

## COMMISSION MEETING MINUTES



**Meeting Date/Time:** 05/12/2022 1:00 – 4:00 PM

**Meeting Location:** Zoom (Virtual)

**In Attendance:** Timothy Miller, Chris Shaffer, Morna Smith, Dan Meyer, Brie Lusheck, Caitlin Bierman, Felicia King, Gary Cates, Jason Kucsma, Pam Steurer, Meghan Kaskoun, Ruth Milligan, Susan Rogers, Ronald Soeder, Andrew Rowan

**Absent:** Amista Lipot, Nicole Vavro, Charlotte Jones-Ward, Curtis Kemp, Ashley Davis

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### New Business

- Meeting was called to order by Shaffer, seconded by Meyer at 1:06 PM.
- Two new ServeOhio Staff members were introduced: Kimberly Mockabee, Director of Finance and Pamela Pate, AmeriCorps Program Officer.
- It was moved by Meyer, seconded by Milligan, to approve the minutes of the prior meeting, which was distributed in advance. Motion carried on voice vote.
- No public Comment
- Officer Election:
  - Slate of Candidates
    - Chair/Pamela Steurer
    - Vice Chair/Susan Rogers
    - Secretary/Briana Lusheck
  - No Floor Nominations
  - It was moved by Kaskoun, seconded by Miller, to approve the Slate of Candidates. Motion carried on voice vote. New Officer term starts 7/1/22.

### Administrative & Program Updates

- Executive Director Report (See Supplemental Materials)
  - Youth Service/Metis Associates
  - Activity Update

### AmeriCorps Formula Applications Review & Approvals

#### **Planning Grants**

There were no abstentions for planning grants

- Cleveland Metropolitan Park District (\$61,010)
  - Moved by Meyer, seconded by Kucsma, to accept the recommendation for not funding in the amount of \$61,010. Motion carried on roll call vote.
- HealthCorps (\$75,000)

- Moved by Soeder, seconded by Meyer, to accept the recommendation for funding in the amount of \$75,000. Motion carried on roll call vote.
- National Lead for America (\$75,000)
  - Moved by Kucsma, seconded by Meyer, to accept the recommendation for funding in the amount of \$75,000. Motion carried on roll call vote.
- Student Conservation Association (\$73,115)
  - Moved by Smith, seconded by Lusheck, to accept the recommendation for funding in the amount of \$73,115. Motion carried on roll call vote.

## New Operational Grants

### Abstention from Smith on New Operational Grants

- Breakthrough Cincinnati (\$434,152/75 AC Members)
  - Moved by Soeder, seconded by Kaskoun, to accept the recommendation for funding in the amount of \$434,152. Motion carried on roll call vote.
- Franklin County Municipal Court (\$159,449/11 AC Members)
  - Moved by Soeder, seconded by Lusheck, to accept the recommendation for not funding in the amount of \$159,449. Motion carried on roll call vote.
- Hamilton County Soil & Water Conservation District (\$201,533/7 AC Members)
  - Moved by Kucsma, seconded by Meyer, to accept the recommendation for not funding in the amount of \$201,533. Motion carried on roll call vote.
- Miami University (\$319,680/41 AC Members)
  - Moved by Meyer, seconded by Steurer, to accept the recommendation for funding in the amount of \$319,680. Motion carried on roll call vote.
- Abigail Wexner Research Institute at Nationwide Children's Hospital (\$279,538/10 AC Members)
  - Moved by Rogers, seconded by Meyer, to accept the recommendation for funding in the amount of \$279,538. Motion carried on roll call vote.

## Recompeting Grants

### Abstention from Shaffer on Recompeting Grants

- College Now Greater Cleveland (\$201,512/10 AC Members)
  - Moved by Lusheck, seconded by Steurer, to accept the recommendation for funding in the amount of \$201,512. Motion carried on roll call vote.
- Educational Service Center of Central Ohio (\$220,000/20 AC Members)
  - Moved by Soeder, seconded by Meyer, to accept the recommendation for funding in the amount of \$220,000. Motion carried on roll call vote.
- Horizon Education Centers (\$325,748/27 AC Members)
  - Moved by Soeder, seconded by Steurer, to accept the recommendation for not funding in the amount of \$325,748. Motion carried on roll call vote.
- John Carroll University (\$641,363/48 AC Members)
  - Moved by Kaskoun, seconded by Kucsma, to accept the recommendation for funding in the amount of \$641,363. Motion carried on roll call vote.
- Ohio Campus Compact (\$307,753/28 AC Members)
  - Moved by Meyer, seconded by Soeder, to accept the recommendation for funding in the amount of \$307,753. Motion carried on roll call vote.
- Ohio Historical Society (\$218,415/10 AC Members)
  - Moved by Steurer, seconded by Soeder, to accept the recommendation for funding in the amount of \$218,415. Motion carried on roll call vote.

- Shawnee State University (\$517,160/49 AC Members)
  - Moved by Kucsma, seconded by Lusheck, to accept the recommendation for funding in the amount of \$517,160. Motion carried on roll call vote.
- Tinkers Creek Watershed Partnership (\$423,565/16 AC Members)
  - Moved by Meyer, seconded by Lusheck, to accept the recommendation for funding in the amount of \$423,565. Motion carried on roll call vote.
- Teach for America (\$80,000/80 AC Members)
  - Moved by Soeder, seconded by Kaskoun, to accept the recommendation for funding in the amount of \$80,000. Motion carried on roll call vote.
- Zoological Society of Cincinnati (\$326,745/19 AC Members)
  - Moved by Kaskoun, seconded by Kucsma, to accept the recommendation for funding in the amount of \$326,745. Motion carried on roll call vote.

Upcoming Opportunities

- 2021 Financial Disclosure Statement Filing Deadline 5/16/22
- ServeOhio Day 6/25/22

Announcements/Other Business

- Next Commission Meeting is 9/8/22 at the State Library of Ohio.

There being no further business, the meeting adjourned at 3:23 PM on a motion by Kaskoun, seconded by Meyer, approved by acclamation.

Minutes prepared and submitted by:

Rebecca Verhoff-Kiss  
Rebecca Verhoff-Kiss

Director of Strategic Engagement

Certified by:

Rebecca Verhoff-Kiss  
Chair

Approval Date: 10/6/22

**COMMISSION MEETING MINUTES**  
**Index to Attachments**



**Attachment 1:**

- ServeOhio Commission Meeting 5/12/2022 Agenda
- Commission Meeting Presentation
- Youth Service/Metis Associates Slides
- Grant Applications
  - Cleveland Metropolitan Park District (\$61,010)
  - HealthCorps (\$75,000)
  - National Lead for America (\$75,000)
  - Student Conservation Association (\$73,115)
  - Breakthrough Cincinnati (\$434,152/75 AC Members)
  - Franklin County Municipal Court (\$159,449/11 AC Members)
  - Hamilton County Soil & Water Conservation District (\$201,533/7 AC Members)
  - Miami University (\$319,680/41 AC Members)
  - Abigail Wexner Research Institute at Nationwide Children's Hospital (\$279,538/10 AC Members)
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  - Ohio Historical Society (\$218,415/10 AC Members)
  - Shawnee State University (\$517,160/49 AC Members)
  - Tinkers Creek Watershed Partnership (\$423,565/16 AC Members)
  - Teach for America (\$80,000/80 AC Members)
  - Zoological Society of Cincinnati (\$326,745/19 AC Members) Bylaws Revisions

## ServeOhio Commission Meeting – 5/12/22

Zoom Meeting

<https://us06web.zoom.us/j/88997053109>

AGENDA	
1PM	<b>CALL TO ORDER</b> <b>New Business</b> <ul style="list-style-type: none"><li>• Roll Call</li><li>• Introduction of New ServeOhio Staff</li><li>• Approval of 3/10/22 Commission Meeting Minutes</li><li>• Public Comment (5-minute limit)</li><li>• Officer Election<ul style="list-style-type: none"><li>○ Slate of Candidates<ul style="list-style-type: none"><li>■ Chair/Pamela Steurer</li><li>■ Vice Chair/Susan Rogers</li><li>■ Secretary/Briana Lusheck</li></ul></li><li>○ Floor Nominations</li></ul></li></ul>
	<b>Administration &amp; Program Updates</b> <ul style="list-style-type: none"><li>• Executive Director Report<ul style="list-style-type: none"><li>• Youth Service/Metis Associates</li><li>• Activity Update</li></ul></li></ul>
	<b>AmeriCorps Formula Applications Review &amp; Approvals</b> <ul style="list-style-type: none"><li>• Selection Criteria &amp; Review Process</li></ul>
	<b><u>Requests for Program Year 2022-2023</u></b>
	<b>Planning Grants</b> <ul style="list-style-type: none"><li>• Cleveland Metropolitan Park District (\$61,010)</li><li>• HealthCorps (\$75,000)</li><li>• National Lead for America (\$75,000)</li><li>• Student Conservation Association (\$73,115)</li></ul>
	<b>New Operational Grants</b> <ul style="list-style-type: none"><li>• Breakthrough Cincinnati (\$434,152/75 AC Members)</li><li>• Franklin County Municipal Court ( \$159,449/11 AC Members)</li><li>• Hamilton County Soil &amp; Water Conservation District (\$201,533/7 AC Members)</li><li>• Miami University (\$319,680/41 AC Members)</li><li>• Abigail Wexner Research Institute at Nationwide Children's Hospital (\$279,538/10 AC Members)</li></ul>
	<b>Recompeting Grants</b> <ul style="list-style-type: none"><li>• College Now Greater Cleveland (\$201,512/10 AC Members)</li><li>• Educational Service Center of Central Ohio (\$220,000/20 AC Members)</li><li>• Horizon Education Centers (\$325,748/27 AC Members)</li><li>• John Carroll University (\$641,363/48 AC Members)</li><li>• Ohio Campus Compact (\$307,753/28 AC Members)</li><li>• Ohio Historical Society (\$218,415/10 AC Members)</li><li>• Shawnee State University (\$517,160/49 AC Members)</li><li>• Tinkers Creek Watershed Partnership (\$423,565/16 AC Members)</li><li>• Teach for America (\$80,000/80 AC Members)</li><li>• Zoological Society of Cincinnati (\$326,745/19 AC Members)</li></ul>
	<b>ADJOURN</b> <i>(Next ServeOhio Commission Meeting – 9/8/22 @ State Library of Ohio)</i>

A photograph of a diverse group of young people, mostly teenagers, standing in a line and raising their right hands in a cheering or celebratory pose. They are wearing casual clothing like hoodies, t-shirts, and plaid shirts. Some have name tags or lanyards around their necks. The background is a plain, light-colored wall.

SERVE OHIO

# COMMISSION MEETING

5/12/22

# CALL TO ORDER

- Roll Call
- Introduction of New Commission Staff
- Approval of 3/10/22 ServeOhio Commission Meeting Minutes
- Public Comment (5-Minute Limit)

## Officer Election

- Slate of Candidates
  - Chair/Pamela Steurer
  - Vice Chair/Susan Rogers
  - Secretary/Briana Lusheck
- Floor Nominations
- New Terms Start 7/1/22

# Activity Update/AmeriCorps

*Fiscal Monitoring Training*

*Justice Talking Curriculum Review and Training*

*Public Health AmeriCorps Funding*

*The Ohio State University*

*\$1,114,225/74 AmeriCorps Members*

# Activity Update Volunteer & Communication Engagement

*Volunteer Engagement Fundamentals Recap*

*Volunteer Mobilizer Community of Practice*

*National Volunteer Week Recap*

*New ServeOhio Website*

*Commissioner Basecamp Tutorial*

# ServeOhio 2022 Youth Service Landscape Analysis

*Dawn Boyer, Senior Research Associate  
Metis Associates*

# Purpose of AmeriCorps Funding

- AmeriCorps grants are awarded to eligible organizations engaged in evidence-based or evidence-informed (e.g. performance data, research, theory of change) interventions that use AmeriCorps members to strengthen communities.
- An AmeriCorps member is an individual who engages in community service through an approved national service position. Members may receive a living allowance and other benefits while serving. Upon successful completion of their service, members receive a Segal AmeriCorps Education Award from the National Service Trust.

# AmeriCorps State Funding Cycles

- Competitive (winter NOFO)
  - ServeOhio makes/approves recommendations for funding to CNCS in January
  - Vetted by CNCS at a national level
  - Allows ServeOhio to secure additional resources
  - Notified in Spring
- Formula (spring NOFO)
  - Annual allocation that allows ServeOhio to address state-specific needs
  - ServeOhio selects/votes for programs to receive funding in June
  - Notified after June commission meeting

# AmeriCorps Grant Types

- Cost Reimbursement
  - Maximum request level
  - Program expenses submitted for reimbursement
  - Flexibility to access entire grant award
- Fixed Award
  - Maximum request level
  - Grant amount based on member enrollment and retention

# Funding Considerations and Indicators of Success



# Indicators of Success

- Solid theory of change with a strong program design supported by evidence focused on a compelling community need.
- High-quality applications that are complete, well-written and follow the guidelines.
- Geographic distribution of resources across Ohio.
- Past performance and success with a focus on impact and evaluation.
- Organizational capacity including fiscal, administrative and leadership.
- Staff and peer review feedback and scores.
- Commitment to National Service as a solution.
- Established ServeOhio and CNCS priorities and focus areas.

# Conflict of Interest Review

**3.02** Conflict of interest as related to administration of AmeriCorps grants in Ohio is governed by federal regulations issued by the Corporation for National and Community Service at 45 CFR 2550.110 in addition to Ohio ethics laws. The federal regulation makes no distinction between voting and ex officio members in defining conflict of interest.

- a. A Commission member is considered to have a conflict of interest if the member is currently or was within one year of the submission of a grant application to the Commission, an officer, director, trustee, full-time volunteer or employee of an organization submitting an AmeriCorps grant application.
- b. Restrictions for such individuals are as follows:
  - (1) They may not participate in the development of an application for AmeriCorps funding that will be considered, reviewed, or administered by the Commission.
  - (2) They must recuse themselves from all discussions and decisions regarding all AmeriCorps funding passed through the Commission under the same federal subtitle (Subtitle C-AmeriCorps State & National). Specifically: They may not serve as peer reviewers during the application review process; and must declare the conflict and leave the room at the start of any discussion/deliberation on AmeriCorps funding decisions during a Commission meeting.

# Conflict of Interest Review

(3) They may not participate in the oversight, evaluation, continuation, suspension or termination of the grant award. Specifically:

- They may not participate in the management or operation of any AmeriCorps project funded by the Commission; and
- They may not be a member of any Commission standing or ad hoc committee charged with developing or reviewing agency policies and procedures relative to AmeriCorps grant administration or evaluation.

**3.03** Prior to the start of any discussion or deliberation on AmeriCorps funding during a Commission meeting the Chair will provide opportunity for Commission members to declare conflicts and recuse themselves. Declared conflicts of interest and recusals will be recorded in the official minutes of the meeting.

**3.04** Commissioners who do not have a conflict of interest as defined above but who wish to avoid any possibility of perceived conflicts may participate in discussion but abstain from voting on funding for specific projects, at their discretion. Such abstentions will be recorded in the official minutes of the meeting.

# AmeriCorps Planning Grants

## Recommended for Funding

- HealthCorps \$75,000
- National Lead for America \$75,000
- Student Conservation Association \$73,115

## Not recommended for Funding

- Cleveland Metropolitan Park District \$61,010

# New Operational Grants

## Recommended for Funding

- Breakthrough Cincinnati \$434,152/75 Members
- Miami University \$319,680/41 Members
- Abigail Wexner Research Institute at Nationwide Children's Hospital \$279,538/10 Members

## Not Recommended for Funding

- Franklin County Municipal Court \$159,449/11 Members
- Hamilton County Soil & Water Conservation District \$201,533/7 Members

# Recompeting/Renewal Grants

## Recommended for Funding

- College Now Greater Cleveland \$201,512/10 Members
- Educational Service Center of Central Ohio \$220,000/20 Members
- John Carroll University \$641,363/48 Members
- Ohio Campus Compact \$307,753/28 Members
- Ohio Historical Society \$218,415/10 Members

# Recompeting/Renewal Grants

## Recommended for Funding

- Shawnee State University \$517,160/49 Members
- Tinkers Creek Watershed Partnership \$423,565/16 Members
- Teach for America \$80,000/80 Members
- Zoological Society of Cincinnati \$326,745/19 Members

## Not Recommended for Funding

- Horizon Education Centers \$325,748/27 Members

# UPCOMING OPPORTUNITIES

*2021 Financial Disclosure Statement Filing Deadline*  
5/16/22

*FY23 ASC Commissioner Sign-On Letter*  
5/18/22

*ServeOhio Day*  
6/25/22



ADJOURN

Next ServeOhio Commission Meeting  
9/8/22  
State Library of Ohio

12 May 2022

# ServeOhio 2022 Youth Service Landscape Analysis

Presented by:

Dawn Boyer, Senior Research Associate

55 Broad Street, 25th Floor  
New York, NY 10004  
212.425.8833  
[metisassociates.com](http://metisassociates.com)



**metis associates**  
partners for meaningful change

# Metis Associates

- National, employee-owned consulting group
- 44 years of experience working in the youth development field
- Headquartered in NYC with two senior staff working remotely from Ohio (Bexley and Yellow Springs)

# Report Contents

**Purpose:** To help ServeOhio identify strategies for strengthening youth service opportunities in Ohio

## **Contents:**

- Context
- Methods
- Challenges
- Recommendations

# Context and Methods

# Context: Youth Service Landscape

- Service opportunities for Ohio's youth are currently provided primarily through **higher education institutions, non-profit agencies, and/or through partnerships** between school districts and community partners.
- Although there are federal, state and local educational policies in place to promote K-12 student access to service learning opportunities, **the adoption of service learning as an educational strategy is not as prevalent in the K-12 sector as it is in the post-secondary arena.**

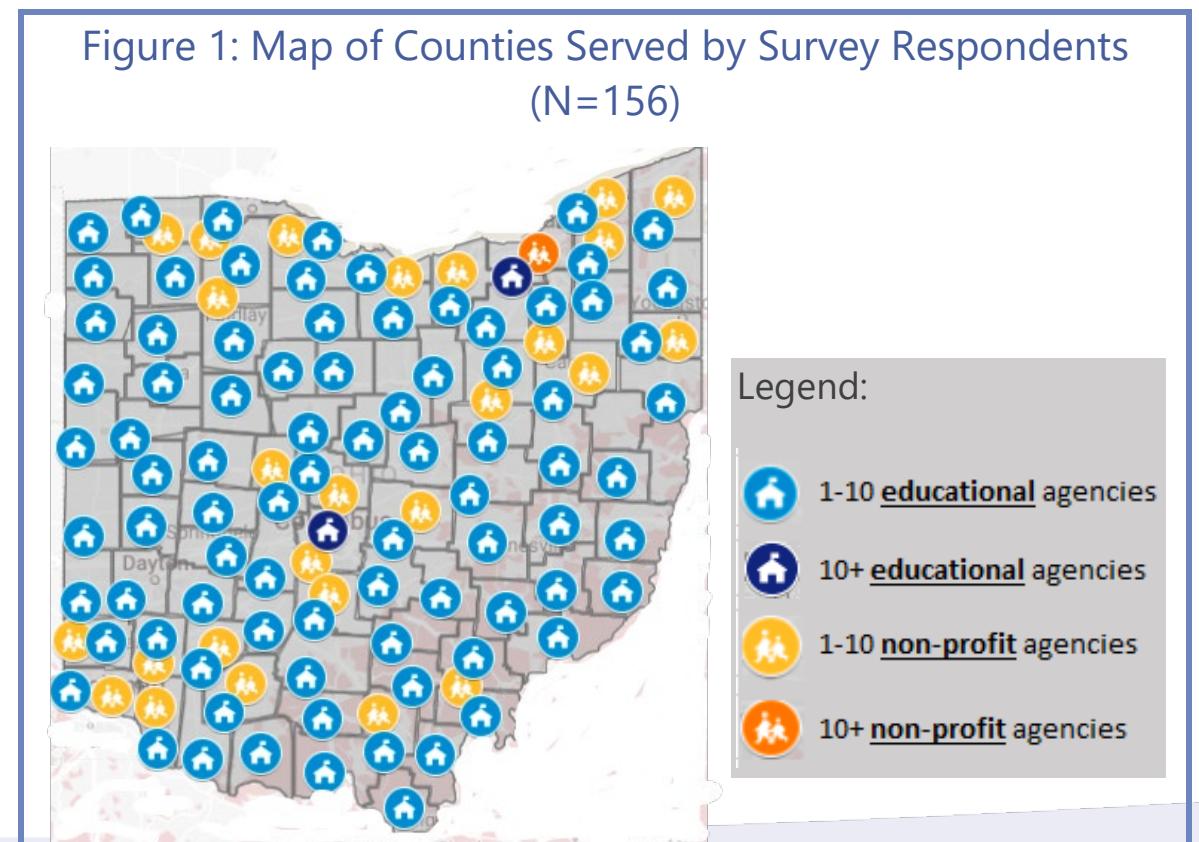
# Methods

- Document/Literature Review
- Stakeholder Interviews (N=11)
- Stakeholder Survey (N=156)

Figure 2: Types of Areas Served by Survey Respondents (N=156)



Figure 1: Map of Counties Served by Survey Respondents (N=156)



# Findings

# Existing Service Opportunities for Youth

Figure 3: Types of Service Opportunities Provided to Youth (N=140)



Figure 5: Times That Respondents Typically Provide Service Opportunities to Youth (N=131)

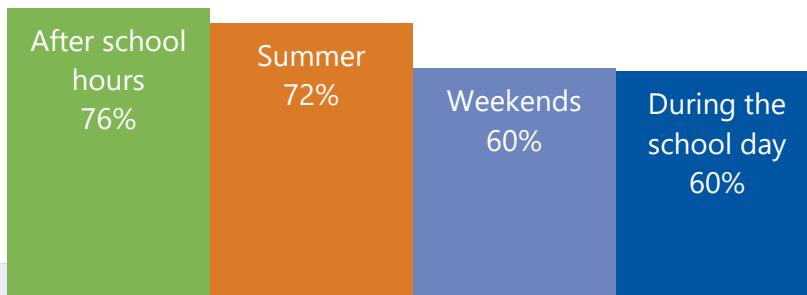


Figure 4: Age Groups Served by Survey Respondents (N=131)

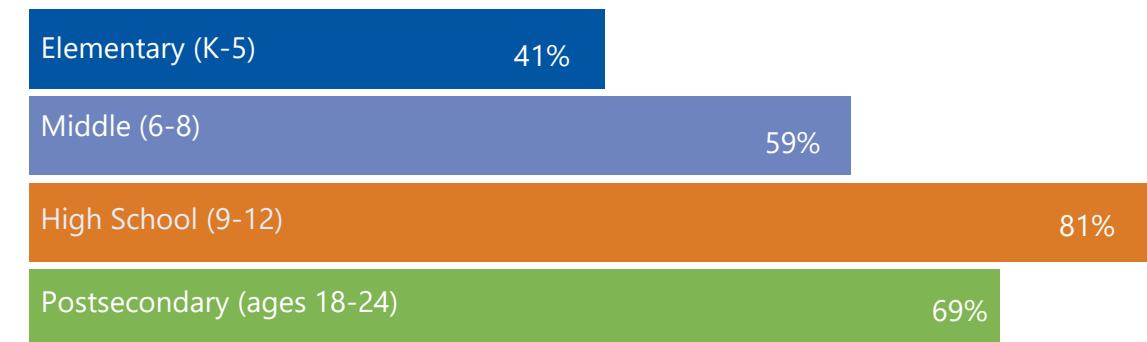
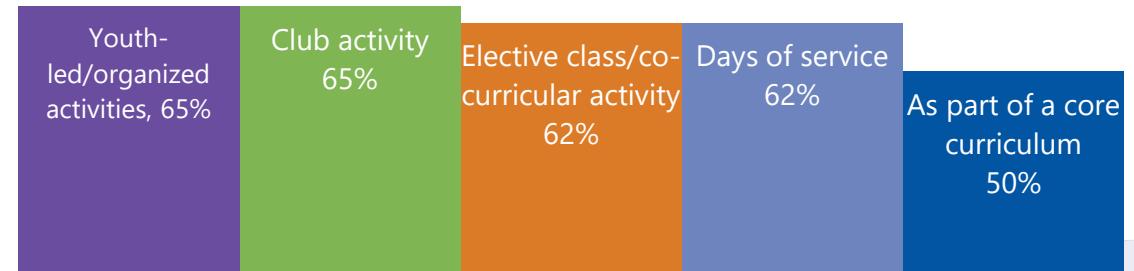
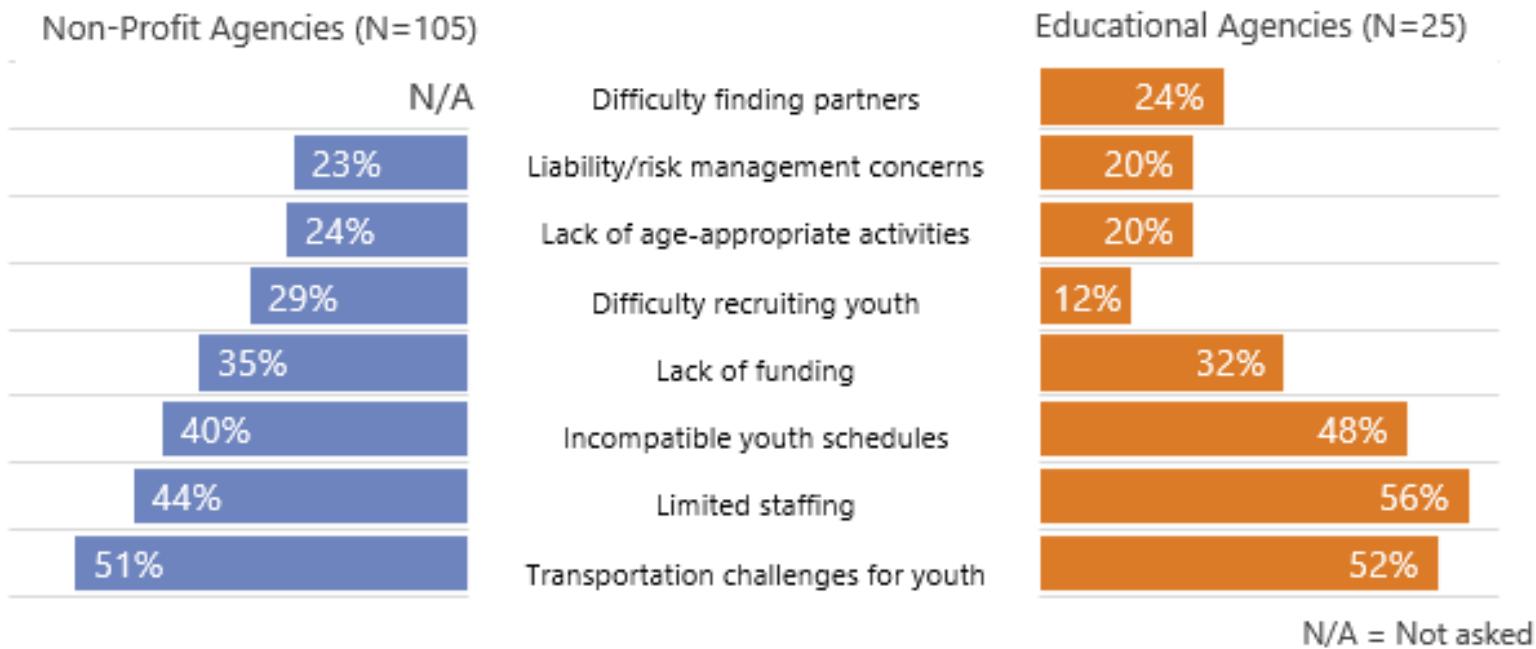


Figure 6: Ways that Schools Engage Youth in Service Opportunities (N=26)



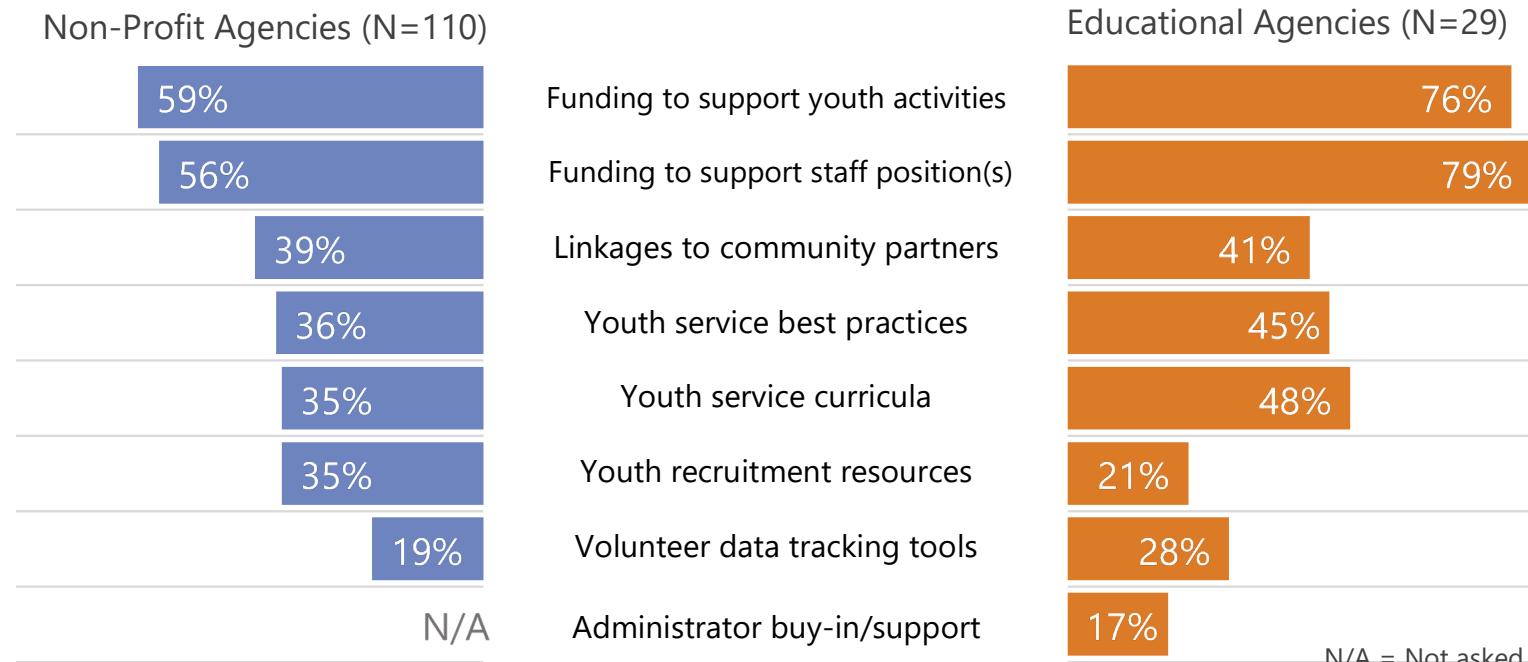
# Challenges to Providing Youth Service Opportunities

Figure 7: Challenges Encountered Providing Service Opportunities for Youth, by Respondent Type



# Opportunities for Enhancement of Youth Service Offerings

Figure 10: Resources/Supports Needed to Expand Service Opportunities for Youth, by Respondent Type



# Recommendations

# Recommendations

- Build state capacity to fill the void that federal defunding created at the state level.
- Provide funding to support service program operations.
- Establish processes to continuously improve youth service initiatives (and contribute to the research base about the effectiveness of youth service programming).
- Provide adequate training and resources to practitioners in the field.
- Promote K-12 educator buy-in for service-learning as an educational strategy.
- Establish an advocacy group aimed at establishing broad-based support for service-learning in K-12 schools.

# Partners for meaningful change



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# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246698		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Cleveland Metropolitan Park District  <b>UEI NUMBER:</b> MMAJXV4W1KP3  <b>DUNS NUMBER:</b> 074550369		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Elyria R. Little  <b>TELEPHONE NUMBER:</b> (847) 721-1624  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> erl@clevelandmetroparks.com	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 4101 Fulton Pkwy Cleveland OH 44144 - 1923 County: Cuyahoga			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 346000704		<b>7. TYPE OF APPLICANT:</b> 7a. State Government  7b. Other State Government	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE  <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT         </div> <p>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/></p> <p style="display: flex; justify-content: space-around; align-items: center;">           A. AUGMENTATION <input type="checkbox"/> B. BUDGET REVISION <input type="checkbox"/>            C. NO COST EXTENSION <input type="checkbox"/> D. OTHER (specify below): <input type="text"/> </p>			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Cleveland Metropolitan Park District Planning Grant	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22 END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 09 b.Program <input type="checkbox"/> OH 09	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text"/>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL <input type="text"/> \$ 61,010.00 b. APPLICANT <input type="text"/> \$ 23,803.00 c. STATE <input type="text"/> \$ 0.00 d. LOCAL <input type="text"/> \$ 0.00 e. OTHER <input type="text"/> \$ 0.00 f. PROGRAM INCOME <input type="text"/> \$ 0.00 g. TOTAL <input type="text"/> \$ 84,813.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Brian M. Zimmerman		<b>b. TITLE:</b> <b>c. TELEPHONE NUMBER:</b> (216) 635-3201	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/06/22	

# DRAFT

## Narratives

### Executive Summary

The Cleveland Metropolitan Park District proposes to develop an AmeriCorps program serving in Ohio that will focus on environmental stewardship and workforce development. The Ohio AmeriCorps investment of \$61,010 will be matched with \$23,803, \$0 in public funding and \$23,803 in private funding. No AmeriCorps members will be needed to execute this plan.

### Rationale and Approach/Program Design

1. Community Need: The community needs we plan to address include the ecological community, as well as human communities around Ohio.

Human beings require meaning to thrive. Contact with the natural world is one source of meaning; contact with other people is another; meaningful work is yet another. Especially in times of stress, we turn to these tangible, immediate sources of meaning to sustain us.

Since the pandemic began, trails and parks all over the country have seen dramatic increases in use. Cleveland Metroparks welcomed nearly 20 million visitors in 2021, an increase of more than 1 million over 2017 and 2018 levels. As visits increase, natural areas can be "loved to death" by visitor impact. Erosion and compaction, the natural result of feet on the ground, can lead to muddy, unsafe conditions for trail users, and significant habitat loss along with disappointing visitor experiences.

The Buckeye trail, a 1440-mile trail that loops through Ohio, is on the verge of receiving recognition as a National Scenic Trail. This welcome recognition will lead to increased use, and accelerate the need for sustainable trail structures and design. According to American Trails, comparable national scenic trails have seen an increase of over 300% in use over the last 3 years.

Sustainably building and maintaining trails around the state of Ohio is both a way to address these pressing human and environmental needs, and a need in itself. Trails connect us; trails create a unique space for people to connect with each other while out in nature, strengthening relationships and communities, and enhancing our lives. A 2019 survey of 7600 Ohio residents by the Ohio Department of Natural Resources (ODNR) showed broad agreement that "trails stimulate local economies, enhance quality of life, offer recreational opportunities and provide safe transportation alternatives."

# DRAFT

## Narratives

Even as they allow people to access nature, trails also serve to protect natural places, conserving the integrity, stability, and beauty of the land in two ways. In the short term, trails condense and minimize the physical impacts of human use, protecting habitats and preventing ecological damage. In the long term, positive experiences on trails foster our sense of responsibility and connection with our shared natural resources, leading trail users to become stewards of the places they love.

But all trails are not equal. Sustainable trails, especially in areas of heavy use, require thoughtful design to minimize the costs of ongoing maintenance, and continue to protect the places they provide access to over time. Design according to sustainable trailbuilding principles will creatively engage trail users, using elements of the landscape and an understanding of human psychology to maximize the benefits trails deliver to both people and places.

As visitor use of parks and trails has increased, so has the need for people working to repair or prevent the damage caused by unsustainable trails. ODNR's Trails Vision, developed in 2019 before the pandemic sparked increased use, identified sustainability and better maintenance as a priority for Ohio trails. Common physical issues in our region include watershed disturbance, erosion, vegetation loss, and root damage. Without adequate trail management, these issues compound over time, making required maintenance even more difficult to complete, and causing safety concerns and confusion among users that undermines the quality of their outdoor experiences.

To meet the challenge of balancing habitat preservation and human access to natural spaces, we propose a Trails Corps to create more sustainable trail systems for Ohio. Teams of AmeriCorps members working together around the state will address these interconnected community needs.

2. AmeriCorps Members as an effective tool to address the need: AmeriCorps Members, working together as a Trails Corps, are a very effective tool to address these needs.

The model of the Civilian Conservation Corps, as well as the conservation corps that exist in 41 states today, show that teams of people working together to make tangible improvements to infrastructure are effective on a wide variety of project types. Trails are an excellent representative of the type.

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The conservation corps model allows teams to complete high quality trail work at a fraction of the cost of traditional contracting companies. Mobility is a key part of this model; small teams of AmeriCorps members, camping on-site for the duration of each project, will be able to nimbly complete trail projects in multiple areas of Ohio while maximizing their hours of hands-on service, nearly eliminating the need to commute.

Small teams working with hand tools will be able to complete projects on trails that are hard, impossible, or harmful to access with machinery. Instead of mechanized equipment, the conservation corps will use physical labor and technical trailbuilding skills, drawn from backcountry trail projects where only hand tools are available, to build sustainable trails.

Additionally, trail contractors are in high demand. There is typically a 2-3 year wait to bring in a certified professional trailbuilder, because many of these trail companies lack adequate workforce to fill out their crew. By building an Ohio Trails Corps, we can help meet the immediate need for labor, and create a career path to professional trail work by providing corps members with marketable trailbuilding skills.

The benefits of the conservation corps approach both meet the immediate community need, and go beyond it. AmeriCorps members approach their chosen program with a service mindset; trail users see and appreciate the work they do, and that direct appreciation and connection reinforces the value of that mindset for members. As an organization dedicated to serving diverse communities, and one which is in turn sustained by those communities, Cleveland Metroparks recognizes incalculable value in making service a cornerstone of our national culture.

Members will be sustained and inspired by their achievements and their unmediated interactions with nature, and will be prepared to earn higher wages, secure competitive positions, and make more valuable contributions to society after their service. Ecological communities around the state will endure less damage from use, habitat loss will be minimized, and access to outdoor experiences on sustainable trails will help create future conservation stewards among the general public.

AmeriCorps members will engage in a wide variety of hands-on tasks. They will create structures out of native stone and local timber, including bridges, staircases, steps, retaining walls, and drainage

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structures such as water bars. They will dig many drainage dips, trenches, and ditches. These tasks are simple but effective ways of keeping water off of trails, which minimizes erosion and also encourages users to stay on the trail, preventing damage caused by the widening of trails in flat areas, where users naturally prefer to walk around muddy areas.

In addition, Americorps members will learn and perform all the tasks associated with completing a sustainable trail project. They will help plan projects and coordinate with local partners. They will help handle project logistics, including transportation and lodging for crews, tool storage, transport, and maintenance, project schedules, and other details as needed. Members will learn and practice safety techniques to prevent injuries, from simple ergonomic stances when using tools, to situational awareness and regular verbal checkins when working in close quarters. They will also complete some routine maintenance such as brushing and clearing overgrown trails.

Members will learn to identify and remove invasive species in key areas. They will also learn and practice ecological restoration techniques such as planting native and non-invasive plants, and utilizing irregular features of natural landscapes to convince users to remain on trails even in the absence of signage.

Americorps members will learn to use a clear mental framework to guide their work, focusing on achieving target outcomes with minimal disturbance of local ecosystems. They will anticipate future problems as user impacts multiply, and create structures or utilize natural features to minimize or avoid those problems.

Members will work with volunteers regularly, passing on their enthusiasm and their understanding of trailbuilding priorities, as well as communicating techniques for the necessary work of digging ditches and clearing brush. These opportunities to meet and work alongside staff and volunteers from many Ohio organizations will allow members to make valuable professional connections with people from diverse backgrounds.

AmeriCorps members will work in many locations around Ohio, addressing the needs of hundreds of miles of trails. Skills training will take place in Cleveland Metroparks, which contains over 300 miles of natural surface trails. Corps members will address trail maintenance issues along the Buckeye Trail,

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which includes over 1440 trail miles, as well as working with partner agencies around the state. Currently, partner organizations include Cuyahoga Valley National Park, Ohio Department of Natural Resources, Muskingum Watershed Conservancy District, Doan Brook Watershed Partnership, and Wayne National Forest. While the primary work of the conservation corps focuses on environmental stewardship, the program will also promote workforce development and economic mobility.

Throughout the proposed program, members will receive training relevant to the work they perform. Training will begin with an overview of work skills, trail awareness, safety, and an introduction to Leave No Trace. As the season progresses, we plan to offer more advanced and in-depth training and certification opportunities including chainsaw training, Wilderness First Responder certification, Backcountry Rigging, and Leave No Trace Trainer training.

Throughout the program, AmeriCorps members will live and work in groups from a home base within the Cleveland Metroparks. They will mobilize to different project sites around the state, setting up primitive camps for the duration of each project. This community living environment will help promote social cohesion within the group, and give them tools to share with other communities they are part of, from the ability to organize and lead community meetings, to the confidence to plan and complete group projects, and the hands-on skills to complete technical projects.

AmeriCorps members, working together as a trails corps, will not only conserve habitats, build and maintain sustainable trails, restore parks, learn valuable skills, and enhance quality of life for Ohioans. They will also help show that nature doesn't have to be loved to death; it can be loved to life.

### Organizational Capability

1. Organizational Background and Staffing: Established in 1917, the Cleveland Metropolitan Park District is a separate political subdivision of the state of Ohio. Cleveland Metroparks spans more than 24,000 acres across Northeast Ohio including 18 reservations, more than 300 miles of trails, eight golf courses, eight lakefront parks, dining and retail venues, and the nationally acclaimed Cleveland Metroparks Zoo. Cleveland Metroparks is often referred to as the "Emerald Necklace" because it encircles the City of Cleveland and its suburbs with greenspace and natural ecosystems. We offer thousands of education and recreation programs each year across the 49 communities we serve. Cleveland Metroparks is the recipient of the 2021 National Gold Medal "Best in Nation" Award for

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Excellence in Parks and Recreation Management. Our reservations are open and accessible to the public 365 days per year with no admission fees, regardless of residency. All field trips to Cleveland Metroparks nature centers are free, and privately funded transportation vouchers are available.

The mission of Cleveland Metroparks is to protect nature, connect communities, and inspire conservation of our world. Regular communication with and feedback from the public through many channels, including our Community Pulse survey tool, as well as the tax levy that funds 60% of Cleveland Metroparks projects, and ongoing partnerships with counties and municipalities, land banks, conservation organizations, private donors, and local, state, and federal grantmakers, ensures that our work aligns with community concerns and priorities.

We approach our mission by centering diversity, equity, and inclusion in all aspects of the organization. In 2020, Cleveland Metroparks' Board of Commissioners published an updated policy asserting that we are "committed to fostering, cultivating, and preserving a culture of inclusion, diversity, equity, and accessibility. People are one of the most valuable assets we have. We embrace and encourage our employees' and guests' differences in age, color, disability, ethnicity, family or marital status, gender, gender identity or expression, language, national origin, physical and mental ability, pregnancy, race, religion, sexual orientation, socio-economic status, and veteran or military status." The policy statement details specific practices designed to enable and support equitable treatment in recruitment, hiring, benefits and work-life balance, procurement, and continuous improvement on existing practices.

As one example of how Cleveland Metroparks prioritizes inclusivity, our "Re-Connecting Cleveland" trails, funded through a federal TIGER grant, directly serve over 65,000 Cleveland residents (~36.6% of households below poverty line, ~62% non-white) within an environmental justice area. The trails connect residents to parks, schools, Lake Erie, and employment centers. Cleveland Metroparks ensured all facilities, trails, and amenities meet or exceed ADA standards.

Through the creation of the Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee, Cleveland Metroparks implements staff training and engagement programs to establish a more diverse workforce and inclusive environment for guests. Recent initiatives include: Unconscious Bias training, Poverty Simulation, and partnering with non-profit Enlightened Solutions to create a

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Diversity Strategic Plan informed by staff surveys and focus groups.

In addition, Cleveland Metroparks staff are encouraged to identify and pursue opportunities to serve underserved communities, including at-risk youth. Every new employee is trained in expectations including core values, diversity, and cultural sensitivity, exposed to models of supportive behavior, and empowered with a clear path to address behavior that does not meet Cleveland Metroparks standards. Interdepartmental initiatives, including opportunities for at-risk middle and high school students to stay engaged through outdoor education, urban agriculture, park restoration, and trail maintenance, are already in development.

Within the Trails Division, we recently established a dedicated Urban Youth Corps that targets diverse at-risk youth and teaches them trail maintenance skills. Our intention is to connect this existing Youth Corps with the proposed Trails Corps, leveraging corps members as potential leaders to support the Urban Youth Corps, and offering a stepping stone for Urban Youth Corps members to continue in the field by joining the Trails Corps after high school. This connection will strengthen the Corps and our workforce by attracting local, motivated, under-represented youth to the program.

2. Resource Development: Cleveland Metroparks has access to significant resources that could be leveraged to support an operational AmeriCorps program.

The recently updated Cleveland Metroparks System Plan attributes the Park District's transformational achievements over the past decade to strong community support and partnerships. Results include a 10% increase in parkland, 53 miles of additional trails, and new facilities and amenities across the region. The Trust for Public Land's 2018 study revealed that Cleveland Metroparks generates an annual regional economic impact of \$873 million by enhancing property values, contributing to recreation, reducing stormwater runoff, improving local health and wellness, and generating tourism. In recent years, park visitation has soared to its highest levels on record, park programs and events have become community traditions, and the Park District has been recognized twice, in 2016 and 2021, as "Best in Nation" in Parks and Recreation Management by the American Academy for Park and Recreation Administration (AAPRA). These accomplishments have strengthened our organization and our region.

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Ohioans deeply value Cleveland Metroparks. The most recent proposed increase to the tax levy that funds our parks passed with an overwhelming margin of 70% support from voters. Since 2019, individual donations to Cleveland Metroparks have also increased substantially. The Trails Fund is currently our most popular fund. In 2013 the Trails Fund raised under \$20,000; in 2021, individual donations to the Trails Fund totaled over \$400,000, an increase of twenty-fold in under ten years.

Volunteers enjoy many opportunities to support their Cleveland Metroparks. Our volunteers provide support to staff, aid guests, and contribute to conservation, education, and recreation efforts. Over the last three years, 13,334 volunteers contributed 326,001 hours valued at \$7,871,569. Volunteers receive verbal and written appreciation daily, and individual milestones including years and lifetime hours of service are recognized and celebrated in our publications.

Cleveland Metroparks staff and property are an invaluable resource. We envision the 24,000+ acres that comprise Cleveland Metroparks as an ideal training ground and teacher for AmeriCorps members. Our ability to use Cleveland Metroparks vehicles will keep travel costs to required AmeriCorps meetings low. Our experienced team of volunteer coordinators connects thousands of volunteers with meaningful service opportunities around Cleveland Metroparks each year, creating and sustaining valuable relationships. Our dedicated development team has grown our donor base of individuals, organizations, foundations, and corporations by 32% since 2018. Our Natural Resources experts bring a depth of understanding of local ecosystems that will and guide the selection of effective AmeriCorps member projects.

A robust, effective Trails team maintains and builds Cleveland Metroparks trails that serve millions of visitors each year, in accord with best practices in the field. The Trails division is recognized by partners as the regional expert in sustainable trail design and implementation. Trails staff regularly instruct and work alongside volunteers, including inexperienced but enthusiastic high school students and young adults brought together by programs like the Student Conservation Association (SCA) and American Conservation Experience (ACE). Several Trails team members served with AmeriCorps early in their careers, and they have carried forward the ethics of service, lifelong learning, and community connection into all they do.

AmeriCorps Members would begin their service learning the basics of sustainable trail work in the

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varied terrain of Cleveland Metroparks, undergoing training and developing their skills with the guidance and expertise of the Metroparks Trails team. The AmeriCorps home base throughout their service would be Astorhurst, formerly a dining center and golf facility, which we plan to renovate to serve as living space for up to 32 team members.

Our network of community partners is another notable resource. Key partners include the Buckeye Trail Association, providing AmeriCorps members access to 1440 miles of trails around Ohio; the Student Conservation Association (SCA), leveraging 65 years of experience recruiting for and managing conservation corps programs; and Ohio Department of Natural Resources (ODNR), Ohio's backbone for resource management, recreation, and regulation. We are in conversation with the Ohio Nature Conservancy and others to explore partnerships going forward.

As the Ohio Trails Corps meets with success, we anticipate creating new partnerships with non-profit and community groups around the state to invigorate local economies, improve health and well-being, and protect natural resources. AmeriCorps members' service will create accessible, enjoyable trails that connect and strengthen our ecological and human communities.

### **Cost Effectiveness and Budget Adequacy**

See budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

**MSYs by Focus Area**

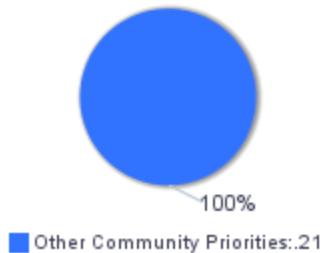


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Other Community Priorities	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
Other	100%

**% of MSY NPM VS Applicant VS Not in ANY**

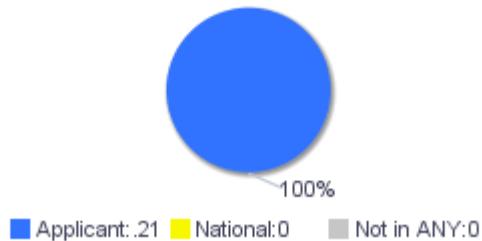


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	0%	100%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Other	0.21	1
Total	0.21	1

Primary Focus Area: Other Community Priorities

Primary Intervention: Other

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Plan an AmeriCorps program and develop capacity to secure an

Focus Area:	Other Community Priorities	Objective:	Other	No of MSY's:	0.21	No of Members:	1
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Problem Statement:

Planning an AmeriCorps program

Selected Interventions:

Capacity building

Describe Interventions:

Frequency - daily

Intensity - one- on- one

Duration - up to 12 months

OUTPT82503 Output:

Planning timeline is completed

Target: 1 other

Measured By: Other

Described Instrument: Output - Planning Grant Objectives

OUTCM82504 Outcome:

Operational Grant Submission

Target: 1 other

Measured By: Other

Described Instrument: Outcome - Application Submission

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility, Environmental stewardship and climate change

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Not Applicable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

## Budget Narrative: Cleveland Metropolitan Park District Planning Grant for Cleveland Metropolitan Park District

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Trails Corps Coordinator: - 1 person(s) at 40560 each x 100 % usage	29,060	11,500	40,560
Trails Coordinator (part-time): - 1 person(s) at 14000 each x 100 % usage	10,000	4,000	14,000
<b>Category Totals</b>	39,060	15,500	54,560

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Trails Corps Coordinator fringe rate: administrative costs associated with full-time position: $(18.09\% * \$40,560) + \$12,063$ (health plan)	15,400	4,000	19,400
Trails Coordinator fringe rate: administrative costs associated with part-time position: $16.09\% * \$14,000$	1,800	453	2,253
<b>Category Totals</b>	17,200	4,453	21,653

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: travel cost: \$750 + lodging cost (3 nights, 2 staff): $\$850 = \$1600$	1,600	0	1,600
<b>Category Totals</b>	1,600	0	1,600

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Uniform allowance: \$250 per staff: $\$250 * 2 = \$500$	250	250	500
computer: 2 staff computers, \$500 each: $\$500 * 2 = \$1000$	650	350	1,000

work phone: 2 staff work phones, \$350*2 = \$700	450	250	700
<b>Category Totals</b>	1,350	850	2,200

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
August planning grant kick-off meeting: cost of supplies and meeting space- Daily Rate of 100	100	0	100
October ServeOhio Conference on Service and Volunteerism and program director meeting: \$100 per attendee, 1 attendee (2 days)- Daily Rate of 50	100	0	100
January Program Director Training: est. cost \$100- Daily Rate of 100	100	0	100
National Service Regional Conference (3 days): \$350 per attendee, 2 staff to attend. $\$350*2=\$700$ - Daily Rate of 117	700	0	700
Mach operational grant application session: est cost \$100- Daily Rate of 100	100	0	100
<b>Category Totals</b>	1,100	0	1,100

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Internal review and evaluation: additional staff time for review & evaluation- Daily Rate of 700	450	3,000	3,450
<b>Category Totals</b>	450	3,000	3,450

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Compliant NSCHC for funded staff positions: \$125 per staff x 2 = \$250	250	0	250
<b>Category Totals</b>	250	0	250
<b>Section Totals</b>	61,010	23,803	84,813
<b>PERCENTAGE</b>	72%	28%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members:	0	0	0
Worker's Compensation:	0	0	0
Health Care:	0	0	0
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	0	0

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

<b>Budget Totals</b>	61,010	23,803	84,813
<b>PERCENTAGE</b>	72%	28%	
<b>Required Match</b>		0%	

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	The Cleveland Metropolitan Park District Trails Fund will provide matching funds	23,803	Cash	Private
Total Source of Funds		23,803		

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246743		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> HealthCorps, Inc.  <b>UEI NUMBER:</b>  <b>DUNS NUMBER:</b> 019573858		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Amy Braun  <b>TELEPHONE NUMBER:</b> (347) 238-5255  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> amy.braun@healthcorps.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> PO Box 371 New York NY 10276 - 0371 County:			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 261269358		<b>7. TYPE OF APPLICANT:</b> 7a. National Non Profit  7b. Service/Civic Organization	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006  <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> HealthCorps, Inc - Planning Grant	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Cuyahoga County, OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT: START DATE:</b> 08/01/22 <b>END DATE:</b> 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> NY 12      b.Program <input type="checkbox"/> NY 12	
<b>15. ESTIMATED FUNDING: Year #:</b> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 75,000.00 b. APPLICANT      \$ 23,686.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 98,686.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Amy Braun		<b>b. TITLE:</b>	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (347) 238-5255  <b>e. DATE SIGNED:</b> 04/06/22	

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## Narratives

### Executive Summary

HC proposes to develop an AmeriCorps program serving Cuyahoga County, Ohio that will focus on the AmeriCorps focus area of Healthy Futures. The AmeriCorps investment of \$75,000 will be matched with \$23,686, \$0 in public funding and \$23,686 in private funding. No AmeriCorps members will be needed to execute this plan.

