from interaction with the student, family, culture and school system. Members will improve academic success through a mentoring process including in-school and out-side of school programming. Mentors will attend class with their mentee, follow-up on mentee student performance and work with individual teachers to integrate class instruction and expectations in after-school homework sessions. Additionally, mentors will make home visitations to assist in homework, attend co-curricular school activities, and provide out-side of school activities related to the mentee’s career and/or post-secondary interests.

**Example 3:** Members will serve the same set of students for at least 300 hours of service. This is reaffirmed through the CSC member’s service participation and mentee’s participation in two semesters of the mentoring project where each semester produces about 150 hours of mentorship service activities to at-risk youth participants. Members will improve academic engagement during their service project by assisting mentees with homework, checking grades each week, and discussing future personal and professional goals. Additionally, members will act as experienced role models, provide acceptance, encouragement, and moral support to the mentee, provide wisdom, advice, counsel, and coaching, assists with the navigation of academic settings, institutions, and structures, facilitates professional, academic, and personal development, challenges and encourages appropriately to facilitate growth, provides nourishment and caring, among other roles and responsibilities. As a result of these efforts, according to Rhodes, Grossman and Resch, “mentoring [leads] to reductions in unexcused absences and improvements in
perceived scholastic competence” (2000, p. 1). Additionally, members, through role modeling and the provision of emotional/academic support and positive reinforcement, influences adolescents’ perceptions of self-worth and their beliefs about their competence as learners and their valuing of school (Rhodes, Grossman, & Resch, 2000). The positive outcomes the mentee receives by participating in the mentoring project and working with AmeriCorps members is supported in Rhodes, Grossman, and Resch’s study which found that mentorship “directly affected scholastic competence and school attendance, which suggests that, through role modeling, tutoring, and encouragement, mentors can influence both the cognitive and behavioral dimensions of adolescents’ approach to school” (2000, p. 6).

Example 4: AmeriCorps members will serve a minimum of 600 hours with the same group of students through their student teaching requirements. AmeriCorps members improve academic engagement at their service sites by paying specific attention to the needs of the students they serve. Members use their training and the guidance of Site Supervisors and other mentors to create lesson plans tailored to the complex and unique needs of their students. Members conduct additional research and seek out additional resources, such as extra one-on-one mentoring with their Site Supervisor or topical TILT training sessions, to ensure that they are able to best connect with and educate their students. Through their active and effective engagement with students and course materials, members help create a dynamic learning community in which students are encouraged to participate and grow. In-class demonstrations, individualized feedback on assignments, patience and willingness to answer questions, and discussions designed to spark intellectual curiosity are some of the ways in which members encourage this student participation and growth. Student growth, achievement and engagement is measured through the quality of in-class participation, through improvement on class assignments and assessments, and through the ways in which students are able to positively interact with the larger class as a productive learning community. The research and training that members have and seek out makes the development of this learning community customized to the needs of the specific student group being engaged. This customization of the learning community increases the quality of the educational interactions facilitated by the member, which gives students being served greater opportunities to succeed academically.

A description of the value added by integrating AmeriCorps into academic and co-curricular service opportunities on campus. What is the AmeriCorps difference? If two students serve at the same service site and one is enrolled in AmeriCorps and the other is not, what is the added value to the community for the student participating in AmeriCorps? Please see FAQ under the heading “What is value added?”