### Rationale and Approach/Program Design

INTRODUCTION: HealthCorps (HC) is a national non-profit organization committed to saving lives by addressing health inequities in at-risk schools and communities through educational leadership, programming, and service learning. HC strengthens students with innovative approaches to health and wellness, providing youth with the tools to become more physically & mentally resilient. HC educates and empowers teens to be change agents in their families, schools, and communities, thereby promoting inter-generational change in health behaviors. Since 2003, the HC program model has been developed, implemented, and refined with demonstrated success, and has impacted 2.5 million youth in nearly half of the states in the US. Thus, in alignment with the AmeriCorps/CNCS focus area of Healthy Futures (increasing access to health knowledge, resources and services & improving individual and community health conditions), HC submits an application for an AmeriCorps (AC) planning grant to onboard a full-time Regional Program Manager (RPM) to lead the design of an AC operating program comprised of 10 Full-Time (FT) members trained to serve middle and high school students via health and wellness programming at up to 40 schools in Cuyahoga County, Ohio - an area grappling with an obesity and a sedentary lifestyle epidemic, exacerbated by COVID-19. In doing so, HC looks to serve up to 1,000 students per school as well as prepare 10 FT AC members for a lifelong commitment to community health, wellness, and service while developing essential professional and personal skills. Through guidance provided by ServeOhio, HC aims to create a model that can be used for a formal AC operating grant application. The following sections will detail how HC will utilize this funding opportunity to plan an AC program to serve the target population effectively and sustainably. Specifically, the sections will describe the community problem, why this planning grant and time is essential to thoughtfully address the problem and the communities it adversely affects, why an AC program and its members are well suited to address this community problem, and how this proposed planning grant will identify the most appropriate member activities to not only address the identified need, but enhance the knowledge base, commitment, and passion for community service of the enrolled AC members. In addition, this application will delineate the

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necessary staffing requirements,

required policies and procedures to be generated including those covering internal operations, compliance and reporting, and strategies in cultivating strategic partnerships. The overall goal of this planning grant is: After 1 year, HC will have an implementable AC operating program plan in place to activate and manage 10 Full-Time AC members to serve 40 schools in Cuyahoga County through health and wellness education to align with the Healthy Futures focus area, and meet the requirements set forth by AmeriCorps and guided by ServeOhio. COMMUNITY NEED: America's youth are in the midst of a health crisis. According to the Center for Disease Control's (CDC) latest findings, nationally, obesity prevalence is 20.3% among 6- to 11-year-olds, and 21.2% among 12- to 19-year-olds, part of an upward trend occurring for years. There is also a disproportionate percentage rate of obesity for certain socioeconomic youth populations. Newest CDC data has found obesity prevalence is 18.9% among children and adolescents defined as low income, 19.9% among those defined as middle-income, and 10.9% among those in the highest income group. Additionally, obesity prevalence is 25.6% among Hispanic children, 24.2% among non-Hispanic Black children, 16.1% among non-Hispanic White children, and 8.7% among non-Hispanic Asian children. These trends are evident in Ohio as well. According to Ohio's 2020 State of Obesity Report, 16.8% of high school students were considered obese, a 3.8% increase over the previous 6 years. The rates on the county level are even more alarming with 33.3% of high school students in Cuyahoga County considered overweight or obese in 2017 (Prevention Research Center, 2017). Research has shown that adolescents at risk of obesity are at an increased risk for heart disease, cancer, diabetes as well as mental health factors leading to depression and risky behaviors. These youth typically also earn lower grades, and complete significantly fewer years of schooling than do their non-obese peers. While the above indicate ongoing health problems due to obesity, recent reports indicate even acute events such as the COVID-19 pandemic contributing to poor health outcomes. For example, COVID-19 has disrupted school schedules including access to meals as part of free/reduced lunch, as well as to sports activities, thereby further reducing opportunities for students to participate in healthy activities. With this data indicating these health issues on a national, state, and county level, there is an acute need for evidence-based health and wellness programming in schools implemented in a culturally competent manner that can serve these at-risk students in Cuyahoga County impactfully and sustainably.

TARGET POPULATION: Cuyahoga County, Ohio is an area that enjoys both diversity and prosperity. Unfortunately, these characteristics are not distributed equally throughout the

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metropolitan area. Thus, HC has identified a number of Cuyahoga County zip codes and school districts (using county level data provided agencies and organizations specializing in public health) in which adverse health outcomes such as obesity, sedentary lifestyle, food insecurity, and a lack of health education are disproportionately prevalent in relation to other sections of the county. For example, in Cuyahoga County, only 43% of 7th graders eat breakfast every day, while less than 25% do so in 12th grade (Prevention Research Center, 2017). In addition, high school students in the County have some of the highest rates of fast-food consumption with up to 33% of the student body consuming fast food 3+ times weekly. Relatedly, these schools have an average obesity rate of 21.5%. (Prevention Research Center, 2017). These adverse outcomes are exacerbated due to language and literacy barriers and a knowledge gap of healthy eating and exercise options, and more recently, the COVID-19 epidemic. Using this data, HC has preliminarily determined schools in these areas that could benefit from an AC program focusing on health and wellness and aligning with the Healthy Futures focus area activity, with an additional focus on the Ohio AmeriCorps priority area of helping communities in Cuyahoga County recover from COVID-19.

**HEALTHCORPS & AMERICORPS: A HEALTHY PARTNERSHIP:** HC has been activating cohorts of young health professionals across the US since 2003. In deploying these professionals successfully throughout the country, HC has created a template for recruiting, training, and placing impactful young health professionals in a diverse array of schools. Simultaneously, in many schools, HC members have worked in parallel with AC members, and have been able to witness the ability of these members to effectively connect with the students, teachers, and staff in these communities. Informal conversations with AC staff members as to how their programming resonates with the communities they serve and thus underpin a successful AC cohort found 3 essential activities of note. AC: 1. Recruits members that want to improve the communities in which they serve. 2. Develops a workforce of highly skilled young people. 3. Strives to create a new generation of leaders who prioritize health and wellness as integral to academic success. These above characteristics also drive HC programming. By utilizing HC's knowledge of health and wellness programming, combined with the training of young health professionals using AC member and program development strategies as part of a nationally renowned program, HC sees the opportunity for a robust and long-term partnership that can provide essential health education.

**GETTING THINGS DONE: AMERICORPS MEMBERS AS EFFECTIVE TOOLS:** As indicated in the previous section, HC has identified characteristics of AC members that would be the most effective in implementing a HC program and curriculum. As important, is identifying which potential HC health and wellness programming activities AC members could participate in that would be most impactful

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to the students, their families, and the AC members themselves. While the planning period will focus on specific member activities, HC aims to guide this exploration using HC program components that have demonstrated success. This includes using the HC Health & Wellness Curriculum, HC's commitment to empowering teen students as changemakers, and creating meaningful connections to all those served and are serving the program. In order to do this, during the planning period, HC will use its established success in deploying cohorts of young health professionals to middle and high schools to research the ideal AC member activities that can enhance this success. This aligns with HC priority to enhance the experience of its members as much as guide them in their service, which includes fostering their professional and personal development. To guide this process, HC will use the Healthy Futures Focus Area as the framework, and HC established cohort activities and curriculum that operate within this framework. The HC curriculum is generated by health professionals and academics to ensure fidelity, and an effective pedagogy. Additionally, research conducted by HC in anticipation of applying for this grant indicates that Days of Service are essential AC activities in order for members to cultivate bonds with students, community members, and fellow AC members beyond the walls of the school. Therefore, required member activities will include a community event during MLK Day, Juneteenth, and AC Week, in which AC members and alumni are recognized for the commitment (thereby also addressing the Ohio AmeriCorps priority to fund programs that prioritize civic engagement and social cohesion). Other activities will be determined in collaboration with ServeOhio and CNCS. During the planning period, HC also hopes to work with an ecumenical group of stakeholders from the nonprofit, government, and social sectors to determine the AC member activities that will be most impactful to the target population, the communities they reside in, and the members themselves. This may be in the form of convening an Advisory Council consisting of community champions, knowledge experts, and ServeOhio program officers to speak to HC staff to inform programming, development, and outreach strategies.

**IT TAKES A VILLAGE: STAFFING, INTERNAL OPERATIONS, & COMMUNITY PARTNERSHIPS:** HC understands the planning grant process involves key operators and stakeholders to ensure an AC program is designed impactfully and sustainably and in compliance with CNCS requirements. In order to do so the following pieces integral to a successful design will be discussed: 1. Staffing. 2. Internal Operations. And 3. Community Partnerships.

1. Staffing: HC will recruit and activate a full-time Regional Program Manager (RPM) to design an AC operating grant to activate 10 Full-Time AC members to implement our highly impactful health and wellness HC program. The RPM will lead the following activities:

1. Identify up to 40 schools in the Cuyahoga County area in need of health and wellness programming.
2. Build a

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strategy to recruit, screen, train, activate, and manage 10 Full-Time AC members to serve at these 40 schools and 3. Create an AC program infrastructure in order for the program to meet the requirements set forth by AmeriCorps (and the Healthy Futures focus area) and ServeOhio. 2.

**Internal Operations:** A significant focus will be on the development of an AC program structure that can be integrated into the larger operations of HC. This will include creating or updating organizational policies and procedures including but not limited to: AC member recruitment and supervision, enrollment, data collection, and grant management. Additionally, efforts will be made to engage appropriate HC staff to support the creating or updating a program logic model, organizational chart, and staffing list as it relates to an AC program being. The goal is to integrate AC policies and requirements with that of HC's programming, staffing, and culture. This will contribute to a long-term goal of creating a sustainable and scalable program model, potentially allowing the program to be shared and deployed in similar areas of need throughout Ohio and across the country and indicate HC's commitment to National Service as a solution. 3. **Community Partnerships:**

Diverse, robust, and synergistic partnerships will be integral to an AC program. Thus, the RPM will prioritize creating and cultivating relationships in Cuyahoga County during the planning period. This will include meeting with potential schools as operating sites, partner organizations, such as food pantries, community centers, health care providers, and local businesses. Meetings will also be convened with ServeOhio for guidance on program design, member recruitment, and compliance, and as required. Finally, HC staff and BOD will work with the RPM to provide insight on program content and AC member development. **PLANNING TIMELINE:** HC will divide the planning timeline and process into 4 phases (approximately 3 months per phase). **PHASE 1:** This phase will focus on recruiting and hiring the qualified AC Regional Program Manager (RPM) in charge of executing the AC Planning Program. Additionally, an internal audit of HC policies and procedures will be conducted on organizational internal controls, hiring and training service staff, data collection systems, supervision, financial controls, and grant management as it relates to the AC program. HC leadership and appropriate staff will meet with ServeOhio to formalize the funder-grantee relationship as part of the planning grant kick-off meeting and create the year's planning timeline and deliverables. In October 2022, the newly hired RPM and appropriate staff will attend the ServeOhio Conference on Service and Volunteerism. HC will also create an Advisory Committee to oversee the planning grant period that includes members of ServeOhio, HC leadership, BOD, and other strategic partners TBD. Finally, HC will work to identify schools, community partners, and local businesses/groups to reach out to regarding the operating program to be designed. **PHASE 2:** The AC RPM is hired and trained to

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take the lead on planning grant activities. HC will continue standing meetings with ServeOhio and the Advisory Committee to build out the proposed operating AC program and plan for onboarding AC members with member benefits, including utilizing ServeOhio's Get Connected platform to mobilize volunteers and community partners. The RPM will attend HC's annual conference to meet, work, and learn with other HC RPMs, leadership, and BOD. In addition, the AC RPM will attend the ServeOhio Program Director training in January 2023. The RPM will then begin outreach to schools in the Cuyahoga County area to gauge interest of the AC program and provide feedback on the program design and member recruitment strategies. Planning will commence for days of recognition including AC orientation/member week, MLK Day, and Juneteenth. PHASE 3: The RPM will expand community outreach to include events such as health and community/college events and job fairs. The HC HR department will create or update all required forms, policies, and program materials and procedures related to the AC program including Member Service Agreements, training manuals, and reporting rubrics. The RPM will continue to convene ServeOhio/Advisory Council meetings and provide updates on the planning process. The AC RPM will also attend one National Service Regional Conference (3 days) during this phase, as well as an Operational Grant Application Session in March 2023. PHASE 4: The proposed AC program and related materials are presented to Advisory Council/ServeOhio for review and approval. HC finalizes an application packet for an AC operating grant to implement its designed program and formally applies to AmeriCorps for funding and conducts an evaluation of the Planning Year experience.

### Organizational Capability

Since 2003, HealthCorps (HC) has addressed health inequities in at-risk communities by educating and empowering its teenagers, encouraging them to become change agents within their family, their school and their neighborhood. HC harnesses the passion and commitment of recent college graduates & young professionals to teach nutrition, fitness, and mental resilience to thousands of middle and high school students across 62 HC programs nationwide, each year. HC is proud to have both a staff and Board of Directors that are experienced and committed to HC's mission. As such, HC has the capability to organize and manage established as well as new programs using evidence-based and data-informed models, cultivating a synergistic network of partnerships, and utilizing best practices in internal controls and reporting. HC's organizational capability to successfully onboard and execute an AmeriCorps planning grant will be the discussed via the following 4 AREAS, as numbered: AREA 1. ORGANIZATIONAL BACKGROUND AND STAFFING, COMMITMENT TO DEI, & CULTURALLY COMPETENT PROGRAMMING: HC has an experienced and collaborative staffing and management

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structure that will allow it to efficiently integrate this planning program to its existing operations and infrastructure. HC leadership is comprised of professionals with long tenures in sectors including education, public health care, human resources, accounting, law, the federal government, and in programming and evaluation. Of note, in 2021 members of HC leadership were awarded a prestigious membership in the Stand Together Foundation's Catalyst program, a nonprofit incubator that uses industry experts to mentor nonprofit leaders in best practices in organizational operations, such as human resources, financial management, Diversity-Equity-Inclusion (DEI), and leadership. These types of ongoing staff developments are complemented by an active HC Board of Directors, whose membership includes award-winning health care professionals, community champions, and innovative thinkers. Throughout its operating history, HC has always maintained a commitment to diversity, equity and inclusivity in its program design, operations, staffing, and BOD. HC has maintained a diverse workforce and always strives to recruit individuals from various backgrounds as well as those that are representative of the communities we serve. For example, both of our program staff members in AZ (where we serve a large native population) are citizens of Pascua Yaqui and Navajo Nation respectively. This commitment to DEI is ongoing. HC has diversified its BOD and committees and continues to identify community members that could help to diversify the demographics and skill sets of our staff and BOD. HC staff receive ongoing DEI training including modules on cultural competency and sensitively engaging the local community when designing and implementing programs. These trainings will be required of the new RPM as well as all AC members onboarded for the operational grant.

**AREA 2. PRIOR EXPERIENCE IN THE PROPOSED AREA OF PROGRAMMING (HEALTHY FUTURES):** The core of HC programming is its curriculum, which has been refined and developed over two decades of use in its in-school programs, and is aligned to National Health Education Standards, vetted through health professionals and cultural competency experts, and aligns with the AC defined Health Futures priority area. HC curriculum materials, while focused on wellness, nutrition, and an active lifestyle, also include reflections on identity, strengths, and passions in order to build a strong rapport among students, teachers, and HC staff. Thus, the HC curriculum creates a strong foundation providing turnkey skills that can successfully integrate health and wellness with a school's current programming. For example, a 2018 paper published in Health Behavior Policy Review found HC programming significantly increased participants' knowledge on nutrition, mental health, and physical activity. Specifically, it was found that 86% of students enrolled in HC programming improved in at least 1 targeted behavior including: increased the number of days they consumed breakfast, increased the amount of fruits and vegetables consumed per day and an

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increased in number of days students were physically active for at least 60 minutes. From 2008 – 2019, the HealthCorps program was utilized, at various times, by 3 Cleveland high schools – John Marshall High School, John F Kennedy High School, and the Ginn Academy (an all-male public high school supported by the Cleveland Metropolitan School District). HC looks forward to providing a refreshed and enhanced version of our program utilizing the framework and resources of an AC program. While data described in the previous paragraph speak to the efficacy of the HC curriculum in communities, other notable accomplishments speak to HC's experience taking on innovative projects that resonate with the local community, and utilizing HC staff, school students, and strategic partners in executing these projects successfully. Examples include HC staff working with Cleveland high school students to create award winning wellness programs, hosting school health fairs for hundreds of high school students and presenting the HC program to a Congressional briefing hosted by then-U.S. Representative Marcia Fudge (D-OH-11) and U.S. Senator Kristin Gillibrand (D-NY).

**AREA 3. EXPERIENCE IN SECURING + MANAGING RESOURCES TO SUPPORT AN OPERATIONAL AC PROGRAM:** HC has a strong history in securing and sustaining support for its programming, including in the Cleveland/Cuyahoga County area. This experience positions HC to effectively engage donors, stakeholders, and partner organizations (both locally and nationally) that not only provides fiscal support, but creates a network of HC and AC champions that understand the importance of the program and its long-term goals. Some notable fundraising activities include the HC annual fundraising event that supports HC's overall operational needs and programs such as the AmeriCorps program. On average HC raises \$1M from this annually. HC also secures annual donations from individuals, family foundations and corporations which can support an operational AmeriCorps program. Previous support for HC Cleveland programming was secured through Albert Ratner of the Forest City Reality Trust and Dr. Mike Roizen, the Chief Wellness Officer of the Cleveland Clinic, both champions of the Cleveland community and its health and well-being. HC also receives in-kind support from its BOD that can be used to support programmatic needs in connection with the AmeriCorps program. HC Staff and BOD work to identify new donor prospects and support funding asks. HC donors stay engaged through program updates and opportunities to visit program sites where possible. HC takes great care in managing its fiscal resources, and organizes itself in alignment with the Federal Government's Standards of Internal Control which is highly recommended by 2 CFR 200.303. This means that practices align with the 5 components of Internal Control (Control Environment, Risk Assessment, Control Activities, Information and Communication and Monitoring). Fiscal responsibilities and internal controls are separated per HC bylaws in

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accordance with Generally Accepted Accounting Principles (GAAP). This ensures compliance to federal and state standards. Monthly closing procedures inclusive of bank reconciliations are completed by our outsourced CPA firm and internal staff accountant. Lastly audits are conducted annually and are shared on our website and to the respective states per our annual charity filings- all resulting with HC in good standing. Checks and balances Internal controls are also in place to ensure transactions are properly authorized and recorded. AREA 4. NOTABLE RECOGNITIONS: HC has received a number of prestigious funding awards and recognitions since 2003. This includes a multi-year National Institutes of Health/Einstein College of Medicine grant and the publishing of articles, most recently in 2021 in the Health Behavior Policy Review. HC has received a number of recognitions from local to international entities such as the New York City Council, The California State Senate, The Cleveland Metropolitan School District, and the Clinton Global Initiative. In February of 2022, HC received a 4-Star rating from Charity Navigator, America's largest independent charity evaluator, recognizing HC's strong financial health and commitment to accountability and transparency. HealthCorps has the capability and experience coupled with programmatic and fiscal oversight to successfully implement and manage this planning grant and achieve its objectives in an effective and efficient manner. Its demonstrated history of success in serving at-risk youth through health and wellness programming, a strong network of partnerships, and multiple recognitions of its impactful work positions HC as a competitive organization for this AmeriCorps planning grant.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

**MSYs by Focus Area**

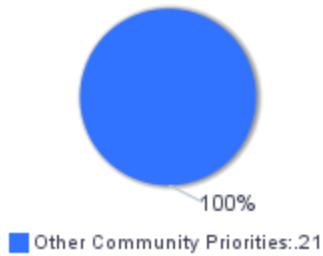


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Other Community Priorities	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
Other	100%

**% of MSY NPM VS Applicant VS Not in ANY**

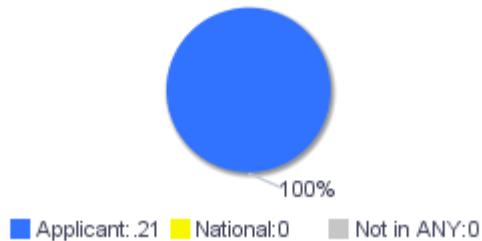


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	0%	100%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Other	0.21	1
Total	0.21	1

Primary Focus Area: Other Community Priorities

Primary Intervention: Other

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Plan an AC program to successfully apply for an AC operating grant

Focus Area:	Other Community Priorities	Objective:	Other	No of MSY's:	0.21	No of Members:	1
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Problem Statement:

N/A

Selected Interventions:

Other

Describe Interventions:

- Frequency - Daily
- Intensity - one- on- one
- Duration – up to 12 months

OUTPT82557 Output:

Planning timeline is completed

Target: 1 Other

Measured By: Other

Described Instrument: Other

OUTCM82558 Outcome:

Operational Grant Submission

Target: 1 Other

Measured By: Other

Described Instrument: Other

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Civic engagement/social cohesion., Evidence Based Interventions

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Not Applicable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

## Budget Narrative: HealthCorps, Inc - Planning Grant for HealthCorps, Inc.

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Regional Program Manager: - 1 person(s) at 55000 each x 100 % usage	55,000	0	55,000
<b>Category Totals</b>	55,000	0	55,000

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Regional Program Manager Fringe Benefits: (\$55,000 salary X 15%) (includes costs to the state as an employer, retirement plans fees, FICA, health insurance, dental insurance, worker's compensation, unemployment	8,250	0	8,250
<b>Category Totals</b>	8,250	0	8,250

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Spring 2023-National Service Regional Conference-Airfare: \$352 round trip; Ground transportation: \$50; Hotel: 3 nights X \$150/night=\$450; Meals: \$64/day X 4 days=\$256. Total = \$1108 X 2 Staff (Program Director and F	740	1,476	2,216
August 2022 Planning grant kickoff meeting (Cleveland)-: No travel expense required	0	0	0
October 2022-ServeOhio Conference on Service and Volunteerism + Program Director Meeting: 280 miles round trip (Cleveland to Columbus) \$0.585/mile=163.80; Hotel: 2 nights X \$150/night=\$300; Meals: \$64/day X 3 days=\$192. Total=\$655.80	656	0	656
Jan 2023 - Program Director Training: 80 miles round trip (Cleveland to Columbus) \$0.585/mile=163.80; Hotel: 1 night X \$150/night=\$150; Meals: \$64/day X 2 days=\$128. Total=\$441.80	442	0	442
Planning Grant Meetings w/ ServeOhio: 280 miles round trip (Cleveland to Columbus) X \$0.58/mile X 5 trips=\$819.00; Meals: \$64/day X 1 day X 5 trips=\$320.00	320	0	320
January 2023-Operational Grant application session.: 280 miles round trip (Cleveland to Columbus) \$0.585/mile=163.80; Hotel: 1 night X \$150/night=\$150; Meals: \$64/day X 2 days=\$128. Total=\$441.80	442	0	442
<b>Category Totals</b>	2,600	1,476	4,076

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
RPM Laptop Computer: Regional Program Manager's laptop computer	1,500	0	1,500
Signage, Flyers, Leave-Behinds: \$250/month	3,000	0	3,000
<b>Category Totals</b>	4,500	0	4,500

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Consultant fees (to support the development of the AmeriCorps program in Cleveland aligned with local needs and AmeriCorps policies/needs: 6.25 days X \$800/day = \$13,000-- Daily Rate of 800	0	13,000	13,000
<b>Category Totals</b>	0	13,000	13,000

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
In Person Training/Program Director Meetings: Professional development meetings presented by HealthCorps for HealthCorps staff: Rental of meeting facility, honorariums for guest speakers/lecturers, training materials Allocable portion for one staff member=\$450 x 2 mtgs.= \$900- Daily Rate of 450	900	0	900
<b>Category Totals</b>	900	0	900

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
National Service Criminal History Checks: \$80 per covered position *1 position	0	80	80

Meeting space rental for Planning grant kick-off meeting in Cleveland: \$500/day X 1 day=\$500	0	500	500
<b>Category Totals</b>	0	580	580
<b>Section Totals</b>	71,250	15,056	86,306
<b>PERCENTAGE</b>	83%	17%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members:	0	0	0
Worker's Compensation:	0	0	0
Health Care:	0	0	0
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: Corporation Fixed Percentage-Corporation Fixed Amount (Grantee Portion) Federal Share (\$71,250 X 5.26% X 0.6); Match: ( \$86,306 X 10.00%)	2,250	8,630	10,880
Commission Fixed Amount: Corporation Fixed Percentage-Commission Fixed Amount (Commission Portion) (\$71,250 X 5.26% X 0.4);	1,500	0	1,500
<b>Category Totals</b>	3,750	8,630	12,380

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	3,750	8,630	12,380
<b>PERCENTAGE</b>	30%	70%	
<b>Budget Totals</b>	75,000	23,686	98,686
<b>PERCENTAGE</b>	76%	24%	
<b>Required Match</b>		0%	

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Donor Funds	23,686	Cash	Private
Total Source of Funds		23,686		

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246728		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> National Lead for America, Inc. <b>UEI NUMBER:</b> GA2RPQ251434 <b>DUNS NUMBER:</b> 117046692		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Nicole Vera <b>TELEPHONE NUMBER:</b> (720) 310-0452 <b>FAX NUMBER:</b> <b>INTERNET E-MAIL ADDRESS:</b> nicole.vera@lead4america.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 236 San Jose Dodge City KS 67801 - 2732 County: Ford			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 831839530		<b>7. TYPE OF APPLICANT:</b> 7a. National Non Profit  7b. Local Government, Municipal National Non-Profit (Multi-State) Geographic Focus - Rural and Urban Tribal Government Entity	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):		<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>	
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> National Lead For America Planning Grant	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Rural and economically distressed communities throughout Ohio.		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22      END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> KS 01      b.Program <input type="checkbox"/> KS 01	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 75,000.00 b. APPLICANT      \$ 23,993.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 98,993.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Nicole Vera		<b>b. TITLE:</b>	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (720) 310-0452	
		<b>e. DATE SIGNED:</b> 04/06/22	

# DRAFT

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### Executive Summary

EXECUTIVE SUMMARY. Lead For America proposes to develop an AmeriCorps program serving rural and economically distressed communities throughout Ohio that will focus on closing the digital divide by expanding access to high-speed internet and improving the digital literacy skills of beneficiaries. This program will focus on the economic opportunity funding priority of Serve Ohio. The Ohio AmeriCorps investment of \$75,000 will be matched with \$25,411, \$0 in public funding and \$25,411 in private funding. No AmeriCorps members will be needed to execute this plan.

### Rationale and Approach/Program Design

COMMUNITY NEED. The American Connection Corps aims to ensure that every American has access to affordable, reliable, high-speed internet regardless of geography or income. When the COVID-19 pandemic emerged in 2020, hundreds of millions of Americans shifted their education, health, work, familial and religious life online, showcasing the importance of digital connectivity in the 21st century. This sudden shift to a digital environment also exposed the extent of the digital divide facing our country. This divide has grown steadily over the past three decades, leaving low income, minority and rural Americans without access to key services and opportunity as the pandemic grew.

While the pandemic has begun to subside, the need for digital access will not. According to the Blandin Foundation, internet access has become a basic modern utility that is deeply intertwined with access to healthcare and education, participation in the modern economy, and civic engagement. In fact, the Center on Rural Innovation emphasizes how the technology and innovation sector has been a key driver of the growing opportunity gap between rural and metropolitan areas in the U.S. Their February 2022 report Geography of Innovation, commissioned by the Federal Economic Development Administration, cites that "between 2005 and 2019, employment in metropolitan areas grew by nearly 15%, while in 2019 non-metropolitan areas employment still lagged behind 2005 levels. Over that same period, nearly 500,000 innovation sector jobs were created in metropolitan areas, compared to a loss of nearly 4,000 in rural areas." The same report advocates that investments in the technology and innovation sector will be a key driver of economic success for rural America, and that fundamental to this investment will be the availability of broadband infrastructure, and adoption, in these areas.

Yet, according to Broadband Connects America, nearly 40 percent of rural Americans lack access to a

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broadband connection. A 2018 US Department of Education report identifies that across the nation, 16% of adults, or 31.8 million Americans, are not "digitally literate" - as in they have insufficient comfort or competence with technology to use a computer. Further exacerbating the situation are significant disparities in access based on income and race; additionally, a recent study by The Third Way analyzed FCC and USDA data to reveal that rural communities of color have significantly lower broadband access than white communities, even after adjusting for differences in income.

As noted by the Blandin Foundation, existing Federal Communication Commission (FCC) coverage maps rely on Internet Service Providers (ISPs) to report access metrics. Since there are no reporting requirements on speed or the number of households serviced, these maps are often inaccurate and vastly underestimate the number of rural communities that are unserved or underserved.

Independent speed tests and assessments often reveal gross inaccuracies in FCC maps. Because most federal funding decisions hinge on the FCC coverage maps, these inaccuracies present a confounding challenge to receiving appropriate investment to address the access gap.

According to InnovateOhio, an initiative of the Ohio Governor's Office, more than 300,000 households in Ohio (representing close to 1 million Ohioans), lack access to high-speed internet. In some parts of Ohio, the connectivity required for children to do computer-based homework and for adults to look for a new job or access online education or training programs does not exist. In other cases, the infrastructure may exist but remains unaffordable to a number of low income households. To help address these challenges, in early 2022 the federal government launched the Affordable Connectivity Program (ACP), which would provide internet bill subsidies of up to \$30 per month for qualifying households. Out of the nearly 1.4 million people in Ohio who likely qualified, the Dayton Daily News reported that less than a third of eligible Ohioans were enrolled in the program as of January 2022.

In response, the Ohio Governor's Office published an Ohio Broadband Strategy in spring of 2019 outlining the administration's response to tackling the digital divide. Their goals center around 1) Availability and 2) Adoption. Regarding the former, the DeWine-Husted administration acknowledged that large parts of Appalachia "do not have anyone that can give a customer the federal definition of high-speed internet." In response, the administration agreed to develop a centralized state broadband office, as well as administer a statewide grant program to receive and distribute the \$65B of federal

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## Narratives

infrastructure funds dedicated to broadband and digital inclusion efforts. Yet, given the newness of the state broadband office, many county, city, and township staff do not have the local personnel capacity necessary to ensure that their mapping data, local coalitions, and internet service provider relationships are fully developed. As a result, many of these same communities with the least internet access may continue to go unserved unless investment to local capacity-building is made.

To address internet adoption challenges, the DeWine-Husted administration pledged to work with providers to develop and implement digital literacy programs. However, these programs will be successful to the extent that they can partner with community-based organizations for meaningful outreach and participation. Potential programs range from providing device distribution and enrolling residents in the Affordable Connectivity Program, to delivering basic computer literacy classes for career readiness and implementing "coding as a foreign language" in K-12 schools. As part of the Infrastructure Investment and Jobs Act, \$2.75B is dedicated to supporting digital equity programming. As with the case for availability, local capacity-building and direct services are necessary to ensure that community based organizations can design and integrate outreach and digital skills programming to communities most in need of this support.

### AMERICORPS MEMBERS EFFECTIVE FOR ADDRESSING THE NEED.

The National Service field is well situated to play a key role in closing the digital divide by supporting access to high-speed internet and adoption through digital literacy. This planning grant will support the creation of an "American Connection Corps" (ACC) AmeriCorps program, which will be incubated by Lead For America (LFA) as a stand-alone initiative. ACC AmeriCorps members will provide critical capacity building and direct services to local agencies and nonprofit organizations working to increase digital access and adoption to rural and underserved communities across Ohio.

Though AmeriCorps member activities will be more fully developed over the planning grant period, service activities will fall under three main categories with distinct position descriptions: 1) infrastructure development 2) access to affordable broadband and digital devices and 3) digital skill development (digital literacy).

Infrastructure development. In order to provide affordable, high-speed internet access, communities must first develop the necessary infrastructure. To do this, local governments and nonprofits require

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support mapping broadband availability through Geographic Information Systems (GIS) and conducting local internet speed tests as part of a preliminary research and data gathering phase which AmeriCorps members will perform. Building off of this data gathering, members will engage communities by creating and raising awareness for the importance of broadband access and affordability. Members will convene stakeholders at the city, county, and/or township levels and internet service providers to develop "broadband action teams" that will ensure community needs are continually assessed and met. For example, in some cases, communities may identify the need to develop a local, cooperatively owned internet service provider. AmeriCorps members can support these efforts by serving in capacity building positions that provide the much needed people power to see these projects through from design to implementation.

**Access & Affordability.** Beyond infrastructure development, communities require support navigating access to affordable broadband, particularly for individuals who come from historically marginalized backgrounds. AmeriCorps members will conduct local outreach and develop awareness campaigns for the Affordable Connectivity Program (ACP) and develop partnerships with local utilities to ensure beneficiaries receive ACP information. Much like Volunteer Income Tax Assistance VISTA members provide free tax preparation to qualifying individuals, ACC Members will lead ACP sign-up drives and assist individuals by walking them through the sign-up process. Further, members will create a multiplier effect by equipping key public servants with the information and training necessary to enroll community members in the ACP program. For example, local libraries often have high touch points with the community and can serve as hubs for ACP enrollment. Members may conduct "train the trainer" workshops to library staff and other key stakeholders in order to scale impact in the community. In addition, members will support device distribution through programs similar to PCs for People which provides digital devices to income-based qualifying individuals.

**Digital literacy.** Although infrastructure, access, and affordability are critically necessary, without the skills needed to navigate the digital landscape, access to broadband will fall short of bridging the digital divide. To address this, AmeriCorps members will also serve as "digital navigators" to help individuals build skills to thrive within today's workplaces and digital society. To do this, members may facilitate digital skills to Seniors, teaching them how to use software applications like email and Microsoft/Google Suits as well as how to discern scams, increasing their digital security and confidence. Members may work with schools to introduce coding academics and robotics or develop

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fiber technician training programs that will unlock future employment opportunities and larger economic prosperity.

Under these three categories, service activities will lead to greater prosperity for individuals and communities whose access to broadband is limited or nonexistent. Service sites will be selected based on alignment within the identified categories, ability to provide a meaningful service experience, and community need. If awarded, the planning grant will support our efforts to develop a service site recruitment and training plan that prioritizes rural and underserved communities, addresses local needs, and maximizes positive outcomes. Potential service placements could include Connected Nation Ohio, a nonprofit that works to bring the benefits of universal broadband to the state and the Buckeye Hills Regional Council, a council of governments dedicated to improving the lives of residents in southeast Ohio.

AmeriCorps' unique model of leveraging public-private partnerships to meet community needs can be used to address digital access challenges and support Governor DeWine's plan to bring high-speed internet access to every Ohioan. Ohio is the perfect launching pad for the American Connection Corps: as home to the National Digital Inclusion Alliance (NDIA) and the future site of two new Intel semiconductor (chip) factories, there is a lot of potential for partnerships and support for a broadband-focused AmeriCorps program. The NDIA will serve as a training partner for the ACC program, supporting the development and facilitation of member trainings in the subject areas of: Digital Equity and Inclusion, Broadband Development, and Coalition Building for Broadband Development. Though we have yet to approach Intel, additional current corporate partners include Land O'Lakes, Heartland Forward, Microsoft, and Tillamook Creamery.

### Organizational Capability

**ORGANIZATION BACKGROUND & STAFFING.** LFA has amassed an impressive array of experience to support partnership development (including funder relations), broadband programming, and AmeriCorps grants management for the ACC program. Benya Kraus, LFA Co-founder, will serve as the lead staff member for ACC partnership development and program design. Benya developed the American Connection Corps program framework and holds key relationships with partners such as Land O'Lakes, Heartland Forward, and the National Digital Inclusion Alliance. Madison Conrad serves as a Program Manager for LFA with a special focus on broadband, supporting AmeriCorps members whose positions closely align with digital equity and inclusion. Madison will serve as the

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Program Director for the planning grant, which will include program design support, curriculum/training development, as well as host site selection and training. Nicole Vera, VP of Programs, has nearly fifteen years experience designing and implementing state and national AmeriCorps programs. Nicole will support program design and infrastructure development for AmeriCorps grants management - from national service strategy to development of programmatic policies and procedures. LFA will bring on additional staff and/or a contractor to support recruitment efforts in preparation for an operational grant.

On the financial side, our Chief Financial Officer, Richard Swartz has over twenty years of experience in federal government, state government, and the private sector. As the former CFO of Volunteer Florida and the Peace Corps, Richard has extensive expertise in the national service field. Franklin Winters, our Contracts Manager, has an accounting degree, MBA, and five years of experience as a grants manager. Richard and Franklin will support the fiscal oversight and management of the planning grant.

As part of our commitment to DEI, LFA created and adopted "Convergent Leadership" as our central theory of leadership. Convergent leadership exists at and is informed by the intersection of innovation, justice, service, and foresight. A key pillar of this theory is that leaders must be historically informed and presently grounded. As such, the LFA community centers the varied life experiences and backgrounds of staff, members, and beneficiaries as assets to improving all that we do. Furthermore, DEI is a key priority of our American Connection Corps, which holds digital equity as part of the foundation of the program. In our preliminary steps to develop the program, we have committed our efforts to support rural and underserved communities not only by the service placements we will prioritize but by ensuring our program is responsive to community identified needs. We must center the voices of our beneficiaries in order to make progress in closing the digital divide.

One aspect of the American Connection Corps program will be our emphasis on recruiting AmeriCorps members to serve in the places they call home, whether their hometowns or home states. Too often the narrative of success in rural and underserved communities means leaving and never coming back. To flip this narrative, the ACC program centralizes broadband as a major stabilizer for communities that will lead to more vibrant and robust economies. The ACC program is designed to roll out broadband and familiarize local residents with the technology, with the ultimate goal of

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ensuring economic prosperity for local communities. The ACC program will recruit Ohio's homegrown leaders by providing a path of "homecoming" for former residents and opportunities that incentivize current residents to stay. Furthermore, we are pursuing partnerships with AARP as well as the National 4-H Council, to expand our recruitment reach to rural high school graduates and those in retirement looking to serve and get involved in their communities. These partnerships will strengthen our commitment to diversity and inclusion, and ensure that the American Connection Corps leverages the talent and capacities of all Americans in order to tackle the digital divide.

**RESOURCE DEVELOPMENT.** LFA is committed to achieving the highest possible impact and return on taxpayer dollars. Since 2020, LFA has received over \$5M from national foundations, \$5M from local and state governments, \$1.5M from corporate partners, and over \$2M from AmeriCorps as part of five AmeriCorps grants, including a National Direct grant.

The American Connection Corps is an initiative born out of partnership with Lead For America, Land O'Lakes, and the American Connection Project (ACP) - a coalition of over 150 companies, nonprofits, and education institutions whose advocacy was instrumental to the passing of the federal Infrastructure Bill in 2021, as well as the allocation of \$65B towards broadband infrastructure and digital equity investments.

In 2021, Lead For America piloted a cohort of broadband focused members as part of our National Hometown Fellowship program, with financial support from Land O'Lakes and 18 other corporate funders part of the ACP such as Microsoft, Tractor Supply, Heartland Forward, Scoular, Mayo, Tillamook Creamery, and Midwest Dairy. The Chief of Staff to the CEO, as well as the Government Relations and Communications teams at Land O'Lakes, have provided their staff time to assist with program and evaluation development, public relations, community partnerships with local governments and state broadband offices. Since launching the pilot in August 2021, the American Connection Project has been featured in Fast Company, and was recently recognized in the top five for most innovative corporate social responsibility initiatives.

Beyond financial sponsors, the American Connection Corps also leverages key training partners to prepare AmeriCorps members for high impact work. Training partners include the National Digital Inclusion Alliance, Next Century Cities, the NTCA Rural Broadband Association, Accenture, and

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Heartland Forward. In the pilot year, these organizations provided asynchronous webinar trainings, national and state-specific monthly plenaries, as well as 1:1 technical support to individual corps members. Accenture provided customized training guidebooks to prepare corps members to build coalitions and develop digital ecosystems in their rural and disinvested urban communities. As we seek to establish and expand the American Connection Corps, these partners will continue to deepen their engagement with Fellows, providing free registration to their annual conferences in addition to developing program-specific training content and facilitation meeting the needs of corps members. Additionally, we are working with Purdue University's Center for Regional Development to develop a live data-tracking system to most effectively evaluate the impact of corps members' service across multiple geographies.

### **Cost Effectiveness and Budget Adequacy**

See budget.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

# DRAFT

## Performance Measures

### MSYs by Focus Area

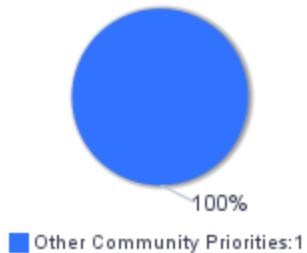


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Other Community Priorities	100%

### MSYs by Objective



Table2: MSYs by Objectives

Objectives	%MSYs
Other	100%

### % of MSY NPM VS Applicant VS Not in ANY

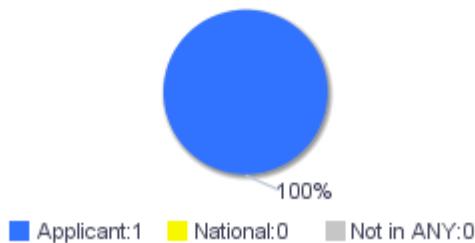


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	0%	100%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Other	1.00	1
Total	1.00	1

Primary Focus Area: Other Community Priorities

Primary Intervention: Other

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Plan an AmeriCorps program

Focus Area:	Other Community Priorities	Objective:	Other	No of MSY's:	1.00	No of Members:	1
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Problem Statement:

Plan an AmeriCorps program and develop organization capacity to successfully apply for an AmeriCorps operational grant.

Selected Interventions:

Capacity Building

Describe Interventions:

Frequency: daily from August 10 July 31

Intensity: NA

Duration - Up to 12 months

OUTPT82563 Output:

Planning timeline is completed

Target: 1 Other

Measured By: Other

Described Instrument: Other

OUTCM82564 Outcome:

Operational Grant Submission

Target: 1 Other

Measured By: Other

Described Instrument: Application submission

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Budget Narrative: National Lead For America Planning Grant for National Lead for America, Inc.

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
VP of Venture Arms: - 1 person(s) at 100000 each x 10 % usage	10,000	0	10,000
Program Director: - 1 person(s) at 70000 each x 25 % usage	17,500	0	17,500
Program Manager: - 1 person(s) at 50000 each x 50 % usage	25,000	0	25,000
Recruitment Specialist: - 1 person(s) at 50000 each x 10 % usage	5,000	0	5,000
<b>Category Totals</b>	57,500	0	57,500

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Health Care: Average cost of \$200/month per employee for 12 months. 4 employees * (200 * 12)	0	9,600	9,600
Worker's Compensation: Current factor per \$100 payroll. Calculation = (.039 *57,000 )	0	242	242
FICA: 7.65% of personnel costs	0	4,743	4,743
<b>Category Totals</b>	0	14,585	14,585

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	0	0	0
<b>Category Totals</b>	0	0	0

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Contracted program design support: 4-5 months part time program design, AmeriCorps infrastructure support- Daily Rate of 800	17,500	0	17,500
<b>Category Totals</b>	17,500	0	17,500

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	75,000	14,585	89,585
<b>PERCENTAGE</b>	84%	16%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0

2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members:	0	0	0
Worker's Compensation:	0	0	0
Health Care:	0	0	0
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: CNCS Share = 0 Grantee Share = (Sections 1 +2 )*10%	0	9,408	9,408
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	9,408	9,408

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	9,408	9,408
<b>PERCENTAGE</b>	0%	100%	
<b>Budget Totals</b>	75,000	23,993	98,993

PERCENTAGE	76%	24%	
Required Match		0%	

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Private foundation, corporations, donations - secured	28,493	Cash	Private
Total Source of Funds		28,493		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION  
FOR NATIONAL AND COMMUNITY  
SERVICE (CNCS):

3. DATE RECEIVED BY STATE:  
06-APR-22

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:  
22AC246680

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

5. APPLICATION INFORMATION

LEGAL NAME: STUDENT CONSERVATION ASSOCIATION, INC., THE

UEI NUMBER: FYMCFKY66CD5

DUNS NUMBER: 040245227

ADDRESS (give street address, city, state, zip code and county):

1310 N Courthouse RD  
STE 110  
Arlington VA 22201 - 2594  
County: Arlington

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER  
PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give  
area codes):

NAME: Bryan Young

TELEPHONE NUMBER: (603) 485-2191

FAX NUMBER:

INTERNET E-MAIL ADDRESS: byoung@thesca.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

910880684

7. TYPE OF APPLICANT:

7a. Non-Profit

7b. Service/Civic Organization

National Non-Profit (Multi-State)

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE

CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION      B. BUDGET REVISION

C. NO COST EXTENSION      D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

SCA Ohio Urban Green Corps

10b. TITLE: AmeriCorps State

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

OH with an initial focus on Cuyahoga, Lorain, Summit, Lucas, Franklin, and Hamilton counties.

13. PROPOSED PROJECT: START DATE: 08/01/22 END DATE: 07/31/23

14. CONGRESSIONAL DISTRICT OF: a.Applicant  VA 08 b.Program

15. ESTIMATED FUNDING: Year #:  1

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  
DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

Matthew Gray

b. TITLE:

c. TELEPHONE NUMBER:

(347) 840-3025

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

04/06/22

# DRAFT

## Narratives

### Executive Summary

The Student Conservation Association proposes to develop an AmeriCorps program serving Ohio with an initial focus on Cuyahoga, Lorain, Summit, Lucas, Franklin, and Hamilton counties. The AmeriCorps program will focus on Environmental Stewardship. The Ohio AmeriCorps investment of \$73,115 will be matched with \$26,670, all private funding. No AmeriCorps members will be needed to execute this plan.

### Rationale and Approach/Program Design

Need: According to the latest U.S. National Climate Assessment, there is high confidence that climate change exacerbates challenges to aging and deteriorating infrastructure, degrading urban ecosystems, and urban resident's health and well-being. As a result, many of the nation's publicly accessible recreational lands and facilities need improvement, not only for public safety and public health benefits, but also to make them more universally accessible and resilient in the face of extreme weather. Land managers, including those in Ohio's metro-regions, face perennial challenges related to resources, capacity, and a workforce lacking the technical skills needed to address these problems. For example, due to the pressures faced by urban trees, the 2020 Ohio Forest Action Plan lists the state's urban forests as priority forest landscapes because they are essential to the health and wellbeing of the nearly 80% of Ohioans that live in urban areas.

In cities especially, changes in land use have dramatic consequences on heat. For example, a 2018 study by the National Oceanic and Atmospheric Administration found a 17-degree temperature difference between two parts of the same city. Higher temperatures seen across Ohio also exacerbate the causes of poor air quality, with Cuyahoga County, Hamilton County, and others in nonattainment for criteria pollutants. Cities in Ohio are also experiencing heavier rainfall events resulting in a wide variety of impacts, such as flooding and making trails impassible due to overly wet trail surfaces. According to the City of Cleveland's Social and Climate Vulnerability Assessment, total annual precipitation has increased by 24.6% since 1951, with total volume of rainfall in extreme events also increasing significantly. At the same time, the U.S. EPA has made it clear that green infrastructure can help improve community resiliency. Much needs to be done now to ensure climate and conservation investments over the next decade, especially in underserved communities, have the greatest long-term and sustainable impact. Young adults, especially those from communities of color and lower income neighborhoods, have historically lacked exposure to nature and access to

# DRAFT

## Narratives

meaningful employment and leadership opportunities. These same communities often bear the greatest brunt of environmental injustices in the form of air and water pollution, destructive flooding, and heat islands linked to inadequate tree canopies.

The National Climate Assessment also concludes there is high confidence that cities face challenges in responding to climate change and that when cities build on local knowledge, use risk management approaches, explicitly address social vulnerability, and participate in multicity networks, their ability to respond to climate change is improved. This approach is featured in the Climate Action or Sustainability Plans from Cleveland-Cuyahoga County, Cincinnati, Columbus, and Toledo-Lucas County, each of which prioritize equitable action and engagement. Each of these cities and metroregions would benefit from an Ohio Urban Green Corps to help implement the plans they already have in place.

**AmeriCorps Members as an Effective Tool:** The Student Conservation Association (SCA) will utilize Planning Grant funds to develop an Ohio Urban Green Corps whose program's priority focus area will address this need through completion of critical infrastructure projects to improve, maintain, and protect the at-risk ecosystems and recreation resources in Ohio, specifically focusing on projects that improve climate resilience and access to nature in Ohio's metroregions. Interventions will focus exclusively on projects that program partners are unable to achieve due to funding, personnel, or which are beyond the scope of what can be achieved using volunteers.

Additionally, through the Planning Grant the program will develop an advisory committee and consult with local, state, and non-profit shareholders to assess additional strategies in addressing the needs of Ohio's most vulnerable urban lands and people.

Partners and service activities will be selected via a process that accounts for demonstrated need, alignment with the program mission and scope of service, complies with AmeriCorps Prohibited Activities, and assures non-duplication of services or displacement of paid staff and/or volunteers. Activities will be statewide, with an initial focus on Cuyahoga, Lorain, Summit, Lucas, Franklin, and Hamilton counties.

SCA will utilize the Planning Grant to determine the service calendar and number of members in

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## Narratives

the program. Preliminary evaluation has shown that the program may run from April through October and be comprised of 25 to 30 members serving in three-quarter-time 1200-hour positions. Members will participate in service that includes the selected interventions and address priority needs. Additionally, the program will develop strategies to leverage community volunteers on these interventions to engage the public in natural resource management and protection efforts.

Members will complete service projects designed to protect at-risk urban ecosystems across Ohio. Depending on the results of the planning grant, primary interventions could include urban trail creation and maintenance, urban forestry including tree planting and maintenance, invasive species removal, natural and unnatural debris removal, rain/pollinator garden installation and restoration, creation of green schoolyards, improvements to historic or recreational facilities or signage, and shoreline and stream remediation. Supplemental interventions could include community engagement, outreach and education, data collection and mapping, and energy conservation in buildings. Each intervention will utilize the members training and will be designed to fit the project period. The techniques utilized will be based on best management practices (BMPs) identified by the SCA and partner agencies.

Partner feedback through the 28-year history of similar SCA programs has demonstrated that AmeriCorps member service is critical to the partner's ability to address these needs and serves as a critical strategy in their ability to address natural and cultural resource improvements. Members who participated in these programs provided feedback through evaluations that demonstrate that members find the service activities meaningful, contribute to their professional skills and network, develop their leadership and job readiness skills, and increase their level of community civic engagement. SCA's mission is to build the next generation of conservation leaders and inspire lifelong stewardship of the environment and communities by engaging young people in hands-on service to the land. The intensity of the service, hands-on skills training, duration of the program, and needs focused service model combine to provide a unique and effective means for members to gain skills and experience that are highly valued and needed while engaging in interventions that address the critical needs.