Example 1: Our students have great independence in choosing their student teacher sites; however, it is in line with our Jesuit values to encourage students to choose those schools that not only need the most assistance but also will prepare our students to meet the needs of urban settings in their new professions. While the need is great, the payoff is tremendous for our students’ professional and personal growth. We are moving in the direction of forming partnerships with schools in diverse, urban settings, and AmeriCorps will definitely support that goal. While traditional student teaching experiences have focused on the classroom time and work, we know that effective teachers must go beyond the classroom to become involved in the community at large. Our new capstone project will support this focus, as well.
Only those students who choose to student teach in high needs schools will be eligible to participate in the AmeriCorps program. Therefore, students who choose to student teach in these schools are more likely to make the same choice as they look at a teaching career. In addition, AmeriCorps Members will be required to conduct extensive research of their schools in their capstone projects, including criteria for Title I designation, community issues, academic needs, etc. They will learn the issues that present themselves in areas of poverty and high transiency. They will also learn how quality educators can minimize, and even make insignificant, these factors that have typically seems insurmountable in student learning. In addition, students will share their learning with their peers; therefore, even those students who are not part of the AmeriCorps program will learn from, and hopefully be inspired by, the experiences of the AmeriCorps student teachers.

As an AmeriCorps student teacher, these individuals will be required to participate in out of school activities that support and enhance classroom learning. Research is clear that students who have real-life experiences with learned academic content gain a deeper understanding of that content. Every school will have some kind of activity to tie the students to the greater community and, thereby, enhance their learning and performance. One example might be students who, under the guidance of a mentor (AmeriCorps student teacher), might partner with a senior citizen community center. The children might read to the seniors and, in this, enhance their own classroom performance in reading skill. The goal is to enhance student learning through creating opportunities that promote positive interaction in and with the community. Students who are engaged in positive ways are less likely to experience disciplinary issues and be more available for learning.

Example 2: Our AmeriCorps students add value to their School sites and communities because they investigate problems at their schools and seek to actively find solutions to those problems. Unlike our regular Licensure students, They create “Legacy Projects” as part of their school experience, which asks the question: How can I leave a lasting legacy of service to my school, students and community by identifying and alleviating a community need?” They then design projects in collaboration with the community and school, and work with community members and leaders to address specific community problems and situations.

Example 3: Due to the diverse needs of the student population they are volunteering with, Members gain a greater understanding of cultural differences. Working with one group of students for their entire term allows Members to impact a specific group of students over a longer period of time. The required reflections each month help the students to interpret their personal impact on the community and connect their service to their community to the learning in the classroom. Reflection topics include working in Title 1 schools, serving low-income populations, working with diverse populations of students, identifying community needs, etc. It reflects their pride in what they have accomplished and helps them analyze the effectiveness of their role in the community as servant leaders and future citizens. Before exiting the program, Members are required to write a reflection paper illustrating civic engagement and inviting them to reflect on their individual impact on the community at large. Members also attend the Civic Engagement Conference in which they attend reflection sessions, leadership trainings, and workshops on civic engagement which will teach them the importance of continuing to be involved in community issues after their AmeriCorps term.
Service Project Proposal Form for Healthy Futures Focus Area EXAMPLES

A list of identified community partners (i.e. service site placements where Members will complete their term of service). Please verify that all service site placements are a nonprofit or government agency and meet all site placement criteria listed on page 2 of this RFP.

- Denver Health;
- Penrose-St. Francis Health Services-Centura Health;
- University of Illinois Medical Center;
- Scottsdale Healthcare Osborn Medical Center;
- Elderhaus Adult Day Programs, Inc.;
- Longmont United Hospital;
- Sanford Health USD Medical Center;
- Center For Community Partnerships (CCP);
- Barton Health Care System;
- InnovAge;
- Exempla Good Samaritan Medical Center;
- University of Colorado Hospital;
- Memorial Health System Colorado Springs;
- Poudre School District;
- Children’s Hospital of Colorado;
- Seattle Children’s Hospital;
- Glendale Adventist Medical Center;
- Kaweah Delta Regional Medical Center;
- Child Development and Rehab Center Portland;
- Albuquerque Veterans Administration Medical Center;
- Puget Sound Veterans Administration Medical Center and Thompson School District.

All of these sites are registered nonprofit organizations or government agencies and are located in designated medically underserved communities, rural counties, and/or serve un-/under-insured and economically disadvantaged individuals.