AmeriCorps Focus Areas/ServeOhio Funding Priorities: The proposed interventions in this planning grant aligns with the AmeriCorps Focus Area of Environmental Stewardship and Climate Change, while also supporting these additional ServeOhio Funding Priorities: Unique service models that

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## Narratives

engage members in meaningful service and reflects the communities being served; Diverse geographic representation and distribution of resources; Programs that prioritize civic engagement and social cohesion; Economic Opportunity program models that increase economic opportunities for communities by preparing people for the workforce; and Efforts to help local communities respond to and recover from the COVID-19 pandemic.

### **Organizational Capability**

Organizational Background and Staffing: Founded in 1957, SCA has facilitated service learning for nearly 100,000 youth and young adults. Over 70,000 alumni continue to practice the ethics and values cultivated during their time with SCA. SCA has 28 years of AmeriCorps grant management experience and success, starting its first state AmeriCorps funded program in New Hampshire in 1994. As a result of this success, SCA started similar state-funded programs in Massachusetts, New York, Idaho, and Alaska. SCA also has valuable experience implementing AmeriCorps Planning Grants in Alaska, Mississippi, and Washington State. Throughout, SCA has proven its organizational ability to administer AmeriCorps grants, developing annually reviewed tools, policies, and procedures, including a comprehensive AmeriCorps Policies and Procedures Manual to monitor grant-related programmatic and financial systems. Systems are continually assessed for efficacy and compliance. Improvements are made based on internal evaluations, feedback received through AmeriCorps monitoring, and new AmeriCorps regulations. SCA is governed by a 16-member Board of Directors, which operates under a committee structure. SCA's AmeriCorps Finance Manager and Controller ensure timely and accurate financial reports for the AmeriCorps programs. SCA's Safety Department ensures that the physical, mental, and emotional safety of staff, members, and volunteers is at the core of the experience. SCA's Director of Evaluation oversees all program evaluations and plays an active role in the Public Lands Service Coalition. SCA's Vice President of People and Culture assures that programs provide training and support to strive for an inclusive and growth focused service environment and serves as the primary staff member overseeing SCA's Justice, Equity, Diversity, and Inclusion (JEDI) goals. JEDI is at the core of SCA's mission, woven into service activities, training, departmental, and personal goals. Every department and individual in SCA sets annual JEDI focused goals to foster an inclusive work environment and achieve a more diversified workforce. These goals advance personal growth and understanding for each staff role in achieving the organization's JEDI goals and are implemented into the staff, member, and program stakeholder experience.

SCA's National Program Manager (NPM), who has twenty years of experience managing SCA's

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## Narratives

AmeriCorps programs, will play a lead role in program oversight and development of the Ohio Urban Green Corps. The NPM oversees all of SCA's State funded AmeriCorps programs and assures that all programs receive consistent direction in program development and oversight, as well as identifies efficiencies that apply across programs. The NPM will serve as the Program Director for the Ohio Urban Green Corps until a full-time Program Manager is selected and trained.

Under this planning grant the program will hire a full time Program Manager for an eight-month term. The Program Manager will focus their time on developing partnership, needs assessments with stakeholders via creation of an advisory committee, recruitment strategies, member and staff training strategies, service project selection criteria, performance measures, Logic Model, and establish a strong working relationship with ServeOhio. The Program Manager will work closely with the NPM, SCA's Partnership Manager for the Midwest, SCA's Executive Team members and other key stakeholders to submit an AmeriCorps program implementation grant in 2023 informed by the activities of the Planning Grant. SCA's Midwest Partnership Manager will allocate approximately 200 hours of their time developing the program, researching potential new partnerships, performing community needs assessments in target locations within the state, and otherwise supporting the Ohio Program Manager.

**Resource Development:** SCA operates programming that is funded through fee-for-service, AmeriCorps state and national, and philanthropic dollars. SCA's 2022 Ohio programming includes young adult corps teams with the Cleveland Metroparks and the Western Reserve Land Conservancy, totaling \$185,000. SCA feels confident that, with devoted planning support, this level of work can expand significantly to support the people and lands in Ohio's metroregions. Funding sources for recent SCA AmeriCorps programming in other states includes the United States Forest Service, National Park Service, United States Fish and Wildlife Service, state park systems, local government, regional corporations, and private donors. Planning Grant activities include engagement with these types of partners to explore funding for an impactful SCA Ohio-based AmeriCorps program. State funded AmeriCorps programs are currently run by SCA in New York, New Hampshire, Massachusetts, Alaska, and Idaho, providing models for implementation in Ohio. SCA's 28-year organizational record of securing funding for successful implantation of AmeriCorps funded programs including maintaining service and funding through the COVID pandemic. The SCA New York Hudson Valley Corps, for example, acquired \$815,496 in partnership funds to match \$574,000 in

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## Narratives

AmeriCorps funding for 2022. SCA's Ohio Urban Green Corps will utilize best practices learned from SCA's existing AmeriCorps program models, including recruiting, training, evaluation, risk management, partnerships, and field management methods. The best practices have been refined over 28 years of stakeholder evaluation and feedback from state AmeriCorps commissions during annual site visits.

SCA is developing programs focused on Civilian Climate Corps initiatives integrated with a focus on justice, equity, diversity, and inclusion; developing goals, training, and core practices that SCA will weave into its full portfolio of service activities. SCA has begun this work in the state funded programs in Massachusetts and New York, and in our community focused programs in Chicago, Houston, New York City, and the Bay Area. One example of this is SCA's commitment to engaging teens and young adults in urban forestry work across these cities by training individuals to properly plant native trees and to engage volunteers in doing so, to address local challenges with stormwater management and flooding. Trees as green infrastructure presents an opportunity for the SCA and its partners to critically assess climate resiliency needs with nature-based solutions, which is especially important in historically marginalized communities where climate impacts can exacerbate existing inequities. SCA seeks to continue working in, and around, urban hubs in efforts to find more solutions and in efforts to provide the tools and skills necessary for the next generation to tackle these challenges.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Environmental Stewardship	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
Other Environmental Stewardship	100%

**% of MSY NPM VS Applicant VS Not in ANY**

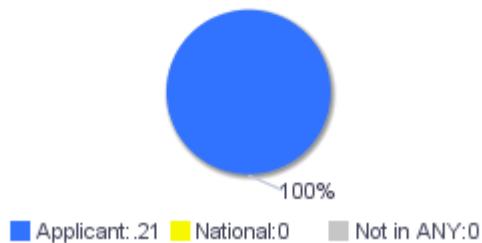


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	0%	100%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Other Environmental Stewardship	0.21	1
Total	0.21	1

Primary Focus Area: Environmental Stewardship

Primary Intervention: Other

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Plan an AmeriCorps program and develop organization capacity to

Focus Area:	Environmental Stewardship	Objective:	Other Environmental Stewardship	No of MSY's:	0.21	No of Members:	1
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Problem Statement:

Planning an AmeriCorps Program

Selected Interventions:

Capacity Building

Describe Interventions:

Frequency - Daily

Intensity - one- on- one

Duration – up to 12 months.

OUTPT82490 Output:

Planning timeline is completed

Target: 1 Planning Grant Objectives

Measured By: Other

Described Instrument: Planning Grant Objectives

OUTCM82491 Outcome:

Operational Grant Submission

Target: 1 Application submission

Measured By: Other

Described Instrument: Application submission

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Environmental stewardship  
and climate change

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

# DRAFT

## Demographics

Other Revenue Funds	26670
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Already on File at CNCS
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

## Budget Narrative: SCA Ohio Urban Green Corps for STUDENT CONSERVATION ASSOCIATION, INC., THE

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Ohio Program Manager: - 1 person(s) at 60000 each x 66.67 % usage	40,002	0	40,002
SCA Midwest Partnership Manager: - 1 person(s) at 8000 each x 100 % usage	0	8,000	8,000
<b>Category Totals</b>	40,002	8,000	48,002

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Ohio Program Manager Fringe (FICA, workers comp, Health, Retirement): 26% of Salary	10,400	0	10,400
SCA Midwest Partnership Manager Fringe (FICA, workers comp, Health, Retirement): 26% of salary	0	2,080	2,080
<b>Category Totals</b>	10,400	2,080	12,480

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 2 staff X \$600 airfare + \$50 ground transportation + (2 nights X \$200 lodging/night/person) + \$35 per diem	2,260	0	2,260
October ServeOhio Conference on Service and Volunteerism and program director meeting: \$150/night for hotel at 1 night + \$35 per diem	185	0	185
Other staff travel in state, including Kickoff meeting, Program Director Training, operational grant application session, and other planning grant meetings.: hotels at \$200 per night for 6 nights (\$1200), mileage reimbursement at 0.56/mile for 200 miles/mo for 8 months (\$784), and field based meals (\$50/month for 8 months)	2,496	0	2,496
<b>Category Totals</b>	4,941	0	4,941

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
AmeriCorps Branded Uniform Items: 1 x \$150/uniform package	150	0	150
Home Office Expenses: Printed materials (\$50), Notebooks/pens/binders (\$35), Misc (\$98)	183	0	183
<b>Category Totals</b>	333	0	333

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Urban Green Program Development Consultant: 250 hours at \$50/hour- Daily Rate of 400	12,500	0	12,500
<b>Category Totals</b>	12,500	0	12,500

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
October & ServeOhio Conference on Service and Volunteerism and program director meeting: \$100 attendance- Daily Rate of 100	100	0	100
Spring National Service Regional Conference (2 staff): \$350/attendee for 2 attendees (3 day event)- Daily Rate of 100	700	0	700
<b>Category Totals</b>	800	0	800

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Criminal History Checks for Planning Grant Staff: \$125 estimated cost for 1 staff NSOPW, FBI, and Two-state background check	125	0	125
Cell Phone Reimbursement: \$45 per month for 1 staff x 8 months	360	0	360
<b>Category Totals</b>	485	0	485
<b>Section Totals</b>	69,461	10,080	79,541

PERCENTAGE	87%	13%	
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## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members:	0	0	0
Worker's Compensation:	0	0	0
Health Care:	0	0	0
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0

Category Totals	0	0	0
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## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
Provisional: Total Direct Costs: \$79,541 total direct costs x 25.58% with a rate of 25.58 and a rate claimed of 25.58	3,654	16,589	20,243
<b>Category Totals</b>	3,654	16,589	20,243
<b>Section Totals</b>	3,654	16,589	20,243
<b>PERCENTAGE</b>	18%	82%	

<b>Budget Totals</b>	73,115	26,669	99,784
<b>PERCENTAGE</b>	73%	27%	
<b>Required Match</b>		0%	

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	The Ohio AmeriCorps investment of \$73,115 will be matched with \$26,670, all private funding. All funding is secured.	26,670	Cash	Private
Total Source of Funds		26,670		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246679		<b>3. DATE RECEIVED BY STATE:</b> 04-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> 21AC230768
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Breakthrough Cincinnati Inc.  <b>UEI NUMBER:</b>  <b>DUNS NUMBER:</b> 081108028		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Cady Short-Thompson  <b>TELEPHONE NUMBER:</b> (513) 368-1965  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> Cady@breakthroughcincinnati.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 6905 Given Rd Cincinnati OH 45243 - 2839 County: Hamilton			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 311357625		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit  7b. Community-Based Organization Local Affiliate of National Organization	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE  <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT         </div> <p>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/></p> <p style="display: flex; justify-content: space-around; align-items: center;">           A. AUGMENTATION <input type="checkbox"/> B. BUDGET REVISION <input type="checkbox"/>            C. NO COST EXTENSION <input type="checkbox"/> D. OTHER (specify below): <input type="text"/> </p>			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Breakthrough Cincinnati Teaching Fellowship	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Hamilton County, Ohio		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 06/12/23 END DATE: 08/02/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 01 b.Program <input type="checkbox"/> OH 01	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text" value="1"/>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL <input type="text" value="\$ 434,152.00"/> b. APPLICANT <input type="text" value="\$ 138,028.00"/> c. STATE <input type="text" value="\$ 0.00"/> d. LOCAL <input type="text" value="\$ 0.00"/> e. OTHER <input type="text" value="\$ 0.00"/> f. PROGRAM INCOME <input type="text" value="\$ 0.00"/> g. TOTAL <input type="text" value="\$ 572,180.00"/>		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Cady Short-Thompson		<b>b. TITLE:</b> 	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (513) 368-1965	
		<b>e. DATE SIGNED:</b> 04/04/22	

# DRAFT

## Narratives

### Executive Summary

#### Executive Summary

The Breakthrough Cincinnati Inc. proposes to have 75 AmeriCorps members who will serve as teachers of summer academic enrichment for underrepresented youth in Greater Cincinnati. At the end of the first program year, the AmeriCorps members will be responsible for student academic growth. In addition, the AmeriCorps members will leverage 20 volunteers who will be engaged in student support.

This program will focus on the AmeriCorps focus area(s) of 1) education programs using evidence-based interventions as described on the AmeriCorps Evidence Exchange as being moderate or strong evidence, and 2) programs that contribute to improved educational outcomes for disadvantaged children, improved educational and behavioral outcomes of students in low-achieving middle and high schools; and support economically disadvantaged students' preparation for success in post-secondary educational activities. The AmeriCorps investment of \$434,151 will be matched with \$138,029, \$0 in public funding, and \$138,029 in private funding.

### Rationale and Approach/Program Design

#### Rationale and Approach/Program Design

Theory of Change & Logic Model: The idea that equitable education ensures that future generations can experience upward mobility has not been realized by all students within the United States (US Dept of Education). High poverty school districts, populated by students who are mostly non-white and from low-income families experience inferior quality of education due to underfunded schools, shortages of trained teachers, high teacher turnover, and lack of materials (US Dept of Education). The majority of students demonstrate low academic achievement in the areas of math and reading and based on the inequities present and experience a widening academic achievement gap (Economic Policy Institute 2017). The achievement gap describes "the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off" (Ed Week July 2011). The gap has decreased, 30-40% since the 1970s, but is still regrettably large. The gap widens during middle school, continues through high school, and has negative implications as to whether students will graduate on time and enter college.

In the summer, most students lose academic ground; however, students of color and low income lose most. The Northwest Evaluation Association research shows that in the summer after 7th grade,

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students lost 36% in reading and 50% in math. This loss is amplified by gender, socioeconomic status, race/ ethnicity, the availability of qualified teachers; moreover, this phenomenon tends to be cumulative.

As measured by an equality index, Cincinnati ranks 54 out of 71 metropolitan areas nationally (National Urban League Report 2017). When examining the equality index for education, Cincinnati Public Schools (CPS) --where 52-83% (depending on the year) of Breakthrough Cincinnati (BTC) students attend--ranks 571 out of the 608 school districts in the state of Ohio ([www.cleveland.com](http://www.cleveland.com) September 2019). Currently, CPS has a graduation rate of 82.3%, garnering an overall grade of "D" based on parameters set by the Ohio Department of Education. Compared to 87.2% of white students, the rate is lower amongst subgroups where 81.8% of Black/Non-Hispanic students, 80.7% of economically disadvantaged students, and 66.2% of Hispanic students graduated on time in CPS. BTC's theory of change is that when motivated marginalized students engage in effective cumulative academic enrichment activities, they progress academically and personally, and go to college--a factor known to contribute to economic prosperity and well-being. Further, when the academic enrichment is facilitated by service-minded high school and college students, the experience fosters a reciprocal learning environment that inspires future teachers and equity advocates.

BTC presents in its logic model five outcome "strands" that represent the mutually-reinforcing goals achieved by the program's proven design. BTC's addresses 5 interconnected community problems: summer learning loss, the academic achievement gap, lower enrollment of marginalized students in college, the shortage of diverse candidates in the teaching pipeline, and inequitable systems and communities. BTC addresses these problems through a 5-week summer academic enrichment program for rising 5th-9th grade students. The full-day sessions consist of daily 50-minute classes in English, math, science, and social studies where the curriculum is linked to Ohio's Academic Standards, meals, electives, and foreign language. Daily round-trip transportation and nutritious meals are provided. Students also participate in field trips, special events, college visits, and career exploration. The program is facilitated, including the teaching of academics, by high school and college students seeking meaningful service experiences and for some, an introduction to teaching as a career. Individuals in this role are called Teaching Fellows (TFs) and gain the practical experience to succeed as future teachers and equity advocates. The combined effect of the "near-peer" teaching dynamic and the program's inclusive culture fosters a safe haven for individuality and growth. BTC's "students teaching students" model fosters a reciprocal relationship between teaching and learning. Students participate in BTC's program for 4 consecutive years, enhancing the cumulative benefit and

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propelling students into high school with confidence. The program also offers college-preparatory experiences, including college visits. Members will recruit 20 volunteers to provide student support during the program.

Amongst BTC current students, 95% belong to a racial or ethnic minority group. Many are a part of low income families (67.8%), single parent households (59%), and will be first generation college students (57%). 9% of BTC students live in families who speak English as a second language. All BTC students reside in Hamilton County and attend 57 different schools throughout the region, with 52% attending Cincinnati Public Schools.

BTC proposes a project to place 75 minimum time AmeriCorps Members as Teaching Fellows (TFs) in the summer academic enrichment program. As of 2022, BTC operates three sites at the Cincinnati Country Day School, the University of Cincinnati, and North College Hill City Schools. BTC's program will be facilitated by a total of 85 TFs, 75 of whom are proposed to be AmeriCorps members and the remaining (approximately) 10 will be high school students, age ineligible for AmeriCorps service, and college students participating in co-op or service learning experiences for college credit. BTC strives for a variety of pathways to the TF experience to facilitate as much diversity as possible.

Evaluation reports support BTC's proven program results, with the 2018 Evaluation Report finding 96% annual student retention, 25% academic gain, 93% of students going to college, and 76% of TFs choosing careers in education. The outcomes presented in the logic model were based on 7 years of prior performance data. In the supplemental materials is BTC's 2018 evaluation report, which provides an in-depth substantiation of the selected required performance measure (ED5A: Students demonstrate improved academic performance). BTC has selected this performance measure and the other outcomes reflected in the logic model because they represent BTC's proven model and existing metrics. In the 2021 Evaluation Report, following two summers of adaptation of delivery modality and student participation thanks to Covid-19, our metrics were impacted. For example, in 2021, BTC student metrics showed 55% student retention and 39% academic gain; whereas 72% of the Teaching Fellows (TFs) declared that they were likely to choose careers in education and 44% of TFs identified as individuals of color and 39% of TFs identified as male.

### Evidence Base

BTC is selecting the Preliminary Evidence Tier for this proposal. In the additional documents BTC has submitted its 2018 and 2021 Evaluation Report, a comprehensive review of the metrics used during BTC's summer program. Please refer to the metrics related to Student Academics and Teaching Fellows. It is these results that align to the proposed required performance measure (ED5A: Students

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demonstrate improved academic performance) and the outcomes for TFs. BTC's 2018 program design and intervention (characteristics of the population, frequency, duration, inputs, activities, outputs) are consistent with what is described in this proposal. BTC administered pre- and post- academic assessments to all 216 students who participated in the 2018 program. The pre- and post- academic assessments were developed by an external evaluator and curriculum specialist from the University of Cincinnati and based on the Ohio Learning Standards and Next Generation Science Standards. Amongst all students participating, 216, and across all subjects, the total academic growth was 25%. The total average social studies growth was 26%, 21% in English Language Arts, 25% in science and 28% in math.

The enclosed reports also demonstrate the effectiveness of BTC's Teaching Fellowship. The results from the Teacher Excellence Rubric (TER), a tool designed to show job readiness within the TF role. On the pre-TER in 2018, TFs on average ranked as novice (68%) and advanced to proficient mastery (82%) on the post-TER. The results from 2018-2019 are indicative of what to expect going forward, as the program will meet in person and resume typical enrollments and evaluation results.

### Notice Priority

Breakthrough Cincinnati's proposal aligns to the following two Education Notice Priorities: 1. Education programs using evidence-based interventions as described on the AmeriCorps Evidence Exchange as being moderate or strong evidence. 2. Programs that actively engage in removing structural racial inequities, advancing racial equality, and increasing opportunity in order to achieve sustainable change in communities.

### Member Experience

75 minimum time AmeriCorps Members will serve as Teaching Fellows (TFs) working with marginalized middle school youth during a five-week summer academic enrichment program taking place from June 28 to July 28, 2023. BTC will also engage at least 10 TFs who are not affiliated with AmeriCorps (high schools or college co-op/service learning students ineligible for AmeriCorps). BTC will leverage a robust network of college and university partners, community and faith-based organizations, and an alumni referral network to recruit Members.. BTC will strive for high levels of diversity among those recruited to the experience. As Members are selected, pre-service Member files, background checks, and other preparations will be completed.

The Member service experience will begin on Monday, June 12, 2023 with 60 hours of training, expectation setting, and community-building over the two weeks preceding the beginning of the Summer Scholars Program. Members will participate in training on child development, teaching

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strategies, lesson planning, classroom presence, student engagement, understanding poverty, community needs assessments, cultural sensitivity, and equitable and inclusive practices. Each Member will be assigned to a subject area for which they are to prepare weekly lesson plans. Each TF will have an Instructional Coach to provide feedback and support on their lesson plans. The Executive Director and Program Directors will supervise and support TFs with their attendance, performance expectations, and overall success within the experience. Students will arrive on Wednesday, June 29, 2023 and the five-week program will begin.

TFs arrive each day, Monday through Friday at 7:45 am. TF daily responsibilities are to prepare the classroom, greet busses and take attendance as students arrive, teach two core academic classes, prepare lesson plans, meet with Instructional Coaches, socialize with students during lunch and recess, teach an academic elective or foreign language, dismiss students to busses, attend a daily staff meeting, and finish the day with preparations for the next day. The experience for Members will conclude on Wednesday, August 2, 2023, after three days of program review and evaluation.

### Organizational Capability

#### Organizational Capability

Organizational Background and Staffing: Beginning in 1973, a single site in San Francisco evolved to become a 24-affiliate organization known as Breakthrough Collaborative. The affiliates collectively serve 10,000 middle school students and professionally develop over 1,100 high school and college-aged Teaching Fellows annually. The Collaborative provides guidance in curricula, evaluation, and Teaching Fellow recruitment. The Breakthrough Collaborative's innovative approach has led to 81% of students graduating from a 4-year college and 86% of teaching fellows agreeing that they are more interested in a career in education. Breakthrough Cincinnati was founded in 1992 as Summerbridge Cincinnati and became Breakthrough Cincinnati in 2006.

BTC intervenes just before middle school--a time of tremendous academic, developmental, and social change. BTC selects solid "B students;" full of potential, often overlooked, and not connected with meaningful opportunity or support; thus at risk of underperforming to their true potential. BTC identifies motivated students with academic potential who experience risk factors (e.g. low socioeconomic status, underrepresented race/ethnicity, first generation college, single-parent household, or English as a second language) that can challenge educational attainment.

BTC is led by a 16-member Board of Trustees consisting of 11 men and 5 women, with 38% of members identifying as individuals of color. BTC's Executive Director is Dr. Cady Short-Thompson, a 25-year veteran of higher education leadership. Cady has direct oversight for the organization's vision,

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finances and operations; she has managed large, complex budgets including state and federal grants. BTC's three sites' programs are led by three Program Directors, Alice Deters (NCH), Dr. Tiffany Dolder-Holland (UC), and Elana Elmore (CCDS). Alice Deters attended the University of Alabama, earning a bachelor's degree in American Studies & English, and a master's degree in American Studies. She is pursuing a PhD in Education Policy & Higher Education at the University of Cincinnati, with a focus in college readiness, university-community partnerships, participatory research methods and antiracism practices. She has served as a Dean of Faculty and Assistant Program Director for BTC. Dr. Tiffany Dolder-Holland has taught math and science in the U.S. and abroad. She has a Ph.D. in International Comparative Education, Educational Leadership, and Curriculum Studies. Tiffany joined the BTC team in 2016, when she led the development of BTC's second site at the University of Cincinnati. Prior to joining the BTC team in 2018, Elana participated in Teach for America and taught in urban classrooms and arts programs for 10 years. Elana graduated from Hampton University and is pursuing a Master's in Public Administration at Regent University.

The AmeriCorps project will be managed by the Executive Director. BTC's three current Program Directors will oversee Member selection, onboarding, training, supervision, and the experience. A new AmeriCorps and Grant Compliance Manager will recruit, coordinate Member files, timesheets, and program reporting. Financial reporting will be completed by CliftonLarsonAllen. BTC also employs seasonal administrators who will be responsible for Member compliance to daily duties.

### Compliance and Accountability

BTC will ensure Member compliance and accountability by providing a contract that will outline policy, procedure, and prohibited activities as it relates to the Breakthrough Collaborative, BTC, Serve Ohio, and AmeriCorps. Members will be given a Handbook that clearly defines roles and responsibilities of the Member, administrators, Instructional Coaches, and Program Directors. Members will be informed how their personal information will be used (federal background checks, payroll, emergency contact information, etc.) and what activities are prohibited. During training, Members will be aware of what is expected of them during their service, their job duties, grievance procedure, service benefits, and site-specific policies and procedures pertaining to BTC, Serve Ohio, and AmeriCorps. BTC will provide training on compliance, including prohibited activities, non-discrimination, civic engagement, disability inclusion, discipline/grievance, code of conduct, and diversity, equity, and inclusion values. Member supervisors will monitor compliance during weekly reporting and check-ins and report any non-compliance to the Executive Director.

### Culture that Values Learning

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BTC's use of the "students teaching students" model values reciprocal learning and growth mindset. All stakeholders, from students and Teaching Fellows (TFs) to coaches and community members, are prompted to reflect and learn from their interaction with the program and each other. BTC regularly collects self-reported and standardized data through informal and formal measures. Introspective and solutions-oriented coaching conversations are normalized. Post-collection, groups of stakeholders evaluate the need and alignment of possible interventions with resources and actions. The review of the formative and summative data informs just-in-time adjustments and long-range monitoring. Use of data and evaluation is embedded in the program design and pushes continuous program improvement. BTC's staff uses several dashboards located in the organization's Salesforce database to continuously monitor the program's design and delivery, policies and procedures, and outcome measurement.

### Member Supervision

BTC will place 75 minimum time Members as Teaching Fellows (TFs) for its summer academic enrichment program during the summer of 2023. Members will be hired during the spring. Members will participate in 60 hours of training where expectations will be shared. Supervision of the overall Member experience will be provided by the Program Directors. Members will be supervised on a daily basis by members of an administrative team and Instructional Coaches. The Program Directors and summer administrative team will be provided with training on AmeriCorps regulations, priorities, and expectations. Members will attend daily staff meetings and will have one-on-one check-ins on a weekly basis. A mid-program check-in will provide an extended opportunity for feedback and coaching. Each Member will also receive a final evaluation at the end of the program.

### Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy

See budget.

### Evaluation Summary or Plan

Evaluation Summary or Plan

Breakthrough Cincinnati (BTC) partners with the Office for Education Innovation and Community Partnerships at the University of Cincinnati's College of Education, Criminal Justice and Human Services in the evaluation of its programs. A full-time Program Director and a graduate assistant researcher are assigned to BTC's evaluation efforts. BTC uses a variety of data sources to measure outcomes and all data is stored in the organization's Salesforce database. BTC's theory of change is

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that when motivated marginalized students engage in effective cumulative academic enrichment activities, they progress academically and personally, and go to college--a factor known to contribute to economic prosperity and overall well-being. Further, when the academic enrichment is facilitated by service-minded high school and college students, the experience fosters a reciprocal learning environment that inspires future teachers and equity advocates. The following reflects each outcome presented in the logic model, including the data source used and the timeframe in which the data is collected. The outcomes presented here in order from short, to medium, to long-term.

### Short-term Outcomes

1. 90% of students complete the 5-week summer learning program; Data source: daily program attendance entered into Salesforce; Timeframe: attendance during week one (June 28-30, 2023) compared to attendance during week five (July 24- 28, 2023). 2. 90% of Students demonstrate improved academic performance (AmeriCorps Performance Measure ED5A); Data source: Renaissance STAR Reading and Math assessments; Timeframe: pre-assessment administered on day one (June 19, 2023) and post- assessment administered during week five (July 24-28, 2023). 3. 90% students believe that college is attainable; Data source: student survey entered into Salesforce. Timeframe: program week five (July 24-28, 2023). 80% of Teaching Fellows will express interest in the education profession as a result of their Teaching Fellow experience. Data source: Breakthrough Collaborative survey, stored in Salesforce Timeframe: administered in November (November, 2023), following TF experience. 4. 80% of Teaching Fellows demonstrate improved job readiness; Data source: Teacher Excellence Rubric (TER) and Instructional Coach observations, both stored in Salesforce; Timeframe: TER is administered during week 3 (July 10-14, 2023), and Instructional Coach observations are ongoing. 5. 45% of TFs identify as male, exceeding 27% average in Ohio; Data source: BTC Hiring documents, stored in Salesforce dashboard; Timeframe: information collected during hiring process (February-May, 2023). 6. 45% of TFs identify as people of color, exceeding 5% average in Ohio; Data source: BTC Hiring documents, stored in Salesforce dashboard; Timeframe: information collected during hiring process (February-May, 2023). 7. 90% of Teaching Fellows report increased awareness of the needs of marginalized/ underrepresented populations. Data source: Breakthrough Collaborative survey, stored in Salesforce. Timeframe: administered in November (November, 2023), following the TF experience.

### Medium-term Outcomes

1. 85% students are retained in the program for 4 years; Data source: daily program attendance entered into Salesforce; Timeframe: attendance during week five of the student's first year in the 2023

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program compared to week five of the student's fourth year in the 2025 program. 2. 90% of students maintain a 3.0 or higher GPA in high school; Data source: Cincinnati Public Schools Learning Partner Dashboard (LPD) and student transcripts Timeframe: BTC will collect LPD Parent Permission Forms and student transcripts during orientation and re-enrollment (April, 2023). 3. 90% of students apply to college; Data source: BTC Student Survey stored in Salesforce; Timeframe: Annual student alumni survey (January, 2023). 4. 25% return for a second year as a TF; Data source: BTC Hiring documents, stored in Salesforce; Timeframe: information collected during the hiring process (February-May, 2023). 5. 60% of TFs enroll in education majors; Data source: Breakthrough Collaborative survey, stored in Salesforce; Timeframe: administered in November (November, 2023), following TF experience. 6. 95% of TFs increased interest in advocacy work or working with underrepresented populations. Data source: Breakthrough Collaborative survey, stored in Salesforce. Timeframe: administered in November (November, 2023), following TF experience. 7. 95% of TFs are engaged in social causes outside of employment; Data source: Breakthrough Collaborative survey, stored in Salesforce; Timeframe: administered in November (November, 2023), following TF experience.

### Long-term Outcomes

1. 90% of students graduate from high school in 4 years; Data source: Cincinnati Public Schools Learning Partner Dashboard (LPD) and BTC Student Survey (for non-CPS students) and stored in Salesforce

Timeframe: Retrieve data from LPD and conduct annual student alumni survey (November, 2024).

2. 85% of students enroll in college; Data source: National Student Data Clearinghouse (NSDC) Timeframe: NSDC is downloaded, uploaded, and cleaned by the Breakthrough Collaborative each November. (November, 2023). 3. 75% of TFs enter the education profession; Data source: Breakthrough Collaborative survey, stored in Salesforce; Timeframe: administered in November (November, 2023), following TF experience.

All outcomes and corresponding data collection tools are already established and in place. The data is collected using the various tools described and entered into a Salesforce database. Reports are routinely generated for staff and board review. BTC's program is cumulative for students as they participate in four years of programming; so the evaluation tools and systems are established to show cumulative results. BTC plans to utilize these metrics longitudinally in future years of this grant.

### Amendment Justification

n/a

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### Clarification Summary

n/a

### Continuation Changes

n/a

### Grant Characteristics

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## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

**MSYs by Objective**

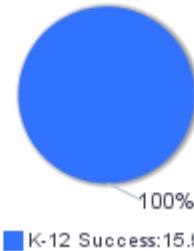


Table2: MSYs by Objectives

Objectives	%MSYs
K- 12 Success	100%

**% of MSY NPM VS Applicant VS Not in ANY**

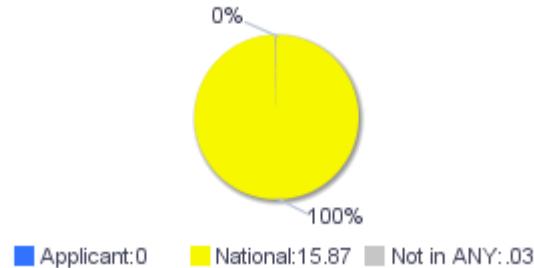


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	100%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K- 12 Success	15.90	75
Total	15.90	75

Primary Focus Area: Education

Primary Intervention: Summer Learning

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Summer Academic Gains for Marginalized Youth

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	15.87	No of Members:	75
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Problem Statement:

Most students experience learning loss during the summer months, but the loss experienced by marginalized students (students of color, low- income) is far greater than that of their white or more affluent peers. The cumulative effect of this summer learning loss adds up to lower high school graduation rates. When students fall off track before high school graduation, it diminishes the likelihood that they will attend college and achieve lives of economic self- sufficiency and prosperity. When students participate in effective summer learning programs that provide academic instruction aligned to learning standards they tend to maintain or increase academic progress. Cumulative involvement in these programs increases rates of on- time graduation.

Selected Interventions:

Summer Learning

Describe Interventions:

Breakthrough Cincinnati (BTC) intervenes during the summer before sixth grade, selecting motivated students for participation in a summer academic enrichment program for four consecutive years. The program is five weeks in duration, a total of 23 days, and 360 students are projected to participate in 2023. Transportation is provided and attendance is taken daily.

The program is led by high school and college students, called Teaching Fellows, inclined towards service and teaching. Students attend academic enrichment classes in English, math, science and social studies where the curriculum is aligned to Ohio' s Learning Standards. Classes are 50- minutes in length, and meet five days per week. Fridays are designed as interdisciplinary problem- based learning experiences where students integrate their learning across subjects in an experiential manner. Students take reading and math assessments using the Renaissance Star tool during the first and last weeks of the program.

ED1A Output:

ED1A: Number of individuals served

Target: 360 Individuals

Measured By: Tracking System

Described Instrument: BTC will collect attendance data daily during the students' first class bell. Attendance is taken by Teaching Fellows and is recorded in a form that inputs attendance data into BTC' s Salesforce database. For this output, the number of individuals served, BTC will use attendance from the first week of the program.

ED5A Outcome:

ED5A: Number of students with improved academic performance

Target: 324 Students

Measured By: Standardized Test

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Performance Measure: Summer Academic Gains for Marginalized Youth

Problem Statement:

Selected Interventions:  
Summer Learning

Described Instrument: Renaissance Star (RenSTAR) Reading and Math assessments are innovative, computer- based adaptive assessments that take students, on average, 19- 24 minutes to complete. RenSTAR assessments are highly rated by the National Center on Intensive Intervention for academic screening and progress monitoring, and are used nationally within the Breakthrough Collaborative. BTC uses RenSTAR to screen student literacy and math skills and lay the groundwork to establish student academic goals. The instrument collects data on student academic achievement and growth. The assessments are aligned to the Ohio Learning Standards and are highly predictive of performance on state tests. BTC will administer the RenSTAR Reading and Math assessments on the first day of the program and during the last week of the program.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility,  
Evidence Based Interventions

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

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## Demographics

Other Revenue Funds	274270
Number of volunteers generated by AmeriCorps members	20
Percent of disadvantaged youth enrolled	81

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Summer Learning Loss: marginalized students experience summer learning loss at greater rates than their white or more affluent peers during middle school years.	3 summer sites in Hamilton County; 360 marginalized 6th-9th graders; 75 minimum time AmeriCorps Members (ACM) & 10 non ACM members as Teaching Fellows (TF), 1 Executive Director, 3 Program Directors, 15 buses, 16,560 nutritious meals.	5 weeks of summer academic enrichment classes aligned to Ohio Learning standards with 18 special events & field trips, mentorship provided by TFs (6/28-7/28/23).	360 students will participate (ED1A) in 96 hours of academic instruction & mentorship provided by TFs; 23 hours of nutrition, PE, wellness experiences; 48 hours of socialization in a positive peer community.	90% of students will complete the 5-week summer learning program.	85% of students are retained in the program for 4 years.	
Academic Achievement Gap: summer learning loss adds up to an achievement gap where fewer marginalized students graduate from high school.	75 minimum time ACM TFs, 10 non-ACM TFs, 10 instructional coaches (IC), 8 Ohio-based curricula, 16 weekly lesson plans, 8 pre/post tests, student-tracking database, learning	23 50-minute daily academic classes in English, math, science, & social studies; 360 pre/post tests, 85 weekly coaching sessions with TFs & ICs, 360 weekly student check-ins &	96 hours of academic instruction & mentoring provided by TFs; 1 student-led progress conference; 1 end-of-summer progress report.	90% of students demonstrate improved academic performance (ED5A).	90% of students maintain a 3.0 GPA or higher in high school.	90% of students graduate from high school on time,

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
	supplies.	progress reports.				
Lower enrollment of marginalized students in college: it limits future potential of individuals & our region's ability to cultivate diverse talent.	Time-tested college-preparatory curriculum; 85 "near peer" mentors (75 ACM TFs).	2+ college visits, 10+ hours of leadership, life skills, college preparatory sessions, regular exposure to college students & college campuses.	10+ hours of college preparation.	90% of students believe that college is attainable.	80% of students apply to college.	70% of students enroll in college.
Academic achievement gap: fewer marginalized students graduate from high school.	Students from 6th-9th grade; School Year Programming (SYP) tutors, co-chairs, Summer Scholar (SS) leads, SYP incentives.	16 weeks of tutoring; 7 advisory meetings; 7 social sessions; 7 Super-Saturday (college/career sessions).	60+ hours of academic, social, leadership development.	50% of students attend 6 SYP program sessions.	90% of students maintain a 3.0 GPA or higher in high school; 90% of SYP participants feel connected to the BTC community; 80% of SYP participants increase confidence; 80% of SYP participants increase college/career awareness.	85% of students are retained in the program for 4 years.
Summer retention: when students aren't in a positive peer learning group, they are less likely to engage in academic & social beneficial programming.	Students from 6th-9th grade; School Year Programming (SYP) tutors, co-chairs, Summer Scholar (SS) leads, SYP incentives.	16 weeks of tutoring; 7 advisory meetings; 7 social sessions; 7 Super-Saturday (college/career sessions).	60+ hours of academic, social, leadership development.	50% of students attend 6 SYP program sessions.	90% of students maintain a 3.0 GPA or higher in high school; 90% of SYP participants feel connected to the BTC community; 80% of SYP participants increase confidence; 80% of SYP participants increase college/career awareness.	85% of students are retained in the program for 4 years.
Lower enrollment of	8th-12th graders,	5 90 minute	10+ hours of college	90% of students	90% of students	85% of students

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
marginalized students in college: it limits future potential of individuals & region's ability to cultivate talent.	College-Bound (CB) Curriculum, CB mentors, College-readiness partners, CB scholarships.	monthly family sessions; access to CB resources; 5 monthly 1:1 check-in sessions; weekly academic tutoring sessions.	readiness activities; CB scholarship recipients.	believe that college is attainable; 80% of participants completed exit-tickets for 4/5 of CB sessions; 90% produce a goal/grade-specific artifact; 95% of families feel more engaged with a college-oriented community.	apply to college.	enroll in college.
Shortage of diverse candidates in teaching pipeline: there's a national teacher shortage with more whites & females attracted to the profession; Research shows that when the diversity present in the student population is reflected among teachers, students thrive & learning occurs.	3 summer sites in Hamilton County, 360 marginalized 6-9th graders, 75 minimum time ACM members serving as TFs from 6/5-8/2/23, 10 non-AMC members, 10 instructional coaches, 30 housing units for out-of-state TFs, robust partnership plan to recruit a diverse cohort of TFs, training curricula, child development, teaching strategies, lesson planning, classroom presence, student engagement.	60 hours of professional learning/training (6/5-6/16/23); 5 weeks of academic enrichment for youth, including 24 hours of classroom teaching; 51 academic classes; 6+ hours of mentorship provided by practicing teachers & industry leaders; 4+ presentations by pipeline partners such as Teach for America; regular network opportunities.	6 lesson plans per TF; 96 hours of academic instruction per TF; 6 coaching meetings with ICs per TF; 20 student assessments and academic intervention plans per TF; 20 student-led conferences per TF.	80% of TFs will express interest in the teaching profession as a result of their TF experiences; 80% of TFs demonstrate improved job readiness; 45% of TFs identify as male, which exceeds the Ohio average of 27%; 45% of TFs identify as people of color, which exceeds the Ohio average of 5%.	25% of TFs will return for a second year of TF service; 60% of TFs will enroll in education majors.	75% of TFs will enter the education profession.
Inequitable systems & communities: providing opportunities for all to understand & advocate for	Training curricula; understanding poverty, community needs assessments; cultural sensitivity,	8 week service experience; training & experiences that promote cultural sensitivity, social justice, &	8 hours training on the lived experience of marginalized students; 306 hours of immersion in an intentionally	90% of TFs report increased awareness of the needs of marginalized and underrepresented populations.	95% of TFs increase interest in advocacy work or working with underrepresented populations; 95% of	

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
problems in marginalized populations to foster a more equitable & inclusive society.	equitable & inclusive practices; 5 weeks of immersive service with marginalized students.	appreciation for diverse, equitable & inclusive communities; ride buses during first week to pick up and drop off students.	diverse community focused on diversity, equity, & inclusion; advocacy skills regarding marginalized populations, equity, & inclusion.		TFs are engaged in social causes outside of employment.	

## Budget Narrative: Breakthrough Cincinnati Teaching Fellowship for Breakthrough Cincinnati Inc.

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Executive Director: - 1 person(s) at 108333 each x 12 % usage	0	13,000	13,000
Program Director at CCDS Site: - 1 person(s) at 62563 each x 33 % usage	0	20,646	20,646
In Kind Program Director at UC Site: - 1 person(s) at 70000 each x 33 % usage	0	23,100	23,100
In Kind Program Director at NCH Site: - 1 person(s) at 65000 each x 33 % usage	0	21,450	21,450
AmeriCorps and Grant Compliance Manager: - 1 person(s) at 55000 each x 65 % usage	35,750	0	35,750
<b>Category Totals</b>	<b>35,750</b>	<b>78,196</b>	<b>113,946</b>

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA: @ 7.65% of staff salaries (excludes in kind personnel)	2,735	2,574	5,309
Worker's Compensation: @ 1% of staff salaries (excludes in-kind personnel)	358	336	694
Medical Insurance for Executive Director: @ \$1,558.78/mo x 12 mo x 12% effort=\$2,245	0	2,245	2,245
Medical Insurance for Staff Program Director: @\$504.95/mo x 12 mo x 33% effort=\$1999.60	0	2,000	2,000
Medical Insurance for Staff AmeriCorps and Grant Compliance Manager: @ \$504.95/mo x 12 mo x 65% effort= \$3,938.61	3,939	0	3,939
Dental Insurance for Executive Director: @ \$182.24/mo x 12 mo x 12% effort=\$262.43	0	262	262
Dental Insurance for Staff Program Director: @ \$51.30/mo x 12 mo x 33% effort=\$203.15	0	203	203
Dental Insurance for Staff AmeriCorps and Grant Compliance Manager: @ \$51.30/mo x 12 mo x 65% effort= \$400.14	400	0	400
Retirement for Executive Director: @ 3% of (12%) salary=\$390	0	390	390
Retirement for Staff Program Director: @ 3% of (33% effort) salary=\$619.38	0	619	619
<b>Category Totals</b>	<b>7,432</b>	<b>8,629</b>	<b>16,061</b>

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	0	0	0

1 staff to attend 2022 Ohio Conference on Service and Volunteerism: mileage reimbursement for 192 mi x \$0.585/mi + \$200 lodging + \$60 daily per diem for meals=\$373.32	372	0	372
1 staff to attend 2023 National Service Regional Training Conference: \$400 airfare + \$50 ground transportation + \$200 lodging x 2 nights + \$60 daily per diem x 3 days=\$1,030	1,030	0	1,030
Required Program Director Meetings in Columbus (New program orientation, Justice Talking, staff PD): 3 trips x mileage from Cincinnati to Columbus of 214 miles x \$0.585/mi + \$60 daily per diem= \$555.57	556	0	556
<b>Category Totals</b>	1,958	0	1,958

## Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
No member travel or training: Since BTC will not have active members during when the Ohio Conference on Service and Volunteerism and LeaderCorps events will be held.	0	0	0
<b>Category Totals</b>	0	0	0

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
AmeriCorps Member Gear w/ AmeriCorps logo: 1 lanyard @ \$2/each + 2 Lapel Pins @ \$1 each x 75=\$300 + \$50 shipping=\$350 (2 pins per member in case of loss, so members can have them on multiple shirts and jackets without switching)	350	0	350
AmericaLearns Member File Management Software: @ \$3,000/year	3,000	0	3,000
Laptop and peripherals for new AmeriCorps and Grant Compliance Manager staff member:	1,500	0	1,500
<b>Category Totals</b>	4,850	0	4,850

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
CliftonLarsonAllen LLP: AmeriCorps-specific grant consulting, accounting, financial reporting, and member payroll: \$125/hr blended rate x 7 hrs/mo x 12 mo=\$10,500 (actual hourly rates vary depending on type of work (e.g. payroll vs reporting)- Daily Rate of 875	10,500	0	10,500
<b>Category Totals</b>	10,500	0	10,500

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
OH Conference registration fees: 1 staff to 2022 Ohio Conference on Service and Volunteerism (\$150)- Daily Rate of 150	150	0	150
National Conference registration fees: 1 staff to 2023 National Service Regional Training Conference (\$300)- Daily Rate of 300	300	0	300
<b>Category Totals</b>	450	0	450

## Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
No member travel or training: Since BTC will not have active members during when the Ohio Conference on Service and Volunteerism and LeaderCorps events will be held.- Daily Rate of 0	0	0	0
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
OnCorps fees: @ \$18/member x \$75 members=\$1,350	1,350	0	1,350
NSCHC Processes: (75 members +1 new staff x \$28.75 for Fieldprint) + (75 members + 1 new staff x \$7.50 Truescreen NSOPW) + (38 members x \$31.86 average Truescreen state of residence, half of TFs)=\$3,965.68 (Existing staff members have completed checks)	3,966	0	3,966
Dorm housing: For 22 members @ \$1,500/each= \$33,000 (Expect other members to be local or have other free housing available)	33,000	0	33,000
<b>Category Totals</b>	38,316	0	38,316
<b>Section Totals</b>	99,256	86,825	186,081
<b>PERCENTAGE</b>	53%	47%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each	0	0	0

Members W/O allowance			
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): 75 Member(s) at a rate of 4000 each Members W/O allowance 0	300,000	0	300,000
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	<b>300,000</b>	<b>0</b>	<b>300,000</b>

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% of 300,000=22,950	22,950	0	22,950
Worker's Compensation: 1% of total stipend=\$3,000	3,000	0	3,000
Health Care:	0	0	0
<b>Category Totals</b>	<b>25,950</b>	<b>0</b>	<b>25,950</b>
<b>Section Totals</b>	<b>325,950</b>	<b>0</b>	<b>325,950</b>
<b>PERCENTAGE</b>	<b>100%</b>	<b>0%</b>	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	51,203	51,203
Commission Fixed Amount:	8,946	0	8,946
<b>Category Totals</b>	<b>8,946</b>	<b>51,203</b>	<b>60,149</b>

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Section Totals</b>	<b>8,946</b>	<b>51,203</b>	<b>60,149</b>
<b>PERCENTAGE</b>	<b>15%</b>	<b>85%</b>	
<b>Budget Totals</b>	<b>434,152</b>	<b>138,028</b>	<b>572,180</b>
<b>PERCENTAGE</b>	<b>76%</b>	<b>24%</b>	

<b>Required Match</b>		0%	
<b>Total MSYs</b>	15.87		
<b>Cost/MSY</b>	27,357		

## Source of Funds

Section	Match Description	Amount	Classification	Source

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:  
Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION  
FOR NATIONAL AND COMMUNITY  
SERVICE (CNCS):

3. DATE RECEIVED BY STATE:  
01-APR-22

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:  
22AC246106

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

#### 5. APPLICATION INFORMATION

LEGAL NAME: Franklin County Municipal Court

UEI NUMBER:

DUNS NUMBER: 051369916

ADDRESS (give street address, city, state, zip code and county):

375 S High St  
FI 10  
Columbus OH 43215 - 4520  
County: Franklin

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER  
PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give  
area codes):

NAME: Melinda Brooks

TELEPHONE NUMBER: (614) 645-1960

FAX NUMBER:

INTERNET E-MAIL ADDRESS: brooksm@fcmcclerk.com

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

316400223

7. TYPE OF APPLICANT:

7a. Local Government - Municipal

7b. Local Government, Municipal

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE  
 CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION B. BUDGET REVISION

C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

FCMC Access to Justice Navigator Initiative

10b. TITLE: AmeriCorps State

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

This project will impact residents of Franklin County and the City of Columbus, Ohio.

13. PROPOSED PROJECT: START DATE: 08/01/22 END DATE: 07/31/23

14. CONGRESSIONAL DISTRICT OF: a.Applicant  OH 03 b.Program  OH 03

15. ESTIMATED FUNDING: Year #: 1

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  
DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:  
Melinda Brooks

b. TITLE:

c. TELEPHONE NUMBER:  
(614) 645-1960

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:  
04/01/22

# DRAFT

## Narratives

### Executive Summary

The Franklin County Municipal Court, located in Columbus, Ohio, proposes to have 11 three-quarter-time AmeriCorps members who will serve as Court Navigators. At the end of the first program year, the AmeriCorps members will be responsible for increasing the efficiency of Court operations due to more timely arrival of Court visitors to their destinations, efficient identification of visitors' needs, and improved service delivery. In addition, the AmeriCorps members will leverage an additional five to ten interns/volunteers who will be working within the Court's Self Help Resource Center over the course of the grant period. This program will focus on the AmeriCorps focus area of Economic Opportunity. The AmeriCorps investment of \$159,449 will be matched with \$49,870 in public funding.

### Rationale and Approach/Program Design

The Franklin County Municipal Court traces its origin to creating the Columbus Municipal Court in 1916. Before this time, the Court operated under the Justice of the Peace System. On July 5, 1955, the Columbus Municipal Court was given countywide jurisdiction, and, in 1968, the State Legislature changed the name of the Court to the Franklin County Municipal Court. In 1979, the Court moved from its facilities in City Hall to the Franklin County Municipal Court building, located at 375 South High Street. Now, as one of two unified Municipal Courts in Ohio, the Court's geographic jurisdiction is all of Franklin County and those portions of the City of Columbus that extend beyond the boundaries of Franklin County. The Court has 14 judges in the General Division and one in the Environmental Division.

From all indications, the Franklin County Municipal Court (FCMC) remains the largest and busiest municipal Court in Ohio, with large daily dockets of criminal and civil cases.

According to Supreme Court 2019 caseload data, the FCMC had the highest incoming civil, criminal, and traffic caseload compared to Cleveland and Cincinnati area municipal courts. The FCMC received 223,960 cases, while Hamilton County Municipal Court (Cincinnati) received 152,809, and Cleveland Municipal Court received 92,043 cases. The FCMC share represents 10% of the total civil, criminal, and traffic cases received by municipal and county courts. This trend is maintained with regard to incoming Eviction cases, with the FCMC carrying 18,597, or 17% of eviction cases received in 2019.

The Court is situated within a complex of four buildings, alongside the Franklin County Common

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## Narratives

Pleas Court, a correctional facility, and other administrative offices. The complex sprawls across a major Columbus intersection, connected underground by a tunnel. Over a million visitors pass through the Franklin County Municipal Court's secure entrance each year to address a myriad of legal issues. Often visitors are confused by the layout, sometimes meandering into the wrong building altogether. Some abandon hope and leave without resolving their case, resulting in a warrant for their arrest. This confusion causes undue delay and an erosion of the public's trust and confidence in the judicial system.

Municipal courts are sometimes referred to as people's courts- as the business handled within their walls touch a broad swath of the everyday lives of local community members. Traffic tickets, weddings, evictions, and arraignment hearings for those arrested the night before all occur daily in the FCMC. The Department of Pretrial and Probation Services oversees over 10,000 active cases, with a large percentage reporting to the Courthouse for meetings with their officers or hearings before their sentencing judge. The Court addressed over 12,000 Eviction filings in 2020, with many of the litigants affiliated with these filings receiving assistance from the Self Help Resource Center. In 2021 the Center served 13,026 visitors, 74% of which were related to housing issues. The Center's access to justice services have been recognized nationally through interviews with the National Center for State Courts and Politico Magazine. AmeriCorps members will engage with Center visitors as navigators, assisting with initial intake/needs assessments, escorting to other areas of the Court when needed, and facilitating exit surveys. Data regarding these interactions and data points will be collected on spreadsheets for reporting to stakeholders.

The National Center for State Courts urges courts to engage in performance measurement and continuous quality improvement to maintain the public's faith and confidence in the judiciary. Courts are encouraged to objectively identify performance standards, engage the public and facilitate an intentional and open evaluation of its work. Unfortunately, due to the large volume of visitors to the Court's many programs- and limited staffing to serve them- there is a significant lack of opportunity for standardized and measurable feedback from its customers. Staff are challenged to get each visitor through the processes of the event that brought them to Court for the day and must swiftly shift to the next customer to move schedules and dockets along. There is also a diverse clientele and various programs that bring visitors to the Court that a generic survey would not provide meaningful feedback.

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## Narratives

### Evidence Base

The AJNI is a new pilot program that falls under the Pre-Preliminary tier, as it continues to build on the Court's trailblazing efforts in the realm of nonlawyer navigator programs. The Center received a Project Grant from the State Justice Institute to pilot a Social Worker program to assist visitors with housing crises. Though still in its infancy, the Center's social work program has been held out as a national best practice by the Self Represented Litigation Network, the National Center for State Courts, the State Justice Institute, and the researchers studying nonlawyer services in state courts. Center staff have been asked to present about this program to help other Courts implement similar programs and are often called upon to consult with other jurisdictions creating their own access to justice programs.

The use of nonlawyer navigators to provide legal information, wayfinding assistance, and referrals to outside resources has quickly become an emerging trend throughout the United States. Evidence shows that informational assistance helps individuals understand the Court process and overcome the legal challenges they face. Although this program will be delivering services in different ways than many other navigator programs, the following studies about navigators provide an evidence-based approach to assisting individuals with their legal challenges.

New York City's Court Navigator project provides nonlawyer navigator services to individuals facing eviction. Through this program, supervised and trained nonlawyers provide one-on-one assistance to self-represented litigants facing eviction and other civil cases. Some of these services include improving access to simplified court forms, assisting litigants with completing forms, and providing legal information. In a 2016 review of this program, researchers from the American Bar Association and the National Center for State Courts found that the Court Navigator project successfully improved outcomes for self-represented litigants. Litigants assisted by this program asserted more than twice as many defenses in their eviction cases. Those assisted were 87 percent more likely than unassisted litigants to have those defenses recognized by the Court. Additionally, judges ordered landlords to make necessary repairs 50 percent more often in cases where the litigant received assistance. The role of AmeriCorps members will be similar to that of the New York navigators in many aspects.

Other AmeriCorps projects have also used nonlawyer navigators to improve access to justice. The

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## Narratives

Justice for Montanans (JFM) program is an AmeriCorps program administered by the Montana Legal Services Association. Through this program, 20 member positions are assigned to various projects throughout the state of Montana to provide information, resources, and referrals for civil legal matters either in person or by telephone. Surveys of partner organizations showed that 88 percent of partners strongly agreed that the JFM members were assets to their organizations. The project team at the Franklin County Municipal Court has spoken directly with the administrators of the JFM project and plan to use the best practices and recommendations for improvement from this statewide project to improve the members' experiences and the planned outcomes for individuals in Franklin County.

### Social Vulnerability

According to Eviction Lab data through 2016, the Franklin County eviction rate was 4.56%, compared to the national average, which is 2.22% higher. The poverty rate in Franklin County is 12.81%, and however, the City of Columbus's poverty rate is 16.7%. When one analyzes this data, compared to the CDC's Social Vulnerability Index, the maps overlap with an uncanny level of precision. With the additional support of the AJNI project, in addition to focusing on these high-risk, high-need areas, the Center intends to extend its outreach to more remote areas of the county where travel to the downtown area is problematic.

The core work of the Center is well aligned with AmeriCorps focus area of economic opportunity. Members will connect visitors to eviction court directly to services that enhance financial literacy which will assist them in retaining or accessing safe, healthy, affordable housing. Members will assist other visitors to the Center with referrals to programs, or connecting with Center staff to gain information around sealing of record and license reinstatement resources that will directly improve employability leading to increased success in becoming employed.

### Notice Priority

This proposal will address several AmeriCorps funding priority areas. It will assist the Court in managing the anticipated and prolonged rise in evictions filings due to the COVID-19 pandemic, assisting individuals facing homelessness. Providing support and referrals for critical social service, employment, and behavioral health resources will promote economic mobility for communities experiencing persistent unemployment or underemployment- including veterans- across its spectrum of programs. Finally, as reflected in the proposal logic model, the ultimate goal is to improve access to

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## Narratives

justice, faith, and confidence in the judiciary and promote social cohesion through the compassionate and professional assistance offered to court visitors. Feedback in this area will be integrated into the surveys described above and included as an attachment to this proposal.

### Program Design

The Franklin County Municipal Court Access to Justice Navigator Initiative (AJNI) intends to improve services to Court visitors in two ways, through the support of 11 three-quarter-time AmeriCorps members: 1) to provide wayfinding, legal information, referrals, and follow-up services to visitors to the Courthouse, specifically within the realm of the Self Help Resource Center (the Center) ; and 2) to facilitate outcome measure surveys for key programs to evaluate and continuously improve services. The Self Help Resource Center currently uses a designated outcome survey, which is included as an attachment to this proposal. Center staff asks visitors to complete the survey by scanning a QR code and completing the survey online. Codes are also displayed prominently at the Center's various service locations. This survey is designed to capture consistent data around services sought by visitors, provided by the program, and gaps in needs and services. If selected for funding, additional data will be gathered concerning the value of AmeriCorps members as navigators and solicit feedback on areas ripe for expansion and improvement.

The AJNI will be incorporated in addition to the Center's current intern/volunteer program, leveraging this program, which assists in providing services on-site and community outreach events. For its inaugural year as a pilot program, the AJNI will be overseen by an existing Staff Attorney assigned to the Center. This established staff member has been overseeing current interns/volunteers and is well versed in the Center's day-to-day operations. Project funds will be used to increase this attorney's current time allocation around navigator services, while matching funds will be reflected in the SHRC Managing Attorney's time in overseeing the program. Together these staff will record a combined .4 FTE to program oversight. The Court is confident that the time allotted by these two competent and skilled staff will provide members with the oversight, support, mentorship and leadership needed to provide them with a productive and rewarding experience. Unlike the Center's current interns, the AJNI will allow for greater training and more responsibility due to the ability to ensure a consistent schedule and set period for which the AJNI members will serve. The current intern program does not give interns responsibility for providing as many services as the AJNI members because training and retention are less guaranteed.

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Members will be provided with general training and onboarding afforded to Court staff, volunteers, and interns around Court culture, general AJNI program procedures around schedules and time reporting, payroll, etc. Beyond these generalities, AJNI AmeriCorps members will receive more detailed and specific training around the complex layout, programs offered by all Court departments, language access policies and procedures, and reading and understanding court summons documents to assist visitors in finding their intended destinations. These more in-depth pieces of training vary significantly from what is currently provided to Center interns as they focus primarily on wayfinding and triage.

The Center provides services at its main office on the 6th floor, outside Eviction Court on the 11th floor, and via web chat from the Center's website. Members will be assigned to a variety of posts such as the complex lobby, the Center's main office, Eviction Court, and other locations as may be necessary, rotating after four months of service in order to ensure they receive a well-rounded and holistic experience during their time with the Court. By proposing a total of 11 three-quarter-time members to assist in various roles, the program will have the flexibility to assist departments consistently throughout the work week, and tailor schedules to best match member and program needs. Members will be scheduled for a minimum of 25 hours per week, which may be broken down into various schedules. This range will allow flexibility when recruiting and working with members to establish a schedule. The primary work hours for navigators will fall between 8:00 a.m. and 2:00 to 3:00 p.m. While this schedule may lend itself to an academic pool of applicants, the AJNI program will be open to any applicants interested in assisting in the social services/criminal justice field.

Beyond the basic Court-based training, members will receive specific training by the Center's managing attorney and program supervisors as they are assigned to their posts. Members will also be afforded the opportunity to participate in relevant conferences and professional development opportunities, as reflected in the project budget. Examples include participation in Self-Represented Litigation Network working groups, continuing education courses taught by various legal services agencies throughout Franklin County and Ohio Supreme Court Education classes on legal advice vs. legal information, dispute resolution skills, and other free courses offered through the Judicial College to learn more about their role with the Center.

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## Narratives

### Member Experience

By affording members the opportunity to work in several locations throughout the Court, they will be exposed to a diverse population of visitors and gain the opportunity to learn about the many fields of study/professional development that are represented in the court system. As members work with the Center's social work program, they will be exposed to a nationally-recognized eviction diversion program. During their time at the Center's main office. They will learn about many aspects of civil municipal court law, including record sealing, small claims lawsuits, and debt collection. Members will also get the opportunity to work directly with members of the public and other service providers, most directly with individuals who are litigants in Eviction cases. Members will engage visitors with numerous community partners around social services, legal aid, and resources around emergency housing. Navigators assigned to the lobby/entryway will assist with wayfinding throughout the complex. All of these assignments will afford members the opportunity to interact with visitors from all socioeconomic backgrounds, identify visitors who will require language assistance, and provide a sense of customer service and assistance that the Court strives for but struggles to deliver with limited staff. Consistent with the project's second goal, members will facilitate exit surveys with visitors to find ways to improve the Center's already high-quality work further.

### Organizational Capability

The Center has been working with the State Justice Institute through a Project Grant, supporting the Social Work Navigator program. Project staff have proven their capacity to maintain data and prepare the required quarterly reports for grant-funded projects. The Court as a whole is experienced in managing large federal grants. Currently, the Court has two Bureau of Justice Assistance (BJA) Comprehensive Opioid, Stimulant & Substance Abuse Program (COSSAP) grants, as well as an Adult Drug Court and Veterans Treatment Court BJA grant. The Department of Probation Services also has a long history of meeting and exceeding its goals with State grants through the Ohio Department of Rehabilitation and Corrections. The Court Administration team works closely with department managers to ensure that grants are facilitated within the established timelines, and that performance and fiscal reports are submitted in a timely manner.

Primary oversight of the AJNI project will be provided by the Managing Attorney of the Self Help Resource Center, with a Staff Attorney providing direct supervision of members and facilitating program development. The Staff Attorney will facilitate the program, oversee grant reporting, and develop a plan for future program enhancement and expansion. The Center's Managing Attorney will

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## Narratives

work with the FCMC Human Resources Manager to prepare and widely distribute the position posting to recruit, interview, and select members for the project. In addition to the Court's typical position posting practices, the notice will be shared with various associations, local colleges, and community partners to recruit a diverse pool of applicants.

As noted above, project funds will be used to increase a current staff attorney's time allocation around navigator services, while matching funds will be reflected in the SHRC Managing Attorney's time in overseeing the program. Together these staff will record a combined .4 FTE to program oversight. The Court is confident that the time allotted by these two competent and skilled staff will provide members with the oversight, support, mentorship and leadership needed to provide them with a productive and rewarding experience.

If selected for funding, the FCMC Grants and Special Projects Manager will work with the Director of Finance to accept, manage, administer the award, and provide support to all departments in developing data collection methods for grant reporting.

The Center and Department of Pretrial and Probation Services have a long history of engaging with college interns and volunteers to augment their programs. The Court generally works with local colleges to offer internships or engage with volunteers throughout the academic year. The Center's Social Work Navigator program specifically engages with social work interns, though their availability can be inconsistent. The Center also engages pre-law students and interns/volunteers from other social services fields of study. AmeriCorps members will engage with but not replace the Court's intern/volunteer program, rather expanding the capacity of programs to assist more visitors and improve service overall.

The Court, and indeed City and County leadership, have collectively asserted a commitment to advance diversity, equality, and inclusion. The Franklin County and Columbus leadership have embraced the challenges around the issue of racial disparities and are incorporating these considerations into the fabric of policy and local investment. As an active participant in the Franklin County Criminal Justice and Community Corrections Planning Board and consistent with the Board's Strategic Plan, the Court continues to engage with community partners to promote the concepts of diversity, equity, and inclusion to improve community relations with the judiciary.

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## Narratives

### Compliance and Accountability

By its very nature, and as a public entity, the Court has layers of internal and external controls to prevent and detect non-compliance and enforce compliance with AmeriCorps rules and regulations, including those related to prohibited and unallowable activities. The Court conducts its own criminal history checks on staff, interns, volunteers, and in this case, AmeriCorps members. While the Court is an independent branch of government, its fiscal matters are managed through the City of Columbus, through the Auditors and Treasurers Offices. This ensures appropriate policies, procedures, and controls are in place to prevent, detect, and mitigate the risk of fraud, waste, abuse, and mismanagement.

As a recipient of federal grant dollars to support various programs throughout the Courthouse, the Court has postings in shared work areas describing how any staff member can report any suspected suspicious activity, waste, fraud, and/or abuse. Similar training for staff and postings with regard to this program can be easily incorporated into these spaces to include AmeriCorps and ServeOhio contact information and reporting protocols.

### Culture that Values Learning

The Court has a long history of valuing education and professional mentorship, with law students' engagement, criminal justice, and social services interns, and volunteers in departments and courtrooms. The addition of AmeriCorps members to its ranks will provide members with valuable experiences and exposure to various fields and expose these college interns to the valuable experience offered by AmeriCorps, potentially opening their minds to new avenues of service and education.

The Self Help Resource Center gathers and analyzes programmatic data to inform policy and procedure development and performance review. The AJNI will align with these practices and enhance the feedback loop from program participants through the facilitation and analysis of exit interviews/surveys. Data will be incorporated into quarterly and annual reports.

### Member Supervision

If selected for funding, the Center's Managing Attorney and the Staff Attorney designated as the AJNI project director will immediately engage in training with regard to AmeriCorps program regulations, requirements, priorities, and expectations. Member time management and reporting procedures will be reviewed, and appropriate measures prepared to launch the program. Once on board with the

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## Narratives

AJNI program, members will be engaged in a diverse and active work environment and provided with professional and supportive supervision. Members will interact daily with the Staff Attorney and program supervisors to check-in and receive instruction for the tasks/roles for the day. Members will participate in weekly Center staff meetings and additional supervision and debriefing with the Center's Social Worker. Members will regularly interact with and receive support from court staff, magistrates, security and other divisions where they will assist the public.

### Cost Effectiveness and Budget Adequacy

The budget for this inaugural year of the Access to Justice Navigator Initiative reflects a frugal but sufficient approach to introducing AmeriCorps members into the justice setting. Members will provide critical support for impactful court programs and expose members to a diverse clientele facing various challenges. Member participation will allow the Court to leverage volunteers and interns within the scope of the Center's work and improve customer service court-wide.

The \$159,449 requested in grant funding will be matched from two sources: \$28,000 in federal grant dollars, via the State Justice Institute, that have supported the Social Work navigator program with the Center, and \$21,870 in cash match through the Self Help Resource Center Managing Attorney position, who will provide oversight to the Project Director and act as the administrator for the program. This budget reflects a living allowance of \$12,500 for members and all required administrative costs. The overall budget equates to \$20,708 cost per MSY, which is within the allowable scope described in the NOFO. All required costs are included, such as AmeriCorps gear allotments, FICA and Workers Compensation deductions, training costs, and OnCorps fees. As of the submission date, the Court continues to explore the administrative processes through which non-employees can be paid, with applicable deductions and benefits through the City's procedures.

Administrative costs were included based upon an estimate provided by a third-party payroll vendor if that route is required.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

N/A

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## Narratives

### Amendment Justification

N/A

### Clarification Summary

N/A

### Continuation Changes

N/A

### Grant Characteristics

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## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Economic Opportunity	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
Other Economic Opportunity	100%

**% of MSY NPM VS Applicant VS Not in ANY**

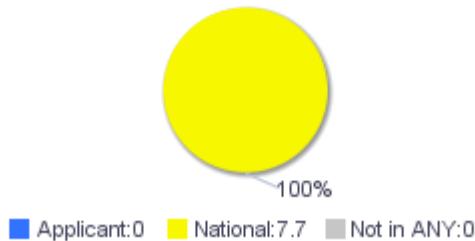


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Other Economic Opportunity	7.70	11
Total	7.70	11

Primary Focus Area: Economic Opportunity

Primary Intervention: Other

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Improve Customer Service

Focus Area:	Economic Opportunity	Objective:	Other Economic Opportunity	No of MSY's:	7.70	No of Members:	11
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Problem Statement:

Visitors often arrive to their destination in the Courthouse late and frustrated due to the layout and overwhelming nature of the justice complex. This erodes the public's trust and confidence in the judiciary.

Selected Interventions:

Non-Lawyer Court Navigators for SHRC

Describe Interventions:

Members will assist a minimum of 5,000 Court visitors during the program year. (O1A) Data will be tracked by the SHRC Staff Attorney and consolidated/tracked for quarterly reporting.

Visitors who engage with navigators will be asked to complete a short survey to tally interactions and gather feedback to support program continued quality improvement.

O1A Output:

O1A: Number of individuals served

Target: 5000 Individuals

Measured By: Other

Described Instrument: Data will be collected on Excel Spreadsheets, overseen by the Staff Attorney designated to implement the program.

OUTCM82420 Outcome:

Follow up support and referrals to track outcomes

Target: 500 Survey Responses

Measured By: Other

Described Instrument: Exit surveys will be implemented in order to garner feedback on programs where visitors interacted with AmeriCorps members.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

COVID- 19 Recovery,

Educational

opportunity/economic mobility,

Civic engagement/social

cohesion., Veterans and

Military Families

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Visitors often arrive to their destination in the Courthouse late and frustrated due to the layout and overwhelming nature of the justice complex.  Programs struggle to gather feedback at the conclusion of services due to staffing constraints and limited opportunity to engage prior to visitor departure.	Human Capital to assist visitors to the Court generally, and within both locations of the Self Help Resource Center  Supplemental hours for existing staff person to launch and oversee the program  11 TQT AmeriCorps members serving as Court Navigators in the Self Help Resource Center	Target population: Court visitors  Court Navigators will assist visitors in locating their destination and accessing services within the Court complex.  The following are only examples of tasks that may be assigned to members. As a new program, additional value will be identified with time.  SHRC Navigators will assist in courthouse lobby, both SHRC locations and Evictions Court.	Members will assist a minimum of 5,000 Court visitors during the program year. (O1A)  Visitors who engage with navigators will be asked to complete a short survey to tally interactions and gather feedback to support program continued quality improvement. Results will be reported on individual programs that engaged the members as well as the AJNI overall.	Visitors to the Court and its programs will:  Arrive to their destination timely and with fewer unnecessary detours  Check in to and complete screening protocols for specific programs related to their visit  Receive support and attention during the course of their engagement with the Court  Receive follow up calls/outreach post-service to acquire	Increased efficiency of Court operations, due to more timely arrival of Court visitors to their destinations, efficient identification of visitors' needs and improved service delivery of SHRC.	Overall improved access to justice for visitors to the Court.

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
		Members will assist visitors with signing in, accessing ancillary services in the hallway, escorting to the SHRC main location, and flagging referrals for the SHRC Social worker.		feedback from participants		

## Budget Narrative: FCMC Access to Justice Navigator Initiative for Franklin County Municipal Court

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Staff Attorney: - 1 person(s) at 75137 each x 20 % usage	15,027	0	15,027
Self Help Resource Center Managing Atty: - 1 person(s) at 79477 each x 20 % usage	0	15,895	15,895
<b>Category Totals</b>	<b>15,027</b>	<b>15,895</b>	<b>30,922</b>

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Self Help Resource Center Managing Atty: Splitting the cost of fringe with CNCS. Fringes include workers comp (2%), OPERS (14%), Medicare (1.45%) and insurance (\$16,008/yr)	0	5,975	5,975
Staff Attorney: Splitting the cost of fringe with CNCS. Fringes include workers comp (2%), OPERS (14%), Medicare (1.45%) and insurance (\$16,008/yr)	5,823	0	5,823
<b>Category Totals</b>	<b>5,823</b>	<b>5,975</b>	<b>11,798</b>

### C. Travel

#### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Estimated \$1478 each for two staff to travel out of state to trainings including hotel, \$1,000x2; Flight \$350x2; per diem per the standard federal rate of \$128x2.	2,956	0	2,956
Program Director Meetings Per Diem: Lunch/meal per diem per GSA for Program Director Meetings. As these events are scheduled in Columbus, no other costs are anticipated. 3 meetings for 2 staff totalling 5 days of events totalling \$150	150	0	150
<b>Category Totals</b>	<b>3,106</b>	<b>0</b>	<b>3,106</b>

#### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Members will not travel on behalf of the Court: All member activities will be on site.	0	0	0
Ohio Conference on Service and Volunteerism: FCMC is located in Columbus. No mileage reimbursements will be given for attending a conference within 50 miles of the Court per City policy. Lunch per diem per GSA rate for 11 members to attend.	165	0	165
LeaderCorps Initiative: Event is held in Columbus. No mileage reimbursements can be given for attending a conference within 50 miles of the Court per City policy. Per diem for lunch is included per GSA rate at \$15 per day for two days.	30	0	30

Category Totals	195	0	195
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## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
AmeriCorps Gear- Shirts: 11 Members x 4 shirts each x \$14 each	616	0	616
AmeriCorps Gear- Pens: 150 pens x \$2 each	300	0	300
AmeriCorps Gear- Notebooks: 11x \$17 each	187	0	187
AmeriCorps Gear- Lanyards: 22 x \$1.50	33	0	33
<b>Category Totals</b>	1,136	0	1,136

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Training Opportunities- 2022 Ohio Conference on Service and Volunteerism: 2 staff at \$100 registration- Daily Rate of 200	200	0	200
Training Opportunities- 2023 Spring National Service Regional Training Conference: 2 staff x \$300 registration- Daily Rate of 600	600	0	600
<b>Category Totals</b>	800	0	800

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
2022 Ohio Conference on Service and Volunteerism: 11 members x \$100 each registration fee- Daily Rate of 1100	1,100	0	1,100
LeaderCorps Initiative: Located in Columbus- no registration fee- Daily Rate of 0	0	0	0
<b>Category Totals</b>	1,100	0	1,100

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount

Category Totals	0	0	0
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## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
OnCorps Reporting: OnCorps reporting for 11 members x \$18 each	198	0	198
Third Party Payroll Service: In the event the Court and City of Columbus cannot identify a payroll strategy for members, including estimated cost for third party service at \$160 per month.	1,920	0	1,920
Parking Passes for Members: Parking in the courthouse vicinity is costly and difficult to find. These passes will assist members in parking nearby their work assignment and alleviate that additional cost. Each voucher is \$5x1200 passes.	6,000	0	6,000
National Service Criminal History Check: FCMC performs background checks at no cost to the Court	0	0	0
<b>Category Totals</b>	8,118	0	8,118
<b>Section Totals</b>	35,305	21,870	57,175
<b>PERCENTAGE</b>	62%	38%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): 11 Member(s) at a rate of 12500 each Members W/O allowance 0	109,500	28,000	137,500
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	109,500	28,000	137,500

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
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FICA for Members: .0765 rate for 11 members	10,519	0	10,519
Worker's Compensation: WC rate of 3% for members	4,125	0	4,125
Health Care: Three Quarter Time members will not be provided healthcare	0	0	0
<b>Category Totals</b>	14,644	0	14,644
<b>Section Totals</b>	124,144	28,000	152,144
<b>PERCENTAGE</b>	82%	18%	

### Section III. Administrative/Indirect Costs

#### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	0	0

#### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	0	0	0
<b>PERCENTAGE</b>	0%	0%	

<b>Budget Totals</b>	159,449	49,870	209,319
<b>PERCENTAGE</b>	76%	24%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	7.70		
<b>Cost/MSY</b>	20,708		

### Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	The Court receives grant funds to support a related but not overlapping project through the State Justice Institute (SJI), who has agreed to allow the Court to apply the 2022-2023 grant amount toward match for this project.	28,000	Cash	Federal
Total Source of Funds		28,000		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246492		<b>3. DATE RECEIVED BY STATE:</b> 01-APR-22	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction
		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>STATE APPLICATION IDENTIFIER:</b> OH
<b>5. APPLICATION INFORMATION</b>			
LEGAL NAME: Hamilton County Soil and Water Conservation District UEI NUMBER: DUNS NUMBER: 134718100		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: John Nelson TELEPHONE NUMBER: (513) 772-7645 FAX NUMBER: INTERNET E-MAIL ADDRESS: john.nelson@hamilton-co.org	
ADDRESS (give street address, city, state, zip code and county): 1325 E Kemper Rd Ste 115 Cincinnati OH 45246 - 3921 County: Hamilton			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 316000063		<b>7. TYPE OF APPLICANT:</b> 7a. Local Government - County 7b.	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Hamilton County Soil and Water Conservation District	
<b>10b. TITLE:</b> AmeriCorps State		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Areas affected by the proposed program include the following counties within the State of Ohio:			
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22      END DATE: 07/28/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 01      b.Program <input type="checkbox"/> OH 01	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 201,533.00 b. APPLICANT      \$ 63,818.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 265,351.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> John Nelson		<b>b. TITLE:</b>	
		<b>c. TELEPHONE NUMBER:</b> (513) 772-7645	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/01/22	

# DRAFT

## Narratives

### Executive Summary

The Hamilton County Soil and Water Conservation District proposes to have 7 AmeriCorps members who will be sampling and monitoring local waterways and field edges, educating the public and K-12 students, assisting with Master Rain Gardener trainings, planting trees, leading stream walks and litter collection events, developing and posting educational information (such as newsletter articles, social media posts and videos) as well as assisting with the Rain Barrel Art Project and the Caring For Our Watersheds contest. These members will be stationed in Butler, Clermont, Greene, Hamilton, Montgomery and Warren counties in southwest Ohio. At the end of the first program year, the AmeriCorps members will be responsible for establishing or growing current water quality monitoring programs, educating thousands of residents and students, helping to develop 9-element watershed plans, creating maps for residents to help them better understand land use concerns, as well as improving watershed health by planting hundreds of trees and cleaning up hundreds of feet of waterways throughout the region. In addition, the AmeriCorps members will leverage a minimum of 200 volunteers who will be engaged in stream clean-ups, litter pick-ups, tree and rain garden planting, as well as water quality monitoring throughout all six counties.

This program will focus on the AmeriCorps focus area(s) of Environmental Sustainability. The AmeriCorps investment of \$201,530 will be matched with \$63,820.

### Rationale and Approach/Program Design

#### 1. Theory of Change

The Hamilton County Conservation District (HCCD) has partnered with the Butler, Clermont, Greene, Montgomery and Warren Soil and Water Conservation Districts to form ORBCorps (The Ohio River Basin AmeriCorps) program. ORBCorps has been formed to address the issue of poor water quality in Southwest Ohio. The Ohio EPA has identified much of SW Ohio's watersheds as impaired and not reaching full recreation or aquatic life attainment due to urban runoff, E. coli bacteria, low oxygen, as well as nitrogen and phosphorous pollution. These six Conservation Districts have been working together for over 75 years to conserve natural resources in SW Ohio including focusing on improved water quality. Over the years, these Districts have worked with residents to plant trees, reduce erosion, remove invasive species, collect water quality data and develop Best Management Practices for agriculture, residential and construction sites. While these practices have worked to improve water quality, much more needs to be done. These six Conservation Districts are

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## Narratives

generally small staffed with limited budgets. Introducing AmeriCorps members to this area will help to expand the education and outreach and to continue to push for cleaner water and better educated residents throughout the area.

HCCD will work with the following Host Sites as part of the ORBCorps program.

Hamilton County - 4 FT Members

Butler County - 1 FT Member

Clermont County - 1 FT Member

Greene, Montgomery, Warren - 1 FT Member

While the main focus of the ORBCorps program will be on Environmental Stewardship and Conservation, we will also focus heavily on Education and Capacity Building.

**Environmental Stewardship and Conservation:** Since this program is developed to help improve water quality in SW Ohio, we must continue to collect water quality samples throughout the region. Many of these members will be involved in already established water quality monitoring programs throughout the region that utilize volunteers to collect water samples from local rivers and streams. These water samples are tested monthly (March - November) and used to detect water quality trends over time. Members will also be involved in hands-on conservation work including stream monitoring, litter pick-ups, tree plantings, rain garden development and fish sampling.

While Stewardship and Conservation efforts play an important role, one may argue that education is just as critical. As Baba Dioum stated, „In the end we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught.„ Without education, the understanding, love and conservation fail to materialize. As part of the ORBCorps program, members will work to develop K-12 conservation education programs based on the current Next Generation Science Standards (NGSS), which are used by many K-12 schools throughout the country. Members will schedule, present and evaluate programs throughout their service term. Members will also help to educate the general public through tabletop displays, public programming, video development, social media posts and blog/newsletter articles.

**Capacity Building:** While Soil and Water Conservation Districts are generally known for their „can do“

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## Narratives

attitude, there is certainly a limit to the amount of work they can achieve. By adding AmeriCorps members, we will have the ability to increase our conservation leadership in Southwest Ohio. The point of capacity building is to develop the knowledge, tools and skills to increase conservation practices on the land and as such, each host site will be working with members to expand volunteerism, increase programming and ensure consistency in the conservation activities throughout the region.

At the end of the program year (August 2022 - July 2023), ORBCorps members will be responsible for providing education programs to 3,000 K-12 students, and over 500 library participants, scouts and summer campers as well as 1,000 residents. They will engage with hundreds of volunteers, plant hundreds of trees and clean up hundred of feet of impaired waterways.

### 2. Evidence Tier

Since ORBCorps is a brand-new partnership and program, we will be applying under the Pre-Preliminary Evidence Tier. The ORBCorps members will be expanding on already existing programming in the service area. These programs have been successful in educating residents, increasing conservation practices implemented *on the land*, and collecting data to inform future goals and objectives.

In the fall of 2021, the Save Local Waters Collaborative commissioned a survey to determine the level of knowledge about conservation practices, water quality and storm water issues throughout southwest Ohio and Northern Kentucky. The results were certainly eye opening, of the 1,250+ respondents, 75% have never used a rain barrel, 35% have never reduced fertilizer or pesticide use to prevent pollution or used native plants in their landscaping and 62% have never reduced soil erosion near waterways. Even more staggering, almost 36% of the respondents didn't take any actions because they were unaware or hadn't heard that storm water runoff was an issue. While this survey may include a small sample size when compared to the overall region, it certainly shows there is much education and conservation work to be done.

### 3. Notice Priority

The ORBCorps program fits into the Environmental Stewardship funding priority. Members will be working to educate residents on environmentally friendly practices as well as helping residents to

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## Narratives

implement these practices. Members will receive training from HCCD and from their respective host sites to do this most effectively.

### 4. Member Experience

ORBCorps host sites will utilize existing contacts to recruit future AmeriCorps members in a variety of ways, including from local universities. We will use our respective county contacts to advertise on local government job boards and reach out to local partners, including non-profits, environmental organizations and businesses to advertise as well. Finally, all partners and host sites will advertise these AmeriCorps positions in their newsletters and through social media posts.

Members enrolled in the ORBCorps program will receive valuable experience and training throughout their service term that will carry forward with them throughout their life. ORBCorps is currently developing a monthly training schedule that will include some of these highlights: Adult and Pediatric First Aid/CPR/AED certification, conflict resolution (both through Hamilton County Human Resources), Project WILD (or similar curriculum training) (through Hamilton County Conservation District), working with diverse audiences (through Hamilton County R3Source), local storm water and watershed issues, including drone based sensing for soil and water conservation (hosted by Warren Soil and Water Conservation District), Qualitative Habitat Evaluation Index (QHEI) (hosted by Butler Soil and Water Conservation District) as well as life after AmeriCorps. We are also working with the Cincinnati Zoo & Botanical Garden to host a joint training for their members and ORBCorps members.

After seven to eight months in the programs, a training day will be set up in which each member will present to the other cohorts about their experience in the program - covering lessons learned, skills developed as well as positive and negative aspects of their service. Members will be asked to develop a presentation and present to the broader group of members and host site employees, helping members to increase their presentation and leadership skills.

The ORBCorps program manager will be visiting each host site at least once per quarter to check in on the members and to make sure host sites are complying with all AmeriCorps rules and regulations as set forth by CNCS.

## Organizational Capability

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## Narratives

### 1. Organizational Background and staffing

The Hamilton County Conservation District (HCCD) has been incorporated for over 75 years. While we receive funding from Hamilton County and the State of Ohio, Department of Agriculture, we are run by a publicly elected Board of Supervisors. As such, all District programs and services are offered on a nondiscriminatory basis without regard to race, color, national origin, religion, sex, age, marital status or handicap.

The Executive Director, John Nelson, is tasked with running the day-to-day operations of the District. John has an MPA and is well qualified to oversee the management of the ORBCorps program. Education Specialist, Gwen Z Roth, M.A.T., will oversee the majority of the day-to-day management of the ORBCorps program. Gwen has committed to checking in with members in person at least quarterly and over the phone and/or email monthly. She will also work with host sites monthly to make sure policies and procedure are being met. Gwen will also plan, coordinate and present monthly training for all members. HCCD has been actively working with their Board of Supervisors to plan and implement the new ORBCorps program.

### 2. Compliance and Accountability

The HCCD has many checks and balances in place to assure waste, fraud and abuse do not occur, including having a minimum of 2 people sign off on all monetary transactions. Our publicly elected Board of Supervisors meets monthly and signs off on all bills for payment and approves future purchases over \$1,500. We are audited biannually by the Ohio Auditor of State.

We have a strong employment policy that is reviewed yearly and signed off by every employee. Each employee understands their rights as an employee and knows the chain of command to report grievances within the HCCD specifically and Hamilton County more broadly. Every employee has passed a criminal background check prior to employment.

As part of the ORBCorps program, each host site will receive a host site handbook outlining all parts of the program, including compliance and accountability. Each host site will understand how members are supposed to report waste, fraud and abuse and will encourage each member to do so.

In addition, each member will receive a criminal background check and be evaluated for eligibility in

# DRAFT

## Narratives

the program. Once enrolled members will attend a days long orientation training in which they receive their member handbook and all aspects of the ORBCorps program are explained to them. Here they will learn about compliance issues and how to report non-compliance they notice with in the program.

### 3. Data Collection and Learning

HCCD already has a robust plan in place to collect data about many aspects of our program, from simplistic data about program participants to extensive water quality data used to inform future conservation practices. We also collect performance data for programs developed and for employees and use this data to improve programs offered and employee engagement.

In our first year of ORBCorps, all 6 host sites will be especially diligent about collecting data on many aspects of the program, particularly member experiences and supervision. We will work with HCCD employees, host sites, boards, volunteers and members to collect feedback to develop a robust and enjoyable program. This feedback will be used to ensure that current and future members have a meaningful time in the program.

### 4. Member Supervision

All ORBCorps members will receive orientation training in which they will learn about expectations, policies and accountability associated with the program. Each member will meet in person with program coordinator, Gwen Roth on a quarterly basis (at a minimum) and through phone or email monthly. Day to day supervisors at specific host sites will receive training on all AmeriCorps programs and policies to ensure member supervision is conducted adequately and in a timely manner. Once developed, the host site and member handbooks will recommend a supervision schedule and tips to make sure the member has sufficient guidance and support from their supervisors.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

# DRAFT

## Narratives

N/A

### Clarification Summary

N/A

### Continuation Changes

N/A

### Grant Characteristics

# DRAFT

## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Environmental Stewardship	100%

**MSYs by Objective**

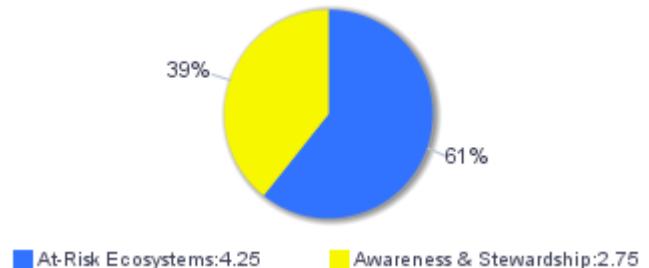


Table2: MSYs by Objectives

Objectives	%MSYs
At- Risk Ecosystems	61%
Awareness & Stewardship	39%

**% of MSY NPM VS Applicant VS Not in ANY**

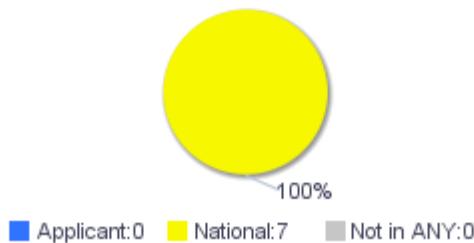


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
At- Risk Ecosystems	4.25	4
Awareness & Stewardship	2.75	3
Total	7.00	7

Primary Focus Area: Environmental Stewardship

Primary Intervention: Education/Training

Secondary Focus Area:

Secondary Intervention:

# DRAFT

Performance Measure: Water quality monitoring, stream clean-up and plantings

Focus Area:	Environmental Stewardship	Objective:	At- Risk Ecosystems	No of MSY's:	4.25	No of Members:	5
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Problem Statement:

\*The OH EPA has identified much of SW Ohio's watersheds as impaired and not reaching full recreation or aquatic life attainment. These watersheds are affected by urban runoff, E. coli bacteria, low oxygen, as well as nitrogen and phosphorous pollution.

Selected Interventions:

Debris Removal  
Flood Mitigation  
Plant Establishment  
Stream/River Remediation

Describe Interventions:

At least 5 members will be dedicated to the selected interventions. At least twice monthly, members will collect water quality and field edge data. Tree plantings and stream remediation/clean- up will happen on a bimonthly basis.

EN5 Output:

EN5: Miles of trails or rivers treated

Target: 5 Miles

Measured By: Tracking System

Described Instrument: All Soil and Water Conservation Districts in Ohio utilize Beehive as our collective data management system. All info is tracked within this statewide system.

EN5.1 Outcome:

EN5.1: Miles of trails or rivers improved

Target: 5 Miles

Measured By: Land Manager Assessment

Described Instrument: All Soil and Water Conservation Districts in Ohio utilize Beehive as our collective data management system. All info is tracked within this statewide system.

# DRAFT

Performance Measure: Education around watershed issues

Focus Area:	Environmental Stewardship	Objective:	Awareness & Stewardship	No of MSY's:	2.75	No of Members:	4
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Problem Statement:

The OH EPA has identified much of SW Ohio's watersheds as impaired and not reaching full recreation or aquatic life attainment. Residents in SW OH are often unaware of how their daily actions affect local water quality.

Selected Interventions:

Education/Training

Describe Interventions:

K- 12 classroom education will happen on a weekly basis and public trainings and workshops will take place at least bimonthly

EN3 Output:

EN3: Number of individuals receiving education or training in environmental stewardship

Target: 3000 Individuals

Measured By: Tracking System

Described Instrument: All Soil and Water Conservation Districts in Ohio utilize a data management system to track programs and numbers.

EN3.1 Outcome:

EN3.1: Number of individuals with increased knowledge of environmental stewardship

Target: 1000 Individuals

Measured By: Survey

Described Instrument: We recently partnered with the University of Cincinnati to survey residents on local water quality and storm water issues. We will work with them to create a similar program in the future. In the meantime, survey will be developed and handed out in trainings and workshops to gauge increased knowledge.

EN3.2 Outcome:

EN3.2: Number of individuals reporting a change in behavior or intention to change behavior

Target: 100 Individuals

Measured By: Survey

Described Instrument: We recently partnered with the University of Cincinnati to survey residents on local water quality and storm water issues. We will work with them to create a similar program in the future. In the meantime, survey will be developed and handed out in trainings and workshops to gauge behavior change

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Environmental stewardship  
and climate change

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant  
characteristics

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Not Applicable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
*SW Ohio watersheds are affected by urban runoff and pollution & are considered impaired by OEPA. Many residents are disconnected from our local waterways and are unaware of how they affect water quality.	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Assist with oversight and implementation of the Caring For Our Watersheds High School Environmental contest	EN3 Number of individuals receiving education or training in environmental stewardship and/or environmentally-conscious products	Education of hundreds of high school students about local watershed issues and what they can do to improve water quality in Ohio	Implementation of at least 10 high schooler's ideas to improve watershed health	Improved watershed health throughout SW Ohio
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Assist with implementing the Greater Cincinnati Master Rain Gardener program	A minimum of 25 participants engaged	EN3.1 Number of individuals with increased knowledge of environmental stewardship	Work with participants to establish or maintain a minimum of 10 rain gardens	Decreased storm water runoff
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Conduct tree plantings and stream clean-ups with volunteers & residents	EN5 Number of miles of public trails or waterways that are treated and/or constructed	Residents demonstrate new knowledge on the benefit of trees and reduced litter	Increase native tree numbers in SW Ohio as well as hundreds of feet of local waterways cleaned	Improved water quality and increased biodiversity

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Provide school based education programs	EN3 Number of individuals receiving education or training in environmental stewardship	Education of thousands of K-12 students about local water quality and watershed issues.	Increase knowledge of residents about local watershed issues	Improved water quality and watershed health
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Assist with field-based data collection and data management	EN3 Number of individuals receiving education or training in environmental stewardship and/or environmentally-conscious products	Engage volunteers with data collection to better understand local water quality issues performance evaluation assessment of need	Collect data a minimum of 20 times throughout the year	Improved watershed health throughout SW Ohio
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Assist with planning and implementing public trainings and outreach activities	EN3 Number of individuals receiving education or training in environmental stewardship	Empower residents to become more environmentally conscious	Community members better understand and help further environmental stewardship goals	Improved water quality and increased biodiversity
see above	4 FT members at Hamilton County Conservation District (serving from August 2022 - July 2023)	Assist with implementation of the Rain Barrel Art Project	Work with schools and local artists to increase awareness about rain barrels and local storm water issues	EN3.1 Number of individuals with increased knowledge of environmental stewardship	Implement at least 35 painted rain barrels throughout the community	Decreased storm water runoff
see above	1 FT member at Clermont Soil and Water Conservation District (serving from August 2022 - July 2023)	Assist with installation, monitoring and maintenance of multiple monitoring stations at Williamsburg wetland and edge of field sites	Document the degree of water quality improvement in 11 miles of the East Fork Little Miami River upstream of Harsha Lake	Establish monitoring system to measure pollutant concentrations and load reductions in the East Fork watershed	Guidance on wetland treatment systems developed for other programs in Ohio	Improved water quality in East Fork Little Miami River; reduction in number and severity of harmful algal blooms in Harsha Lake
see above	1 FT member at Clermont Soil and Water Conservation District (serving from August 2022 - July 2023)	Assist with inspection of post-construction storm water management practices	Identify issues with current management practices to improve water quality	Identify problems in individual management practices; corrective action letters to responsible parties	Make repairs/improvements to mgmt practices; increase ability to remove pollutants from	Improved water quality resulting from improved performance of storm water management

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
					storm water runoff	practices
see above	1 FT member at Clermont Soil and Water Conservation District (serving from August 2022 - July 2023)	Conduct outfall screening and site inspections in support of Clermont SWCD's illicit discharge program	Detect and eliminate illicit discharges to the storm sewer system or county streams	Identify area with illicit discharges	Eliminate illicit discharges	Improved water quality resulting from elimination of illicit discharges
see above	1 FT member at Butler Soil and Water Conservation District (serving from August 2022 - July 2023)	Analyze Stream Team data	Cleanup data and present information to 30 volunteers at Stream Team breakfast in February 2023	Engage volunteers with data analysis presentation to better understand local water quality issues	Work with Stream Team to pinpoint possible collection monitoring sites to increase data collection & analysis	Improved water data monitoring and outreach efforts in Butler County
see above	1 FT member at Butler Soil and Water Conservation District (serving from August 2022 - July 2023)	Support the District's watershed program	Create five maps for 9-element watershed plans. Assist with two other grant submissions	Assist the District in submitting 9-element watershed plans	Install conservation practices on areas specified in 9-element watershed plans	Improved watershed health in Butler County (water quality, biodiversity, and soil health)
see above	1 FT member at Butler Soil and Water Conservation District (serving from August 2022 - July 2023)	Assist with field-based data collection and data management reporting	EN3 Number of individuals receiving education or training in environmental stewardship and/or environmentally-conscious products	Create topography, watershed and other spatial maps for 20 residents. Educate homeowners and landowners on conservation issues on their property	Residents understand the connection between water quality and land use	Decreased runoff and improved water quality and soil health
see above	1 FT Member as part of the Caesar Creek Collaborative (serving from August 2022 - July 2023)	Monitor various edge of field water and soil testing sites	Water quality and soil health data as it relates to conservation practices on farm fields in Ohio	Visit and obtain data from edge of field stations. Work with Central State professor to record and analyze data	Compile data into useful charts, tables and reports and present to District boards	BMPs recommended and utilized by local farmers to improve watershed health
see above	1 FT Member as part of the Caesar Creek Collaborative (serving from August 2022 - July 2023)	Assist Districts with public outreach and education	EN3 Number of individuals receiving education or training in environmental stewardship	EN3.1 Number of individuals with increased knowledge of environmental stewardship	Community members better understand and help further environmental stewardship goals	Improved water quality and watershed health

## Budget Narrative: Hamilton County Soil and Water Conservation District for Hamilton County Soil and Water Conservation District

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Education Specialist: - 1 person(s) at 60672 each x 50 % usage	22,752	7,584	30,336
<b>Category Totals</b>	22,752	7,584	30,336

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Health Care, OPERS, taxes:	5,688	1,896	7,584
<b>Category Totals</b>	5,688	1,896	7,584

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 3 meetings total. Mileage (3 X 200mi RT @ \$0.585/mile) = \$351 + Lodging (\$150/night/6 nights) = \$900 + Meals (\$64/day/6 days) = 384 + Parking (\$25/day/6 days) = \$150	1,339	446	1,785
ORBCorps Program Mgr travel to OH Conf.: Mileage (200 round trip X 0.585/mi) = \$117 + Lodging (\$150/night) = \$150; Meals (\$64/day) = \$64; Parking (\$25/day) = \$25	267	89	356
ORBCorps Program mgr & supervisor travel to National Service Regional Training conference (Spring 2023): Airfare (~ \$400 airfare) = \$400 + Ground transportation = \$100 + Lodging (\$200/night/3 nights) = \$600 + Meals (\$64/day/4 days) = \$256	2,034	678	2,712
ORBCorps Program Mgr host site visits: Host Site to ensure compliance - 40 mi RT X 4 visits per SY X 3 Host Sites = 480 miles @ 0.585/mile = \$280	210	70	280
<b>Category Totals</b>	3,850	1,283	5,133

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Butler SWCD member mileage: 1 FT member mileage reimbursement for daily activities and duties within Position Description. 600 mi x \$0.585/mi = \$351	263	88	351
Clermont SWCD member mileage: 1 FT member mileage reimbursement for daily activities and duties within Position Description. 600 mi x \$0.585/mi = \$351	263	88	351
CCC Member mileage: 1 FT members mileage reimbursement for daily activities and duties within Position Description. 600 mi x \$0.585/mi = \$351	263	88	351
Mileage reimbursement for members to attend mandatory monthly trainings: 10 trainings for 7 members with ~40 miles round trip travel @ 0.585/mi = \$1638	1,229	409	1,638

1 member travel to OH conference: Annual Conference on Service and Volunteerism: Mileage (200 mi RT X 0.585/mi) = \$117 + Lodging (\$150/night) = \$150; Meals (\$64/day) = \$64; Parking (\$25/day) = \$25	267	89	356
1 member participate in LeaderCorps Initiative: LeaderCorps Initiative, inc attendance at 2 one-day training in CMH. Mileage (2 @ 200 mi RT X 0.585/mi) = \$234; Lodging (\$150/night/2 nights) = \$300; Parking (\$25/day/2 days) = \$50 + Meals (\$64/day/2 days) = \$128	534	178	712
<b>Category Totals</b>	2,819	940	3,759

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
HCCD personal equipment: Muck boots (\$50/pair @ 3 pairs) = \$150 + Waders (\$125/each @ 2 waders) = \$250	300	100	400
HCCD laptops: Toshiba Satellite Pro laptops (\$900/laptop @ 2 laptops) = \$1800	1,350	450	1,800
HCCD Microsoft Office: Microsoft office for 4 members (\$250/license X 4) = \$1,000	750	250	1,000
HCCD/Clermont/Butler/CCC office furniture: Desk and Chairs (\$800/member @ 7members) = \$5,600	4,200	1,400	5,600
Clermont SWCD personal equipment: Muck Boots (\$50/pair) = \$50 + Waders (\$125/each) = \$125 + Rain gear (\$100/person) = \$100	206	69	275
Clermont SWCD laptop: 1 Toshiba Satellite Pro laptop (\$900/laptop) = \$900	675	225	900
Butler SWCD personal equipment: Muck Boots (\$50/pair) = \$50 + Waders (\$125/pair) = \$125	131	44	175
Butler SWCD GIS software: ArcGIS Pro Standard license (1 year) = \$2,750	2,063	687	2,750
CCC personal equipment: Muck Boots (\$50/pair) = \$50 + Waders (\$125/pair) = \$125 + Rain gear (\$100/person) = \$100	206	69	275
CCC computer equipment: GIS capable Laptop and Accessories (inc monitor, keyboard, connectivity cables for monitoring equip (\$1,500)	1,125	375	1,500
CCC software: Software Microsoft and GIS	375	125	500
AmeriCorps gear: Polos (14 @ \$50/ea) = \$700; T-shirts (28 shirts @ \$10/ea) = \$280; Hats (7 hats @ \$12/ea) = \$84; Sweatshirts (7 @ \$50/ea) = \$350; Bag (7 @ \$4/ea) = \$28; Bottles (7 bottles @ \$9/ea) = \$63; Lanyards (7 @ \$2/ea) = \$14 & Lapel pins (50 @ \$1/ea) = \$50	1,177	392	1,569
AmeriCorps gear (cont): 1 polo and 1 sweatshirt for HCCD staff to wear on service days (2 @ \$50/each) = \$100	75	25	100
Member and Host Site handbooks: Member Handbooks (7 @ \$48/each) = \$336, Host Site Handbooks (4 @ \$45/each) = \$180, member training manuals (7 @ \$18/each) = \$126	482	160	642
<b>Category Totals</b>	13,115	4,371	17,486

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Registration to attend OH conference: Staff registration to attend 2022 Ohio Conference on Service and Volunteerism (1 @ \$100/person) = \$100- Daily Rate of 100	75	25	100
Registration to attend regional training: Staff Registration to attend 2023 National Service Regional Training Conference (2 @ \$300/person) = \$600- Daily Rate of 600	450	150	600
<b>Category Totals</b>	525	175	700

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
First Aid & CPR training: Adult and Pediatric First Aid/CPR/AED certification through Hamilton County HR (7 members @ \$90/each) = \$630- Daily Rate of 90	473	157	630
Climate Change training: Relevant training on climate issues and weather patterns (7 members and 1 staff @ \$75/person) = \$600- Daily Rate of 75	450	150	600
Mandatory monthly meeting: Lunch for members and staff at mandatory monthly trainings (7 members and 1 staff @ \$16/meal) = \$128 X 10 trainings = \$1280- Daily Rate of 16	960	320	1,280
Orientation training: Meals for members and staff at orientation training (7 members, 1 staff, 1 presenter for 3 days). Breakfast \$14/person = \$126 X 3 days = \$378. Lunch \$16/person = \$144 X 3 days = \$432- Daily Rate of 15	608	202	810
HC R3Source training: HC R3Source Training (7 members and 1 staff @ \$75/person) = \$600- Daily Rate of 75	450	150	600
Project WET Training: Project WET (Water Education for Teachers) Training (or similar) 7 members @ \$22/member = \$154- Daily Rate of 22	116	38	154
<b>Category Totals</b>	3,057	1,017	4,074

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
BCI background checks: 7 members + 1 staff @ \$32/member = \$256	192	64	256
OnCorps reports usage: 7 FT members @ \$18/member = \$126	95	31	126
member recognition: 7 members @ \$25/each = \$175	131	44	175

<b>Category Totals</b>	418	139	557
<b>Section Totals</b>	52,224	17,405	69,629
<b>PERCENTAGE</b>	75%	25%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 7 Member(s) at a rate of 20400 each Members W/O allowance 0	107,100	35,700	142,800
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	107,100	35,700	142,800

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% of \$142,800 = \$10,924	8,193	2,731	10,924
Worker's Compensation: Worker's Compensation: 2.7% of \$142,800 = \$3,927	2,945	982	3,927
Health Care: Health Insurance for 7 FT member x \$4,000/yr	21,000	7,000	28,000
<b>Category Totals</b>	32,138	10,713	42,851
<b>Section Totals</b>	139,238	46,413	185,651
<b>PERCENTAGE</b>	75%	25%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount

Corporation Fixed Amount: ([Section1] + [Section2] X 0.0526) X (0.60)	6,043	0	6,043
Commission Fixed Amount: ([Section1] + [Section2] X 0.0526) X (0.40)	4,028	0	4,028
<b>Category Totals</b>	10,071	0	10,071

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	10,071	0	10,071
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	201,533	63,818	265,351
<b>PERCENTAGE</b>	76%	24%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	7.00		
<b>Cost/MSY</b>	28,790		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Clermont County, OH	9,000	Cash	State/Local
	Warren County, OH	9,000	Cash	State/Local
	Butler County, OH	9,000	Cash	State/Local
	Hamilton County, OH	36,820	Cash	State/Local
Total Source of Funds		63,820		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:  
Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION  
FOR NATIONAL AND COMMUNITY  
SERVICE (CNCS):

3. DATE RECEIVED BY STATE:  
05-APR-22

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:  
22ES246693

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

#### 5. APPLICATION INFORMATION

LEGAL NAME: Miami University

UEI NUMBER:

DUNS NUMBER: 041065129

ADDRESS (give street address, city, state, zip code and county):

501 E High St  
102 Roudebush Hall  
Oxford OH 45056 - 1846  
County: Franklin

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER  
PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give  
area codes):

NAME: Kara Love

TELEPHONE NUMBER: (513) 785-3280

FAX NUMBER:

INTERNET E-MAIL ADDRESS: lovekb@miamioh.edu

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

316402089

7. TYPE OF APPLICANT:

7a. Higher Education Organization - State Controlled

7b. 4-year college

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE  
 CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION B. BUDGET REVISION

C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

10b. TITLE: AmeriCorps Fixed Amount Grant (State)

Service + at Miami University Regionals

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

Butler County, Ohio

13. PROPOSED PROJECT: START DATE: 08/01/22 END DATE: 07/31/23

14. CONGRESSIONAL DISTRICT OF: a.Applicant  OH 08 b.Program  OH 08

15. ESTIMATED FUNDING: Year #: 1

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE  
ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE  
TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR  
REVIEW ON:  
DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN  
DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE  
IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

b. TITLE:

Anne Schauer

c. TELEPHONE NUMBER:

(513) 529-3735

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

04/05/22

# DRAFT

## Narratives

### Executive Summary

The Center for Social Impact (CSI) at Miami University Regionals (MUR) proposes to have 40 quarter-time and one half-time AmeriCorps members who will build capacity for up to 41 local nonprofits and governmental agencies in the MUR service region of Butler County, Ohio. At the end of the first program year, the AmeriCorps members will be responsible for increasing the scale, reach, efficiency, or effectiveness of programs and/or leveraged resources for their host organization. In addition, the AmeriCorps members will leverage 200 volunteers who will be engaged in helping organizations serve those most impacted by the COVID-19 pandemic. While the goal of our grant is to aid capacity-building efforts for local nonprofits, we are structuring our program to have a profound impact on the members serving. Members will experience an increased sense of belonging as a result of joining a diverse cohort of peers with similar passions in the Service+ program. The AmeriCorps investment of \$319,680 will be leveraged with resources from Miami University and \$70,000 in funding from host sites that will help cover living expenses for members.