Overview of the specific community needs the project(s) will address. The community need must demonstrate a need for preventive or primary healthcare for underserved populations and must address how that need was identified. Please note that AmeriCorps Members cannot be used to address staffing nor funding shortages.

Please see FAQ under the heading “What are the unmet community needs?”

Example 1: According to the Status of Behavioral Health Care in Colorado (2011) update, over 900,000 (one in five) Coloradoans need mental health services each year. Less than one third (or one in seven) of these people receive care which results in suicide, lost productivity, homelessness, and over-use of other health services. It is estimated that 108,496 Coloradoans have unmet mental health needs. Areas with the largest unmet need are Denver, 12,813 people, and Pikes Peak, 12,749 people (WICHE, 2009).

The 2011 Colorado Health Report Card found that 14.8% of adults report that their mental health was not good eight or more days in the past month.

The 2011 Colorado Health Access Survey (Colorado Trust) found that 829,000 Coloradoans do not have health insurance of any kind and another 675,000 Coloroadoans are underinsured. The Colorado Trust (2010 defines underinsured as “having public or private health insurance coverage that does not adequately cover the costs of medically necessary services relative to family income, resulting in out-of-pocket expenses that exceed an insured individual’s ability to pay.” (p.2). Of patients with full-year health insurance coverage, approximately 36% reported having to delay or forego at least one type of recommended medical treatment because they could not afford it.

According to the Status of Behavioral Health Care in Colorado 2011 Update, “people with behavioral health needs had 124 percent higher overall per person average health costs than those without, and 73 percent of this difference was driven by increased physical health and prescription cost” (2011, p.144).
addition, according to the Status of Behavioral Health Care in Colorado (2011) Update, approximately 150 million Coloradoans, almost 30 percent, need treatment for mental health or substance use disorder every year, and of these, about 425,000 have a severe condition. In Colorado, 90,000 children and adolescents are identified as having serious emotional disturbance. Almost two-thirds of adults with severe mental illness and children and youth with serious emotional disturbance are in need of public services. Mental health services are primarily community-based. While there has been an increase in public services to those with substance use disorder, the need is greater than current levels of services provided. While Colorado has an adequate number of certain kinds of behavioral healthcare providers, there continue to be serious access issues for children, older adults, people living in rural areas, minority cultures and those who speak languages other than English (The Status of Behavioral Health Care in Colorado: Advancing Colorado’s Mental Health Care, Update 2011). AmeriCorps Members in the School of Social Work will provide services to the most vulnerable, and often marginalized, individuals and families in our communities. In addition to providing direct intervention to persons (families, groups and communities) in need, social workers also work to prevent or mitigate the many causes and contexts that may perpetuate harm or impaired ability to function.

Example 2: Students participate in projects which address needs documented by the CDC, Healthy People 2010 Goals and the USDA 2010 Dietary Guidelines for Americans which are designed to promote health and prevent chronic disease through nutrition. The needs of the community for programing to prevent obesity, help prevent and control diabetes and heart disease and promote optimal growth through pregnancy and early childhood are specifically addressed by the nutrition projects provided by members in their assigned sites within school nutrition programs. The percentage of obese adults is increasing; in fact the Center for Disease Control(CDC) statistics now show that one in five adults are obese or overweight including 16% of children. The CDC reports a rapid 4-fold rise in childhood and adolescent obesity. According to Katz, O’Connel, et al, “16% of children aged 6–19 years in the U.S. population are considered overweight” (2005). Of particular concern in the community is that health risks are perpetuated in school-settings where students have access to unhealthy foods and beverages and decreased opportunities to participate in physical education programs due to statewide-budget cuts and other factors. Thus, there exists an increased community need for improved food/beverage offerings in schools and increased need for physical activity programs in schools in order for students to improve their overall health and well-being that contributes to their physical and mental health and academic success in school. An increasing incidence of childhood and adult diabetes due to obesity, especially among underserved groups, is the focus of many government and philanthropic programs. The need for prevention and education programs to address issues of obesity, diabetes, and other nutrition-related illnesses is well documented in all government and health organization reports.
A description of service activities and Member roles to address the community need. What will Members do when they arrive at their service site placement? The service activities identified must relate to primary or preventive healthcare.