### Rationale and Approach/Program Design

#### THEORY OF CHANGE AND LOGIC MODEL

The Theory of Change for Service+ is that when Service+ change agents join a cohort of their peers to provide service through a formal AmeriCorps placement, the services will be consistent and prolonged thus helping the host nonprofits and governmental agencies increase their pre-pandemic capacity to serve clients.

#### COMMUNITY PROBLEM AND NEED

Butler County is located in southwestern Ohio and according to the Census.Gov website, has a population of 390,357 (2021 Population Estimates). Demographics include a poverty rate of 10.1% (39,426 individuals) (2021 Income and Poverty Estimates), 7.7% of people under age 65 (25,548) without health insurance (2021 Health Estimates), and 11.2% of households (41,455) without broadband internet subscription (2016-2020 Computer and Internet Use Estimates). The TaxExemptWorld website states that there are 3,336 nonprofit organizations in Butler County, many of which are focused on addressing these health and economic needs along with disaster services, education, environment, and work with veterans and military families.

A consortium of supporters comprised of Philanthropy Ohio, The Ohio State University, Dave Yost, the Ohio Attorney General, and OANO/Ohio Association of Nonprofit Organizations, commissioned

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the Ohio Nonprofit COVID-19 Survey, a report on the impact of the pandemic on Ohio nonprofits and the people they serve. Wave 1 of the study was initiated in April 2020 and Wave 2 was introduced in August 2020. Though conditions have improved since the Wave 1 report, the Wave 2 report showed that the nonprofit sector was still struggling to find its footing.

While this series of reports are important for the State of Ohio, further investigation was needed to determine the impact of Covid-19 on the Butler County community. Funding from Miami University Regionals' ServeOhio planning grant made this study possible. A multidisciplinary team of Miami faculty and students assessed the current operational climate of nonprofits in Butler County and the ongoing impact of COVID-19. The report also examined how organizations plan to return to full capacity and/or rebuild after the pandemic and the assistance they are requesting to achieve this goal.

When asked about concerns for the future, the three most pressing issues identified were:

1. Wellbeing of employees, volunteers, or members (72% very concerned or somewhat concerned); 2. Loss of revenue (70% very concerned or somewhat concerned, and 3. Loss of volunteers (65% very concerned or somewhat concerned.) (Cinnamon, J., Ervin Conover, T., Forren, J., Helm, D., Jiang, Z., Loskoch Thompson, C., & Love, K. (2022). The COVID-19 Impact Report on Nonprofits in Butler County, Ohio. Miami University Regionals.)

Issues with volunteer recruitment in Hamilton and Middletown started long before the pandemic hit. Miami University Oxford used to have a robust transportation office which closed in 2012, cutting off a major source of volunteers for many non-profit organizations outside the city of Oxford. When this happened nonprofits turned to the Hamilton and Middletown campuses to fill the resulting volunteer gap. With a vastly different student demographic (high financial need, working while attending college, family obligations), Miami University Regionals has never been able to fill this gap since many MUR students report having to work to support themselves instead of volunteering.

## INTERVENTION

Service+ members will receive a monthly living allowance for their service which will address capacity building at local nonprofits and governmental agencies. This aligns directly with ServeOhio's performance measure G3-3.4. Because Miami Regionals has a "non-traditional" student population, the living allowance is an essential benefit that will assist the member with financially supporting themselves and their family while obtaining a degree.

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## Narratives

### 1. LOGIC MODEL

A. SUMMARY OF COMMUNITY PROBLEM Butler County nonprofits and government agencies are trying to overcome challenges imposed by the COVID-19 pandemic and need help in building capacity to serve their clients.

### B. INPUTS/RESOURCES

1. Members: 40 MUR students will serve 450 hours as quarter-time AmeriCorps members. One Miami student will serve 900 hours as a half-time member. Service for all members will be between August 1, 2022 and July 31, 2023.
2. Host Agencies: Up to 41 nonprofits and government organizations will host AmeriCorps members.

### C. CORE ACTIVITIES

1. Duration: Service+ members will serve between August 1, 2022 and July 31, 2023.
2. Dosage: Quarter-time members will serve 450 hours and half-time members 900 hours.
3. Target population: The nonprofit and governmental sector.
4. Service Description: Organizational capacity building in COVID-19 recovery activities.
5. Leveraged Volunteers: AmeriCorps members will recruit 200 volunteers.

### D. OUTPUTS

To measure outputs, Service+ will use the aligned national performance measures for capacity building. G3-3.4 (output) Number of organizations that received capacity building services. Up to 41 nonprofit and governmental organizations in Butler County, Ohio.

### E. OUTCOMES

G3-3.10A: Number of organizations that increase their efficiency, effectiveness, and/or program reach. Short term outcomes of the program: 90% of participating agencies will report significant gains in at least one area of capacity building. Mid-term outcomes: 80% of partner agencies who have participated in the program for at least two years, will begin to address a second area of capacity building. Long-term outcomes: Thriving nonprofit and governmental agencies that can continue to serve the community even in the midst of uncertain futures.

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2. Evidence Base Pre-Preliminary: Service+ is in the Pre-Preliminary evidence tier and used evidence informed knowledge, research, and evaluation to create the program design.

The Center for Social Impact was seeking a program design that would help nonprofits build capacity while creating a structured program design that would enhance member experience and lead to greater retention rates in the program. Because an AmeriCorps member's success is dependent upon factors beyond their individual placement, the Center for Social Impact believes that national service is always a team effort. Every member deserves to be supported by multiple people invested in their success.

Inspired by the cohort model of Public Allies, a highly successful AmeriCorps program serving communities across our nation, Service+ has been designed with a similar framework. More than 7,200 Allies have completed the Public Allies program. More than 95% of Allies have met or exceeded their service goals helping tens of thousands of children, adults and families achieve greater education, health, economic security, and participation in the civic life of their communities.

<https://publicallies.org/be-an-ally/#:~:text=IS%20PUBLIC%20ALLIES%20SUCCESSFUL%3F,civic%20life%20of%20their%20communities>

A cohort model provides members community, connection, and shared investment in their achievements. Members' service is enriched by sharing perspectives and insights among trusted peers. Cohorts build leadership skills as each member is called on to actively contribute to the group, and the close bonds formed by serving together result in a professional network that can last throughout their careers. The cohort model allows every participant to become part of something bigger than themselves by sharing that mission.

In addition to understanding the impact of the Covid-19 pandemic on nonprofits organizations in Butler County, the report funded by MUR's ServeOhio planning grant was designed to solicit feedback from a wide range of organizations as to the current needs of the sector and support executive directors were requesting. The report asked "Which professional services are you likely to need over the next year?" The top three responses were fundraising; marketing and design; and website development. The top three activities nonprofits are looking to undertake in the next year include new/adapted program development; business planning; and diversity, equity and inclusion initiatives. (Cinnamon, J., Ervin Conover, T., Forren, J., Helm, D., Jiang, Z., Loskoch Thompson, C., & Love, K.

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(2022). The COVID-19 Impact Report on Nonprofits in Butler County, Ohio. Miami University Regionals.)

The results of the survey and the feedback from the community revealed that nonprofits need help building capacity and that many of the types of services requested could be provided by Service+ AmeriCorps members. Examples include: reevaluating fundraising strategies, volunteer recruitment and management, technological support, wellness and self-care, grant writing, and building networks and collaborations. This report shows that the placement of AmeriCorps members with nonprofit organizations through the Service+ model will directly respond to the stated needs of nonprofits in Butler County, Ohio.

3. Notice Priority: Organizations applying to be a Service+ host site are required to apply under one of the ServeOhio priority areas of Covid Recovery in Communities; Disaster Services; Diversity, Equity and Inclusion; Economic Opportunity; Affordable Housing; Education; Environmental Stewardship; Healthy Futures; Veterans and Military Families. We have secured signed letters of intent from 14 organizations to host 30 AmeriCorps member(s). We also collected member duty description forms that detailed how an AmeriCorps member will help their agency build capacity in their identified area.

4. Member Experience: AmeriCorps members will participate in a robust training program where they will learn skills that will help them during their service placement. Training will also help members become workforce ready, where their skills will be valued by future employers. During the first week of service, members will participate in onboarding with Service+ team building and AmeriCorps 101. Topics will include AmeriCorps history, prohibited and unallowable activities, performance measures, OnCorps reporting, reflection, national days of service, member safety, and goal setting. There will be an orientation to Miami University and MUR requirements and expectations. The second week will be onboarding for members at their host sites. Topics will include an orientation to the nonprofit and to its clients, organizational goals and operations, logistics (use of phones, computer, copy machine, etc.), and an introduction to key staff, stakeholders, and clients.

Throughout the rest of the program year, members will participate in 16 cohort trainings offered twice a month to help members build knowledge, skills, and a sense of belonging - all important aspects of successfully completing a term of service in AmeriCorps. Topics will include StrengthsFinder, Diversity, Equity, and Inclusion, COVID Recovery in Communities, Financial Literacy, and exploration of AmeriCorps priorities.

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To fill the AmeriCorps positions, Service+ will recruit students who are degree seeking students in good academic standing, have a minimum of 12 credit hours completed, and were enrolled at Miami University in the previous fall or spring semester. The goal of the program is to have a diverse cohort including many factors such as gender, race, economic status, academic status, and field of study. Through the cohort training, members will learn how to understand and honor the diverse strengths of others, an important skill to apply in any job.

### Organizational Capability

#### 1. Organizational Background and Staffing

The Service+ program will operate out of the Center for Social Impact (CSI) at the Hamilton and Middletown campuses of the Miami University Regionals. CSI develops students as engaged citizens through transformative academic and co-curricular experiences that connect, inspire and challenge them to make a positive social impact.

### DEI Statement for Miami University and MUR

Miami University is committed to and fully embraces the philosophy and belief that a diverse academic community is among an institution's greatest strengths. As decades of research and experience have shown, every unit and individual on campus benefits from diversity when there is an environment where people from a wide variety of backgrounds learn from one another, share ideas, and work collaboratively to ask and solve questions. This is especially important given Miami's commitment to excellence in undergraduate teaching and learning. A diverse and inclusive campus enhances the living, learning, and working environment for every student, staff, and faculty member. Together, these benefits help Miami achieve its special mission as a public institution in Ohio, educating students across the state and preparing them to be leaders in a variety of fields who are ready for the demands of the 21st century workforce. We therefore aspire to attract and retain a broadly diverse group of faculty, staff and students.

The Center for Social Impact fully embraces this statement and uses it to inform all aspects of programs and opportunities offered. CSI has been a leader in advancing DEI efforts both on campus and in the community. Being colocated with the Center for Diversity and Multicultural Services further advances CSI's commitment to diversity.

<https://www.miamioh.edu/diversity-inclusion/about/statement/index.html>

The ServeOhio planning grant currently has two co-PIs on the grant- Collette Thompson and Kara

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Love. They will continue to act as co-PIs on this grant. They will be responsible for the overall implementation of the program, manage the budget, and ensure compliance with MUR, state, and AmeriCorps guidelines, including reporting. Collette Thompson, Regional Director of CSI, has over 25 years of experience in civic engagement, nonprofit management, and workforce development, in both community and higher education sectors. Kara Love, the Regional Coordinator of Service Learning and Volunteerism at CSI, has over 10 years of experience in volunteer recruitment, management, and community development in both nonprofit and higher education sectors.

A full-time, 12 month (40 hours per week) AmeriCorps Program Coordinator will be hired to conduct the member support activities including the cohort training series. This position will be dedicated to member success and retention. This position will connect members to resources that will help them not only maintain their placement at their host site but excel in it. A part-time, 12 month (20 hours per week) AmeriCorps Administrative Assistant will be hired to provide day-to-day administrative support. This position will organize and track background check compliance, process required MUR documentation, monitor member entries in OnCorps, track attendance at training and assist with meeting logistics and travel arrangements

Being part of an institution of higher education has many built in resources and departments to support this grant. The Service+ program will be supported by several Miami University offices. The Miami University Discovery Center has developed data collection systems and instruments as part of the planning grant. This office will collect and analyze the data. The Grants and Contracts Office will provide budget oversight, support concerning grant guidelines and the use of the grant funds, and financial reporting. Human Resources will handle processing and disbursement of the monthly living stipends for our members, as well as ensuring all required employment paperwork is completed.

Academic programs, as well as other offices such as Career Services, Diversity and Multicultural Services, General Counsel, will support this program.

Miami University maintains a pre-award team, the Office of Research and Innovation, and a post-award team, the Grants and Contracts Office. The Office of Research and Innovation is responsible for ensuring that proposals comply with all relevant guidance and requirements, submitting proposals, reviewing, negotiating and approving all contracts and agreements. They also ensure that funded projects comply with IRB, IACUC, export control, biosafety, radiation safety, and responsible conduct of research rules, regulations, and procedures. The Grants and Contracts Office conducts the centrally organized administrative, business and financial functions related to post-award grant and contract administration. Grants and Contracts staff assists faculty, principal investigators and their

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administrators in the management of individually sponsored projects consistent with both Miami University's academic and research policies as well as the stewardship requirements and obligations of our external sponsors. Research and Innovation and Grants and Contracts staff participate in regular training and updates by federal sponsors

Miami University receives more than \$25 million per year in external funding, approximately 40% of which is federal funding. Our primary federal funders are National Science Foundation and National Institutes of Health, with additional steady funding from US Departments of Education and Energy, National Aeronautics and Space Administration, and National Endowment for the Humanities. About 275 grant proposals are funded each year.

Miami Regionals served as a host site for the Ohio Campus Compact Student Resource Center AmeriCorps program for three years. CSI served as the host site for two of the years and in an advisory role for the third year. CSI was awarded a ServeOhio planning grant for the 2021-2022 funding year. CSI has dedicated the year to developing policies, procedures, documents, etc. to be prepared to offer the Service+ AmeriCorps program in 2022-2023. Mary Cannon served as an invaluable mentor throughout the year. She also connected us to other ServeOhio AmeriCorps program directors who provided guidance and wisdom as we established infrastructure for our program.

### 2. Compliance and Accountability

CSI staff will use a risk-based approach to provide monitoring and oversight for the Service+ program. Staff will conduct a site visit with all host organizations in the first quarter of the program which will include separate interviews of the member and the supervisor and a review of documentation that supports data collection for performance measures and general program information. A site visit report will document the visit and provide a plan for any needed improvements or corrective action.

Monitoring will include close review of OnCorps reports to identify any unallowed activities. If any are found, the member and site supervisor will be notified immediately and appropriate action will be taken to remedy the situation. Members will complete monthly service reports that will be reviewed by site supervisors and CSI staff will follow-up as needed. Additional site visits will focus first on sites where there are challenges such as late reports, timesheet problems, or personality difficulties.

Background checks will be conducted through the Miami University Police Department (MUPD). The Department has a well-established system for processing FBI checks. In addition, CSI will create a

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TrueScreen account if any out-of-state checks are required or a member is unable to get to the MUPD. All members and staff on the grant will also be cleared through the NSOPW website and Service+ staff will track compliance with all AmeriCorps background check requirements.

### 3. Data Collection and Learning

CSI implements data collection, evaluation, and evidence based practices into all of our programming. Our partnership with the Discovery Center has resulted in a plan to utilize asset based community development framework and practices to regularly collect valid, reliable data regarding program activities, including performance data, and member experiences surveys. CSI staff will have an ongoing working relationship with Discovery Center staff to ensure the best assessment and data tools are being utilized. Together, we will identify changes needed for the next program year.

### 4. Member Supervision

The site supervisors at the host organizations will attend a pre-program training during the month of July. Costs of this event will be covered by the CSI office. The purpose of it is to ensure they are prepared and ready to host their member(s) when they arrive on site in August. Supervisors will learn about topics such as AmeriCorps 101, prohibited and unallowable activities, onboarding members, best practices on supervising members, OnCorps and approving members' time, reporting, and capacity building. In the training for site supervisors, we will ensure that host sites understand the guidelines about member fundraising: that members are prohibited from writing federal grants and that they are limited to spending no more than 10% of their total service time on fundraising/resource development activities. Throughout the year, site supervisors will participate in monthly meetings with the Service+ staff from CSI to reinforce the importance of adhering to all regulations and to build a sense of connection for the group to learn from each other.

During the week of August 9-13, site supervisors will provide an onboarding orientation for their AmeriCorps member(s). Throughout the year, the site supervisor will meet a minimum of once a week with the member to provide guidance, answer questions, and provide feedback on the service being provided. Site supervisors will also review and approve the member's service time recorded in OnCorps and will discuss with the member any questions or concerns about what is recorded there. CSI staff will always be available to provide support and address questions or concerns privately with members and site supervisors.

### Budget/Cost Effectiveness

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## Narratives

see budget

### Evaluation Summary or Plan

The Discovery Center for Evaluation, Research, and Professional Learning (Discovery Center) at Miami University will provide evaluation services to the Service+ program at Miami University Regionals to address needs of local nonprofit and government organizations and AmeriCorps member retention. The Center has extensive experience leading complex, multi-site projects in diverse educational contexts, and a rich history of meaningful collaboration with education, community, and private sector stakeholders.

During our planning grant period, the Discovery Center utilized asset based community development framework to create pre- and post- service data collection tools to assess and evaluate the capacity building efforts of the Service+ AmeriCorps members. They also developed a member survey to both gather program experience data and evaluate any changes in a member's sense of belonging and aptitude for retention. Going forward the Discovery Center staff will assist in operationalizing performance measures; adapt appropriate quantitative and qualitative instruments and protocols; analyze data and obtain IRB approval for program and evaluation activities.

### Amendment Justification

NA

### Clarification Summary

NA

### Continuation Changes

NA

### Grant Characteristics

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## Performance Measures

### MSYs by Focus Area

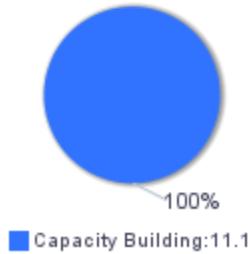


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Capacity Building	100%

### MSYs by Objective

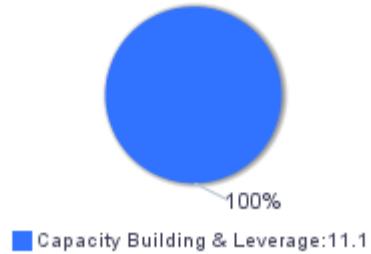


Table2: MSYs by Objectives

Objectives	%MSYs
Capacity Building & Leverage	100%

### % of MSY NPM VS Applicant VS Not in ANY

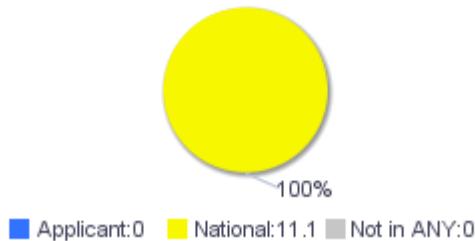


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
	100%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Capacity Building & Leverage	11.10	41
Total	11.10	41

Primary Focus Area: Capacity Building  
 Primary Intervention: Systems Development  
 Secondary Focus Area: Capacity Building  
 Secondary Intervention: Resource Development

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Performance Measure: Nonprofit Capacity Building

Focus Area:	Capacity Building	Objective:	Capacity Building & Leverage	No of MSY's:	11.10	No of Members:	41
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Problem Statement:

Butler County nonprofits are trying to overcome challenges imposed by the COVID- 19 pandemic and need help in a variety of areas. When Ohio nonprofits were asked about concerns for the future, the three most pressing issues identified were: 1. Well- being of employees, volunteers, or members (72% very concerned or somewhat concerned); 2. Loss of revenue (70% very concerned or somewhat concerned, and 3. Loss of volunteers (65% very concerned or somewhat concerned.)

Selected Interventions:

Resource Development  
Systems Development

Describe Interventions:

Each AmeriCorps member will serve at a host organization that provides services to clients in the community or to the community at large. All members will be tasked with capacity building and placements will be accepted in any of AmeriCorps' priority areas of Covid Recovery in Communities; Disaster Services; Diversity, Equity and Inclusion; Economic Opportunity; Affordable Housing; Education; Environmental Stewardship; Healthy Futures; Veterans and Military Families with special attention to serving those most impacted by COVID- 19. Using a basic template from Service+, the participating nonprofits will each create a unique position description that will guide the member' s service. In addition, each member will be required to recruit volunteers for their host site.

G3-3.4 Output:

G3- 3.4: Number of organizations that received capacity building services

Target: 15 Organizations

Measured By: Tracking System

Described Instrument: Spreadsheets

G3-3.10A Outcome:

G3- 3.10A Number of organizations that increase their efficiency, effectiveness, and/or program reach

Target: 13 Organizations

Measured By: Organizational Assessment tool

Described Instrument: Qualtrics pre and post- test assessment

G3-3.18 End Outcome:

G3- 3.18: Number of new beneficiaries that received services in each of 6 Focus Areas

Focus Area: Capacity Building

G3-3.10AD End Outcome:

G3- 3.10AD: Number of organizations that increase their efficiency, effectiveness, and/or program re

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

COVID- 19 Recovery

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	84000
Number of volunteers generated by AmeriCorps members	200
Percentage of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Butler County nonprofits and government agencies are trying to overcome challenges imposed by the COVID-19 pandemic. 42 % report they have reduced their capacity compared to 'usual' operations, and about 1 in 8 are now operating at a "severely reduced capacity compared to prepandemic norms (Cinnamon, J., Ervin Conover, T., Forren, J., Helm, D., Jiang, Z., Loskoch Thompson, C., & Love, K. (2022). The COVID-	1. 40 Miami University Regional students will serve as quarter-time members. One Miami student will serve as a half-time member. 2. Degree seeking Miami students eligible to serve: Any student with a minimum of 12 credit hours. Students must be in good academic standing. 3. Up to 41 host nonprofits and governmental agencies in Butler County, OH with a designated site supervisor for each	1. Members will serve in a local nonprofit or governmental agency in Butler County, Ohio from August 1, 2022-July 31, 2023. Quarter-time members will serve 450 hours and half-time members will serve 900 hrs. 2. Members will help nonprofits build capacity in one of the following priority areas: Covid Recovery in Communities; Disaster Services; Diversity, Equity and Inclusion; Economic	1. Up to 41 nonprofit and governmental organizations will host AmeriCorps members. Some organizations might host more than one member. 2. G3-3.4: Members duties will align with one or more capacity building efforts that expand the scale, reach, efficiency, or effectiveness of programs and organizations. Capacity building activities may also leverage resources (e.g., funding, volunteers, in-kind support, or	1. G3-3.10A: 90% of the participating organizations will have increased their scale, reach, efficiency, or effectiveness of their programs and/or leveraged resources for their organization. At the end of the program year, host organizations will complete a survey that will document the results. 2. 80% of members will report an increased sense of belonging as a result of joining a diverse cohort of peers with similar passions in	1. In the third year of the program, at least 80% of partner agencies who have participated in the program for at least two years, will begin to address a second area of capacity building. 2. In the third year of the program, at least 90% of participating members will complete their full term of service.	1. Thriving nonprofit and governmental agencies that can continue to serve the community even in the midst of uncertain futures. 2. A network of Service+ alumni who continue to serve in the community both personally and professionally through a variety of professions and avenues.

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
19 Impact Report on Nonprofits in Butler County, Ohio. Miami University Regionals.). Nonprofits in the region need help building their capacity and serving clients at prepandemic levels.	member. 4. Monthly living allowance totaling \$4500 per quarter-time member and \$9000 per half-time member, eligibility for the Segal Education Award, and a matching Miami Regionals Merit scholarship. 5. Member onboarding for AmeriCorps and Service+ (1 week). 6. Host site onboarding for AmeriCorps and Service+ (1 week). 7. Discovery Center assessment systems and instruments for organizational capacity building. 8. 200 leveraged volunteers helping with COVID-19 recovery efforts. 9. Service+ Program Coordinator 10. AmeriCorps Administrative Assistant	Opportunity; Affordable Housing; Education; Environmental Stewardship; Healthy Futures; Veterans and Military Families. 3. 16 weeks of cohort training for members (twice a month). Training will focus on leadership development, workforce skills, and team building. 4. The target population is the nonprofit and governmental sector and the clients who benefit from their services.	partnerships) for the organization or program they serve. 3. AmeriCorps members will recruit 200 volunteers from the general community and Miami University, (students, faculty, staff administrator). CSI staff and AmeriCorps members will host information tables to highlight volunteer opportunities at participating nonprofits. Members will also recruit and/or support volunteers who participate in national days of service.	the Service+ program.		

## Budget Narrative: Service + at Miami University Regionals for Miami University

### Section II. AmeriCorps Member Positions

#### A. Member Positions

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): 0 Member(s) at a rate of 0 each Members W/O allowance 1	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 40	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

#### B. Fixed Award

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Program grant request: 11.1 MSY (40 quarter time members and one half time member)	319,680	0	319,680
<b>Category Totals</b>	319,680	0	319,680
<b>Section Totals</b>	319,680	0	319,680
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	319,680	0	319,680
<b>PERCENTAGE</b>	100%	0%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	11.08		
<b>Cost/MSY</b>	28,852		

#### Source of Funds

Section	Description
Section II. AmeriCorps Member Positions	

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION  
FOR NATIONAL AND COMMUNITY  
SERVICE (CNCS):

3. DATE RECEIVED BY STATE:

05-APR-22

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:  
22AC246052

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

5. APPLICATION INFORMATION

LEGAL NAME: Abigail Wexner Research Institute at Nationwide Children's Hospital

UEI NUMBER: EY MJXLN2MFBA

DUNS NUMBER: 147212963

ADDRESS (give street address, city, state, zip code and county):

700 Childrens Dr  
Columbus OH 43205 - 2664  
County:

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER  
PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give  
area codes):

NAME: Millie Dolce

TELEPHONE NUMBER: (614) 355-2627

FAX NUMBER:

INTERNET E-MAIL ADDRESS: millie.dolce@nationwidechildrens.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

316056230

7. TYPE OF APPLICANT:

7a. Non-Profit

7b.

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE  
 CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION      B. BUDGET REVISION

C. NO COST EXTENSION      D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Connecting Families 4 Success Corps: Nationwide Children's H

10b. TITLE: AmeriCorps State

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

The areas affected by the program are selected census tracts within Franklin  
County, Ohio.

13. PROPOSED PROJECT: START DATE: 08/15/22 END DATE: 08/14/23

14. CONGRESSIONAL DISTRICT OF: a.Applicant  OH 03 b.Program  OH 03

15. ESTIMATED FUNDING: Year #:  1

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE  
ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE  
TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR  
REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

a. FEDERAL	\$ 279,538.00
b. APPLICANT	\$ 222,370.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 501,908.00

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN  
DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE  
IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:  
Aaron Ufferman

b. TITLE:

c. TELEPHONE NUMBER:  
(614) 355-3426

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:  
04/05/22

# DRAFT

## Narratives

### Executive Summary

Nationwide Children's Hospital proposes to have 10 AmeriCorps members who will serve as community health workers to link the target population to economic opportunity resources in specified NCH clinics. At the end of the first program year, the AmeriCorps members will be responsible for the number of individuals who secure employment and the number of individuals with improved job readiness. In addition, the AmeriCorps members will leverage 18 volunteers who will be engaged in serve income tax preparation in NCH-run free tax clinics. This program will focus on the AmeriCorps focus area(s) of economic opportunity. The AmeriCorps investment of \$279,538 will be matched with \$223,570, \$0 in public funding and \$223,570 in private funding.

### Rationale and Approach/Program Design

Theory of Change: While Nationwide Children's Hospital (NCH) in Columbus, OH (Franklin County) consistently ranks among the top ten children's hospitals and provides high quality patient-centered care, too many patients have disproportionately worse health outcomes than their peers. These patients often come from low-opportunity Franklin County neighborhoods, characterized by high rates of poverty, racial and ethnic minorities, unemployment, and high social vulnerability index (SVI). It is well established that low economic opportunity and poor health outcomes are inextricably correlated. This is because, as cited by the American Academy of Medicine, an estimated 80% of modifiable health outcomes are influenced by social determinants of health: health behaviors, physical environment, and social and economic factors. Nearly 20% of NCH patient-families reside in census tracts greater than or equal to the 75th percentile of the SVI for Franklin County, resulting in regular exposure to negative socio-economic factors that impact health. In 2018 these census tracts (n= 90) had a 8.7% unemployment rate, 12.2% persons with no high school diploma, and a 28.3% poverty rate, all higher than census tracts below the 75th percentile (n=194) (5.4%, 9.9%, and 15.2%, respectively), illustrating the prevalence and severity of economic disparities impacting a significant segment of NCH's patient population. Linking members of low-opportunity neighborhoods to economic advancement programming and services can reduce poverty and ultimately improve health outcomes.

This is why, in 2009, NCH created its Healthy Neighborhoods Healthy Families (HNHF), under which this intervention will operate, a multi-sector, placed-based community development initiative focused on affordable housing, economic development, education, wellness, and community

# DRAFT

## Narratives

enrichment. NCH leadership's vision for HNHF is that a zip code would not determine health outcomes, despite Franklin County's unfortunate history of redlining and structural racism. Since 2009, HNHF has added over 500 affordable housing units, contributed to securing employment for over 1,000 residents from the target neighborhoods, returned-for free-more than \$2,000,000 in tax returns to participating families, and engaged more than 250 NCH employees to serve as mentors in partner-schools. Although this success has had a tremendous impact on the communities HNHF serves, growing inequality in Columbus and, more specifically, within NCH's patient population drove NCH's board and senior leadership to identify opportunities to invest upstream across NCH.

As such, in 2018, NCH intensified its focus on addressing the impact of social determinants as part of its board-approved strategic plan to implement an institution-wide annual social needs screen for NCH families in ambulatory, emergency, and urgent care departments. The screen measures financial strain, transportation access, housing stability, and food security. Resource assistance for families is primarily provided through resource sheets for self-referral, which is insufficient for and leaves a gap in providing "warm hand offs" to community resources for families.

HNHF recognizes the importance of the Centers for Disease Control (CDC)'s prevention framework, which states that community-wide initiatives have the highest impact in mitigating the effects of poverty. It is critical to ensure that NCH team members reflect the patient-population NCH serves, in lived experience and demographics. The proposed intervention will deploy AmeriCorps members as Community Health Workers (CHWs) embedded strategically in clinics serving the target population, who is defined as patient-families residing in neighborhoods comprising greater than or equal to the 75th percentile SVI. CHWs serve as bridges between residents, community resources, and the health care system. They often have similar lived experiences as residents served, which can foster a sense of trust and authenticity. Through NCH's new AmeriCorps program that will be called Connecting Families 4 Success (CF4S), members will work in tandem with staff to provide culturally sensitive, one-on-one support and guidance to families who endorse social and economic needs.

CF4S will use a clinic-based intervention design where members' roles include initiating an evidence-informed CHW model at clinics by 1) performing a basic needs assessment for families in the target population who screen positive for social needs, 2) identifying resources specifically, but not exclusively to improve economic mobility (i.e., identifying emergency access to food or housing), 3)

# DRAFT

## Narratives

facilitating connection to resources (i.e., provide eligibility criteria, assist with program application, make referrals, etc.), and 4) conducting post-visit follow-ups to ensure connection to resources (see Logic Model for intervention dosage). Clinic staff, including social workers and care coordinators, are available to collaborate on cases. However, social work resources are reserved for those who screen positive for social needs that represent urgent safety risks and care coordinators only serve chronically ill patients, leaving many families who endorse social needs without a "warm handoff" to resources.

AmeriCorps members are ideal to fill this void, given the call for them to unite, strengthen, impact, and lead, which echoes that of the role of CHWs to foster trust, advocate, and empower the most vulnerable. Furthermore, CHWs report the lack of employment options, mobility, and respect as healthcare professionals for themselves. NCH intimately understands the importance of identifying, developing, and supporting talent, especially with the evolving workforce trends as a result of the impact of COVID. By providing a structured service experience with professional development and training, this AmeriCorps program will strengthen the overall CHW workforce and benefit the community at large.

CF4S will amplify NCH's existing efforts to reduce health disparities that overwhelmingly result from economic immobility. Currently, there is a CHW at one NCH clinic, but members will expand NCH's capacity to address unmet social needs at additional primary care clinics, behavioral health, the dental clinic, school-based health clinics, and the Neonatal Intensive Care Unit, all areas that serve high concentrations of the target population and/or are located in the target population neighborhoods. Members will link these families to HNHF's and the broader community's economic opportunity programming: work readiness training, soft skills development, on-the-job training, resume writing, mock interviews. Those who complete the work readiness programs are coached to pursue their desired career pathway that leads to a livable wage, either at NCH or with one of its partner-employers.

Economic opportunity offerings also include free tax preparation to help qualifying households access the Earned Income Tax Credit, a powerful antipoverty tool. Increased earnings resulting from tax credits are associated with improvements in physical health, stress reduction, prenatal care service utilization, and academic achievement. In 2020, NCH and the United Way of Central Ohio's Volunteer Income Tax Assistance VITA Tax Time collaborated to increase filings among low-income families and community members by offering free tax preparation services within selected outpatient

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## Narratives

clinics. AmeriCorps members will join HNHF in recruiting at least 20 volunteers to serve as volunteer income tax preparers from across the organization, expanding the breadth of members' NCH network as they interact and serve with employees from different NCH departments and service lines. This is a unique service experience where volunteers become Internal Revenue Service approved volunteer income tax preparers. Training will be co-hosted by NCH and the United Way and tax preparation sites include NCH clinics and community partner locations. In 2021, tax clinic volunteers filed 469 returns, making this an impactful and valuable volunteer endeavor.

Through CF4S, families are expected to experience positive economic-opportunity-related outcomes, including improved job readiness and employment. Screening data reveals that 26% of families in the CF4S clinics are at risk for financial strain; however, the CHW pilot suggests this is likely an underestimate. Based on program data, members will serve 30 families per month for 11 months. Families will be offered the catalogue of economic opportunity resources and an estimated 60% will utilize at least one. Regarding work readiness training, past data suggests that 50% of individuals recruited will participate; of those, 80% complete training; and of those, 88% obtain full time employment. Overall, roughly 713 families will receive job training that may lead to securing career pathway employment, which creates meaningful progress in increasing family economic opportunity.

Evidence Tier: Pre-Preliminary: Using evidence and research from existing CHW programs within comparable healthcare systems and institutions, NCH conducted a successful CHW pilot at a primary care clinic from August- December 2021. Before the pilot, families' identified needs were unaddressed unless urgent. Over 75% of eligible families (n= 103), majority of whom were Black (79%) and female (51%), were provided personalized resources. At follow-up, nearly 50% of families were connected to resources. Since NCH's full time CHW initiative began in January 2022, 90% of eligible families (n=130) received resources and secured employment and 80% of families were connected to resources at follow-up. Through Plan-Do-Study-Act quality improvement cycles, CHW workflow was optimized to assure additive value for families and multi-disciplinary care teams by, for example, helping patient mothers obtain job interviews and reducing workload for social work and complementing care coordination for chronically ill children.

Previous literature also shows that CHW interventions can impact economic opportunity by helping families reduce food insecurity, increase timely rent payment, connect to job training, and navigate

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## Narratives

unemployment. CHWs specialize in identifying and assessing social-economic factors affecting health, most often with high poverty families. These activities have resulted in reduced health care costs and have improved families' overall health.

Notice Priority: CF4S will meet the requirements of the economic opportunity funding priority by connecting families with unmet social needs from low-income neighborhoods to economic opportunity resources. Furthermore, CF4S will provide members with CHW certification and avenues to gain relevant professional experience, enhancing their employment marketability.

Member Experience: CF4S will provide a well-rounded, educational, and supportive experience for AmeriCorps members. These experiences will encourage the development and practice of members' leadership and other skills that can advance their career path. Members will strengthen their communication, organizational, and interpersonal skills, attention to detail, and the ability to prioritize, which are all required for interaction with families, community providers, and multidisciplinary care teams. NCH emphasizes a "one team" culture, and members will further develop the ability work as a team and with diverse populations.

AmeriCorps members will be recruited using two pathways to ensure participation from geographically and demographically similar communities as the target population. One pathway is from current participants in CHW training programs. In Columbus, The Ohio State University (OSU) College of Nursing and Health Impact Ohio offer CHW training programs. Participants in these programs are diverse residents representing the target neighborhoods. Programs consist of 100 hours of didactic instruction and 130 practicum hours. NCH will partner with coordinators to recruit (e.g., flyers, information sessions, etc.) from individuals who completed CHW training prior to CF4S. The second pathway is recruiting community residents directly from HNHF's workforce development programs in two target communities. These members will enroll in the fall CHW 2022 training cohort through OSU or Health Impact Ohio. They will simultaneously complete the didactic instruction and their required practicum hours at their designated NCH clinic. Their weekly schedule will be adjusted to account for CHW training. CF4S will support members in obtaining their CHW certification from the Ohio Board of Nursing.

Orientation and member training will last approximately three weeks, facilitated by the Program

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## Narratives

Supervisor (PS) and Director (PD). Members will attend a pre-orientation visit to Human Resources to conduct the background check. The first week will consist of hospital orientation and CF4S onboarding. Hospital orientation consists of in-person and robust virtual training around NCH values, policies, and benefits enrollment. For CF4S onboarding, the ServeOhio Program Officer will be invited to introduce AmeriCorps. Members will sign the member service agreement, receive a member handbook and equipment, learn about CF4S structure, service expectations, and study the target population and local communities. Members will take HNHF immersion tours of the South Side and Linden neighborhoods, which includes interactive educational components about the demographics and health disparities of these communities. Weeks two and three will focus on the CHW model and clinic specific processes. Members will be trained on electronic medical record (EMR) documentation protocol and CF4S data tracking. During this time, members will visit their assigned clinic location and engage in clinic specific training, care team integration and shadowing experiences with the care team (e.g., social work, nursing, etc.).

Members will meet weekly with the PS, bi-weekly with the PD, and monthly as a team for shared learning, professional development, and support. Weekly, in-person, individual supervision will consist of, at minimum, case and documentation review. Bi-weekly virtual group meetings with the PS and PD will include administrative updates and member report outs for shared learning. Monthly in-person meetings with PS, PD, and members will focus on professional development topics.

Diversity, equity, and inclusion (DEI) are cornerstone values for NCH and will be promoted across CF4S. NCH is committed in word and action to be welcoming, inclusive, and supportive for families and team members. These values are infused across the organization through NCH's mission, vision, and array of resources, such as poverty simulations. Furthermore, senior leadership launched an institution-wide Stand Against Racism, Stand for Health Equity (STAND) initiative dedicated to eliminating racism and ensuring optimal healthcare for all.

### Organizational Capability

Organizational Background and Staffing: The HNHF team's previous experience leading large, community-based initiatives demonstrates the team's capability to successfully oversee CF4S (e.g., HNHF has received \$30M+ in external funding). Nick Jones, Director for Wellness Initiatives, will serve as Principal Investigator (PI) providing overall program supervision, budget approval and management, and supervision of co-Principal Investigator and PD, Dr. Millie Dolce. Mr. Jones

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oversees the following: HNHF, social determinants of health, and social justice initiatives. Over the past 10 years, Mr. Jones has served as PI/administrator for over \$15 million in federal grants at NCH and other non-profit employers. The PD (Dolce) will provide strategic oversight for the program, including program development, implementation, and evaluation, member and staff training, and supervision of the PS, LaToyia Matthews. Dr. Dolce is the Evaluation and Project Manager for Wellness Initiatives at NCH. She has worked at NCH for 10 years in research, clinical social work, program evaluation, and program design, implementation, and management. The PS (Matthews) will provide day-to-day supervision of members, ensuring appropriate support is given to meet the program's, families', and members' goals. Ms. Matthews is a certified CHW and served for six years as an outreach/centering pregnancy coordinator, launching, implementing, and overseeing programs to address patients' social needs.

HNHF provides workforce development and educational development programs to youth and adults. Specifically, HNHF provides workforce development programs for job seekers of all backgrounds and stages of career. Additionally, HNHF is an awardee of the United States Department of Education's Trio funding for the Upward Bound Math and Science program to provide year-round college readiness programming to local high school students who will be first-generation college students. These students take part in mentoring, tutoring, ACT/SAT preparation, experiential learning, and work-study opportunities. The HNHF team also supports adult education through facilitated learning opportunities for English as a second language, nurse education, and information technology certifications.

As previously mentioned, NCH has a longstanding mission to promote DEI, most evident in its longstanding mission to provide the best quality of care, regardless of families' ability to pay. This commitment was cemented recently with the creation of the STAND strategic initiative and corporate DEI goals related to talent acquisition, clinical services, research, community engagement, professional development, faculty training, and social justice.

Compliance and Accountability: Budget planning and management, grant reporting, and purchasing are supported through the Abigail Wexner Research Institute at NCH's electronic grants administration and review system. The Research Institute, which manages over \$75 million annually, offers the extensive experience of its Sponsored Projects, Audit, and Privacy Offices to investigators,

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## Narratives

resulting in standard procedures to ensure careful administration of all federal projects.

All members will be subject to successful completion of drug and criminal background testing before a final offer for placement is extended. Successful completion of these items means that no banned, illegal substances are found and there are no criminal charges that prevent them from serving at NCH. Members will be trained on mandated reporting procedures for suspected child abuse or neglect by Social Work Supervisors for their designated clinics. At orientation, AmeriCorps members will take part in online learning regarding protection of personal health information and hospital data safeguards. Within the first 90 days, members and the PS will complete an Onboarding Checklist that includes timekeeping policies, personal time off, and segregation of duties. The PS will engage our Corporate Compliance Office and Legal Services on the procedures for reporting any suspected criminal activity, waste, fraud, and/or abuse to the hospital, AmeriCorps Office of Inspector General, AmeriCorps and ServeOhio. Policies will be distributed to members during orientation.

**Data Collection and Learning:** Valid and reliable data collection is vital to advancing CF4S program activities, performance measures, and member experiences. The EMR will track CF4S activities; however, members, will help expand data collection by capturing additional activities in Excel that are not discrete field options in the EMR. To obtain the output measure, the PS will receive monthly, automated reports generated by the EMR. To verify the outcome measure of individuals securing employment, the PS will access HNHF's workforce development tracking software monthly. Improved job readiness will be measured by surveying individuals pre and post job training courses. Member feedback about their experiences will be collected through surveys and/or interviews after orientation and learning sessions, half-way through CF4S, and upon exit.

Data collected will be disseminated to various stakeholders, including members. As a data-and results-driven organization, NCH has different platforms to present data for planning and vision casting. There is a quarterly executive team meeting for the social needs screening initiative, bi-monthly population health research and evaluation team meetings, and bi-weekly HNHF team meetings. Additionally, data will be shared with select NCH board and senior leaders as part of NCH's ongoing, institution-wide population health updates. All of these teams provide direction, guidance, and accountability for the population health initiatives and will be leveraged to support CF4S.

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## Narratives

Member Supervision: Active supervision is essential for ensuring members' growth and provision of effective service. The PS will oversee daily member coordination and perform administrative duties. The PS is a certified CHW and current NCH employee with intimate knowledge of the target population, community resources, and community outreach. She will be available via business cell phone and email, in addition to weekly site visits, to provide real-time guidance and support. The PD will also be accessible to members. Moreover, members will have points of contact at each clinic (e.g., charge nurse) to provide guidance regarding clinic operations and workflow. The PS will be in regular contact with the clinic points of contact.

The PS will be prepared to follow CF4S program regulations, priorities, and expectations. She will be familiar with NCH Human Resource supervisory and clinic policies. The PS will work jointly with the PD to create the CF4S handbook. In addition, the PS and PD will attend ServeOhio trainings to further understanding of the AmeriCorps program. The PS will have weekly meetings with the PD regarding data tracking, member activities, volunteer recruitment, upcoming trainings, etc., monthly meetings with the HNHF workforce team, and participate in reporting out to hospital leadership regarding CF4S progress. The PI and the PD will meet weekly to review, at minimum, data collection and quality, performance measures, member engagement, and budget performance. If funded, CF4S will enable NCH to address a notable void in responding to families' social needs by mobilizing AmeriCorps members to connect at risk families with resources to improve economic opportunity and consequently, health outcomes in the community.

Citations: 1 Khullar, D (2018). <https://www.healthaffairs.org/do/10.1377/hpb20180817.901935>; 2 Adams, J. (2018) <https://www.healthaffairs.org/do/10.1377/forefront.20180507.274276/full/>; 3 Engaging Columbus: <https://engagingcolumbus.owu.edu/redlining/>; 4 [https://grc.osu.edu/sites/default/files/inlinefiles/CHW\\_Assessment\\_Key\\_Findings.pdf](https://grc.osu.edu/sites/default/files/inlinefiles/CHW_Assessment_Key_Findings.pdf); Freeman, A (2020). <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2019.305544?journalCode=ajph>; 5 [https://www.healthaffairs.org/do/10.1377/hpb20180817.769687/full/HPB\\_2018\\_RWJF\\_07\\_W.pdf](https://www.healthaffairs.org/do/10.1377/hpb20180817.769687/full/HPB_2018_RWJF_07_W.pdf); 6 <https://www.nejm.org/doi/full/10.1056/NEJMp2022641>; 7 <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/community-health-workers-2016-2030.pdf>; 8 Kangovi, S. (2020).<https://www.healthaffairs.org/doi/10.1377/hlthaff.2019.00981>

# DRAFT

## Narratives

### **Cost Effectiveness and Budget Adequacy**

See budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

# DRAFT

## Performance Measures

### MSYs by Focus Area



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Economic Opportunity	100%

### MSYs by Objective



Table2: MSYs by Objectives

Objectives	%MSYs
Employment	100%

### % of MSY NPM VS Applicant VS Not in ANY

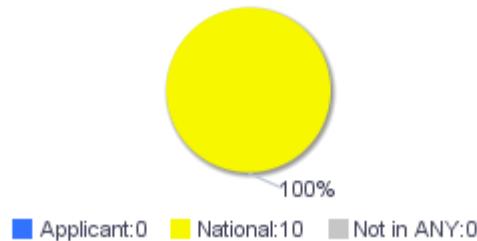


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Employment	10.00	10
Total	10.00	10

Primary Focus Area: Economic Opportunity  
 Primary Intervention: Job Training  
 Secondary Focus Area: Economic Opportunity  
 Secondary Intervention:

# DRAFT

Performance Measure: Economic opportunity performance measure

Focus Area:	Economic Opportunity	Objective:	Employment	No of MSY's:	10.00	No of Members:	10
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Problem Statement:

While Nationwide Children's Hospital in Columbus, OH consistently ranks among the top ten children's hospitals and provides high quality patient- centered care, too many patients have disproportionately worse health outcomes than peers. These patients often come from low- opportunity neighborhoods, characterized by high rates of poverty, racial and ethnic minorities, unemployment, and high social vulnerability index. It is well established that low economic opportunity and poor health outcomes are inextricably correlated. Linking members of low- opportunity neighborhoods to economic advancement programming can reduce poverty and ultimately improve health outcomes.

Selected Interventions:

- Job Placement
- Job Placement Services
- Job Training

Describe Interventions:

This intervention will deploy AmeriCorps members as Community Health Workers (CHWs) embedded strategically in clinics serving our target population, who is defined as patient families residing in neighborhoods that comprise 75th percentile or above social vulnerability index.

In the intervention design, members' roles include initiating an evidence- informed community health worker model at clinics by 1) meeting with families in the target population who endorse needs at the time of the visit to perform a basic need assessment, 2) identifying resources that reduce financial strain and improve economic mobility (i.e. work readiness training, career advancement development, and on- the- job training), 3) facilitating connection to resources (i.e., provide eligibility criteria, assist with program application, make referrals, etc.), and 4) conducting post- visit follow- up to ensure connection to resources.

Dosage for the intervention is as follows:

- 1) Meet with families and connect to resources, especially economic opportunity resources (member commitment - 25 hours a week)
- 2) Conduct follow- up with families to ensure connection to resources (member commitment - 6.5 hours a week)
- 3) Document family encounters in electronic medical record (member commitment - 4.5 hours a week)
- 4) Participate in data collection/evaluation activities (member commitment - 2 hours a week)
- 5) Attend supervision/training (member commitment - 2 hours a week)

# DRAFT

Performance Measure: Economic opportunity performance measure

Problem Statement:

Selected Interventions:

Job Placement Services

Job Training

O1A Output:

O1A: Number of individuals served

Target: 3300 Individuals

Measured By: Tracking System

Described Instrument: We will use the Epic electronic medical record software system that contains all patient health data. This is where AmeriCorps members will document family interactions.

O21 Outcome:

O21: Number of individuals with improved job readiness

Target: 713 Individuals

Measured By: Survey

Described Instrument: The Second Chance pre and post work assessment will be used. As part of the San Diego Center for Children, Second Chance provides workforce development and job readiness training.

The instrument is a paper 15 multiple choice items survey assessing interviewing and job searching skills, confidence in ability to find work, and knowledge of desire career path.

This will be administered by the work readiness training facilitator on the first and last day of training. Data will be entered into a password secure Excel document saved to the NCH secure network and only accessible to the program team.