Please see FAQ under the heading “What activities are allowable for AmeriCorps Members?”

Example 1: Nursing Members will provide clinical care, health education, and health screenings to patients in acute care, long term care, and community settings. Members will assess physical/psychosocial needs and prepare an individualized plan of care for each patient, provide personal care, administer medications and treatments, provide education regarding disease management and health maintenance. Members will also provide community-wide services such as immunization clinics, vision/hearing screening for school children, screenings and education for diabetes, hypertension, heart disease, cancer, etc.

Example 2: Radiology Members assist physicians in the diagnosis and treatment of acute injuries as well as chronic and acute illnesses. They assist in performing exams and explain procedures to patients. Members provide diagnostic x-rays, ultrasound, nuclear medicine, CT, MRI, and radiation therapy. Members will also provide community education and services regarding mammograms and bone health.

Example 3: AmeriCorps Members will serve at local nonprofit health and wellness centers, state and federal government nutrition programs and public school systems to develop programming to expand community access to nutrition services. Members will also create and evaluate health literacy tools to assist in communication with low income and at-risk ethnic groups and create educational materials to share with community groups to help participants achieve healthy diets. Food service/child nutrition programs projects include the improvement of school lunch offerings to meet student nutrition needs such as menu development and increasing acceptance of low fat and nutrient dense offerings; develop food offerings to students that meet USDA goals for reduction of childhood obesity through nutrition and increased activity needs assessment are conducted and examples of projects which were completed include the development of programs for food allergy intervention in school children (a growing number of children have peanut and wheat allergies, for example) and development of projects to increase fruit and vegetable consumption in school children and to promote healthy snacking and increase activity. Participation in the “Healthy Moves” project involves the members in promotion of physical activity in school age children using novel approaches and members also participate in evaluation of the program effectiveness.
A description of the value added by integrating AmeriCorps into academic and co-curricular service opportunities on campus. What is the AmeriCorps difference? If two students serve at the same site placement and one is enrolled in AmeriCorps and the other is not, what is the added value to the community for the student participating in AmeriCorps?

Please see FAQ under the heading “What is value added?”

Example 1: Compact Service Corps Members will have additional opportunities to participate in service within the rural communities and regions. Through the National Days of Service and reflection sessions Members will be more aware of the significant need and impact of service organizations and projects. AmeriCorps has enhanced the nursing program, instilling the values not only of nursing but also of the service of AmeriCorps Projects. Nursing is considered a caring profession and is extremely service oriented. AmeriCorps has assisted in bringing the caring portion of the profession back to the patient or client that is seeking care and services not only within the walls of a health care facility, but within the community where there is a lack of resources for the under-served and under-insured. Providing opportunities for Compact Service Corps Members to see first-hand the resources available, how to access those resources, meet employed and volunteer professionals in the service setting, and identify the importance of service oriented projects provides additional value added opportunity to this project.
Service Project Proposal Form for **Capacity Building** Focus Area EXAMPLES

A list of identified community partners (i.e. service site placements where Members will complete their term of service). Please verify that all service site placements are nonprofit agencies:

| United Way of Cascade County (it has been verified this site placement is a nonprofit agency) |

Overview of the specific capacity building needs the project(s) will address. The capacity building need must demonstrate a need for development of infrastructure to increase and improve a nonprofit organization’s ability to manage its volunteers. Capacity Building need is not the need of the organization to meet its mission and serve community members. Please note that AmeriCorps Members cannot be used to address staffing nor funding shortages, nor can they be used to perform administrative tasks as their service project.

Please see FAQ under the heading “What are unmet capacity building needs?”

Example 1: Every year, for their Thanksgiving and Christmas dinners the Great Falls homeless shelter has too many volunteers, turning away dozens of families who want to give back to their community. Recently, the local mental health center invited the public to help paint their 7,000 square-foot building. So many people responded to the request that a job that they expected to take a week was done in a weekend. Our community has a great desire to volunteer and help their neighbors.

Meanwhile, there are dozens of nonprofit organizations struggling with small staffs, trying to provide needed mentoring programs for children, deliver meals to seniors and low-income families and care for abused and neglected children who are removed from their homes.

Un fortunately, there is a disconnect between these two needs. With a population of 58,505 people, Great Falls, Montana is in the awkward position of being too large to rely on word of mouth to recruit volunteers and too small to have the money to afford to pay people for many basic services. United Way of Cascade County partners with 20 local nonprofits, and for years has tried to match individuals with volunteer opportunities on a small-scale, as-requested basis. Wanting to fulfill the community’s need and expand their volunteer efforts, United Way has built a volunteer website that easily allows nonprofits to post volunteer opportunities and volunteers to find opportunities that fit their schedules and interests. The website is a great tool, but no one is using it. The United Way needs help developing it, training the community and nonprofits on how to use it and promoting it as a community resource. The website will allow the United Way to recruit both volunteers and nonprofits and create a sustainable volunteer center that will benefit both nonprofits and the community as a whole.
A description of service activities and Member roles to address the capacity building need of the organization. What will the Members do when they arrive at their service site placement? Please address how the Member will recruit, train and/or manage volunteers. Please identify the three or more effective volunteer management practices the Member will develop/implement. Please describe the tasks the Members will complete for each practice identified. Please be specific. Please see FAQ under the heading “What activities are allowable for AmeriCorps Members?”

Example 1: To address the need to develop more effective volunteer communication tools, volunteer retention issues and a lack of highly trained volunteers, the Member will develop and implement three volunteer management practices. The first is that the Member will develop a new webpage on the main organization’s website for volunteers, which will feature volunteer opportunities and provide links for potential volunteers to learn more about these opportunities. The second is that the Member will develop a volunteer handbook that will include an orientation to the organization, an outline of volunteer policies and procedures, and a summary of volunteer roles and their corresponding responsibilities. This volunteer handbook will support volunteer activities at the organization, will be available on the webpage that the Member creates and will be used during the volunteer orientation process. Lastly, to address volunteer retention, the Member will coordinate the volunteer appreciation at the end of the year in which outstanding volunteers will be recognized to acknowledge their service. In addition to implementing these three volunteer management practices, the Member will train volunteers in surveying areas impacted by a recent fire for volunteers to attempt to relocate known populations of rare species of bats. The volunteers will be trained to focus on one species, the Townsend’s Big Eared Bat, which is a rare species of concern in Colorado and is considered rare. We do not know if populations within the fire area remain extant after the fire. The Member will train volunteers to use GPS and acoustic bat monitoring equipment to revisit known roosting sites of these bats so they may attempt to detect them using standard field methods for bat detection and documentation.

Example 2: To address the capacity building need of Safe Passage to develop tools to manage a successful volunteer program, the Member will complete three volunteer management practices. These include: updating an existing volunteer manual; updating existing policies and procedures for volunteer involvement; and developing an assessment and evaluation plan for volunteer impact. The Member will also use the new manual to train existing volunteers with the new policies and procedures. The Member will update an existing volunteer manual to include a plan for orientation to Safe Passage and on-going training. The volunteer manual will also include an explanation of specific responsibilities and expectations of volunteers including the need for criminal background checks, volunteer time scheduling, and actions and activities that cannot be engaged by volunteers. The volunteer manual will include a detailed list and explanation of the various volunteer roles and responsibilities. The Member will update existing agency policies and procedures for volunteer involvement which will includes a comprehensive list of policies that delineate the responsibilities and expectations from volunteers and how those responsibilities meet the needs and mission of Safe Passage. Lastly, the Member will develop an assessment and evaluation plan to monitor the impact of volunteer activity at Safe Passage. Members will create a plan to develop an assessment to survey child victims’ and parents’ satisfaction with services provided by volunteers at Safe Passage that will be reviewed by staff before administering the survey.
A description of the value added by integrating AmeriCorps into academic and co-curricular service opportunities on campus:
Please see FAQ under the heading “What is value added?”