O10 Outcome:

O10: Number of individuals who secure employment

Target: 627 Individuals

Measured By: Other

Described Instrument: To verify the outcome measure of individuals securing employment, the Program Supervisor will access HNHF's workforce development tracking software monthly. The tracking software is a custom- built web- application with CRM- like functionality developed using the Oracle APEX rapid- application development platform. The application allows the workforce development team to manage program operations, from participant recruitment, to scheduling of coaching

# DRAFT

Performance Measure: Economic opportunity performance measure

Problem Statement:

Selected Interventions:

Job Placement Services

Job Training

Described Instrument: appointments, to training / readiness curriculum enrollment, and ultimately to hire at NCH or partner site. Data collected for operational and outcome reporting includes participant demographics and recruiting information; development classes enrolled in, grades received, and payment incentives disbursed for satisfactory completion; jobs applied for, the outcome of each application (rejected, interviewed, hired, etc.), and duration of employment if hired; while free- text notes from coaching sessions provide holistic insight into the participants' development over time.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

# DRAFT

## Demographics

Other Revenue Funds	50000
Number of volunteers generated by AmeriCorps members	20
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Sent
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
While Nationwide Children's Hospital consistently ranks among the top ten children's hospitals and provides high quality patient-centered care, too many patients have disproportionately worse health outcomes than peers. These patients often come from low-opportunity neighborhoods, characterized by high rates of poverty, racial and ethnic minorities, unemployment, and high social vulnerability index. The root causes of decreased mobility	Funding  1 FTE Program Supervisor .25 FTE Program Director .05 FTE Principal Investigator  10 AmeriCorps members serve as community health workers 8/15/22-8/14/23  Member service sites/clinics: NCH Primary Care, Behavioral Health, Dental clinic, School-based Health, and the Neonatal Intensive Care Unit  Partnership with	Target population: NCH families residing in census tracts greater than or equal to 75th percentile SVI for Franklin County, attending the specified NCH clinics, and endorsing social needs during screening over 49 weeks of member service (beginning after orientation)  1) Meet with families and connect to resources, especially economic opportunity resources (member commitment - 25 hours a week)	30 families served per member per month (total of 300 families per month) (O1A)  27 families given referrals or concrete resources at initial encounter (total of 270 families per month)  16 families utilize at least one economic opportunity programming (total of 110 families per month)  6.4 family members will complete job readiness training (total of 64 family members per month)	Increase in referrals to economic opportunity (and other) resources  Increase in job readiness for NCH families participating in workforce development training (O21)  Increase in number of NCH families securing employment (O10)	Decrease in reported social needs that negatively impact health  Increased connection to and utilization of economic opportunity (and other) resources  Decrease in clinic no-show rates  Increase in clinic well child visits	Increase in economic mobility (as evidenced by increase household income, etc.)  Improved health outcomes (decrease emergency department utilization, inpatient admission, and inpatient length of stay) and reduction in health disparities for NCH patients in low-opportunity neighborhoods

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>are multifaceted and include historic redlining and systematic racism.</p> <p>It is well established that low economic opportunity and poor health outcomes are inextricably correlated.</p> <p>Linking members of low-opportunity neighborhoods to economic advancement programming can reduce poverty and ultimately improve health outcomes.</p>	<p>HNHF economic opportunity programs</p> <p>Partnerships with two CHW training organizations</p> <p>Partnerships with NCH clinic teams</p> <p>Member training</p>	<p>2) Conduct follow-up with families to ensure connection to resources (member commitment - 6.5 hours a week)</p> <p>3) Document family encounters in electronic medical record (member commitment - 4.5 hours a week)</p> <p>4) Participate in data collection/evaluation activities (member commitment - 2 hours a week)</p> <p>5) Attend supervision/training (member commitment - 2 hours a week)</p>	<p>month)</p> <p>5.7 family members will secure employment (total of 57 family members per month)</p>			

## Budget Narrative: Connecting Families 4 Success Corps: Nationwide Children's H for Abigail Wexner Research Institute at Nationwide Children's Hospital

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Principal Investigator: - 1 person(s) at 178601 each x 5 % usage	0	8,930	8,930
Co-Investigator: - 1 person(s) at 94448 each x 25 % usage	0	23,612	23,612
Program Coordinator: - 1 person(s) at 58240 each x 100 % usage	0	58,240	58,240
<b>Category Totals</b>	0	90,782	90,782

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Principal Investigator: 25% of salary	0	2,233	2,233
Co-Investigator: 25% of salary	0	5,903	5,903
Program Coordinator: 100% of salary	0	14,560	14,560
<b>Category Totals</b>	0	22,696	22,696

### C. Travel

#### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 5 days local travel; 20 miles @0.585 for 2 staff members	0	23	23
Ohio Conference on Service and Volunteerism: Local mileage - \$0.58/mile @4 miles for 2 members	0	4	4
National Service Registration Training: Airfare: \$300; Hotel: \$150/night for 2 nights; Per Diem: \$70/day for 3 days; 2 members	0	1,620	1,620
Program Coordinator: Local Travel to Member Work Sites (\$25 a trip for 24 trips)	600	0	600
<b>Category Totals</b>	600	1,647	2,247

#### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Ohio Conference on Service and Volunteerism: Local travel for 1 member - 4 miles @ 0.585	3	0	3
<b>Category Totals</b>	3	0	3

### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
SLOT Fees: \$18 per member per year	0	180	180
Program Supplies: Logo items for members - 2 shirts @ \$26/each; 1 shirt for staff (3)	0	598	598
Misc Supplies: Member Handbook and misc office consumables	0	200	200
<b>Category Totals</b>	0	978	978

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Registration Fees: \$100 per member for 3 members to OH Conf on Service; \$300 per member for 2 members to Natl Serv- Daily Rate of 100	0	900	900
<b>Category Totals</b>	0	900	900

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Member Orientation: Materials, supplies for 10 service members- Daily Rate of 150	600	0	600
Monthly training sessions: \$225 daily rate for 12 sessions per year- Daily Rate of 225	2,700	0	2,700
<b>Category Totals</b>	3,300	0	3,300

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Background Checks: BG checks for all members at \$50 per member	0	500	500

Member Badges: \$50 per badge to be paid to Hospital	0	500	500
CHW Certifications: \$35 per member x 10 members	0	350	350
<b>Category Totals</b>	0	1,350	1,350
<b>Section Totals</b>	3,903	118,353	122,256
<b>PERCENTAGE</b>	3%	97%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 10 Member(s) at a rate of 23950 each Members W/O allowance 0	239,500	0	239,500
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	239,500	0	239,500

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% of \$24,000 xs 10 members	18,360	0	18,360
Worker's Compensation: Not required	0	0	0
Health Care: \$100/month for 10 members	12,000	0	12,000
<b>Category Totals</b>	30,360	0	30,360
<b>Section Totals</b>	269,860	0	269,860
<b>PERCENTAGE</b>	100%	0%	

## Section III. Administrative/Indirect Costs

## A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	0	0

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
Fixed: Total Direct Costs: MTDC xs 28% IDC rate with a rate of 28 and a rate claimed of 28	5,775	104,017	109,792
<b>Category Totals</b>	5,775	104,017	109,792
<b>Section Totals</b>	5,775	104,017	109,792
<b>PERCENTAGE</b>	5%	95%	

<b>Budget Totals</b>	279,538	222,370	501,908
<b>PERCENTAGE</b>	56%	44%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	10.00		
<b>Cost/MSY</b>	27,954		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Center for Nutrition	113,478	In Kind	Other
	Center for Nutrition	4,875	Cash	Other
Total Source of Funds			118,353	

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC245547		<b>3. DATE RECEIVED BY STATE:</b> 04-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> College Now Greater Cleveland  <b>UEI NUMBER:</b> <b>DUNS NUMBER:</b> 020631362		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Bridget Mcfadden  <b>TELEPHONE NUMBER:</b> (216) 635-0447  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> bmcfadden@collegenow gc.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 1500 W 3rd St Ste 125 Cleveland OH 44113 - 1422 County:			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 346580096		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit  7b. Service/Civic Organization	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> NEW      <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE  <input type="checkbox"/> CONTINUATION      <input type="checkbox"/> AMENDMENT         </div> <p>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/></p> <p style="display: flex; justify-content: space-around; align-items: center;">           A. AUGMENTATION      B. BUDGET REVISION            C. NO COST EXTENSION      D. OTHER (specify below):         </p>			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> AmeriCorps Career Coaches	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Cleveland, OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22      END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="text"/> OH 11      b.Program <input type="text"/>	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:            DATE:  <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372         </div>	
a. FEDERAL      \$ 201,512.00 b. APPLICANT      \$ 126,118.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 327,630.00			
<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES if "Yes," attach an explanation.      <input checked="" type="checkbox"/> NO         </div>			
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Stephanie Bunsey		<b>b. TITLE:</b> 	
		<b>c. TELEPHONE NUMBER:</b> (216) 635-0154	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 03/29/22	

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## Narratives

### Executive Summary

College Now Greater Cleveland proposes to have 10 AmeriCorps members who will deliver curriculum on career and college pathways and self-discovery to 2,400 students in all Cleveland Metropolitan middle schools and 4 career academy high schools. At the end of the first program year, the AmeriCorps members will be responsible for increasing 8th graders confidence in their high school choice and impacting an increase in 9th and 10th grade student's knowledge of career and college opportunities, interest in further pursuing a path toward a postsecondary education and belief that their postsecondary goal can become a reality. In addition, the AmeriCorps members will leverage 40 volunteers who will be engaged in 5 national days of service. This program will focus on the AmeriCorps focus area of Education. The AmeriCorps investment of \$201,512 will be matched with \$126,118 in public funding.

### Rationale and Approach/Program Design

1. Theory of Change and Logic Model-The AmeriCorps Career Pathway Coaches (CPC) program supports the Cleveland Metropolitan school district (CMSD) in implementing its Cleveland Plan for Transforming Schools, which boosts the academic performance of Cleveland students and facilitates high leverage systems reforms such as college and career readiness. Part of this reform centers on Career Technical Education (CTE) and addresses the well-documented Skills Gap in this region-there are not enough skilled workers in high demand fields (TeamNEO, 2021). The CPC Program supports the district's Plan by 1) implementing its 8th grade mentoring program designed to help students plan their path and choose the high school that aligns with their career goals and 2) supporting 9-10 graders in exploring educational career pathways building off their increased knowledge of self. The CPC Program is positioned to address significant community and youth development issues that will only deepen as more jobs require some post-secondary education. Cleveland students are currently not college or career ready (average ACT score is 16, ODE District Report Card). The graduation rate of the four career academies we serve is 75% (as is CMSD's). Cleveland is one of the nation's poorest cities with a poverty rate of 32% (Census, 2019). Cleveland's college degree attainment rate is also strikingly low and is inextricably linked to poverty. Only 18.6% of Cleveland adults have earned postsecondary degrees compared to 32.9% nationally (Census, 2020). Low educational attainment correlates with unemployment rates and earnings. For example, 4.5% of US adults with just a high school diploma are unemployed while only 2.2% of those with a bachelor's degree or higher are unemployed (Bureau of Labor Statistics, 2022). Furthermore, there is a significant skills gap that

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## Narratives

plagues Northeast Ohio-there are not enough residents that possess the credentials needed to fill the area's most in-demand jobs, while many residents are underemployed or unemployed (TeamNEO, 2021). In addition, the proposed service area falls within the top half of the CDC's Social Vulnerability Index, with much of Cleveland's east side in the highest quadrant of the index, indicating that this area is identified as needing support before, during and after a hazardous event, like the COVID-19 pandemic. The CPC Program aligns with the theory that serving students earlier can lead to more positive outcomes in readiness (ACT and American Council on Education/American College Application Campaign, 2017).

**Theory of Change:** The evidence-based and informed intervention (mentoring) and associated activities (one on one and small group college and career exploration and advising, career shadowing and visits, academic advising, and workplace experiences) will positively impact students' academic engagement and social-emotional skills; college and career awareness, access; and ultimately, persistence and completion of an industry recognized credential and/or post-secondary degree.

The Program's theory of change suggests that by providing career exposure to students in 8th grade and supporting student exploration through college and career advising, students will be more prepared for planning their educational pathways toward meaningful careers in grades 9-10 and beyond. This program augments and leverages the work being done in the district with CTE and the Ford NGL (Next Generation Learning) model, which mobilizes educators, employers, and community leaders to prepare a new generation of young people who will graduate from high school ready for college, careers, and life. Career-themed academies infuse the expectations and academic rigor of college prep programs with the real-world relevance and rigor of CTE. The CPC Program approaches this work with a research-based College and Career Readiness framework (Conley, 2012) that develops 21st century learning skills. Of the 10 proposed AmeriCorps Members, 5 will serve 2,000 middle school students (grade 8) in 66 schools in the True2U mentoring program and will: a) administer and coach 2,000 8th grade students on 3 interest assessments (MI Advantage, Career Clusters Inventory, and Strengths Explorer) to assist in exploring their interests and talents related to postsecondary education and career pathways and b) support monthly mentoring sessions where students engage in personal development and career oriented activities with community volunteers. Outcomes center around social emotional learning, interpersonal skills, transition to high school skills, and career knowledge and include: a) 50% of 8th grade students served (n=1000) complete the program; completion is defined as participation in all 3 assessments to assist the student in choosing the high school that aligns with their career goals; b) 50% of students that complete the program,

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(n=500) report confidence in their high school choice as evidenced by self-reported survey data. The CPCs will administer this survey in partnership with the school district. Long-term outcomes: a) students will be on track to obtain industry recognized credentials as measured by persistence in courses related to industry pathways and monitored by district partners and b) postsecondary enrollment/livable wage employment, as measured by National Student Clearinghouse data (4-6 years from now) and/or data from businesses where students have been placed for work. The remaining 5 members will serve 400 high school students (grades 9-10) in the four career academies to foster awareness of skills, interests, abilities; career options and opportunities, as well as educational pathways toward desired careers, with plans to help students obtain a recognized industry credential or pursue traditional postsecondary pathway. The career academies focus on Manufacturing, Engineering, Business, Health, and Environmental Science. Services focus on transition to high school, and college and career access-related opportunities including visits to colleges and workplaces, one on one mentoring, academic advising, career advising, specific career-focused events such as career fairs and guest speakers, and near-peer role models. Outcomes: a) 50% of 9-10 grade students served (n=200) complete the program; completion is defined by participation in at least 3 advising sessions (group or one-on-one); and b) 50% of 9th and 10th grade students that complete the program (n=100) will show an increase in their aspirations and understanding of educational pathways toward careers through the use of planning and tracking tool with a CPC. Student target numbers represent current enrollment for all CMSD 8th graders and all 9th-10th graders in the academies; the rationale for these targets is based on previous trend data about student participation and completion. The expected outcomes represent meaningful progress in addressing poverty, low educational rates, and unemployment because the interventions are designed to provide information and support to students about careers that are aligned to their interests as well as the steps required to obtain the careers and earn family-sustaining wages. The rationale for utilizing AmeriCorps members is that a near-peer model with members who have just experienced the process of exploring careers, while pursuing their post-secondary education, is more closely related to students' experiences and resonates more. CMSD alum are recruited heavily to serve as members and this helps in serving students, as they came from where the students currently are. The service role of AmeriCorps members will produce significant contributions to existing efforts to address the community's challenges as noted.

2. Evidence-Base-The CPC program evidence base is in the "Pre-preliminary evidence" tier which requires modest evidence and demonstrates that the proposed activities will lead to the outcomes in

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## Narratives

our logic model. Existing performance data (2,216 students served in first five years with 60% that completed the program experiencing an increase in their postsecondary aspirations based on a pre/post test), meetings with the partner district, and alignment with the schools' goals (students making informed choices about high school selection and understanding career pathways) were used in the creation of goals and outcomes for this program. The proposed intervention and activities are based on multiple evidence-based and evidence-informed research findings. Mentoring, the primary intervention, and the associated activities are grounded in social-emotional development, career exposure, and postsecondary exploration. Evidence-informed research abounds related to the intervention and activities. For example, social-emotional learning and development, when tied to a school environment, is found to influence academic outcomes among low-income students, including an increased growth in academic motivation and performance (Bavarian et al., 2013). In addition, close mentoring relationships between adults and students positively affects students' academic performance (Bayer et al., 2015). In an impact evaluation of an AmeriCorps program at Notre Dame Mission Volunteers, findings suggested that student behavioral and emotional engagement is higher among students who received small group engagement and enrichment activities than those who did not (Litchka, 2015). Further, Ward et al. (2013) found when local businesses, community organizations, and social service agencies provide shadowing opportunities, internships, or summer employment experiences, youth develop social and career competencies and broaden their awareness of various college and career options. These experiences facilitate the application of what students learn in school to real world contexts, which in turn increases students' sense of school relevance. A report by the US Department of Education (DOE) corroborates this research, citing that programs that connect students' academic schoolwork to college and career pathways improve a student's ability to manage in and out of school challenges, specifically related to risk of dropping out of school (2017). Another US DOE report by the Institute of Education Sciences (2015) concluded that Career Academies that incorporate academic and workforce subjects into high school curriculum and involve community partnerships are shown to have positive effects on a student's ability to persist in and complete high school. Related research suggests that students who connect early their future careers with their schoolwork are more motivated to successfully complete high school. (Constantine et al., 2006). For postsecondary awareness, college and career coaching programs significantly increase the existence of a college-going culture among participating education institutions and individuals (Valcik, & Scruton, 2013).

3. Notice Priority -The Program closely aligns with the evidence-based education interventions listed

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## Narratives

on the AmeriCorps Evidence Exchange's Education Brief. In addition to using the same service delivery model as the researched programs, Career Pathway Coaches offer college counseling and student support services interventions.

4. Member Experience-Through their service term, Career Pathway Coaches(CPC) give their time guiding students in developing their postsecondary plans. In return for their 1700 hours of service, College Now (CN) provides CPC's with the intense training needed to serve students and with personal development to achieve their own Life After the Corps objectives. Three weeks prior to school starting, AmeriCorps members undergo a comprehensive orientation conducted by CN's program director and team providing context about the AmeriCorps program at the federal, state, and local levels; the educational landscape in which they will serve; and CN's role in the community. CPC's also receive training on developing an elevator speech to help them discuss their service, basic professionalism, and what to expect, in general, when serving in schools through role playing. CPC's complete a Member Development Plan that focuses on Life After the Corps. Lastly, the program director reviews the signed member handbook and service agreement that outlines the CPC's roles and responsibilities and explicitly states AmeriCorps prohibited service activities. Intense content training occurs throughout the service term (14 hours monthly) on topics such as: the Ford Next Generation Learning model; True2U Mentoring methods and curriculum; career pathways; advising strategies; Naviance and Ohio Means Jobs for career exploration; and communication skills. Members participate in additional training and networking opportunities provided through partners, like the Neighborhood Leadership Institute, which result in connections that CPC's utilize to further help their students and bolster their own future career opportunities. In addition to the valuable experience members gain from their day-to-day direct service, CPC's take a leadership role in planning and implementing required National Day of Service projects. They determine the projects they will implement, ensuring they gain exposure to other areas of interests, and lead the planning and execution. Each CPC must recruit 4 unique volunteers to support project implementation. They learn how to identify projects and about available community resources during orientation. Justice Talking is an integral part of the program and enhances the member experience by incorporating reflective discussion into their training and service term, providing space to reflect on service, choices, and commitments. Participation aids in building relationships and a sense of community among the AmeriCorps members and improves critical thinking, communication, and active listening skills. All CPC's are trained during orientation on how to facilitate these discussions. CPC's participate in Justice Talking at least once a quarter. Through these activities, CPC's gain skills that help them provide effective service and strengthen their resumes.

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Potential AmeriCorps Members, who hold either an associate's or bachelor's degree, are recruited and placed within participating Cleveland schools. Potential members must be relatable to the students they will serve in terms of gender, race, geographic roots, and experiences. Preference is given to recent college graduates who can articulate and address the academic and postsecondary needs of students. Other important considerations include: exhibiting a genuine interest in students and their ability to succeed after high school; maturity; ability to mentor youth; and strong communication and organizational skills. AmeriCorps Members are recruited through a variety of methods to ensure the opportunity for community members to serve: a) marketing on college campuses within the Cleveland community, including connecting with offices of diversity and inclusion and Alpha Phi Omega, the national service fraternity, if one exists on campus; b) outreach to College Now alumni (first-generation, minority students from low-income backgrounds) nearing college graduation to encourage AmeriCorps service; c) outreach to CMSD alumni through the school district's resources; and d) the AmeriCorps website. These methods have yielded diverse, qualified, and relatable candidates who are dedicated to the community and cause. CN fosters an inclusive service environment where different backgrounds, talents, and capabilities are welcomed and leveraged for learning and effective service delivery. This is accomplished through self-awareness and cultural competency training in addition to the completion and discussion of assessments like [www.16personalities.com](http://www.16personalities.com). Discussions among team members help them learn about each other's experiences, talents, and abilities and aid members in understanding how they can leverage each other's strengths to achieve success in all aspects of their service commitment. In addition, CN has a staff-led Diversity, Equity, and Inclusion committee with several working groups addressing topics including continuing education for staff and developing inclusive hiring practices. We have worked on improving outreach to diverse candidates for our AmeriCorps and staff positions.

### Organizational Capability

1. Organizational Background and Staffing—College Now (CN) is Ohio's largest and the nation's first college access and success organization. CN is financially stable with a diverse \$19.7 million funding base. CN's board includes 55 leaders from finance, education, legal, civic, and philanthropic sectors and provides strategic and fiscal oversight. Our executive team includes a chief executive with 20+ years of non-profit leadership; a chief operating officer who is a CPA with 16+ years of experience managing CN's finances and operations, including successfully completing federal audits; a published chief program officer who holds a doctorate in Education with a concentration in administrative and policy studies and organization development; and a chief external affairs officer with 18 years of

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## Narratives

successful and diverse fundraising experience. Our finance director is a CPA, and our human resources manager has 18+ years of human resources, payroll, and benefit administration experience. Our current statewide AmeriCorps College Guides program, supporting 40 members, is managed by our director of advising programs and services, who has been with CN for 4 years in addition to having 20 years of school district administration experience including directing education programs with federal mandates. She provides oversight and supports the program's director, who previously led a Senior Corps program and has led the CPC program for 4 years, and a program coordinator. This front-line team leads the CPC program's development, recruitment, training, supervision, monitoring and compliance. CN has partnered and participated in workforce development programs. For example, CN refers students who are not ready for a 4-year degree to workforce development programs. In 2019, we developed a database that includes information about 1,400 local job training programs for local in-demand careers. We are also a key partner in CMSD's career pathways curriculum; we helped develop the curriculum and provide group career advising workshops. CN considers an inclusive, diverse workplace to be paramount to our success and we dedicate both resources and staff time to ensure these values are placed at the core of our work. We have a Diversity, Equity, and Inclusion (DEI) committee aimed at raising awareness among our staff and exploring ways in which our organization can advance DEI internally and externally.

2.Compliance and Accountability-College Now (CN) prides itself in its ability to adhere to AmeriCorps rules and regulations, meet deadlines, and respond to requests from ServeOhio and AmeriCorps in a timely manner. CN has successfully administered AmeriCorps programs for over 9 years and its staff have expertise that are beneficial in orientating and training on AmeriCorps rules and regulations and has established the program's monitoring and oversight plan to ensure compliance. The plan focuses on processes to prevent non-compliance and begins with the hiring process. CN's online AmeriCorps application collects information that aids compliance, including an area where candidates consent to required background checks: National Sex Offender Public Website (NSOPW), FBI, and BCI. Prior to the first interview, the program coordinator conducts the NSOPW check. Once a candidate is selected to serve, an offer letter is issued that includes a member service agreement that outlines prohibited and unallowable activities and instructions for completing the required background checks. When cleared background check results are received, the member is provided information for their first day of service. During member orientation, prohibited and unallowable activities are presented again to ensure understanding. To aid compliance at the school service site, the program director routinely checks in with school staff and members, sometimes unannounced, to observe members and ensure

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## Narratives

they are performing service in accordance with AmeriCorps requirements and their approved role. This is also an opportunity to discuss concerns and updates, focusing on overall program compliance, member satisfaction and progress towards the initiative's goals. Additional monitoring includes weekly CN program staff meetings to discuss program progress, strategize monthly training topics, and address any issues that may arise in a school or with a member. The program director meets with school partners prior to August each year to present general information on AmeriCorps as well as the role of the Career Pathway Coaches in the schools, including what they are allowed and not allowed to perform. Throughout the service term, the program director meets monthly with school partners to monitor progress and adherence to AmeriCorps rules and regulations. This continuous, regular monitoring provides the ability to address issues in a timely manner and ensures compliance. Throughout any of these processes, if issues are found, they are addressed immediately and ServeOhio is contacted, if needed, for guidance on correcting. College Now's Whistleblower Policy and AmeriCorps Grievance Policy details the process for reporting any suspected criminal activity, waste, fraud or abuse to its Board of Directors in addition to the AmeriCorps Office of Inspector General, AmeriCorps, and ServeOhio. These processes are reviewed during the program's orientation and members are shown where they can reference these materials during the service term.

3. Culture that Values Learning-College Now's board, management, and staff are committed to outcome-driven decision-making by collecting and monitoring data and analyzing metrics to learn and to inform programming decisions and resources allocation. College Now utilizes a comprehensive outcomes dashboard and a truncated board-reviewed dashboard fed by a robust and upgraded infrastructure of data systems, technologies and methodologies to improve our ability to more efficiently and accurately collect and report data for outcomes, learning, and decision-making. Our scheduled data collection and analysis system relies on trained front-line staff and AmeriCorps members to enter data into student and service tracking databases. College Now's data team exports data from these and partners' databases as well as conducts third-party data verification. The data team rolls data into scheduled reports that are shared with program directors. Program directors discuss, monitor, and analyze data with each other and their teams. They report findings to management and board members. These rigorous assessment and communication processes include student surveys and goal-based, process-based, and outcome-based evaluation methodologies that identify successes as well as potential issues in services to students. This allows for informed discussions with AmeriCorps members and staff that result in learning best practices that can be shared, as well as the ability to address issues in a timely manner that may be interfering with service

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## Narratives

to students. Staff and CPCs are trained on how to pull their own service reports from College Now's performance database, which allows them to identify task completion with specific students and create a plan for ensuring that they meet with students who haven't received services. Informal programmatic feedback is collected from CPCs throughout the year via discussions held during performance reviews, site visits and monthly team meetings that aid in learning and improving areas like training and planning for National Days of Service.

4. Member Supervision-College Now's AmeriCorps director and program coordinator ensure that members are well-equipped to perform their service. They plan and implement orientation and monthly training for the members. The program director conducts regular site visits-often weekly with the CPCs and conducts two performance reviews during the service term as a formal feedback method to discuss service results and to assess training and development needs. Staff includes other stakeholders in the performance review as appropriate, such as school counselors. Staff regularly monitor members' time, data entry related to their service activities, and completion of reports required by AmeriCorps to ensure that they are on target to meet their overall service commitment. Lastly, CPCs are made aware of the program's chain of command during orientation so that they can communicate any concerns they may have regarding supervision and support they receive through their school site. The program director and program coordinator are guided through these processes and monitored by the director of advising programs and services. Because of her experience, CN is confident in her ability to orient and train internal staff on the AmeriCorps mission, program regulations, priorities, and expectations in order to ensure that they are committed to direct service, community strengthening, and member development. Staff attends an annual orientation with ServeOhio that is geared towards understanding AmeriCorps requirements and updates on processes and procedures needed to run a successful program. Staff also participates regularly in meetings with other AmeriCorps programs that focus on topics like compliance, member satisfaction/retention, and progress towards goals. The program director trains and reviews program and member oversight expectations with school partners prior to August. Once school starts, the program director meets monthly with the school district team to discuss program results, member service, including any oversight issues that may arise, and updates or review of program expectations. These all provide staff and partners with thorough and continuous training to understand AmeriCorps and program regulations, priorities, and expectations.

## Cost Effectiveness and Budget Adequacy

See budget.

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## Narratives

### Evaluation Summary or Plan

N/A

### Amendment Justification

N/A

### Clarification Summary

N/A

### Continuation Changes

N/A

### Grant Characteristics

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## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
K- 12 Success	100%

**% of MSY NPM VS Applicant VS Not in ANY**

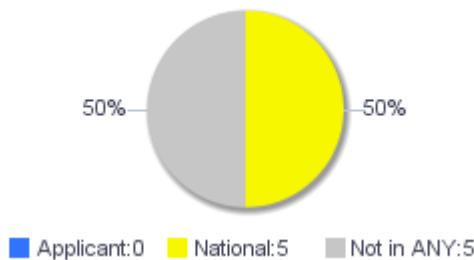


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
50%	0%	0%	50%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K- 12 Success	10.00	10
Total	10.00	10

Primary Focus Area: Education

Primary Intervention: Mentoring

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Increasing College and Career Aspirations

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	5.00	No of Members:	5
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Problem Statement:

There are not enough residents in Cleveland or Northeast Ohio that possess the credentials needed to fill the area's most in- demand jobs, while many residents are underemployed or unemployed (Team NEO, 2021). Only 17.5% of Cleveland adults (ages 25+) have earned postsecondary degrees compared to 32.1% nationally (US Census, 2019). Low educational attainment correlates with unemployment rates: 4.6% of US adults with just a high school diploma are unemployed while only 2.1% of those with a bachelor's degree or higher are unemployed (Bureau of Labor Statistics, December 2021). As part of the District's Cleveland Plan for Transforming Schools, the AmeriCorps Career Pathway Coaches will provide individualized interventions to incoming 9th graders and current 10th graders to help them become more fully immersed into career pathway opportunities during the school year and to address the area's skills gap.

Selected Interventions:

Mentoring

Describe Interventions:

Five AmeriCorps Career Pathway Coaches will dedicate 7,480 hours to serving 400 unique 9th and 10th grade students attending 4 Academies of Cleveland by providing college and career exploration interventions via group and one- on- one advising. Target number of students based on current 9th and 10th grade enrollment in schools and accounts for trends in attrition. The duration of the interventions will be from September through May and the dosage per student will be an average of 3 advising activities, based on the 3 quarters during the year that Members are present in schools. Specific interventions include delivery of curriculum on 1) College exploration; 2) Career exploration; 3) serving as role models/mentors/reference points for various career pathways related to students' high school curriculum; 4) host specific career- focused events such as career fairs, industry field trips, and guest speakers; and 5) serving as role models and coaches for incoming freshman students and assist with summer bridge/transition programming between 8th and 9th grade.

ED1A Output:

ED1A: Number of individuals served

Target: 400 Individuals

Measured By: Tracking System

Described Instrument: The Career Pathway Coaches will enter interventions with students into College PATH, a web- based data collection tool. The system allows Career Pathway Coaches to input each activity they have with a student in addition to tracking milestones students have achieved during the school year. The program trains Members on using the system and pulls data from College PATH to report to AmeriCorps quarterly and to monitor results throughout the program year. Regular internal audits are conducted on data, which increases reliability and validity of the information being entered into the system by AmeriCorps Members. Target number of students based on current 9th and 10th

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Performance Measure: Increasing College and Career Aspirations

Problem Statement:

Selected Interventions:  
MENTORING

Described Instrument: grade enrollment in schools and accounts for trends in attrition.

ED27C Outcome:

ED27C: Number of students with improved academic engagement or social- emotional skills

Target: 100 Students

Measured By: Survey

Described Instrument: Tracking tool is a pre/post- test that is designed by Summit Education Initiative. Program will be looking for any level of positive increase in the Aspirations domain the survey measures. The pre- test will be administered between September- December (to allow time for late semester enrollees) and the post will be administered between April- May. Target number is slightly higher than results achieved in past, as the program aims to continually increase positive outcomes for more students.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

No NOFO Priority Area, No NOFO Priority Area, No NOFO Priority Area, No NOFO Priority Area

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	40
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
There is a significant skills gap that plagues Cleveland and Northeast Ohio. There are not enough residents that possess the credentials needed to fill the area's most in-demand jobs, while many residents are underemployed or unemployed (Team NEO, 2021). Only 17.5% of Cleveland adults (ages 25+) have earned postsecondary degrees compared to 32.1% nationally (US Census, 2019). Low educational attainment	5 full-time AmeriCorps Members will serve 66 Cleveland Metropolitan School District middle schools from August 1 through June 28 devoting a total of 7,480 direct service hours to these interventions. The 5 members will have a total of 1,020 training hours, resulting in 8,500 total service hour (or the equivalent of 5 MSY).	Deliver 3 student assessments (MI Advantage, Career Clusters Inventory and Strengths Explorer) from September through May to all 8th grade students attending Cleveland Metropolitan school District schools to assist students in exploring their interests and talents related to postsecondary education and the various career pathways; facilitate transition-related opportunities including visits to colleges and workplaces, as well	Goal is to serve 2,000 unique 8th grade students. Career pathway Coaches aim for 50% of students served, or 1,000, to complete the program. Completion is defined as participation in all 3 assessments to assist the student in determining proper high school match.	Career Pathway Coaches aim for 50% of students that complete the program, or 500, to report confidence in their high school choice.	Career Pathway Coaches aim for 50% of students that complete the program, or 500, to enroll in their high school of choice.	Industry recognized credentials as measured by persistence in courses related to industry pathways. Postsecondary enrollment/livable wage employment as measured by National Student Clearinghouse data (4-6 years from now) and/or data from businesses where student have been placed for work.

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
correlates with unemployment rates: 4.6% of US adults with just a high school diploma are unemployed while only 2.1% of those with a bachelor's degree or higher are unemployed (Bureau of Labor Statistics, December 2021).		as an opportunity to learn about their high school choices; Act as a mentor and encourage mentorship opportunities among small groups of students. The duration of the services will range from 10 minutes to 5 hours(for college and workplace visits) and will depend on individual student needs. Students have the opportunity to participate in an average of 20 hours of activities in a given school year, including the completion of assessments, monthly mentoring sessions, career and college visits and program year kick-off and year-end culminating events.				
There is a significant skills gap that plagues Cleveland and Northeast Ohio-there are not enough residents that possess the	5 full-time AmeriCorps Members will serve in 4 Academy of Cleveland high schools from August 1 through June 28 devoting a total of	Deliver curriculum on career exploration, college access, and financial aid counseling to students in grades 9-10 attending school at the 4 Academies	Goal is to serve 400 unique 9th and 10th grade students. Career pathway Coaches aim for 50% of 9th and 10th grade students served, or 200, to	The program aims for 50% of 9th and 10th grade students that complete the program (or 100 students) to show an increase in their pre/post test results,	The program aims for 50% of 9th and 10th grade students that complete the program (or 100 students) to identify their career pathway of choice.	Industry recognized credentials as measured by persistence in courses related to industry pathways. Postsecondary enrollment/livable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>credentials needed to fill the area's most in-demand jobs, while many residents are underemployed or unemployed (Team NEO, 2021). Only 17.5% of Cleveland adults (ages 25+) have earned postsecondary degrees compared to 32.1% nationally (US Census, 2019). Low educational attainment correlates with unemployment rates: 4.6% of US adults with just a high school diploma are unemployed while only 2.1% of those with a bachelor's degree or higher are unemployed (Bureau of Labor Statistics, December 2021).</p>	<p>7,480 direct service hours to these interventions. The 5 members will have a total of 1,020 training hours, resulting in 8,500 total service hours (or the equivalent of 5 MSY).</p>	<p>of Cleveland high schools. The duration of the interventions will be from September through May and the dosage per student will be an average of 3 advising activities. Coaches will provide 3 one hour workshops (one per school reporting period), and one-on-one advising occurs between these 3 workshops, with duration dependent upon the student's need. Encourage academic success among students by serving as a reference point for various career pathways related to their high school curriculum; Host career-focused events such as career fairs, industry field trips and shadow days, guest speakers, and interview/resume workshops; Serve as role model and coach for incoming freshman students.</p>	<p>complete the program. Completion for these students is defined by participation in at least 3 advising sessions (group or one-on-one).</p>	<p>indicating positive impact in academic engagement and social-emotional skills (ED27C),</p>		<p>wage employment as measured by National Student Clearinghouse data (4-6 years from now) and/or data from businesses where student have been placed for work.</p>

## Budget Narrative: AmeriCorps Career Coaches for College Now Greater Cleveland

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Coordinator-Administrative and Program Support in addition to assisting with Member Oversight: - 1 person(s) at 50000 each x 85 % usage	31,500	11,000	42,500
Program Director #1-leads supervision of members: - 1 person(s) at 70000 each x 20 % usage	8,200	5,800	14,000
Program Director #2- Oversees compliance, member management and recruitment: - 1 person(s) at 75000 each x 5 % usage	3,750	0	3,750
<b>Category Totals</b>	43,450	16,800	60,250

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Program Coordinator Fringes at 28% of salary(\$42,250); Includes FICA, Worker's Comp, SUTA(unemployment), Health Insurance, Life Insurance, Disability Insurance, 401K: \$42,500 x .28=\$11,900	8,820	3,080	11,900
Program Director #1 Fringes at 28% of salary(\$14,000); Includes: FICA, Worker's Comp, SUTA(unemployment), Health Insurance, Life Insurance, Disability Insurance, 401K: \$14,000 x .28=\$3,920	2,296	1,624	3,920
Program Director #2 Fringes at 28% of salary (\$3,750); Includes FICA, Worker's Comp, SUTA(unemployment), Health Insurance, Life Insurance, Disability Insurance, 401K: \$3,750 x .28=\$1,050	1,050	0	1,050
<b>Category Totals</b>	12,166	4,704	16,870

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 2023 Points of Light Conference: Airfare=\$450, Lodging=\$400 for 3 nights, meals/incidentals per day=\$25/day(for 3 days); Ground Transportation=\$75	0	1,000	1,000
2022 Ohio Conference on Service & Volunteerism: For Program Director: Mileage at .58.5/mile - from Cleveland calculate at 280 miles; meals/incidentals at \$25	0	188	188
Starting Strong Director's Training (July): Three day training in July; Mileage to/from Cleveland to Columbus at .58.5/mile at 280 miles; meals/incidentals at \$25/day for 3 days; 2 nights lodging=\$300	0	538	538
Director's Professional Development - Winter 2023: One day. Mileage to/from Cleveland to Columbus at .58.5/mile at 280 miles; meals/incidentals at \$25	0	188	188
2023 National Service Regional Training Event: For Program Director: Airfare-\$350; lodging for 2 nights-\$400; non-conference meals-3 days at \$25/day=\$75; Ground Transportation=\$75	0	900	900
Director's Professional Development - Fall 2022: Mileage to/from Cleveland to Columbus at .58.5/mile at 280 miles; \$25 for meals/incidentals.	0	188	188

<b>Category Totals</b>	0	3,002	3,002
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## Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
2022 Ohio Conference on Service & Volunteerism: For One Member: Mileage at .58.5/mile - from Cleveland calculate at 280 miles; meals/incidentals at \$25	0	188	188
LeaderCorps Travel: Mileage to 2 Columbus meetings: 2(280 miles*.58.5)=\$327.60; lodging for 2 Columbus meetings at \$150/night-\$150*2=\$300	0	627	627
<b>Category Totals</b>	0	815	815

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
AmeriCorps Gear/Logo Items: \$50/member for 10 members=\$500; Member Service Gear to include pull over fleeces(\$30), tshirts(\$15), name badges (\$5), all to include the AmeriCorps logo	500	0	500
Computers for Members: 3 computers, mice, bags 100% dedicated to AmeriCorps Members at \$1,200/each=\$3,600; College Now has computers dedicated to members that are on a refresh schedule; 3 computers are due to be refreshed	0	3,600	3,600
<b>Category Totals</b>	500	3,600	4,100

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
2022 Ohio Conference on Service & Volunteerism: Registration at \$100/person for 1 person- Daily Rate of 0	100	0	100
2023 National Service Regional Training Event: Registration at \$300- Daily Rate of 0	300	0	300
2023 Points of Light Conference: Registration at \$500(based on nonprofit rate for last conference)- Daily Rate of 0	0	500	500
<b>Category Totals</b>	400	500	900

## Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
2022 Ohio Conference on Service & Volunteerism: Registration at \$100/person for 1 member- Daily Rate of 100	100	0	100
Food at all day Mandatory Monthly Trainings and orientation for Members: \$10 per person for 10 Career Coaches for 20 trainings; $(10*10)*20$ Trainings are all day and relevant to direct service and AmeriCorps related topics; agendas will be provided when reporting- Daily Rate of 0	0	2,000	2,000
<b>Category Totals</b>	100	2,000	2,100

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FBI Background Checks: FBI Background Check For 10 Members at \$30 Each= $10*30$ ; Note: Coordinator and Directors have current checks.	0	300	300
Ohio BCI Background Check: Ohio BCI Background Check For 10 Members at \$30 Each= $10*30$ ; Note: Coordinator and directors have current checks	0	300	300
OnCorps Usage: fee for use of OnCorps( $18*10=180$ )	0	180	180
NSOPW: The program conducts these prior to interviewing candidates using the free, public website: <a href="https://www.nsopw.gov/">https://www.nsopw.gov/</a>	0	0	0
Youthview Pre/Post Survey: \$1000 flat fee + \$1 per survey assuming 400 pre and 400 post test for total of \$1,800	0	1,800	1,800
Payroll Processing: \$100/month for 11 months, based on previous years expenses	0	1,100	1,100
Sideline Phone Numbers: 1 line per member at \$10/month for 11 months and 10 members: $(10*11)*10$	0	1,100	1,100
College Path Database Subscription: \$800/member annual subscription rate (\$800*10)	8,000	0	8,000
Rent for Program Coordinator Office Space: 41 total sq ft * 85% time spent on AmeriCorps * \$18.04/sq ft=\$629/month for 12 months	0	7,548	7,548
Rent for Program Director Office Space: 45 total sq ft * 20% time spent on AmeriCorps * \$18.04/sq ft=\$162/month for 12 months	0	1,944	1,944
Rent for Program Director Office Space: 44 total sq ft * 5% time spent on AmeriCorps * \$18.04/sq ft=\$39/month for 12 months	0	468	468
<b>Category Totals</b>	8,000	14,740	22,740
<b>Section Totals</b>	64,616	46,161	110,777
<b>PERCENTAGE</b>	58%	42%	

## Section II. Member Costs

## A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 10 Member(s) at a rate of 16502 each Members W/O allowance 0	120,514	44,506	165,020
1-Year Half Time (900 hours): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	120,514	44,506	165,020

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% x \$16,502 = \$1,262.40 per Member	6,312	6,312	12,624
Worker's Compensation: .000842 x \$16,502 = \$13.89 per Member	0	139	139
Health Care: \$100/month per Member for 5 Members for 11 month Service Term; we are basing this number off of actual members taking advantage of healthcare the past; note: College Now will provide healthcare to all Members if all Members request it.	0	5,500	5,500
<b>Category Totals</b>	6,312	11,951	18,263
<b>Section Totals</b>	126,826	56,457	183,283
<b>PERCENTAGE</b>	69%	31%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: Grantee Share: Multiply the total AC and grantee share of Sections I and II by 10%: \$294,060*.10=\$29,406 max amount allowed to claim in grantee share. Max College Now Share of CNCS: \$191,442*.0526=\$10,070*.6=\$6,042	6,042	23,500	29,542
Commission Fixed Amount: Commission Share of AC: \$191,442*.0526=\$10,070*.40=\$4,028	4,028	0	4,028

Category Totals	10,070	23,500	33,570
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## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	10,070	23,500	33,570
<b>PERCENTAGE</b>	30%	70%	

<b>Budget Totals</b>	201,512	126,118	327,630
<b>PERCENTAGE</b>	62%	38%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	10.00		
<b>Cost/MSY</b>	20,151		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	For all match in support of the Career Pathway Coaches program-Cleveland Metropolitan School District (Proposed)	126,118	Cash	State/Local
Total Source of Funds		126,118		

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC245528		<b>3. DATE RECEIVED BY STATE:</b> 04-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Educational Service Center of Central Ohio  <b>UEI NUMBER:</b> MHR6PWXJSZ24  <b>DUNS NUMBER:</b> 184234581 - 0000		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Sean R. Noe  <b>TELEPHONE NUMBER:</b> (614) 542-4173  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> sean.noe@escco.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 2080 Citygate Dr Columbus OH 43219 - 3591 County: Franklin			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 310914093		<b>7. TYPE OF APPLICANT:</b> 7a. Other  7b. Service/Civic Organization Local Education Agency	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
		<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>	
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> AmeriCorps Mentors for Success	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Central Ohio (Franklin, Delaw are, Union, Ross Counties); Northeast Ohio (Cuyahoga County)		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22      END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 03      b.Program <input type="checkbox"/> OH 03	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 220,000.00 b. APPLICANT      \$ 100,000.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 320,000.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Sean R. Noe		<b>b. TITLE:</b>	
		<b>c. TELEPHONE NUMBER:</b> (614) 542-4173	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/04/22	

# DRAFT

## Narratives

### Executive Summary

The Educational Service Center of Central Ohio proposes to have 20 AmeriCorps members who will serve as school-based mentors in Central Ohio (Franklin, Delaware, Union, and Ross Counties). At the end of the first program year, the AmeriCorps members will be responsible for increases in students' social and emotional learning. In addition, the AmeriCorps members will leverage 40 community volunteers who will be engaged in Global Youth Service Day projects.

This program will focus on the AmeriCorps focus area of Education. The AmeriCorps investment of \$220,000 will be matched with \$100,000, \$100,000 in public funding and \$0 in private funding.

### Rationale and Approach/Program Design

#### 1. Theory of Change

##### Problem:

Social and emotional learning (SEL) is a critical piece in the personal and academic development as well as the overall well-being of students. SEL includes the ability to manage emotions, strive toward goals, develop and maintain relationships and handle a variety of peer-to-peer situations competently (CASEL, 2020). Development of SEL skills is important as children transition into early adulthood.

However, such competencies tend to decline during adolescence (West et al, 2020), which puts students at risk academically, socially, and behaviorally (Thayer et al., 2019) and can lead to a multitude of interpersonal difficulties later in life (Green et al., 2021). Students of color and those in economically disadvantaged situations tend to report having lower SEL competencies than their peers (West et al., 2020).

These findings are consistent with the CDC's Social Vulnerability Index, which suggests that socially vulnerable communities (e.g., low SES status, minority status) are at increased risk during public health emergencies. Many such communities have been disproportionately impacted by the pandemic as several students have limited access to internet, books, and other important resources. Many schools are facing widespread staff turnover, and they cannot provide adequate support to all students. By reducing social vulnerability, the CDC suggests we can limit human suffering and economic loss. This program intends to reduce social vulnerability and increase resilience by providing children in vulnerable communities with increased social and emotional support to help students reach their full potential.

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Due to the COVID-19 pandemic and resulting wide-spread school closures and social distancing measures in place, many students have felt a loss of connection to peers, school staff, and school in general. This halt of SEL growth for so many students has the potential to have devastating effects on communities across our nation and across Ohio. In the wake of extended school closures and economic loss in some of our most socially vulnerable communities, programs that address SEL development are critical for students' well-being.

Research suggests that mentoring can have a plethora of positive outcomes for students, and in particular, disadvantaged youth (DuBois et al., 2011). A recent meta-analysis suggests several strategies can be used to address SEL development for at-risk students; however, mentoring programming seems to be the most effective for school-age children (Gutman & Schoon, 2015). School-based mentoring in particular, can be effective for middle and high school students and can lead to improved sense of connectedness to school, better peer relationships, and improved academic performance, all of which are factors that can help to reduce truancy (Ohio Department of Education, 2017). When mentoring programs are well-structured and the relationship between the mentor and the student is strong, outcomes can include improved attendance, improved academic performance, reduction of disciplinary action, and a range of positive social-emotional outcomes (Herrera et al., 2007; Karcher, Davis, & Powell, 2002; Jucovy and Garringer, 2007).

The challenge schools have is finding people to serve in these important mentoring roles. In order to be effective, mentors must be available consistently and for a relatively long period of time (6-12 months at least; Grossman and Rhodes, 2002; Rhodes and DuBois, 2006). The mentors also need to be well-trained and well-prepared, and have sufficient resources to provide impactful mentoring to students (Cavell et al., 2009; DuBois, 2002). It is also helpful if the mentors have previous experience working with youth (Raposa et al., 2018). Though research illuminates the importance and potential value of mentors, according to MENTOR, the National Mentoring Partnership, 9 million students in the United States currently do not have a relationship with a mentor.

AmeriCorps Members are likely an effective population to perform the needed service of mentoring adolescents who could benefit from SEL support, and in particular those who feel a lack of connectedness to school and peers. AmeriCorps Members are typically service-minded, compassionate individuals who want to have an impact on their community. By serving as mentors and role models, AmeriCorps Members can be a champion for students, provide them individualized support, and build

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stronger connections to the community. Ultimately, our mentors can help students be successful. AmeriCorps Mentors for Success (AMS) aims to improve students' SEL development by engaging AmeriCorps Members as school-based mentors for middle and high school students who have experienced difficulties developing critical social and emotional skills. AMS is designed according to the current available research on effective school-based mentoring, and will utilize a Multi-Tiered System of Supports (MTSS) model to identify students and provide adequate support. Members will work with school staff (counselor, principal, assistant principal) to establish a plan for each individual student, in line with the parameters of the program, so that each student has the highest possible chance of success with the program (e.g., increased SEL competencies based on a standardized assessment).

In order to receive AMS services, students must meet all of the following criteria according to a selection form completed by a school staff member: currently a student in middle school or high school; identified by a school staff member (teacher, counselor, principal) as in need of SEL support; and identified by a school staff member (teacher, counselor, principal) as likely to benefit from mentoring services. Members will meet with students primarily in 1 on 1 settings. Meetings will last a minimum of 30 minutes in order to be included in our data analysis and count toward the student's minimum mentoring threshold (at least 10 mentoring sessions of 30 minutes or more). Each Member will have a unique space in the building where they can meet with students and provide mentoring services. Members will have 10-15 students each (based upon caseload suggestions across the available research for non-licensed mentors/counselors), and will meet with each student for at least 1 hour each week, which is in line with other school-based mentoring programs (see ABCs of School-Based Mentoring, 2007; Bayer et al., 2013). Services will begin once a student is identified as eligible for the service, and will continue for the duration of the school year.

Services will vary based on individual student needs. However, each mentor/mentee pair will complete the following each month: at least two discussions per month of the core SEL competencies outlined in the HSA assessment as areas of potential growth; at least one discussion per month of goals beyond high school (vocational paths, higher education options, etc.); at least one discussion per month related to building and developing growth mindset; at least one attendance check-up to discuss student's recent attendance; and at least one family connection per month (letter to care-giver about improved attendance or academic performance, information for care-givers to connect them with the student's school functions, etc.).

Members will complete a checklist each month to verify that all of these activities have taken place,

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and if not, they will describe their plan to address the incomplete areas in the following month. Additional activities may include (but are not limited to) the following: homework help, academic tutoring, and/or test preparation as needed; connecting students to mental health support as needed; attending before/after school activities including extra-curricular events (sporting events, plays, etc.) to support the student; setting up trips to colleges and/or work settings to gain hands-on experience. In addition to the checklist and the required monthly activities, Members will serve as a critical support piece for the student. Often, this may result in unplanned meetings, or meetings that extend far beyond the 30 minute minimum threshold. Members will serve as role models, cheer-leaders, and champions for students who otherwise may not have a relationship with another adult who fills any of those roles. Therefore, activities may change from month to month or from week to week, depending on current events, school functions, and influences on the students' lives.

The relationships our Members will build with their students, along with the prescribed research-based activities, will build students' feelings of connectedness to school. This includes feeling valued at school, feeling like school is important, and wanting to do well and be recognized at school. In turn, students will likely demonstrate growth in SEL and improvements in both attendance and academic performance. In addition to the CNCS Performance Measure outcome of SEL growth, we will also look at some other potential impacts of the AMS AmeriCorps program including attendance, frequency of disciplinary action, and possibly long-term outcomes such as graduation rates.

### 2. Evidence Base

This evidence-informed program is currently in the 'Pre-preliminary' tier. Due to the COVID-19 pandemic and the impact on student attendance and overall school climate the past few years, data on this program are very limited. In previous years we measured student attendance. However, we are proposing to change our primary focus to SEL growth for this upcoming grant cycle. We have budgeted for an evaluation during this grant cycle so that we can grow our evidence base and determine our impact on students and schools.

Our program design is based on previous research on other mentoring programs, as well as guidance from the Ohio Department of Education, which have demonstrated that well-structured, school-based mentoring can have a range of positive effects on adolescents, including improved attendance, academic performance and social-emotional development (Portwood et al., 2005; Karcher, 2008; Cavell et al., 2009; Ohio Department of Education, 2017). Structured mentoring has been linked to positive outcomes for students, and in particular school-aged children (Gutman & Schoon, 2015). We

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plan to use a structured mentoring model with well-trained mentors to provide consistent, planned mentoring to students from the time they are enrolled until the end of the school year in an effort to achieve positive results.