| Example 1: Integrating AmeriCorps will ensure that more students are engaged with their coursework and are gaining more of a hands-on experience than their non-Compact Service Corps peers. The added value to the community is that area nonprofits struggling to recruit and retain skilled volunteers will receive consistent support through a targeted AmeriCorps project. By focusing mainly on recruiting from the Business School, we will be choosing candidates with very strong skills in marketing and management practices, candidates who are typically not steered toward work in the nonprofit sector, but whose skills are much needed in that area. |
FAQs

What is an AmeriCorps service project?
AmeriCorps terms of service differ from general volunteerism or required academic service in a couple of critical ways: Primarily, AmeriCorps participation must provide an additional value to community-based agencies where members serve. While volunteerism may include short-term participation at multiple service sites, AmeriCorps terms focus service in a limited number of sites to address a specific project or set of goals.

What are AmeriCorps performance measures?
Performance measures are the method of assessment for AmeriCorps programs and they are used to determine whether or not a program is meeting its goals over time. These measures attempt to define the “what” a program does or “to what extent” the program will have an impact by providing specific targets and quantifiable details about service activities. AmeriCorps performance measures are specific targets and benchmarks determined annually by Compact Service Corps staff. These outputs and outcomes are developed based on prior years’ experience as well as project proposals submitted by prospective sub-grantees.

What are unmet community needs (education and healthy futures focus areas)?
Think specifically in terms of challenges your community faces: poor access to healthcare (i.e. the need for primary healthcare), poor access to healthy foods and regularly physical activity (i.e. the need for preventive healthcare), or below average school performance or disaffected youth (i.e. the need for academic engagement). How are these needs identified, especially considering Compact Service Corps performance measures? Please note that AmeriCorps Members cannot be used to address staffing nor funding shortages (AmeriCorps Members cannot displace employees).

Questions to ask:
- What is the specific community need the AmeriCorps project is addressing?
- How was this need identified?
- How and where have you documented the need? Local expertise? A national study? A statewide study?
- What are the identified goals and outcomes associated with the service project?

Example 1: According to the local health department, community members suffer from obesity and diabetes at disproportionate rates to the state, and nation as a whole. Community members are in need of service currently not available because access to health and wellness information, equipment and programming is sparse in your community. An AmeriCorps Member will serve through a local nonprofit health and wellness center to provide programming to expand community access to services. The Member will create materials to share with community groups informing them of the benefits of participating in health and wellness programs. Finally, the AmeriCorps Member will attend community events to share information about the health and wellness center with participants. Goals of this AmeriCorps project include increasing the total number of community members attending classes and increasing the number of community groups who are
aware of services through the health and wellness center. An outcome may be catalyzing community ownership of the problem by developing a self-sustaining, long-term solution to the health issues.

Example 2: According to the State Office of Public Instruction, students at Public Elementary School are performing below grade level in reading. Members will work with the school to organize a reading program that places community members with students in need of reading support. Members will work with teachers to identify low-performing students by looking at test scores and engage them in a school-supported tutoring and reading program. Short term goals are increasing the attendance of the identified students in their assigned class and increasing their assignment completion. Outcomes may include greater reading proficiency among students.

What are unmet capacity building needs?
Think specifically in terms of challenges your community agencies face with regard to the capacity of nonprofit organizations to manage volunteers. The capacity building need must demonstrate a need for development of infrastructure to increase and improve a nonprofit organization’s ability to manage its volunteers. Capacity building need is not the need of the organization to meet its mission and serve community members. Consider Compact Service Corps performance measures to identify the capacity building need. Please note that AmeriCorps Members cannot be used to address staffing nor funding shortages (AmeriCorps Members cannot displace employees or volunteers).

Questions to ask:
- What is the specific capacity building need (i.e. need to build infrastructure to increase the organization’s ability to manage its volunteers) the AmeriCorps project is addressing?
- How has that need been identified?
- How have you documented the need? Local expertise? A national study? A statewide study?
- What are the identified goals and outcomes associated with the service project?

Example 1: A local Red Cross affiliate office has a database of 2,000 volunteers. After a recent wildfire, the Red Cross discovered that it was only able to deploy 50 of these volunteers to respond to this disaster. This was because many of the volunteers lacked proper training, the organization did not have a volunteer deployment plan in place to properly manage the volunteers and the contact information for many of the volunteers in their database was outdated. The capacity building need of this project is to ensure the Red Cross is able to respond effectively and efficiently to the next disaster by creating a volunteer deployment plan, ensuring a base of trained volunteers who know how to respond to disasters, and planning for the management of these volunteers. AmeriCorps Members will develop a survey to administer to all 2,000 volunteers to update contact information, find out who is still interested in volunteering, the capacity in which they would like to volunteer, and the trainings completed by each volunteer. Once the survey has been completed, AmeriCorps Members will develop a plan for consistent trainings as well as formally train volunteers. Lastly, AmeriCorps Members will develop a volunteer deployment and management plan for the Red Cross to use the next time a disaster strikes in their community.

Example 2: A local United Way Volunteer Center has been particularly successful in creating partnerships with community agencies to help them determine their needs for volunteers. Recently, the organization worked with a contractor to build a database to connect community agencies with potential volunteers. The community agencies are able to post their volunteer opportunities in this online database and volunteers have the ability to login to find opportunities that are of interest. However, the United Way Volunteer Center has
been unsuccessful in matching volunteers to these opportunities because they do not have a consistent or written recruitment plan in place nor have they been able to outreach to volunteers to use this online resource. As a result, many volunteer positions have remained unfilled. AmeriCorps Members will strengthen existing partnerships for volunteer recruitment, as well as develop new partnerships with the local high school, the university campus student groups and other strategic organizations. Once partnerships have been formed and volunteers recruited, the AmeriCorps Members will train the groups on how to access the database and find appropriate volunteer experiences. In addition, AmeriCorps Members will assess the site to determine recommendations for improvement, such as listing required trainings for volunteer opportunities, time commitment, tracking volunteers who have served at each site and the number of hours those volunteers have served. Outcomes may include a greater number of volunteers recruited by the United Way Volunteer Center and a greater number of volunteer opportunities filled for their community partners.

**What activities are allowable for AmeriCorps Members?**

AmeriCorps Members must perform service activities that meet the goals of the Compact Service Corps Program as outlined by each focus area (see pages 1 and 2 of this RFP). AmeriCorps Members must conduct service activities that address an identified community need that clearly demonstrates community impact and Members must be engaged in “meaningful service.” For example, an AmeriCorps Member cannot be used to complete administrative tasks as their primary service activity. In addition, Members cannot be used to address shortages in staffing nor funding for an organization, as the presence of AmeriCorps Members cannot have displaced employees or volunteers. AmeriCorps Members may count up to 20% of their total hours as Member Development and training hours in order to prepare for, and execute, their service project. AmeriCorps rules dictate that Members may not participate in activities such as lobbying, labor organizing and religious instruction. Additionally, Members may not be involved in the promotion or delivery of abortion services. Fundraising activities are limited to seeking donations of supplies, equipment or services, or seeking funds on a small-scale to support their specific project or initiative. Members may not raise funds specifically for an agency’s general operating expenses nor for expenses related to hosting an AmeriCorps project. Please note that AmeriCorps Members also cannot recruit, train or manage volunteers who will perform activities that are deemed “prohibited” by the Corporation for National and Community Service. In addition to specific prohibited activities, AmeriCorps Members will not be placed with agencies or organizations whose mission and work, or the public’s perception of that work, focus primarily on policy change or political advocacy. For a list of prohibited activities, please follow this link: [http://www.americorps.gov/help/ac_sn_regs/__2520_65_What_activities_are_prohibited_in_AmeriCorps_subtitle.htm](http://www.americorps.gov/help/ac_sn_regs/__2520_65_What_activities_are_prohibited_in_AmeriCorps_subtitle.htm)