### 3. Notice Priority

This grant addresses the CNCS priority area of Education - Mentoring

### 4. Member Experience

In order to be an effective mentor, one must receive high-quality training. Members of the AmeriCorps Mentors for Success program will receive extensive, high-quality training provided by consultants at the ESC of Central Ohio. Trainings may include (but are not limited to): 2-day Orientation to AmeriCorps and to AmeriCorps Mentors for Success (AmeriCorps and ServeOhio background, AMS background, the community problem(s) they will be able to address during their service year, Prohibited Activities, team-building, and Member gear) - Led by Program Coordinators; Trauma-Informed Care - led by Specialized On-Site Support (SOS) Team at ESC of Central Ohio; Diversity, Equity, and Inclusion ; led by Dr. Sierra Austin-King at ESC of Central Ohio; Growth Mindset - led by program staff; Mindset and Building Relationships with Students - led by Brandi Lust of Learning Lab Consulting; Cultural Competency - led by Jill Kramer, SOS Team at ESC of Central Ohio; Positive Behavior Supports - led by Cathy Rodeheffer, SOS Team at ESC of Central Ohio; Managing Challenging Behaviors - led by Bryant Tela, SOS Team at ESC of Central Ohio; and Crisis Preparedness and Response - led by Amber Nickels and Neeley Keys, SOS Team at ESC of Central Ohio; Blood-borne Pathogens and Child Safety Training - completed through Public School Works system (online required training for anyone in an Ohio school); Ongoing Member Development at monthly team meetings - led by Program Coordinator. Members will have an opportunity to connect with one another throughout the year via zoom and in-person meetings. We encourage Members to keep records of each completed training and create a professional development portfolio which they can share with potential employers. Members also receive assistance with building resumes, job applications, and cover letters, as they approach the end of their service year. These trainings will give our Members the best chance to be successful, impactful

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mentors for their students. Also, the training they receive through our program, combined with the experience of working 1:1 with adolescents in a school setting will make them more hirable to potential employers after their service year. In Life After Service training, Members will learn about various ways in which they can continue a life of service, including continuing with AmeriCorps, starting a career in public service, and/or continuing to contribute to the community in other ways. Each Member is placed at a location no more than a 30 minute commute from their home address. This ensures the Member feels the satisfaction of service their personal community, and creates a feeling of connection between the Member and their service site. In our recruitment efforts, we will target geographic locations within 30 minutes of each school to ensure those we enroll have a chance to serve in their community.

To further increase Members' cultural awareness, we will offer a cultural competency training to all Members, provided by a consultant at the ESC. We have an Equity Committee, of which the program director is an active member. Further, we offer members multiple trainings on diversity, equity and inclusion so that members have an opportunity to learn and grow, and also to feel safe and respected in their environment.

### Organizational Capability

#### 1. Organizational Background and Staffing

The ESC of Central Ohio has been administering education programming for over 100 years, including educational development programs, teacher evaluation, internships, and licensure track programs. ESCs are uniquely positioned to implement the AMS as they are charged with providing direct service to school districts, and partner with local agencies to serve their communities. ESC staff members bring a wealth of experience and knowledge from careers spent in public education. ESC consultants offer a deep understanding of mentoring, attendance services, and professional expertise while the agency's fiscal and grants staff ensure proper fiduciary oversight of grant programs.

Specifically, the AMS program will be managed within the ESC of Central Ohio's Center for Student Services, which is responsible for a plethora of direct-service programs, ranging from related services and alternative education to truancy prevention and preschool classrooms. This program aligns with the ESC goal of providing needed services to students and schools.

The Program Coordinator, housed at the ESC, directly oversees the Members and reports to the Program Director as well as other ESC staff. This person will serve as the Member's primary contact outside of the host school. Program Coordinator duties include: recruiting, interviewing, and selecting Members; scheduling, planning, and running team meetings throughout the year; conducting

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regularly scheduled site visits to each school; conducting Member evaluations twice per year; presenting program details to school staff; collecting data from Members throughout the year; approving timesheets for Members twice per month; working to maintain compliance with AmeriCorps regulations; and providing ongoing support to each Member. During site visits, the Program Coordinator will observe Members with students, talk to staff members, and monitor grant compliance at the site (e.g., ensuring no prohibited activities are taking place).

The Program Director will be responsible for grant reporting, host-site relationships, staff supervision, and compliance (including NSCHC).

From the ESC website: "The ESC of Central Ohio is committed to cultivating inclusive environments in which the opportunity gap is closed and ALL students succeed. To support districts and schools, the ESC offers trainings in several areas such as implicit bias, systemic racism, cultural competency, and social group identity."

The ESC also houses an Equity Committee, of which the Program Director is an active member. This committee is led by Dr. Sierra Austin, Regional School Improvement Coordinator of Diversity & Equity. Additionally, the ESC was recently awarded a Mark of Distinction by the Ohio School Public Relations Association for its Elevate to Equity newsletter.

### 2. Compliance and Accountability

The ESC of Central Ohio Governing Board has adopted policies and administrative guidelines that direct the management of the agency's grant funds. Under the direction of the treasurer, the ESC's Center for Business Services ensures fiduciary compliance by conforming to the accounting requirements of the US Office of Management and Budget, Ohio Auditor of State, and program specific rules and regulations. The agency's grants manager also assists programmatic staff to confirm deadlines and deliverables are met. Site visits of participating schools are conducted by the project coordinator and program director.

The ESC holds itself and its subgrantees to a high standard in the administration of its programs. Should an instance of criminal activity and/or noncompliance be detected, the Treasurer's Office would immediately report to ServeOhio, AmeriCorps, and the Office of Inspector General, and a corrective action plan would be initiated.

The project coordinator reviews the Members and their sites for compliance through frequent site visits, meetings, and by checking Member timesheets. The Program Coordinator reviews member

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timesheets monthly to ensure member time is spent and recorded appropriately and that members are on-track to complete their term. A site supervisor in each school will review timesheets to verify all submitted hours, to help detect fraudulent time. The ESC of Central Ohio has staff from several departments helping to monitor grant activities to mitigate risk of fraud or misuse of funds. Central Ohio coordinators review all paperwork for each member to ensure all files are complete and accurate (e.g., BCI/FBI check reports, NSOPW reports, and personal documents) according to schedule. The program has an NSCHC policy that has been approved by ServeOhio to ensure compliance. The Program Coordinator ensures that all members are enrolled and exited from eGrants and OnCorps on time. The Program Coordinator also visits select schools in each region at least once per year. Rather than displacing or replacing staff members, AMS members provide a unique service by working with students who otherwise would not receive supplemental mentoring support.

### 3. Data Collection and Learning

The ESC collects data in various forms throughout the program year, including SEL data from the HSA assessment, student attendance and academic achievement data, member survey data, and Site Supervisor survey data. We also receive the results of an external evaluation each fall. The result of this extensive data collection is an ongoing refinement of the program in an effort to optimize impact. Results are shared with our partner districts and ESCs, and are reviewed internally.

### 4. Member Supervision

AMS Members will receive guidance and support from multiple sources throughout their service year, starting with the Program Coordinator who directly supervises no more than 20 Members. The Program Coordinator will be vetted against several factors, primarily their knowledge of and experience with AmeriCorps, history of program management, and knowledge of and experience in mentoring and/or counseling and working with the local school districts. Upon employment, he/she will attend an orientation where they learn the history and goals of AmeriCorps, objectives and requirements of the program, and strategies of effective AmeriCorps Member management. He/she will also attend ServeOhio's Starting Strong training.

Members are also assigned a site supervisor at their host site. This will be a counselor, assistant principal, or other staff member who can assist with creating mentor/student matches, and meet with Members regularly to provide ongoing guidance and support. Duties include: Identify eligible students who meet selection criteria, conduct the building orientation, create daily or weekly schedule, observe Members regularly, provide student data, complete midyear and year-end evaluations, and review and approve timesheets in OnCorps. Site supervisors will attend an orientation at the ESC where they are

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presented with information including an outline of program requirements, prohibited activities, and strategies for successfully managing AmeriCorps Members.

Site visits allow the Program Coordinator to address any questions or concerns that the site supervisors may have and to check for compliance. Site supervisors and the Program Coordinator work together to ensure each Member is receiving the necessary support they need to help students be successful. The Program Coordinator will provide a high level of support to site supervisors as they begin their work with our program (e.g., frequent phone and email conversations, early site visits), and scaffold their support as the year progresses and the supervisors better understand their duties.

### **Cost Effectiveness and Budget Adequacy**

See budget.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

FY22 Match Replacement

\$30,000 - to cover a portion of the costs of Program Coordinator that schools may not be able to contribute as match funding

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

### MSYs by Focus Area



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

### MSYs by Objective



Table2: MSYs by Objectives

Objectives	%MSYs
K- 12 Success	100%

### % of MSY NPM VS Applicant VS Not in ANY

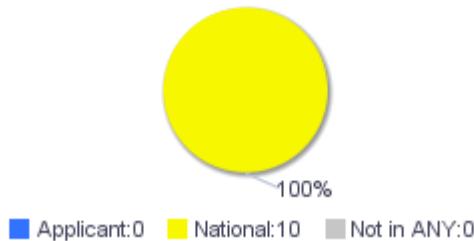


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K- 12 Success	10.00	20
Total	10.00	20

Primary Focus Area: Education

Primary Intervention: Mentoring

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Mentoring

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	10.00	No of Members:	20
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Problem Statement:

Students who experience difficulty with SEL development are likely to also have difficulty in many other areas both in school and in their personal lives. A school- based mentor may be able to provide the individualized support students need to develop a stronger sense of self regulation, peer relationships, and several other important SEL competency areas.

Selected Interventions:

Mentoring

Describe Interventions:

Members will serve as school- based mentors for middle and high school students in Central Ohio who are at- risk for limited SEL growth. Members will work with students on developing key SEL competency areas including growth mindset, connection with goals beyond high school, and relationship development. The goals are to use students' SEL strengths to help build upon their potential areas of growth.

Members will work with 10- 15 students each. They will meet with each student at least once per week, for 30 minutes each time. Once assigned a student, Members will meet with that student until the end of the school year or until the relationship ends due to other circumstances.

The minimum threshold is for students to meet with their mentor (Member) at least 10 times for a minimum of 30 minutes each meeting.

Students must demonstrate increased SEL competency to be considered in our outcome data.

ED1A Output:

ED1A: Number of individuals served

Target: 200 Individuals

Measured By: Tracking System

Described Instrument: Each Member will work with at least 10 students, with a maximum caseload of 15 students (depending upon school schedules and student availability). (20 Members x 10 students) With 20 Members, we will have a minimum of 200 unduplicated students.

Student Enrollment Forms will be completed by the Site Supervisor. These forms will be submitted to the Program Coordinator each time a new student is assigned to a mentor. The form will include verification that the student meets all selection criteria, as well as demographic information.

We will track student growth on a single SEL measure (Holistic Student Assessment).

ED27C Outcome:

ED27C: Number of students with improved academic engagement or social- emotional skills

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Performance Measure: Mentoring

Problem Statement:

Selected Interventions:

Target: 150 Students

Measured By: Survey

Described Instrument: Students will take the Holistic Student Assessment (HSA) at two time points during the year, including a pre- mentoring and post- mentoring assessment. The HSA is a self- report measure that provides program staff with a summary graph for each student. Mentors can use the summary to develop individualized goals and plans for each student to achieve their goals. The assessment will be administered by school staff in some cases (if the school already uses this assessment), and by mentors in other cases (if the school is not already using the assessment). Our goal is for 150 (75%) of our students to demonstrate improvement on at least one competency according to the HSA assessment, from pre- mentoring to post- mentoring.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

COVID- 19 Recovery,  
Educational  
opportunity/economic mobility

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	20
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Students are experiencing limited social and emotional learning (SEL) due to social isolation and prolonged closure of schools and other community centers as a result of the COVID-19 pandemic. Students in socially vulnerable communities are at greater risk of having low SEL development, and more likely to be severely impacted by a public health crisis. This is in addition to expected declines in SEL during adolescence	1) 20 AmeriCorps members committed to serving students for the duration of their term. Member terms begin September 1, 2022 and end May 31, 2023. 2) 10-20 schools in Central Ohio and Northeast Ohio to host members, and staff members within those schools who will support members 3) Funding from AmeriCorps to support program operations (\$220,000 grant funding, \$100,000 in local match) 4) Program	We will engage 20 members of the community to serve as school-based mentors for 10-15 students each. Students will be those attending grades 5-12 who are identified by school staff as needing additional SEL support and also who are likely to benefit from mentoring services. Mentors will see each student at least once per week for 30 minutes, from the time they are assigned the student until the end of the school year. Mentors will target areas	Mentors will serve at least 200 students. Enrollment and progress will be tracked via Google forms completed by both the mentor and the site supervisor. Students must attend a minimum of 10 mentoring sessions to meet the program's minimum threshold for completion.	Students will demonstrate increased competencies in SEL development according to the Holistic Student Assessment (HSA). At least 150 students will demonstrate improvements in SEL growth in at least one competency area on the HSA. As a result of the mentoring, students will likely demonstrate increases in school attendance, decreased disciplinary action, and increases in	N/A	There are many potential long-term benefits of having a mentor, including increased overall connectedness to school, higher likelihood of graduation, and improved long-term social-emotional development. Adults who had mentors during school are more likely than their peers to have strong social skills, self-regulation skills, and problem-solving skills.

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>in general. AmeriCorps members will serve as school-based mentors, providing individualized mentoring support services to students who have been identified by school staff as having limited SEL development. Mentors will work with individual students to set and work toward goals and to overcome barriers to SEL development.</p>	<p>coordinator to oversee the program operations</p>	<p>such as connections with peers and staff, career and secondary education exploration, growth mindset development, and other key areas of adolescent social and emotional development.</p>		<p>academic performance. We will collect information on these outcomes through a survey completed by site supervisors.</p>		

## Budget Narrative: AmeriCorps Mentors for Success for Educational Service Center of Central Ohio

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Coordinator costs listed in Section F (Consultants): - 1 person(s) at 0 each x 0 % usage	0	0	0
<b>Category Totals</b>	0	0	0

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Travel to CNCS-Sponsored Meetings: All Coordinators are considered Consultants (not ESC staff) - all costs related to the consultants are in line F.	0	0	0
<b>Category Totals</b>	0	0	0

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
LeaderCorps Member Costs: \$100 for travel + \$400 for supplies and project needs for one LeaderCorps Member	0	500	500
Ohio Conference on Service and Volunteerism: \$50 travel/mileage reimbursement to attend conference in Columbus	0	50	50
Points of Light Conference (Spring 2023): Points of Light Conference: 1 Member - \$500 for flight + \$800 for hotel accommodations	1,300	0	1,300
<b>Category Totals</b>	1,300	550	1,850

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount

Member Gear with AmeriCorps logo: \$110 per Member x 20 Members for Member gear with AmeriCorps logo \$50 for jacket \$50 for t-shirt + sweatshirt \$10 for lanyard + name tag	2,200	0	2,200
Mentoring Supplies (notebooks, pens, whiteboards, markers, etc.): \$150 x 20 Members	0	3,000	3,000
<b>Category Totals</b>	2,200	3,000	5,200

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Program Director - to oversee the coordinator, submit program reports, and establish school partnerships: (\$94697 salary and benefits + \$4,735 5% administrative fee) x 0.20 FTE- Daily Rate of 388- Daily Rate of 0	0	19,886	19,886
Program Coordinator - to oversee Members, lead team meetings, maintain compliance, collect data, report to Program Director: \$241/day x 255 days (salary + benefits)- Daily Rate of 241	31,337	30,000	61,337
Program Coordinator Mileage: Estimate based upon previous years for one coordinator in one city (4325 miles x .56). Includes mileage to conduct site visits throughout the year and attend 3 Director's meetings (3 days in July, 1 day in October, 1 day in January.- Daily Rate of 0	0	2,422	2,422
Program Coordinator to attend Points of Light Conference: \$400 registration + \$400 flight + \$800 hotel accommodations + \$180 per diem- Daily Rate of 0	0	1,780	1,780
Program Coordinator attend 2023 National Service Regional Training Conference: \$300 registration; \$500 travel (airfare, parking); \$400 per night for 3 night hotel accommodations- Daily Rate of 0	0	2,000	2,000
Program Coordinator to attend Ohio Conference on Service and Volunteerism: \$100 Registration- Daily Rate of 0	0	100	100
<b>Category Totals</b>	31,337	56,188	87,525

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
These costs are listed in Section F above since Program Coordinator is not staff, but a consultant: - Daily Rate of 0	0	0	0
<b>Category Totals</b>	0	0	0

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Ohio Conference on Service and Volunteerism: \$100 Registration- Daily Rate of 0	0	100	100
Points of Light Conference: Registration = \$400- Daily Rate of 400	400	0	400
Member training to prepare Members for mentoring service (consultants): 10 days of training at \$650/day Topics to include: Trauma-Informed Care Positive Behavioral Interventions and Supports (PBIS) Diversity, Equity & Inclusion Mindfulness and Relationship Building and more- Daily Rate of 650	6,500	0	6,500
<b>Category Totals</b>	6,900	100	7,000

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
External Evaluation: 10 days x \$700/day- Daily Rate of 700	0	7,000	7,000
<b>Category Totals</b>	0	7,000	7,000

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
NSCHC costs (FBI/BCI/NSOPW): \$55 for FBI/BCI, \$0 for NSOPW x 20 Members	1,100	0	1,100
OnCorps report fee: \$18 x 20	0	360	360
Member Recognition item: \$30 x 20 Members for Item with AmeriCorps logo (coffee tumbler, Padfolio, for example)	0	600	600
Member outreach: Estimated costs for paid ads, recruitment printing, for August Sept. 2021, plus May, June and July 2022 \$1000 x 5 months	2,530	2,470	5,000
Program coordinator space at ESC: This facility fee is charged based on square-footage of the program coordinator's space at the ESC (40 sq.ft.), avg. of \$85.58/month x 12 month	0	1,027	1,027
Other office costs: Utilities, phone, internet, printing/copying - estimated \$500/year	0	500	500
<b>Category Totals</b>	3,630	4,957	8,587
<b>Section Totals</b>	45,367	71,795	117,162
<b>PERCENTAGE</b>	39%	61%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): 20 Member(s) at a rate of 8505 each Members W/O allowance 0	170,100	0	170,100
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
Quarter Time (450 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0

Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	170,100	0	170,100

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: $\$170,100 \times 7.65\%$	0	13,013	13,013
Worker's Compensation: $\$170,100 \times .1\%$	0	170	170
Health Care:	0	0	0
<b>Category Totals</b>	0	13,183	13,183
<b>Section Totals</b>	170,100	13,183	183,283
<b>PERCENTAGE</b>	93%	7%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: In order to lessen the costs of participating districts, the program will claim less than the allowable share of indirect costs. Indirect costs = 5% of direct costs (\$215,467 grant funding and \$84978 local match) .05 x \$300,445	0	15,022	15,022
Commission Fixed Amount: $215,467 \times .4 \times .0526$	4,533	0	4,533
<b>Category Totals</b>	4,533	15,022	19,555

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	4,533	15,022	19,555
<b>PERCENTAGE</b>	23%	77%	

<b>Budget Totals</b>	220,000	100,000	320,000
<b>PERCENTAGE</b>	69%	31%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	10.00		
<b>Cost/MSY</b>	22,000		

## Source of Funds

Section	Match Description	Amount	Classification	Source

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246495		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction
		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>STATE APPLICATION IDENTIFIER:</b> OH
<b>5. APPLICATION INFORMATION</b>			
LEGAL NAME: Horizon Education Centers UEI NUMBER: DUNS NUMBER: 171659089		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Julie Piazza-King TELEPHONE NUMBER: (216) 633-7740 FAX NUMBER: INTERNET E-MAIL ADDRESS: nbellmorepierse@horizonohio.org	
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 341267458		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit 7b. 21st CSC	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> HEC: Student, Family, and Community Engagement	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Elyria OH, Lorain OH, Cleveland OH, North Olmsted OH, Berea OH and Lakewood OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 08/29/22      END DATE: 08/11/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 16      b.Program <input type="checkbox"/>	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text" value="1"/>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 325,748.00 b. APPLICANT      \$ 200,381.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 526,129.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Julie Piazza-King		<b>b. TITLE:</b>	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (216) 633-7740  <b>e. DATE SIGNED:</b> 04/06/22	

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### Executive Summary

Horizon Education Centers proposes to have 27 AmeriCorps members who will provide social-emotional engagement, as well as facilitate access to services and resources in the community to support families of enrolled children, in the cities of Elyria, Lorain, Cleveland, North Olmsted, Berea and Lakewood Ohio. At the end of the first program year, the AmeriCorps members will be responsible for improving social- emotional skills among students served, improving family engagement in the program and facilitating connections with community resources. In addition, the AmeriCorps members will leverage an additional 100 volunteers, who will be engaged in National Days of Service, supporting community collaboratives, as well as other planned service projects in the community.

This program will focus on the AmeriCorps focus on the AmeriCorps focus area of Education and Healthy Futures. The AmeriCorps investment of \$325,748 will be matched with \$200,381 in private funding.

### Rationale and Approach/Program Design

Children growing up in economically disadvantaged backgrounds are at greater risk of experiencing learning challenges (Morgan, Farkas, Hillemeir, & Maczuga, 2009). Finding ways to reach these at-risk children can be challenging, but there are a number of proven strategies that can make a difference in terms of school readiness as well as increased academic achievement. HEC will utilize 27 AmeriCorps members, in full time, half time and minimum time capacities to support programming and community engagement in the communities served by HEC and its partners. Of the 27 members 14 will serve full time from August 29, 2022 through August 11th, 2023 at HEC's child care and school-based locations providing social-emotional learning and family and community engagement. The majority of these members will serve in the cities of Elyria, Lorain and Cleveland: cities where the poverty rate is significantly higher compared to the rest of the state of Ohio. According to the 2020 Census Data, the poverty rate in the state of Ohio is 9.3% whereas the poverty rate in the city of Elyria is 21% below poverty (37% of children under 18 living below poverty); Lorain is 27% below poverty (40% of children under 18 living below poverty); and the city of Cleveland is 32% below poverty (47% of children under 18 living below poverty). One additional member will serve full time to support community engagement efforts among the two-community collaboratives that Horizon serves as the lead agency for; 7 members will serve minimum time between child care locations May 21, 2023 through July 28, 2023 providing healthy living supports including access to nutritious food and

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physical activity; and 5 members will serve half-time from May 21, 2023 to July 28, 2023 to support community engagement efforts among community partners.

Member service responsibilities will include 1. Supporting social-emotional learning; identifying underdeveloped social-emotional skills in preschool and school aged students and working to develop these skills; and 2. Increasing Family and Community engagement- organizing monthly family events, and connecting all of our families, infants through school age, to necessary community resources based on their needs.

First, members will support the social-emotional competency of children enrolled in the HEC preschool and school age classrooms. Children aren't born knowing how to recognize and regulate their emotions or how to get along well with others. These skills must be taught, and that learning starts in the early years. In 2017, Nationwide Children identified that expulsion rates of preschool children are at rates up to 34 times higher than rates of children expelled from kindergarten through 12th grade, combined. In addition, boys are being expelled at a rate of 4.5 times than that of girls, and children of color are significantly more likely to be expelled. Research has also found that young children who are expelled are more likely to experience academic failure. One proven way to address expulsion is through social-emotional learning. Social- emotional learning (SEL) is a process by which children learn how to understand and manage their emotions; develop empathy for others; and become self-aware. One of the most extensive studies of the long-term impacts of SEL was completed by researchers from the Collaborative for Academic, Social, and Emotional Learning (CASEL); Loyola University, the University of Illinois at Chicago, and the University of British Columbia. Their research found that children who were part of SEL programs showed an 11% increase in academic achievement over those children who were not a part of such programs. During orientation, the members will be introduced to the SEL tools that are currently being used in the preschool and school age classrooms. These SEL assessments include the Devereux Student Strengths Assessment (DESSA-mini) which is used with the school age students; and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE) and Devereux Early Child Assessment (DECA) which are used with preschool children. These tools are used with students at least twice per year to help determine which students are in need of social- emotional support and if referral for further intervention is necessary. Based on the results of the social-emotional screenings done at the beginning of the program year, members will identify students in need of targeted support to develop social- emotional competencies. Members

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will use the online resources available at [www.overcomingobstacles.org](http://www.overcomingobstacles.org) to guide children and youth in the development of SEL skills such as empathy, resolving conflict and problem solving. Overcoming Obstacles is a research-based curriculum that will provide members with the tools needed to teach life skills. The Curriculum will help members to take abstract concepts and break them down into concrete, easy-to-teach lessons (Overcoming Obstacles, 2022). Social-emotional development will be the focus on HEC output and outcome measurements.

The second member responsibility will be family and community engagement, which will be accomplished in two ways: Coordinating participation in monthly family events; and assessing family needs and connecting them with needed resources in the community using a case management approach. HEC recognizes that student success is strongly linked to the support and educational level of the caregiver at home, thus family engagement is key to student academic success. Researchers have consistently found parent involvement in a child's education to be positively associated with academic success. Family engagement will be based on the Strengthening Families Network's 5 Protective Factors, and the work of James Comer and Joyce Epstein. Currently being used by HEC, these replicable strategies are an evidence-based approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors: parental resilience; social connections; knowledge of parenting and child development; concrete support in time of need; and social - emotional competence of students. Members will be provided training on this model of engagement during orientation. Additionally, members are encouraged to take part in further professional development in this area as offered by State Support Teams, and Child Care Resource and Referral agencies. Finally, members will receive training from ReadyRosie to use the ReadyRosie family engagement tools with preschool children and their families. Ready Rosie is an evidence based, research informed, resource that emails daily activities to adults to do with their children ages 0-5. Each activity is modeled with a two-minute video. The activities help prepare children for success in school. Family events are an integral component of family engagement. Family events are not new for HEC; however, HEC would like to expand the scope, attendance, and academic impact of these events as families are demonstrating an interest for more family involvement since Covid restrictions have lessened. Family and community events include information, education, and skill training for families of children enrolled in the HEC programs. Service members will assist program staff in planning events that will provide support to families and encourage parent/ student involvement,

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resulting in staff and families coming together to share enrichment activities. Family input through surveys will be part of the planning process upon student enrollment. Connecting families with needed resources will be a critical part of family and community engagement. Family stressors and challenges also impact student learning outcomes. Families struggling to provide food, adequate housing, health care and struggling with their own mental health and wellbeing can greatly affect the children in their care as well as the family unit as a whole (Prince & Howard, 2002; Hartline-Grafton & Dean, 2017, Cook & Jeng, 2009; Perez-Escamilla, & Pinheiro de Toledo Vianna, 2012). These types of stressors affect every member of the family, including a child's ability to function in school. Connecting families with needed resources ultimately improves the learning and development of students, by ensuring that the basic needs of the children and family are met. Children who are healthy both physically and emotionally have a better chance of reaching their full academic potential. Service members will determine strengths and needs of families using a simple questionnaire, and will then connect families with needed resources in the community. Members will be trained in basic case management strategies, and will receive ongoing training on forming relationships with families and on resources that are available in the community. Service members will also follow up with families to determine if they were able to access resources or if more assistance is needed. The case management process training will ensure an understanding of relationship building, identifying the needs and solutions with the family rather than for the family. Members will also have an opportunity to coordinate with community programs to attend monthly family events.

HEC will also engage 7 minimum-time members in service from May through August in order to support Healthy Living efforts focused on access to nutritious food and promoting physical activity. Children who lack access to nutritious food face difficulties in school and in overall development. Food insecurity often affects a child's ability to concentrate and achieve academically. Food insecurity can actually change the fundamental neurological architecture of their brain and central nervous system. (Cook J. & Jeng K. 2009). Compounding the impact of lack of access to nutritious food is lack of physical activity. Not only does physical activity help prevent chronic illness while contributing to the development of muscle and bones, it is also beneficial to the brain. Exercise improves school performance and makes kids less likely to develop depression. Kids who exercise regularly are also better able to handle physical and emotional challenges (Gavin Mary L., 2022). Service members serving in this capacity will increase access to nutritious foods by connecting

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students, their families, and surrounding community to mobile food pantries and community supported agriculture programs. Members will also work with students to establish and sustain gardens at HEC as well as explore the possibility of developing community gardens. Finally, members will promote increased physical activity among the children attending the summer programs by engaging them in the FIT program. The FIT program is an online resource for teachers that can help children understand what influences our choices around eating healthily and exercising. The program is grounded on four pillars essential to building awareness of healthy lifestyle choices, guiding decision making and improving self- management skills - these pillars are: 1. Recharge (your energy level); 2. Mood (feelings and emotions); 3. Food (is fuel) and 4. Move (physical activity is essential for a healthy body). Each FIT unit includes a set of five 20-minute lessons for children from K-5 to develop awareness and practice skills associated with a health- related topic. The lessons are easily adapted for younger children. These online resources can be found at [www.fit.sanfordhealth.org](http://www.fit.sanfordhealth.org). The outcome and output measurements will be focused on increased health knowledge.

In addition to the service responsibilities previously mentioned, HEC will also utilize one full-time member who will work with the two community collaboratives for which HEC is the lead agency. These collaboratives include Ready, Set, Go... to Kindergarten (RSG) and Southside Pride (SSP). The mission of RSG is to increase kindergarten readiness among Elyria's preschool children, while the goal of SSP is to ensure all students, 5th- 8th grade in South Elyria, improve health knowledge, develop communication and life skills, and avoid specific risky behaviors (such as smoking, drinking, and violence) to create safe schools and positive social environments, improving both educational and social outcomes. This member's service will include: 1. Playgroups- to engage Elyria's preschool children who are not currently enrolled in formal early childhood education programs; and 2. Family and community engagement- facilitating match to community services for families as needed, promoting social/ emotional skills, and coordinating activities aligned to the mission of RSG and SSP by engaging community partners and families in programs such as Health Fairs. The playgroup is a strategy that the RSG Steering Committee has determined is a necessary tool for preparing Elyria's children for kindergarten, as there is still a significant proportion of children entering kindergarten in Elyria who have not attended formal early childhood education programming and are further behind peers in terms of school readiness (Data from Dolly Parton's Imagination Library). The playgroups will meet in the City of Elyria at the RSG classroom at least twice a month and will target 3-5 year olds. The playgroups will have a strong focus on literacy. The service member responsible will also

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promote other RSG literacy activities, such as 1000 Books Before Kindergarten and the services of the Elyria Public Library. This is important as research shows early language and literacy skills to be an important predictor of school readiness and long-term school success (Ohio Department of Education 2014). Developmental screenings will also be administered to the children attending the playgroup using the Ages and Stages Questionnaire, 3rd edition. The ASQ screening identifies children not meeting developmental milestones; children will be referred to appropriate services and receive early intervention services, as needed. The member will receive training in the administration of this tool, as well as have the opportunity to participate in ongoing training. The member will recruit families to participate in the playgroups; develop playgroup lesson plans, implement the playgroup, administer developmental screening to the children using the Ages and Stages Questionnaire and assess additional needs of the students' families then match them to existing community resources. In terms of family and community engagement with the two collaboratives, the service member will promote all activities relating to RSG and SSP on websites, social media, and via other methods of advertising. They will also be in charge of developing and distributing the Kinder Kits that are distributed monthly throughout the city of Elyria. These Kinder Kits were a recommendation from the RSG Steering committee, originating from the height of the Covid pandemic when so many children were at home with their parents. These kits have proved to be so successful that it has been decided to continue doing them. These kits contain a collection of books and at- home activities to encourage learning and skill development at home. Each month has a theme, and learning activities are designed for children ages 3-5. All supplies to engage in the activities are contained in the kits. The Kinder Kits are distributed through the three branches of the Elyria Public Library and some are delivered to homes throughout the community. SSP is currently implementing after-school programming at the East Recreation Center in a unique 21st Century Community of Learners collaboration between HEC, the United Way of Greater Lorain County, Elyria Parks and Recreation and the Elyria City School District. The Pride Ride, transportation between community locations, has started to provide increased access to programming. However, SSP envisions the engagement of multiple Out-of-School time programs. The Collaborative Service member will engage community partners to reach this goal.

The third way in which members will be used is through placement with our established community partners. Partners include the United Way of Greater Lorain County (UWGLC), Lorain County Community Action Agency (LCCAA), El Centro de Servicios Socialis, Inc., Child Care Resource Center of Lorain County (CCRC) and the Lorain County Community College Early Learning Center.

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Through these partner programs, service members will be involved in a number of activities serving the community. For example, through the United Way, in the past, the service member has been responsible for coordinating collaborative-specific and corporate partner-specific volunteer projects that benefit Lorain County households living at or below 200% of poverty and assisting with carrying out the Volunteer Income Tax Assistance program year-round. Another example of a past partnership is the one with LCCAA, this member has served as the Youth Services Program Assistant under the direction of the Youth Services Coordinator and has been responsible for ensuring youth development principles are incorporated into programs and activities; providing guidance and discipline to ensure a safe a positive environment for youth; assisting in the planning, implementation, and delivery of exciting and engaging activities and programs for young adults ages 16-24; and maintaining and caring for equipment and supplies as needed. LCCAA also began operating a Bike Shop in order to engage youth referred through OhioMeansJobs to develop life and job skills that will support further educational and employment acquisition. The other three partner sites will also engage members in similar ways- serving children, youth and the community: At El Centro, the member serves in the Community Health & Supportive Services program by aiding individuals in the city of Lorain who need advocacy and assistance accessing community services due to lack of resources and language barrier; At the LCCC Learning Center, the member will work with the preschool children to develop social- emotional skills; and at the CCRC, the member will be part of the team to support child care providers in the community by such things as assisting with the newsletter, data collection, etc.

A total of 5 half time members will work 900 hours- one assigned to each of the listed community partners where they will have the ability to impact the community's children, youth and families. HEC's AmeriCorps program has experienced both successes as well as challenges. The program has struggled with member recruitment and retention due to the Covid- 19 pandemic. As of the last reporting, the enrollment rate was at 22.5% and the retention rate was at 77.80%, just short of the 85% goal. Understanding what motivates different groups of people to apply for, and enroll in, a national service program will be critical to successfully recruit and retain members during a time when the job market is wide open to most applicants. In spite of the low service member enrollment, HEC has been able to carry out a number of successful community service projects. One example of this was the HEC program wide book bag and bike giveaway for the holiday season. Over 80 children received book bags packed with a variety of school supplies, and at least 24 children in need received

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bicycles that had been donated from the community. Several of the performance measurements are based on posttest assessments conducted in late spring, so the success of those is yet to be determined.

HEC AmeriCorps meets the CNCS focus areas of Education as the program supports access to services and resources that contribute to improved education and behavior outcomes in the HEC child care centers and school age programs, in which 67% of its current population is made up of children from disadvantaged backgrounds. The partner sites also provide services in the Elyria and Lorain neighborhoods serving primarily low-income families. It also meets the CNCS focus area of Healthy Futures by increasing physical activity and improving nutrition by reducing childhood obesity. In addition to these summer healthy living activities, the members also participate in monthly (April through October) distribution of food from the Cleveland Food bank at 3 of the Horizon Centers, located in Cleveland. The HEC plan for recruiting AmeriCorps members places a high priority on the recruitment of members with a degree, those currently enrolled in school, or have retired from traditional employment after demonstrated work history. Ideal candidates have demonstrated evidence of commitment, accomplishment and perseverance. HEC will recruit at college fairs, and through traditional methods of recruitment using Indeed and Glassdoor. Member orientation (first two weeks of service) will include professional development, team building activities and conversation to develop a community of support. Bi-weekly meetings will continue throughout the year, to ensure support, additional professional development and troubleshooting of any issues or needs a member may be experiencing. Members will also be offered the opportunity to engage with other National Service members at regional and state conferences and events.

### Organizational Capability

Horizon Education Centers (HEC) has been in operation for over 40 years and is governed by a Volunteer Board of Trustees (15 members). The Board oversees the operations of the organization through an Executive Director. HEC provides year-round early care and education programs for children 6 weeks through 12 years of age at 13 stand-alone HEC operated centers and multiple site-based in-school partnerships. Forty years after its inception, Horizon Education Centers is one of the most prominent sources of infant care, toddler care, preschool, summer camp and afterschool programming in Lorain and Western Cuyahoga counties. Horizon is a mission-driven nonprofit that ensures all families have access to high-quality programs, regardless of income or where they live. HEC participates in a Strategic Planning process every three years, in an effort to develop future goals for the organization as a whole. Part of this strategic planning process is a plan to advance diversity,

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equality and inclusion throughout the mission.

The HEC fiscal department will provide all fiscal oversight for the management of this proposal. HEC has extensive experience managing federal grants and collaborative partnerships. In the past, HEC has administered ELI, TANF, and Ohio Reads. Currently, HEC is responsible for administering the 21st Century Community of Learning grants, a Comprehensive Literacy grant, a Universal Pre-K grant, Ohio Early Childhood grant, and passing all state and federal audits. HEC also currently administers the Child and Adult Care Food Program (CACFP) and is a contracted Head Start partner site. HEC is the lead agency for two Community Collaboratives through the United Way of Lorain County. These collaboratives include: The Ready Set Go...to Kindergarten (RSG) collaborative which is comprised of 12 community organizations and 18 early childhood education centers; and the South Side Pride (SSP) collaborative comprised of 11 community partners.

After 6 years of administering an AmeriCorps grant, HEC has made adjustments to organizational staffing in order to provide adequate support to AmeriCorps members. The staffing structure for the AmeriCorps program includes the Director of Community Services; a Community Engagement Coordinator; and a Data Coordinator. The Director of Community Services provides overall program oversight, including monitoring and program evaluation. This person holds a Master's of Arts degree with a concentration in Educational Leadership. The Community Engagement Coordinator is primarily responsible for the daily operational tasks of the AmeriCorps program including, but not limited to recruitment, onboarding and placement of AmeriCorps service members; ongoing training; bi-weekly team meetings with the AmeriCorps service members; and host site monitoring visits that are conducted at least four times per service year at all host sites and includes a mid-term and final evaluation. The Data Coordinator is responsible for assisting the program in managing data to make timely program decisions. In addition to the support provided by the aforementioned positions, the host site directors also meet weekly with their assigned service members to coordinate service activities with the site program. Layering member supervision and program oversight gives HEC the ability to prevent and detect non-compliance and enforce AmeriCorps rules and regulations, especially those related to prohibited and unallowable activities and criminal history checks.

HEC and its community partners are committed to collecting and using performance data to drive learning and decision making. The Chief Operating Officer and the Data Coordinator have completed the Collaborative Improvement Advisor- Green Belt program offered by the United Way of Greater Lorain County, and this upcoming year, the Director of Community Services as well as the AmeriCorps Community Engagement Coordinator will be participating in the course to obtain their

# DRAFT

## Narratives

Green Belt certification. This year-long program is dedicated to learning and using the science of improvement and is equivalent to the for-profit Sigma Six program. HEC will regularly collect valid and reliable data regarding program activities, including performance data and member experiences through weekly data reports and member surveys. This data will be reported on a quarterly basis to the HEC board of trustees and will be used to make decisions about programmatic changes going forward.

All full-time members will be provided with three-plus weeks of orientation at the beginning of service. This comprehensive orientation focuses on the following topics: Introduction of AmeriCorps policies and procedures; Horizon and its programs; community collaboratives; social-emotional development; Family Engagement and connecting families with community resources; Child Abuse Recognition and Prevention; First Aid and CPR; Yoga 4 Classrooms; and team building. HEC makes changes to the orientation schedule and topics as members need dictates. Minimum time members will be provided with an abbreviated orientation period that front loads coverage of orientation topics before introducing members to host sites. All service members, full and minimum time, will also receive training on how to report any suspected criminal activity, waste, fraud, or abuse to the AmeriCorps Office of Inspector General, AmeriCorps and ServeOhio as part of the orientation process.

Host site supervisors are also required to attend annual training prior to the start of member service. This host site orientation includes an introduction to AmeriCorps and outlines member responsibilities as well as program expectations. Calendars detailing required member meetings, training and engagement activities are provided to host site supervisors at the beginning of the year and are updated as needed.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

# DRAFT

## Narratives

N/A

### Grant Characteristics

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## Performance Measures

**MSYs by Focus Area**

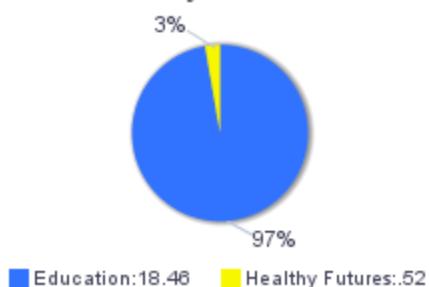


Table1: MSYs by Focus Areas

**MSYs by Objective**

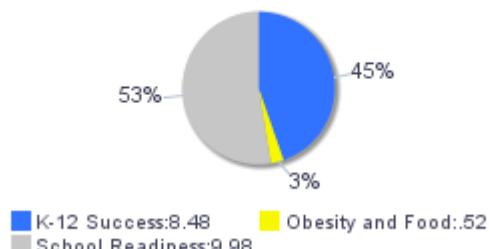


Table2: MSYs by Objectives

**% of MSY NPM VS Applicant VS Not in ANY**

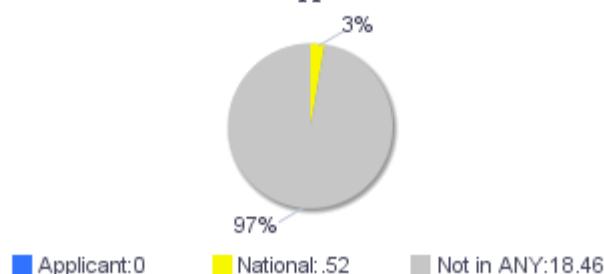


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
3%		0%	97%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K- 12 Success	8.48	9
Obesity and Food	0.52	7
School Readiness	9.98	11
Total	18.98	27

Primary Focus Area: Education

Primary Intervention: Classroom Teaching

Secondary Focus Area: Healthy Futures

Secondary Intervention: Education/Training

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# DRAFT

Performance Measure: Summer Healthy Living

Focus Area:	Healthy Futures	Objective:	Obesity and Food	No of MSY's:	0.52	No of Members:	7
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#### Problem Statement:

The USDA reports that 448,600 children in the state of Ohio face food insecurity which amounts to every 1 in 6 children. These children facing food insecurity are at risk for poor development and impaired performance in school. Compounding the impact of lack of access to nutritious food is lack of physical activity. Research shows that "physical activity allows children to have a better outlook on life by building confidence, managing anxiety and depression, and increasing self- esteem and cognitive skills" (Tala, A., 2017)

#### Selected Interventions:

Education/Training

Nutrition/Food Support

Physical Activities

#### Describe Interventions:

Summer service members will provide weekly healthy living education (nutrition, physical activity, social emotional health) and activities as well as support monthly food distribution and community gardens daily, during summer camp.

#### H4A Output:

H4A: Number of individuals served

Target: 300 Individuals

Measured By: Tracking System

Described Instrument: Enrollment forms and attendance logs

#### H17 Outcome:

H17: Number of individuals with increased health knowledge

Target: 150 Individuals

Measured By: Survey

Described Instrument: Pre/post assessment regarding attitudes towards food, knowledge of healthy food and ability to make healthy decisions.

# DRAFT

Performance Measure: Social-Emotional Learning Success

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	0.00	No of Members:	11
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Problem Statement:

High rates of expulsion can contribute to low academic achievement among children. Hundreds of studies offer consistent evidence that SEL can prevent expulsion and bolster academic performance.

Selected Interventions:

Classroom Teaching

Describe Interventions:

Service members will provide weekly instruction to preschool and school age students on topics relating to social- emotional learning.

ED1A Output:

ED1A: Number of individuals served

Target: 800 Individuals

Measured By: Tracking System

Described Instrument: Enrollment information and attendance logs.

OUTCM82538 Outcome:

Number of students showing improvement from pre to post test on social- emotional assessment tools

Target: 320 Individuals

Measured By: Other

Described Instrument: Three social emotional assessments will be used to measure social- emotional learning progress: The DESSA mini, which is used with our HEC school aged children; the DECA which is used with our HEC preschool children at 5 of our centers; and the ASQ- SE which is used with our HEC preschool children at 9 of our centers. Each of these assessment can be used to screen for and monitor progress in the acquisition of social- emotional competencies.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Urban

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	100
Percent of disadvantaged youth enrolled	67

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
High poverty rates impact students and their families access to nutritious food and physical activity.	-14 Horizon Education Centers with either indoor greenhouse space or outdoor garden space; -7 minimum time AmeriCorps members; -Access to community resources such as the mobile food pantries; -Space to carry out gross motor activities; -Free community fitness programs	-Establish and maintain gardens at 12 HEC child care centers -Establish garden clubs -Promote and engage students, family and community with mobile food pantries at designated sites; -Deliver weekly lessons to preschool and school age students relating to health, nutrition and physical activity	Number of individuals served; HEC will serve 300 unduplicated individuals from May through August as measured by enrollment forms and attendance logs (for garden clubs).	Number of individuals with increased health knowledge- 50% of participants will self report increased health knowledge based upon pre/post surveys.		
High expulsion rates among disadvantaged children due to lack of developmentally appropriate social-	- 14 full time AmeriCorps members at 14 Horizon sites -Access to Social-Emotional kits	-Deliver weekly lessons to preschool and school age children relating to social-emotional skill development	Number of children served. Horizon will serve a minimum of 800 unduplicated children over the course of the year,	Any child showing improvement from the pre test to post test based on the tools used to measure social-	Decreased instances of discipline based on behavior in the child care centers and at school.	Increase in number of children successfully transitioning to kindergarten or to the next grade level.

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
emotional skills can lead to academic failure.	located in the classrooms -Access to online SEL curriculum	- Develop individual/ small group interventions targeting children who have scored low on DESSA, DECA and ASQ-SE pretests.	measured by enrollment forms and attendance logs. To be considered "served", students must attend regularly (3x per week/avg.) and be enrolled for at least 120 days. 40% of children will show increase in scores.	emotional development will be considered to be demonstrating improved social-emotional development.		
Children who come from families who are struggling to meet basic needs face significant barriers to learning and therefore are likely to experience low academic achievement.	-14 full time AmeriCorps members serving 14 Horizon center locations; - Case management training for service members; -Knowledge of resources in the community; -Development of Family Needs inventory	-Provision of case management services to families enrolled in HEC, demonstrating a need on the Family Needs Inventory; -Referral and follow up with community based resources	Number of connections made with community resources to address basic needs. Any family receiving services from a community provider will be considered "connected" based on referral follow-ups.	Number of individuals demonstrating increased knowledge about community resources based on pre and post inventories.	Increased student attendance in the program.	
Families with limited resources may experience isolation from their child's educational community. When children do not have families involved in their education, they can experience lower academic outcomes than those children who do.	-14 Full time AmeriCorps members at 14 Horizon sites; -Supplies and space to plan events	-Planned monthly family events for families enrolled at HEC.	Number of unduplicated families participating in at least one family event.	Increased attendance at monthly family nights.		

## Budget Narrative: HEC: Student, Family, and Community Engagement for Horizon Education Centers

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Director of Community Services: - 1 person(s) at 70000 each x 25 % usage	0	17,500	17,500
Community Engagement Coordinator: - 1 person(s) at 37000 each x 100 % usage	18,500	18,500	37,000
Data Coordinator: - 1 person(s) at 39000 each x 25 % usage	0	9,750	9,750
<b>Category Totals</b>	18,500	45,750	64,250

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Director of Community Services- benefits: 18% x \$70,000 x .25	0	3,150	3,150
Data Coordinator: 18% x \$39,000 x .25 FTE	0	1,755	1,755
Community Engagement Coordinator- Benefits: 18% x \$37,000 x .100 FTE	0	6,660	6,660
<b>Category Totals</b>	0	11,565	11,565

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Registration, hotel; airfare; per diem; Uber x 2 conferences (national/regional) 2650 x 2 staff = ServeOhio conference; Hotel, mileage, per diem- 2 days x 2 staff= \$474	0	6,248	6,248
Local mileage for supervision- weekly visits to all centers.: 1000 x .58 per mile	0	580	580
<b>Category Totals</b>	0	6,828	6,828

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Leader Training: 300 mi. x .58 per mile	0	174	174
ServeOhio conference: Hotel \$250; mileage 300 mi. @ .58; per diem \$50 x 2 members x 2 days	0	1,048	1,048
Local mileage to service sites & admin for meetings: 3000 miles x.58 per mile	1,740	0	1,740
<b>Category Totals</b>	1,740	1,222	2,962

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
AmeriCorps Gear: pin\$3; Hoodie \$31; T-shirt \$15.50; polo \$25.75; Briefcase \$28 = 103.25/member	2,788	0	2,788
Gardening supplies for summer: \$150 per center	1,800	0	1,800
Wellness supplies: \$250 per center	1,800	0	1,800
DESSA subscription: \$5,500	5,500	0	5,500
SEL Kits: Backpacks, books, art supplies, school supplies- \$400 x 12 centers	4,800	0	4,800
Justice Talking Supplies: \$100 per session x 6 sessions	600	0	600
Training room supplies: \$125 per month x 10 months	0	1,250	1,250
Case Management supplies: Binders, legal pads, pens, etc. 27 members x \$20 per month x 10 months	0	5,400	5,400
Laptop replacements: \$1,000 x 5 laptops	0	5,000	5,000
Supplies for family events: 1 per month per center @150	0	18,000	18,000
<b>Category Totals</b>	17,288	29,650	46,938

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
orientation training: 40 hours x \$100 per hour- Daily Rate of 800	0	4,000	4,000
Monthly training: 5 hours per month/ 50 hours- Daily Rate of 500	5,000	0	5,000
<b>Category Totals</b>	5,000	4,000	9,000

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Monthly Lunch and Learns: \$75 per month x 10 months- Daily Rate of 75	0	750	750
Licensing Inservice Trainings- First aid/ CPR; Communicable disease: First Aid/ CPR- \$50 per member; Communicable Disease \$100; Communicable disease \$100 per class x 2 classes- Daily Rate of 100	0	1,550	1,550
ServeOhio Registration: Registration x 2 staff- Daily Rate of 150	0	300	300
AmeriCorps conferences: Registration \$300 for 2 staff x 2 conferences- Daily Rate of 600	0	1,200	1,200
<b>Category Totals</b>	0	3,800	3,800

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Member training: See consultations- Daily Rate of 0	0	0	0
<b>Category Totals</b>	0	0	0

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Background checks and Physicals: 27 members x \$155	0	4,185	4,185
Payroll fees/ W-2 fees: \$10.25 per month x 27 members for payroll; \$11.25 per member for W-2	0	3,072	3,072
On Corps: \$672 total cost	0	672	672
Member Recognition: \$50 per member x 27 members	0	1,350	1,350
Child Care: Child Care (assume 2 of each age group for 10 mo. each; infant-\$1232/mo. @25%; Tod, PS, SA-\$20 per pay @ 10 months	0	13,720	13,720
Member Recruitment costs: 6 media advertisements @ \$250 each.	0	1,500	1,500
<b>Category Totals</b>	0	24,499	24,499
<b>Section Totals</b>	42,528	127,314	169,842
<b>PERCENTAGE</b>	25%	75%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 15 Member(s) at a rate of 16502 each Members W/O allowance 0	214,526	33,004	247,530
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): 5 Member(s) at a rate of 8736 each Members W/O allowance 0	34,944	8,736	43,680
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0

Minimum Time (300 hrs): 7 Member(s) at a rate of 2912 each Members W/O allowance 0	17,472	2,912	20,384
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	266,942	44,652	311,594

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: Total living allowance (311,594) x .07.65	0	23,837	23,837
Worker's Compensation: Total living allowance (\$311,594) x .00745	0	2,321	2,321
Health Care: \$451.34 per member- assumes 5 members sign on for health care.	0	2,257	2,257
<b>Category Totals</b>	0	28,415	28,415
<b>Section Totals</b>	266,942	73,067	340,009
<b>PERCENTAGE</b>	79%	21%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: Section 1 + Section 2 x 0.0526 x 0.60	9,767	0	9,767
Commission Fixed Amount: Section 1 + Section 2 x .0526 x 0.40	6,511	0	6,511
<b>Category Totals</b>	16,278	0	16,278

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	16,278	0	16,278
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	325,748	200,381	526,129
<b>PERCENTAGE</b>	62%	38%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	18.98		
<b>Cost/MSY</b>	17,163		

## Source of Funds

Section	Match Description	Amount	Classification	Source

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246144		<b>3. DATE RECEIVED BY STATE:</b> 05-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> John Carroll University  <b>UEI NUMBER:</b> <b>DUNS NUMBER:</b> 071124788		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Anita Iveljic  <b>TELEPHONE NUMBER:</b> (440) 278-0557 <b>FAX NUMBER:</b> <b>INTERNET E-MAIL ADDRESS:</b> aiveljic@jcu.edu	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 1 John Carroll Boulevard AD250 University Heights OH 44118 - 4538 County: Cuyahoga			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 340714681		<b>7. TYPE OF APPLICANT:</b> 7a. Higher Education Organization - Private  7b. 4-year college	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE  <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT         </div> <p>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/></p> <p style="display: flex; justify-content: space-around; align-items: center;">           A. AUGMENTATION <input type="checkbox"/> B. BUDGET REVISION <input type="checkbox"/>            C. NO COST EXTENSION <input type="checkbox"/> D. OTHER (specify below): <input type="text"/> </p>			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Corps for Rural and Urban Success and Health (CRUSH)	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Adams, Allen, Auglaize, Brown, Butler, Carroll, Champaign, Clark, Clermont, Clinton, Columbiana, Cuyahoga, Delaware, Geauga, Greene, Hamilton, Highland, H			
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22 END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 11 b.Program <input type="checkbox"/> OH 11	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text"/>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: <input type="text"/>  <input type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372         </div>	
a. FEDERAL <input type="text"/> \$ 641,363.00 b. APPLICANT <input type="text"/> \$ 546,348.00 c. STATE <input type="text"/> \$ 0.00 d. LOCAL <input type="text"/> \$ 0.00 e. OTHER <input type="text"/> \$ 0.00 f. PROGRAM INCOME <input type="text"/> \$ 0.00 g. TOTAL <input type="text"/> \$ 1,187,711.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO         </div>	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Erica Kennedy		<b>b. TITLE:</b>  <b>c. TELEPHONE NUMBER:</b> (216) 397-4520	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/05/22	

# DRAFT

## Narratives

### Executive Summary

Program Year 2022- 2023- John Carroll University proposes to have 48 AmeriCorps members who will continue to facilitate a rural and urban volunteer health corps that provides rural and urban, economically disadvantaged middle school through high school youth with academic and career support, through the utilization of a service-learning model, across Ohio. Additionally, the program will continue a cohort of members working with local health referral sources to serve local under-resourced populations through a resource center project that utilizes CRUSH pipeline students and AmeriCorps members to address the Social Determinants of Health (SDoH) impacting these populations. Also, the program will run a small pilot with members specifically focused on meeting SDoH needs of those facing addiction recovery. The locations the members will serve out of include Boys Hope Girls Hope, Monarch Lifeworks, Crossroads Health Center, University Hospitals Department of CEDI, and Signature Health. The members will serve students in identified middle schools, high schools, and universities affiliated with their service site. At the end of the program year, the AmeriCorps members will be responsible for establishing and delivering a CRUSH service-learning based curriculum to students whose Ohio rural and urban school districts need additional resources to provide academic and career skill support necessary for students to obtain a sustainable career in the healthcare industry, a growing Ohio career opportunity. The program will also assess the new approach with the healthcare system of utilizing AmeriCorps members to address the SDoH with patient populations. Additionally, some members will focus on mental health needs specifically assisting individuals who are in drug addiction recovery and receiving an introduction course to Chemical Dependency Counselor Assistant. The members (if funding is received) will also be certified and trained as Community Health Workers. In addition, the AmeriCorps members will leverage additional volunteers to sustain the program after the funding period is over and building healthier communities. The project begins in August of 2022 or immediately upon notification of funding. The program will focus on the CNCS focus area of K-12 and early college success. Success including improving opportunities for participating student academic and career success in rural and urban Ohio school districts while improving academic engagement and learning and in addition, the expected outcome for AmeriCorps members is to improve their opportunities for career success, especially in the healthcare industry, by fostering college and career readiness, leadership skills, and self-efficacy. The CNCS investment of \$567,409 will be matched by \$445,169, \$42,000 match from all public funding and at least \$403,169 in private funding.