All service must benefit people living in the United States of America or its territories. All service performed internationally or for organizations that serve an international community is prohibited. In addition, all service must be unpaid.
What is value added?
Value added refers to the additional benefit a community receives by having AmeriCorps members participate in service projects locally, in addition to ongoing volunteerism or what is required of an academic program. AmeriCorps projects must be able to show how they are responding to an identified local need and how they are positively impacting the community in a specific service area.

Question to ask:
- How does the addition of AmeriCorps change or enhance what was already happening in the community through student service? For example, through a campus’s academic program, students are required to participate in experiential learning in the community. However, because of the AmeriCorps program, the department has shifted its focus from an experience for students, to an experience for students that are meeting identified community needs and that require guided reflection following service.

Example 1: All teacher education program site placements meet the criteria for Compact Service Corps participation. With the addition of the AmeriCorps program, the teacher education department has partnered with the service-learning center. The Center for Service-Learning has implemented a training that all AmeriCorps Members must attend before they start their service with their site placement. This training reviews the definition of a Title 1 school, discusses the challenges of working in a Title 1 school, discusses the demographics of students who attend a Title 1 school, and helps Members understand what it might mean to live in poverty. After the Members begin their service with their site placements, the Center for Service-Learning requires these student teachers to attend two more reflection sessions in which students discuss their own experiences serving in Title 1 schools and share challenges and best practices. The value added is that AmeriCorps Members have structured time to reflect on their service, think about how they can be an effective teacher given their teaching environment, think critically about the challenges they experience and learn about what has worked for others in the group.

Example 2: All site placements for a nursing program meet the criteria for Compact Service Corps participation. In addition, the program was placing students in hospitals simply on the basis of convenience and expediency of students. After conducting an environmental scan, the nursing program discovered that the community does not offer many opportunities for respite care. Because of the partnership with AmeriCorps, the nursing program has developed a course to train AmeriCorps Members on providing support not only to people with disabilities, but to also provide support to their families. As a result, the nursing program has formed a partnership with several nonprofit home care facilities that provide services to families with children with disabilities. In addition to fulfilling clinical requirements, the Members provide respite care to the children, while the caregivers have time to take care of their personal needs. The value added is that AmeriCorps Members are placed in nonprofit settings that serve high needs clients, a course was designed based on an unmet need that Members attend, and Members learn how caregiver services can ease the burden for parents and allow them to take care of their own social, physical, and mental needs.

Example 3: In partnering with Compact Service Corps, a high school develops a mentoring program with a middle school to prevent bullying. As part of the mentoring program, AmeriCorps Members provide academic support to boost self-confidence and social support to teach mentees conflict resolution skills and tolerance development. The value added is that because AmeriCorps Members are committed to a specific number of
required hours, they are able to develop meaningful relationships, provide increased and consistent peer modeling and reduce conflict that impairs students’ ability to learn in a safe, respectful environment.

**Under what circumstances will a proposed service project/placement be denied?**

The Compact Service Corps Program reserves the right to withhold, reduce or cease support of any partnering agency or community organization, based on the following criteria:

1. Unavailability of CSC AmeriCorps slots;
2. Failure to comply with AmeriCorps Provisions or CSC AmeriCorps Program policies and procedures;
3. Misalignment with the mission, values and acceptable services activities of CNCS and the Compact Service Corps AmeriCorps Program;
4. Inadequate supervision of Members and/or AmeriCorps service activities.