### Rationale and Approach/Program Design

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## Narratives

Rationale and Approach: Communities are composed of people bound together by shared conditions, relationships, and spaces. The community defines the conditions of its residents (Jacobs, 1961). Community health and success represent some of those shared conditions binding people together (Healthy People 2020 Report). Healthy people with secure jobs tend to be more engaged in their community, while those facing significant health and work challenges tend to be more disengaged (Marmot et al, 2008). Poor health also leads to poor work outcomes (Rijun et al. 2014). These patterns across many people and generations fundamentally shape the vitality of communities (Putnam, 2001). The health and success of communities and people are bound together because they source from the same social determinants, are a consequence of multiple factors, and are deeply rooted in the communities' eco-systems (Marmot, 2005). Healthcare in the 21st century is being transformed by massive demographic changes. The United States population of seniors (age 65 and older) is greater than the total population of Canada. The first boomers turned 65 in 2011, and every 8 seconds there is a new senior. According to the Association of American Medical Colleges (AAMC), the U.S. will reach a shortage of 91,500 doctors by 2025, with a projected deficit of 30,000 specialists and over 60,000 primary care providers. The AAMC is calling for an increase in medical school enrollment. The current health care workforce cannot meet the needs of this country and will likely continue to fall short in the years to come. Moreover, healthcare providers do not represent the demographic characteristics of the patient population proportionately, causing further gaps in care and disparities in quality and access to care for minority and lower income populations. Diversity among health professionals remains low despite a lot of time and effort to improve the situation. In addition to the lack of URM students in the health professions, the literature points to many barriers and enablers for rural student. Recruitment pathways to allied health studies in rural communities are vague and often interrupted, and the return of graduates is haphazard, leaving communities to see these pathways as a danger to their youth and the limited resources they have to send their youth to these programs. Additionally, rural students often experience secondary education disadvantage with inadequate subject choices, pathways and opportunities. Students also lack a frame of reference to pursue a rural placement option, and are often discouraged by the cumulative commitments involved.

Theory of change: To increase the number of STEM professionals in underserved areas, we must address the starting point: developing strong pipeline programs for incoming trained professionals. Pipeline programs are an important mechanism that increase student academic success and eventual

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enrollment in particular health professional programs and enhance their chances of persisting through program completion. Theory and research demonstrate that human development occurs in context (Porfeli & Vondracek, 2009). Many students and particularly those who live and learn in impoverished contexts lack the information and support structures needed to succeed in competitive health degree programs. An ideal support structure would be flexible, spanning the school and work worlds of healthcare and serving as a holding environment for a sustained set of rich experiences fostering academic and career development. The educational and labor systems in the U.S. tend to operate in a relatively segmented and independent fashion; hence, a community-oriented (meso-) context (Bronfenbrenner, 1986, 1988) is needed to span these two systems. Building such a context requires financial, human, and social capital that in the case of education and labor in early 21st century has been in short supply (Porfeli, Wang, Audette, McColl, & Algozzine, 2009). The bulk of the published intervention efforts targeting underrepresented groups ultimately aim to pique participant's interests in science, technology, engineering, mathematics, and medicine (STEM+M) academic pathways leading to health care careers. Specifically, these challenges can be addressed by employing unseen and underutilized community assets along with scientific innovations to create a sustainable and durable, yet flexible, holding environment spanning family, school, work, and community contexts. Our team presents the Corps for Rural and Urban Health program intervention model as a translation of these challenges, innovations, and imperatives. The CRUSH pipeline program model offers opportunities to all types of students with varying abilities, interests and academic skills for future educational pathways and career placement and experience in the healthcare system. In addition, it leverages existing community members, who have assets that can be bundled with training to bridge the gap for current health needs of individuals by serving as community health workers or CDCAs. The model is designed to empower students in middle schools through universities and community agents to become engaged in the healthcare of their communities and to take personal responsibility for protecting and enhancing it. In the CRUSH program, students self-identify a health concern in their community and develop a project to raise awareness and/or ameliorate the effects of the health concern. Furthermore, rather than relying entirely on funding or the leadership of a dynamic individual, CRUSH uses a diverse bank of resources that extends its sustainability so that it can be built upon another existing program or operated using existing assets. Consequently, the CRUSH program empowers local youth to become community health entrepreneurs as they advance themselves toward higher education and ultimately to the health professions. They adopt a newfound role of health care champion in their community and they engage their community as a vital partner

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in the process. Innovations in learning sciences and instruction design point toward co-creation of the learning process, as an interaction between learners and educators, within a problem-based learning (PBL) environment offer a strong foundation for academic engagement and achievement. Bransford's learning theory (How People Learn (HPL); Bransford, 2000) offers such a foundation. Students as educational co-leaders must make effective use of existing knowledge, leverage contextual opportunities and engage in self-evaluation to master content in a meaningful way. When the context casts self-led learning as a communal effort, the student comes to appreciate peer and teacher collaboration as being essential to achieving goals and establishing critical thinking and problem-solving skills. The CRUSH program promotes student engagement and hands-on deep learning through the IDEAS model (Poynton & Carey, 2006), which involves (a) Identifying important health concerns, (b) Developing efforts to solve those challenges with the resources and barriers within a community, (c) Enacting the program and engaging partners (d) Assessing the impact of their program, and (e) Sharing their successes with their community and at CRUSH events. The message is clear in the CRUSH program all students - even from rural and urban communities - can make a difference, go to college, complete a health professions degree, and ultimately provide health care in their home communities. Through the IDEAs framework, CRUSH members have identified health concerns like obesity, type II diabetes, food insecurity, mental health, and bullying and develop grassroots programs with local assets to address them. Those programs include: public service announcements about mental health and obesity filmed with mobile phones, edited on school-based computers, and distributed on YouTube; "iron chef" competitions situated in "food desserts" and using healthy food options available in and donated by local convenience stores serving these communities; and near-peer mentoring programs to support students with and without disabilities navigate the psychosocial stresses of middle school and the transition to high school. The CRUSH program operates in dozens of Ohio counties, many of which are considered highly vulnerable on the CDC's Social Vulnerability Index. This includes neighborhoods in and immediately adjacent to Cleveland, Cincinnati, Dayton, and Columbus, where many Census tracts have an SVI of over 0.8,. Vulnerable areas served by this program also includes many in rural Ohio, such as Marietta, the Ohio River Valley in south-central Ohio, and Mansfield, which are considered highly vulnerable. Students with the support of AmeriCorps have completed over 1000 projects in their communities all addressing the SDoh. Our data show that over 90% of CRUSH students plan on pursuing a college education, with over two-thirds declaring an intent to work in the healthcare profession. In addition, students demonstrated statistically significant improvements in all 11 21st century skills, such as critical

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thinking, communications, collaboration, leadership, and more. This has been accomplished through enhanced college and career readiness (improved academic achievement as well as persistence and completion rates), leadership skills, community engagement, and self-efficacy. Members have also become more attuned to rural communities and have learned to effectively employ community resources to help confront and solve pressing challenges with the community, themselves becoming a part of the health care workforce once they have completed their term of service. The Community Health Worker (CHW) Training Program employs a training program that uses the curriculum established by John Carroll University AmeriCorps staff and approved by the Ohio Board of Nursing. The CHW program trains all AmeriCorps members to become certified during their AmeriCorps experience. This provides a direct avenue to becoming a credentialed health professional while completing AmeriCorps service. Some members serve in this capacity with partners like Signature Health and Crossroads Health Center during the course of their service. These trained AmeriCorps members become increasingly well prepared to serve students from the most disadvantaged communities, supporting them on a path to become health professionals, educated citizens and contributors to the overall health and success of their communities. Lastly, we will add a new component to the model by employing AmeriCorps members in the mental health setting while at same time working with CRUSH students in the process of to address the SDoH challenges faced by those navigating addiction recovery. Members will receive an introduction to counseling course to better be trained to serve this population.

Evidence Tier: Over the past eight years, we have received funding for the Corps for Rural and Urban Success and Health (CRUSH) to establish the CRUSH program into rural and urban communities. The majority of the CRUSH sites occurred in either local high schools or colleges. Data has been collected throughout the life of the project to affirm that the CRUSH program is meeting its goals and objectives. We utilized a Post/Pre-survey that surveys were administered at Scholar's Day in 2020 and 2021. Results: Students in CRUSH learn how setting goals to be prepared for 21st century careers are a key for their future life success. Our recent evaluation from 2020-2021 showed students are increasing their social and academic engagement: over 80% responded that they listen to other points of view or get along well with people who are different from them. Over 90% are motivated to pursue a college degree (two-thirds of whom indicate a desire to work in a health profession). Over 90% are always or often prepared for classes, and over 75% say they are able to work independently. We also saw a statistically significant increase in 21st century skills in our pre- post-CRUSH survey questions.

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Students were asked to rate themselves on each skill, thinking back to before they started CRUSH as well as after spending a year in the program, on a scale from 0-10, where 0 is not having any skill in that area and 10 indicates mastery of that skill. They experienced the biggest increase in critical thinking (1.48 points), communication (1.54 points), collaboration (1.36 points), creativity (1.02 points), flexibility (1.08 points), leadership (1.12 points), problem-solving (1.06 points), taking initiative (1.0 points), and productivity (1.0 points). There were smaller, yet meaningful, increases in their ability to learn new technology (0.98 points) and interpersonal skills (0.81 points). On the whole, these results indicate that students are learning how to be well-rounded individuals equipped to pursue their career of choice, including healthcare. The collaborative believes volunteers who are properly trained and supervised will commit to our organization for an extended period of time. They will expand our organizational capacity, maintain its programs over time, and effectively serve the community. CRUSH AmeriCorps members will be recruited through a broad array of methods, including online career sites, career fair, partners' websites, social media, Handshake, partner outreach to students and community members, and through pipeline programs existing in the community and on university campuses. The program welcomes AmeriCorps members from every age group and strongly encourages underrepresented populations to participate. As a standard policy, the collaborative places a high priority on hiring a diverse service force and many of them maintain missions devoted to advancing diversity. CRUSH will serve as the platform and training site for the state-wide corps. We currently recruit a range of diverse members who are first-generation college students, maintain English as their second language, hail from rural communities, are economically disadvantaged, and are from racially/culturally underrepresented groups. Our plan for recruiting and managing volunteers will be incorporated into the member position descriptions and modeled after the John Carroll University established pathways on service oriented mission driven community action, where all student engage in service. Partner sites will be trained to implement CRUSH and other existing programs using a virtual training approach, where sessions will be provided at the beginning of the program and continuing throughout the course of our efforts. Sessions will include a site orientation (group workshop) to introduce supervisors to the philosophy of national service, familiarize participants with AmeriCorps' terms and conditions, teach and implement the CRUSH model, establish shared administrative priorities and clarify roles and responsibilities. The orientation will build a strong program foundation; establishing close relationships among supervisors, sharing effective supervisory practices, and helping site supervisors become invested in AmeriCorps. JCU members and staff will visit each new site to provide training/support as well as engage in weekly calls

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to provide support and continued training. JCU Director hosts bi-weekly meetings with members, host sites and volunteers. Site supervisors will be engaged with members on a weekly basis. All members will receive training as CHWs, and portions of the training will be virtually conducted as well. Members will also receive training to identify and map the assets of their community and then employ those assets to advance community health and success. Members will participate in a weekly reflection process through which they will be encouraged to identify their own challenges and areas where they feel they need additional training, sharing those reflections with their state partners using a blog website. There will be multiple training opportunities for new members through continued program assessment and feedback. These opportunities include service learning fundamentals, community health worker (CHW) training, community organizing, on-site training, grant writing, learning how to develop community engagement and community partnerships, asset bundling and asset valuation, scholarship (research in the areas of community development and growth, poverty and cultural competencies), financial literacy, mental health, non-profit organizational structures and other need as identified by AmeriCorps service members. In each area, members will participate in face-to-face and online experiences. Lastly, all members will be engaged in one on ones which will focus on building their own career and professional development. These session entail assisting members with resume building, shadowing, graduate and medical school prep, outside mentorship and guidance. Member Supervision: AmeriCorps members will be supervised at local and regional levels. The JCU AmeriCorps Director will have a staff person at each geographic site, with additional oversight from host site partners. The Assistant Director will serve as the training coordinator for Community Health Worker curriculum and other training components in addition to site supervision. All Site Supervisors and the Assistant Director will work with each host sites to map out the assets that exist, consider how to leverage those assets and build program and community capacity from this process. The collaborative will ensure that volunteers will not be engaged in prohibited activities through this well-designed system of supervision and oversight. All supervisors will receive direct CRUSH and AmeriCorps training from the JCU AmeriCorps Director, who will be responsible for program oversight and supervision of AmeriCorps site supervisors at each partner site. Additionally, the JCU AmeriCorps Director will also provide a system for training, oversight and support for all local AmeriCorps member supervisors (in-person and virtually). Each site will have individual member goals, objective and outcome plan for their personal growth and for their community work. Each partner site will provide a physical hub, which will become a formal space for members and partners to connect, and for all the state partners to direct, train, evaluate and support all members.

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Each partner site will have community organizations, schools, health centers, etc. that will host the AmeriCorps members for implementation of the CRUSH program, and will connect them with existing community programs and services. The Director and support staff will oversee all the training modules, member blogs, failure and success stories, tips and site results. Member Experience: In addition to the CHW training and professional developed described above, our program offers members extensive career development services. We work with all members to determine their career aspirations and provide mentors to them accordingly. Our new model will have a individualized goal plan (IGP) where we will meet with members monthly to help them achieve the goals they set in the IGP as well as connect them with the resources from JCU and other partners to meet their needs. Our track record has been stellar with almost 60% of our members going on to health professional programs. Members will at all service times represent their Corps by wearing gear with AmeriCorps logos. We train our members to have an elevator speech on what it means to be a member and how they commit a year of their life to serve their country. The underpinnings and identification of our members with the AmeriCorps name and service is critical to our mission.

### Organizational Capability

Organizational Capability: John Carroll University is the prime applicant institution and will manage the grant in compliance with all federal and AmeriCorps regulations. Dr. Elizabeth Stiles and Dr. Colin Swearingin will serve as Co-Principal Investigators for the project focusing on program evaluation efforts. Drs. Stiles and Swearingen are requesting compensation equal to 1 month of summer salary. Dr. Swearingen is a tenured member of the John Carroll faculty, and teaches courses on research methods, American politics, and healthcare policy. He has experience working in legislative and campaign politics. He also has worked to improve healthcare outcomes in rural Honduras, working with JCU students, nonprofit organizations, and NGOs to bring clean water to dozens of underserved communities in the departments of Moroceli and Francisco Morazan. Dr. Elizabeth Stiles is a tenured member of the John Carroll faculty, and teaches research methods, policy analysis and program evaluation. She has extensive experience advising students around vocational discernment and is a University advocate for STEM and social science collaborations. She has experience chairing the IRB Committee at John Carroll and sits on a University-wide committee designed to leverage and increase our existing data analytics and data science capacities into inter-disciplinary signature programs. She has extensive experience in management as former Director of the JCU Masters of Nonprofit Administration program and she collaborates with local and national nonprofits on program evaluation projects, including STEM education and pipeline programs. AmeriCorps Program Director

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Anita Iveljic employed by John Carroll University will manage the project, all aspects of hiring and training staff members and day-to-day operations. Anita has eight plus years of AmeriCorps leadership experience. John Carroll is a private, coeducational university and is one of 28 Jesuit universities in the United States and has been listed in U.S. News & World Report magazine's top 10 rankings of Midwest regional universities for more than 20 consecutive years. John Carroll's Office of Sponsored Research is directed by Erica Kennedy, MBA and Certified Research Administrator with a demonstrated history of working with institutions of higher education as well as in the hospital and health care industry. The JCU President's Office, Provost and Deans are committed to the AmeriCorps program supporting the CRUSH program. As a fully functioning university, JCU has the ability and structure to ensure that the service site locations will be in compliance with AmeriCorps rules and regulations including those related to prohibited activities. These rules are addressed early on during the orientation activities offered by the AmeriCorps trainer and the program Director ensures that all members will attend specifically scheduled AmeriCorps trainings. Our team ensures compliance with AmeriCorps rules by sending our administrators to the required AmeriCorps trainings including the annual grantee meeting, Ohio Conference on Volunteering and Service, and the Directors Training Meeting with Professional Development. Any compliance infractions by an AmeriCorps member will be documented and reviewed by the Director and those JCU professionals providing AmeriCorps grant oversight. Individuals in positions of administration for AmeriCorps will regularly travel to hub sites for scheduled meetings that address the prevention and compliance issues related to being an AmeriCorps member. JCU has commitment from seven separate partners to provide matching cash resources for program implementation.

### **Cost Effectiveness and Budget Adequacy**

N/A

### **Evaluation Summary or Plan**

#### Evaluation Summary or Plan

The underpinnings and theory of change in the community is based on the asset-based paradigm (Weisblat, 2012) as the critical element for healthy transformation, growth and sustainability in communities. The paradigm stresses building upon a community's strengths and alleviating inequities that prevent individuals from meeting their needs. Having the ability to lead and promote the contagion of growth in a single arena (e.g. become a community health worker and take on public health project) catalyzes replication in similar mini-systems (Chaskin & Peters, 2000). The

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cascading nature of this process leads to a dynamic and diverse ecosystem of connectivity, strength, shared vision and optimal utilization of existing assets. Treatment: Using a cutting edge multi-modal instructional sequence including lectures, small groups, speakers, field trips and simulations, students identify a health concern in their community and develop a project to address it. The program helps youth identify and build on community assets to accomplish their goals. Thus, students are empowered to become community health entrepreneurs as they advance themselves toward higher education and ultimately to the health professions. When the context casts self-led learning as a communal effort, the student comes to appreciate peer and teacher collaboration as essential to achieving goals and establishing critical thinking and problem-solving skills. HPAC meets once a twice a week for approximately an hour. Depending on the community location, it may be after-school or during school and the total treatment duration is at least 35 hours. Through problem-based learning, students learn a variety of skills, including research, how to identify community assets, how to set goals, strategize, plan and implement projects, self-reflect, evaluate outcomes of their own efforts, and how to fail (i.e. build resilience and try again). Each participant completes a curriculum and becomes a certified health worker (CHW),

confident in their ability to improve health outcomes in their communities. In our evaluation from 2018-19, students stress gains in self-confidence, motivation, new abilities, independence, learning importance, hard work, community, caring, friends help and acceptance. Outcomes: Academic and Social Engagement: Increased positive social engagement such as social connectedness, team work and social activity. Academic Motivation and Skills: Improved academic drive, attitudes towards learning, and enthusiasm for academic achievement. Academic Self-Management: Increased control over internal and external factors influencing academic performance, including perspectives, characteristics or behaviors. Social Capital: Students increasingly practice social capital building skills, such as participation and reciprocity, schools increasingly provide forums for community activity; and students learn how to

participate responsibly in their society. Increased healthy behaviors of students: specifically achieving better practices around sleep, diet, and regular physical activity. Career Aspirations and Expectations: A mind-set of growth that promotes and supports career aspirations that align with student interest, ability and community need. We assess with an established interest scale with a STEM focus. Increasing civic responsibility and engagement in the community by undertaking community action projects and connecting to others in the community. Asset Usage of existing resources: Identifying and reorganizing existing community assets to build a healthier community through project-based

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learning and application of those projects in the community. Research Questions \*Do students in HPAC demonstrate positive change in their career development, overall wellbeing, and academic progress during the course of their participation in HPAC?\*Do academic motivation, self-engagement and self-management improve during the course of HPAC program participation?\*Is increased program participation

associated with greater positive change in students' career development, overall wellbeing, academic progress, academic motivation, academic self-engagement and academic self-management? \*Do students demonstrate an increased capability of identifying and utilizing existing self and community assets to identify pressing health concerns in their community and to formulate community-based programs to address them? \*Do HPAC advisors perceive positive changes over time in the community, overall well-being, academic progress, academic motivation, academic self-engagement, academic self- management of students and civic responsibility by participating in the HPAC program? \*Is increased program participation associated with greater positive change in AC member's career development, overall well-being, academic progress, civic engagement and academic motivation? Study Components: This evaluation will employ data collected as a part of an evaluation of the HPAC program and a mixed method (qualitative and quantitative) research design for exploring students' perceptions of their academic success and challenges, overall well-being, community building and asset usage and career development. We will explore the impact of participation in this program on students' academic and career development as well as their civic engagement and measure their interest and commitment specifically to a career in the health professions. We will also explore the impact of participation in the HPAC program on the sponsoring organizations, focusing on how organizations employ their existing assets to engage in their community, connect school to work for students, employ the community as a learning environment, and ultimately the impact of this process on the overall effectiveness of the organization. By measuring outcomes in more than one way, we will gain a more nuanced view of student growth and development. We will triangulate the data by collecting surveys (at the beginning of the program and the end), grades over time, writings/work products, and videos of the students. Data Analysis Plan: a. Our data specialist (evaluation consultant) will identify the data for all consenting participants, replace HPAC identifier(s) with a random identification number and maintain the key linking the HPAC identifier with the random identification number. B). Dr. Weisblat will supervise the data specialist and analyze the data in the fall and spring. C) Qualitative data will undergo content analysis technique of pattern-matching, explanation-building, and analysis of

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change over time. Interpreting the data means developing an understanding that is grounded in the data, within and across experiences, events, times, actions, and activities that constitute the social situations of the everyday life of the students who are being interviewed. Data Specialist (Consultant) will serve as the primary staff person responsible for the collection, management and analysis. Key Skills, Knowledge, and Personal Characteristics: Dr. Weisblat has extensive experience in all aspects of research design, analysis, and evaluation. Our data specialist will be trained in social science methods, research design, and program evaluation techniques.

### **Amendment Justification**

N/A

### **Clarification Summary**

#### EXECUTIVE SUMMARY

¿ After all revisions have been made, update to reflect any budget and/or narrative changes.

COMPLETED

#### CONTINUATION

¿ Clarify if there are any costs to the new CDCA certification.

There are no costs for the new CDCA certification course for the member. The member will receive the introduction course as a part of their service year and will decide to continue on to formal certification post service year. The formal certification is not dependent on another service year as a member.

¿ With the removal of the UH ED as a partner, clarify if the program will place CHW members with other partners or if this initiative is no longer a part of the program.

The program plans to place CHW members with new partnerships established with Crossroads Health Center, Care Alliance and Signature Health. Existing partnership with Dayton Children's will also have members serving as CHW's.

¿ Include all changes/updates to the Performance Measures and see below.

See below.

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### PERFORMANCE MEASURES

↳ Improving Access performance measure. Per the Continuation section, the UH ED is no longer a partner. In the Continuation section, clarify what this is tracking or remove the measure. The new partners are still tracking the same measure. We will track the number of individuals served at the different host site locations due to the placement of CHW's. We will also be tracking the number of individuals with improved access to medical care.

For Healthy Futures Access to Care:

There is a large number of individuals who are uninsured, economically disadvantaged, medically underserved, or living in rural areas utilizing preventive and primary health care services and programs inappropriately. People who frequently used the health care settings for non-emergency use need to be connected properly to a primary care physician and support services to improve their overall quality of care. Community members need to be better educated on their overall health outcomes in order to make more appropriate healthcare choices.

Interventions:

Members will complete patient intake, progress notes, review medical records or complete screenings to follow up with patients seen at four different healthcare locations (Care Alliance, Signature Health, Crossroads Health Center and Dayton Children's) to connect them to local resources, support them in their healthcare journeys, establish primary care physician appointments and educate members on how to effectively use the local health care system and resources to improve their health outcomes. Members will assess patients via note taking, phone screening, face to face encounters and work with patients to address those needs. Members will work with patients to meet their needs. Partners will report member's progress on a quarterly basis.

Output: Number of Individuals Served (500)

Outcome: Number of Individuals with Improved Access to Medical Care (250)

Number of members currently allocated for measure: 8 CHW members

For Increase Connection, self-management and motivation of students measure: Reduce target number from ED1A to 1,500 due to reduced number of service members from years prior.

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Improve access to preventive mental health care for communities served by CNCS-supported program

Community Problem/Need:

Participants may not have knowledge of health care options or how to overcome health challenges by connecting to local community resources. Participants will be provided with an analysis of their potential health concerns and those concerns will be aligned with workshops, one on one time, community resource connection and other methods to improve health outcomes. Members will receive the training to obtain a Community Health Worker Certificate through the Ohio Board of Nursing, as well as initial training that can lead to a Chemical Dependency Counselor Assistant certification.

**Intervention:** The participants will receive in person, on site and on-line training to support their knowledge and practice of each of these interventions. The objectives of these interventions are embedded in the activities that they will be performing daily with the community, the schools and their relationships with asset-based organizations. Members are tasked with teaching students and related community members how to complete and evaluation of community assets and design strategies to utilize those assets (e.g. students and members will indemnify health issues in the community and design mini programs to address those challenges). Members will teach youth and other community members how to set goals that work towards improved health outcomes.

Number of Individuals served: 250

Number of Individuals with improved access to care (measure by the meeting on one or more of their treatment goals): 150

## BUDGET NARRATIVE

Section I: Program Operating Costs

Personnel Expenses

↳ For personnel 100% on the grant, confirm they do not write grants and fundraise or reduce the amount of time on the grant.

All grants submitted in support of the JCU AmeriCorps program are written and lead by the faculty

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members serving as the PI and Co-I, Drs. Swearingen and Stiles. Program staff do not write or submit grants.

### Personnel Fringe

¿ Recalculate if Personnel Expenses change

Not applicable. There is no change to Personnel Expenses.

### Staff Travel

¿ Travel to CNCS-Sponsored meeting is missing a description.

Corrected. Description: Travel to CNCS-Sponsored Meetings: OH Conf on Serv & Vol: 2 staff x (\$125 reg. fee + \$50 mileage)=\$350; 2022 Nat'l Service Reg Trng Conf for Director: \$300 airfare; 2 nights hotel at \$125/day; 2 days per diem at \$40/day; \$200 reg. fee. TOTAL=\$830

¿ Section is missing required trainings, as listed in the budget instructions for Continuation applicants.

Including Points of Light, Ohio Conference on Service and Volunteerism and National Service Regional Training.

Corrected. Required trainings have been added to the budget and narrative.

### Member Travel

¿ Remove the Member Travel to Statewide AmeriCorps Event. This is not applicable.

Corrected. Expense has been removed.

### Staff Training

¿ Update the 2021 National Service Regional Training conference to 2022.

Corrected.

### Member Training

¿ Move Community Health Worker Training Certification to Section F. Consultants.

Per email correspondence from Mary Cannon on 5/3/21, these costs will remain in Member Training.

¿ Update the 2020 Ohio Conference on Service and Volunteerism is 2022.

Corrected.

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### Other Operating Cost

↳ Clarify that the Student Travel is for Scholar's Day.

Completed.

↳ OnCorps per member slot fee is \$18.00. Revise.

Corrected using the new per member fee.

↳ Member Recognition: remove the word 'gift'

Completed.

### Section II: Member Costs

↳ FICA for Members calculation is incorrect.

Corrected. FICA is 7.65% \$533,030 x 7.65% = \$40,777.

### Section III: Administrative Costs

↳ Provide the University's indirect cost rate letter via email to [mary.cannon@serveohio.gov](mailto:mary.cannon@serveohio.gov)

Sent on 5/5/2021.

↳ Include the amount of the Commission's 2% within the calculation.

Completed. Indirect costs are calculated at 5.26% of CNCS total direct costs - 2% state commission.

Rate claimed is 3.16%.  $\$542,867 \times 3.16\% = \$17,133$  (CNCS share)  $\$442,340 \times 3.16\% = \$13,960$

(Grantee share) with a rate of 5.26 and a rate claimed of 3.16.

↳ Recalculate if Section I and/or II costs change.

### Source of Funds

↳ Adjust match amount, if needed due to changes in the budget.

Updated to include recently submitted proposals and new letters of commitment.

### Continuation Changes

Member service term(s) start and end dates: (8/2/2021- 07/29/2022)

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Program start and end dates (8/1/2021-7/31/2022)

Changes in Operating Sites -Number of members shifted based on site needs and allocated partnerships.

1. Removal of The Ohio State University
2. Removal of University Hospitals Emergency Department
3. Removal of Rocking Horse FQHC
4. Addition of Monarch Lifeworks
5. Addition of Boys Hope Girls Hope
6. Addition of Signature Health
7. Addition of Crossroads Health Center

Significant Changes in Program Scope or Design -none

Changes to Performance Measures -none

Significant Changes to Monitoring Structures or Staffing -

Removal of Dr. Weisblat and Margret Larkins Pettigrew from the grant. Addition of Colin Swearingen, PhD as PI. Shift of Elizabeth Stiles, PhD from PI to CO-I. Removal of Site Supervisor Amanda Ambrosio. Addition of Site Supervisor Sierra Roundtree.

Budget revisions (detail provided in section VI).

1. Fringe Benefit for employees further broken down:
2. FICA: 7.65% (social security = 6.2%; Medicare = 1.45%)
3. Retirement: 6%
4. Medical Benefits: 13.00%
5. Tuition Remission: 11.60%
6. Unemployment: 0.15%
7. Worker's Comp: 0.36%
8. Life & Disability: 0.36%
9. Other: 0.88%

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## Narratives

### Additional Changes:

This year we are adding a new position option for 10 interested members. We have designated 10 member slots who are going to be performing the same service duties as our Community Health Worker track, but they will be placed at mental health agencies to meet the dire behavioral health needs. In order to best perform resource coordination and improve health outcomes these members will receive introduction training for Chemical Dependency Counselor Assistance. Those training hours will contribute to their overall training hours required per their service contract. Hours will not exceed the maximum 20% threshold for training hours. This position will be called the CDCA AmeriCorps member. The AmeriCorps member will function as a CDCA and will serve as a liaison bridging client/patient needs to the resources found in the local community. The CDCA member will serve with patients and their families to provide navigational support, connecting them with health and social resources, and promoting their engagement in their local community.

CDCA members have the opportunity to gain full certification. The course work takes two years to complete. Their continuation for certification is not contingent upon another service year. Members would be enrolled as graduate study students at John Carroll University in order to finish the remaining 5 classes required for certification and job placement.

### Grant Characteristics

# DRAFT

## Performance Measures

### MSYs by Focus Area

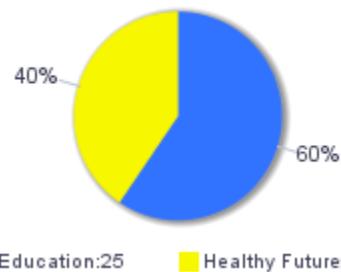


Table1: MSYs by Focus Areas

### MSYs by Objective

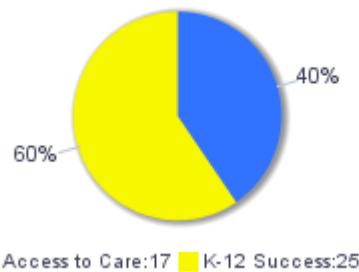


Table2: MSYs by Objectives

### % of MSY NPM VS Applicant VS Not in ANY

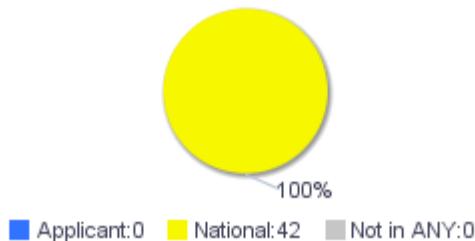


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%		0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Access to Care	17.00	17
K- 12 Success	25.00	31
Total	42.00	48

Primary Focus Area: Education

Primary Intervention: Service- Learning

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Increase Connection, self-management and motivation of students

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	25.00	No of Members:	31
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Problem Statement:

Academic achievement is often understood in terms of achieving academic factors. Research has comprehensively shown that non- academic factors bear an important influence on student success (Robbins, 2005). These factors are often not attended to during the course of a traditional school day. More attention needs to be placed on programming that allows for students to further develop their intrinsic motivation for scholarship, their social connectedness with positive peer groups, and their individual and collective self- management habits.

Selected Interventions:

Service- Learning

Describe Interventions:

The participants will receive in person, on- site and on- line training to support their knowledge and practice of each of these interventions. The objectives of these interventions are embedded in the activities that they will be performing daily within the community, the schools and their relationships with asset- based organizations. Participants are tasked with teaching student and related community members how to complete an evaluation of community assets and design strategies to utilize those assets (e.g., students and members will identify health issues in the community and design mini- programs to address those challenges). Members will teach youth and other community members about the importance of scholarship (e.g., research, statistics, math and reading) to achieve sustainable careers within the context of their health community engagement projects.

ED1A Output:

ED1A: Number of individuals served

Target: 1500 Individuals

Measured By: Tracking System

Described Instrument: Members will track students via attendance sheets. Students with 15 plus hours will be counted as those being served.

ED27C Outcome:

ED27C: Number of students with improved academic engagement or social- emotional skills

Target: 1000 Students

Measured By: Survey

Described Instrument: Students will take a pre/post survey that gauge whether student have experienced an improvement in non- academic factors that contribute to academic success.

ED10 Outcome:

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Performance Measure: Increase Connection, self-management and motivation of students

Problem Statement:

Selected Interventions:

ED10: Number of students enrolling in post- secondary education/training

Target: 1000 Students

Measured By: Other

Described Instrument: Students will take a survey that ask student plans for continuing their education pathways into post- secondary education/training

# DRAFT

Performance Measure: improve access to primary and preventive health care for communities

Focus Area:	Healthy Futures	Objective:	Access to Care	No of MSY's:	7.00	No of Members:	7
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Problem Statement:

There is a large number of individuals who are uninsured, economically disadvantaged, medically underserved, or living in rural areas utilizing preventive and primary health care services and programs inappropriately. People who frequently used the health care settings for non- emergency use need to be connected properly to a primary care physician and support services to improve their overall quality of care. Community members needs to be better educated on their overall health outcomes in order to make more appropriate healthcare choices.

Selected Interventions:

Education/Training

Describe Interventions:

Members will complete patient intake, progress notes, review medical records or complete screenings to follow up with patients seen at four different healthcare locations (Care Alliance, Signature Health, Crossroads Health Center and Dayton Children' s) to connect them to local resources, support them in their healthcare journeys, establish primary care physician appointments and educate members on how to effectively use the local health care system and resources to improve their health outcomes. Members will assess patients via note taking, phone screening, face to face encounters and work with patients to address those needs. Members will work with patients to meet their needs. Partners will report member' s progress on a quarterly basis.

H4A Output:

H4A: Number of individuals served

Target: 500 Individuals

Measured By: Tracking System

Described Instrument: Hospital Dashboard tracking AmeriCorps members progress.

H20 Outcome:

H20: Number of individuals with improved access to medical care

Target: 250 Individuals

Measured By: Other

Described Instrument: Members will maintain contact with the patient and log their progress on a dashboard. Members will count patient only once one of their social determinants of health needs has been met as identified by the patient. The members will continue to work with the patients to meet the rest of their needs, but will not count them again. They will only be counted once.

# DRAFT

Performance Measure: Improve access to primary preventive mental health for communities

Focus Area:	Healthy Futures	Objective:	Access to Care	No of MSY's:	10.00	No of Members:	10
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Problem Statement:

Participants may not have knowledge of health care options and how to overcome health challenges by connecting to local community resources. Participants will be provided with an analysis of their potential health concerns and those concerns will be aligned with workshops, one on one time, community resource connection and other methods to improve health outcomes. Members will receive the training to obtain a Community Health Worker Certificate through the Ohio Board of Nursing, as well as initial training that can lead to a Chemical Dependency Counselor Assistant certification.

Selected Interventions:

Education/Training

Describe Interventions:

The participants will receive in person, on site and on- line training to support their knowledge and practice of each of these interventions. The objectives of these interventions are embedded in the activities that they will be performing daily with the community, the schools and their relationships with asset- based organizations. Members are tasked with teaching students and related community members how to complete and evaluation of community assets and design strategies to utilize those assets (e.g. students and members will indemnify health issues in the community and design mini programs to address those challenges). Members will teach youth and other community members how to set goals that work towards improved health outcomes.

H4A Output:

H4A: Number of individuals served

Target: 250 Individuals

Measured By: Tracking System

Described Instrument: Number of individuals that attend educational sessions.

H17 Outcome:

H17: Number of individuals with increased health knowledge

Target: 150 Individuals

Measured By: Other

Described Instrument: Number of individuals who set goals to improve health outcomes through one on one CDCA mentorship. Tracked via agency system.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility,  
Evidence Based Interventions

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Faith- based Organizations,  
STEM Program, Geographic  
Focus- Urban, Geographic  
Focus- Rural

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	2000
Percent of disadvantaged youth enrolled	0

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Sent
Labor Union Concurrence	Not Applicable
Other Documents	Not Applicable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

## Budget Narrative: Corps for Rural and Urban Success and Health (CRUSH) for John Carroll University

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Elizabeth Stiles, Co-Investigator (15% summer effort)administration of the sponsored project in compliance with applicable laws and regulations and institutional policy.: - 1 person(s) at 27360 each x 15 % usage	2,216	1,888	4,104
Anita Iveljic, Director of AmeriCorps Oversight of day to day program activities: - 1 person(s) at 81600 each x 100 % usage	44,064	37,536	81,600
Anita Johnson, Assistant Director of AmeriCorps Oversee assigned members via daily contact and site visits: - 1 person(s) at 61200 each x 100 % usage	33,048	28,152	61,200
Coordinator, Oversee school site start up and oversee member training: - 2 person(s) at 48960 each x 100 % usage	52,877	45,043	97,920
Colin Swearingen, Principal Investigator (15% summer effort)administration of the sponsored project in compliance with applicable laws and regulations and institutional policy.: - 1 person(s) at 22984 each x 15 % usage	1,862	1,586	3,448
<b>Category Totals</b>	134,067	114,205	248,272

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Fringe Benefits: Faculty=15% sumr. Staff=39.151% yr-round. Faculty = \$7,552 x 15%=\$1,133. Staff = \$240,720 x 40%=\$96,288. FICA: 7.65% (FICA = soc sec=6.2%+ Medicare=1.45%) Rtrmnt: 6% Med: 13% Tuition: 11.6% Unemp: 0.15% Wrkr Comp:0.36% Life&Dis: 0.36% Other: .031%	52,606	44,815	97,421
<b>Category Totals</b>	52,606	44,815	97,421

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Travel to CNCS-Sponsored Meetings: OH Conf on Serv & Vol: 2 staff x (\$125 reg. fee + \$50 mileage)=\$350; 2022 Nat'l Service Reg Trng Conf for Director: \$300 airfare; 2 nights hotel at \$125/day; 2 days per diem at \$40/day; \$200 reg. fee. TOTAL=\$830	637	543	1,180
Director and Assistant Director travel to sites: 71.22 miles/month @\$0.585/mile for 12 months	270	230	500
Site Coordinator travel: 356 miles/month @\$0.585/mile for 12 months	1,350	1,150	2,500
<b>Category Totals</b>	2,257	1,923	4,180

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Member Travel to Sites: Member Travel to Sites: Federal rate of \$0.585/mile	4,320	3,680	8,000

will be used. 48 members will be able to submit reimbursement requests up to 284.90 miles each. 48 Members x 284.9 miles x .585 = \$8,000			
Member Travel to Leader Corps: 1 member's transportation costs for two outreach sessions and community service events as well as fall and spring one-day meetings in Columbus, OH.	270	230	500
<b>Category Totals</b>	4,590	3,910	8,500

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Materials and Supplies: Examples for supplies include things such as - healthy eating demonstrations, pedometers, community/school gardens. estimating \$122.45 per site for an estimated 49 student-led projects.	3,240	2,760	6,000
Info and Publication Costs: 100 recruitment fliers at \$1.00/flier = \$100 Business cards for members to use with student recruitment and partnership building (generic cards) 5 boxes at \$50/box= \$250 Professional posters for CRUSH 15 posters at \$10/poster = \$150 Total = \$500	270	230	500
AmeriCorps Gear for 48 members: AmeriCorps Gear for 48 members: AmeriCorps gear with logo: 48 pins at \$2 ea = \$96 48 members x 3 shirts x \$16.50/shirt = \$2,376 48 members x 2 sweatshirts x \$34.75/sweatshirt = \$3,336 48 patches x \$4/patch= \$192 Total = \$6,000	3,240	2,760	6,000
Poster Printing for Scholars Day: Printing Scholars day posters for students at \$20.00/poster for 30 posters.	324	276	600
<b>Category Totals</b>	7,074	6,026	13,100

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
2022 National Service Regional Training Conference: - Daily Rate of 350	189	161	350
<b>Category Totals</b>	189	161	350

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
American Red Cross CPR Certification: American Red Cross CPR Certification: 48 members x \$16.66/certification = \$800--Daily Rate of \$800-Daily Rate of 800	432	368	800

Community Health Worker Training Certification: Community Health Worker Training Certification: 48 members at \$29.16/certification = \$1,400 Mental health training provided via consultant = \$600 \$1,400+\$600 = \$2,000--Daily Rate of \$2,000- Daily Rate of 2000	1,080	920	2,000
Member Training: Member Training: Lunch for training during 3-week boot camp training and additional full-day training throughout the term of the service. 48 members at \$6.66/member for 15 training days = \$4,800. Daily Rate of \$320.- Daily Rate of 320	2,592	2,208	4,800
2022 Ohio Conference on Service and Volunteerism: - Daily Rate of 350	189	161	350
<b>Category Totals</b>	4,293	3,657	7,950

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Background Checks: 48 members x \$70.83/member = \$3,400	1,836	1,564	3,400
OnCorps: 48 members x \$15.00/member = \$720	389	331	720
Member Recognition: \$21.87/member x 48 members = \$1,050 Member recognition is held near the end of the program year. Ideas for this year include AmeriCorps alumni hoodies or wireless charging stations.	567	483	1,050
Scholars Day Online Platform: One public online event (Scholar's Day) hosted for the entire year on Forager One Symposium platform.	810	690	1,500
<b>Category Totals</b>	3,602	3,068	6,670
<b>Section Totals</b>	208,678	177,765	386,443
<b>PERCENTAGE</b>	54%	46%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 36 Member(s) at a rate of 16502 each Members W/O allowance 0	320,799	273,273	594,072
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): 12 Member(s) at a rate of 8736 each Members W/O allowance 0	56,609	48,223	104,832
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0

Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	377,408	321,496	698,904

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: FICA = 7.65% of total living allowance \$533,030 x 7.65% = \$40,777	28,872	24,594	53,466
Worker's Compensation: Worker's Compensation = 0.36% of total living allowance	1,359	1,157	2,516
Health Care: \$333.33/month per person for 12 months. Anticipate 2 to 3 members electing coverage based on past experience. \$333.33 per month x 12 months x 2.5 members = \$10,000 Healthcare will be provided if at any time any FT member requests coverage.	5,400	4,600	10,000
<b>Category Totals</b>	35,631	30,351	65,982
<b>Section Totals</b>	413,039	351,847	764,886
<b>PERCENTAGE</b>	54%	46%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	0	0

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
Final: Other: Indirect costs are calculated at 5.26% of CNCS total direct costs - 2% state commission. Rate claimed is 3.16%. \$621,716 x 3.16% = \$19,646 (CNCS Share) \$529,612 x 3.16% = \$16,736 (Grantee Share) with a rate of 5.26 and a rate claimed of 3.16	19,646	16,736	36,382
<b>Category Totals</b>	19,646	16,736	36,382
<b>Section Totals</b>	19,646	16,736	36,382
<b>PERCENTAGE</b>	54%	46%	
<b>Budget Totals</b>	641,363	546,348	1,187,711

PERCENTAGE	54%	46%
<b>Required Match</b>		0%
<b>Total MSYs</b>	42.00	
<b>Cost/MSY</b>	15,271	

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	SECURED: Boys Hope Girls Hope	32,000	Cash	Private
	SECURED: Crossroads Health	16,000	Cash	Private
	SECURED: University Hospital CEDI	48,000	Cash	Private
	SECURED: Signature Health	48,000	Cash	Private
	SECURED: Monarch Lifeworks	64,000	Cash	Private
	SECURED: HealthPath Foundation	50,000	Cash	Private
	SECURED: Ohio Department of Health	10,000	Cash	Federal
	PENDING: Ohio Department of Education (US DoE)	128,000	Cash	Federal
	PENDING: Ridgecliff Foundation	20,000	Cash	Private
	PENDING: Woodruff Foundation	20,000	Cash	Private
	PENDING: Greater Dayton Community Health Center	16,000	Cash	Private
	PENDING: MindPeace	16,000	Cash	Private
Total Source of Funds		468,000		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246717		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Ohio Campus Compact <b>UEI NUMBER:</b> EGTJPL9FC9B1 <b>DUNS NUMBER:</b> 032125986		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Melissa Bell <b>TELEPHONE NUMBER:</b> (740) 587-6366 <b>FAX NUMBER:</b> <b>INTERNET E-MAIL ADDRESS:</b> mbell@ohiocampuscompact.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 615 N Pearl St Granville OH 43023 - 9791 County: Licking			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 311577478		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit  7b. Service/Civic Organization Statewide Association	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Student Resource Centers	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> OH, Berea/Cuyahoga County OH, Newark/Licking County OH, Hiram/Portage County OH, Elyria/Lorain County OH, Cincinnati/Hamilton County OH, Chillicothe/			
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22      END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 12      b.Program <input type="checkbox"/> OH 12	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 307,753.00 b. APPLICANT      \$ 105,911.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 413,664.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Stephanie Dodd		<b>b. TITLE:</b> <b>c. TELEPHONE NUMBER:</b> (740) 587-8571	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/06/22	

# DRAFT

## Narratives

### Executive Summary

Ohio Campus Compact proposes to have 28 AmeriCorps members who will serve at-risk college students who are facing academic and nonacademic barriers that are preventing academic success, retention and degree or credential attainment in Baldwin Wallace University (Berea/Cuyahoga Co), Central Ohio Technical College (Newark/Licking Co), Hiram College (Hiram/Portage Co), Lorain County Community College (Elyria/Lorain Co), Mount St. Joseph University (Cincinnati/Hamilton Co), Ohio University Chillicothe (Chillicothe/Ross Co), Ohio University Eastern (St. Clairsville/Belmont Co), Ohio University Southern (Ironton/Lawrence Co), Ohio University Zanesville (Zanesville/Muskingum Co), Owens Community College (Toledo area/Lucas Co/Wood Co), University of Akron (Akron/Summit Co.), University of Cincinnati (Cincinnati/Hamilton, OH), University of Findlay (Findlay, Hancock Co), and University of Mount Union (Alliance/Stark Co). At the end of the first program year, the AmeriCorps members will be responsible for supporting campuses in creating and growing Student Resource Centers on campus and connecting students to resources that will help eliminate barriers. In addition, the AmeriCorps members will leverage volunteers (amount unknown) who will be engaged in supporting AmeriCorps members Day of Service projects and other opportunities created by members to support their host sites and Ohio Campus Compact.

This program will focus on the AmeriCorps focus area(s) of educational opportunity/economic mobility. The AmeriCorps investment of \$301,411 will be matched with \$104,274, \$0 in public funding and \$0 in private funding.

### Rationale and Approach/Program Design

#### 1.) Theory of Change and Logic Model

Too few students are leaving Ohio colleges and universities having successfully completed their courses and earned a degree or credential. Many college students do not have access or know where to turn to address their academic and non-academic needs that are barriers to academic success. The Student Resource Centers (SRC) initiative and concept provides a campus wide system where student needs are identified and students are connected to resources on campus, within the local community and at the state and federal levels to address their needs and help them overcome barriers to collegiate and future success.

Ohioans are not earning degrees and credentials at a rate that meets the demands of business and

# DRAFT

## Narratives

industry across the state. Ohio has an attainment goal that 65 percent of Ohioans, ages 25-64, will have a postsecondary degree or credential by 2025. According to an Ohio Department of Higher Education report for 2021

([https://www.ohiohighered.org/sites/default/files/uploads/attainment/Attainment-Report\\_2021\\_FINAL.pdf](https://www.ohiohighered.org/sites/default/files/uploads/attainment/Attainment-Report_2021_FINAL.pdf)), only 49.5% of Ohio adults held postsecondary degrees or credentials through 2019 to help address workforce demands. (Education, 2021). Increased educational knowledge and skills leads to increased opportunities for in-demand jobs which help decrease socially vulnerable populations.

According to a September 2021 report released by the US Census Bureau on Income and Poverty in the United States <https://www.census.gov/data/tables/2021/demo/income-poverty/p60-273.html>, the median income in 2020 for householder adults aged 25 and older increased significantly for those with higher educational attainment. Householder adults with no high school diploma earned approximately \$29,547 while those with a high school diploma and no college earned approximately \$47,405. Householder adults with some college earned approximately \$63,653 and those with a bachelor's degree or higher earned approximately \$106,936 annually. 46.3 % of adults 25 and older with no high school diploma, a high school diploma with no college, or some college were in poverty in 2020.

AmeriCorps members will serve students by connecting them to resources on campus, in the local community and available through local, state and federal programs that will help eliminate barriers students are facing. Members will be placed at a host site which will be an Ohio college or university and member of Ohio Campus Compact. Members will support campuses in identifying needs across campus and identifying existing resources and community partners. Each host site will create Student Resource Centers (SRC) model on campus where students can go to seek support and access to resources for the potential or existing barriers to their academic success. AmeriCorps members will not solve the problem of students but will provide information and empower students to utilize available resources. AmeriCorps members will be connected to a site supervisor and other campus staff in a team environment to support the development, implementation and support of the SRC on campus. AmeriCorps members service may be individually and in group settings with students seeking resources to address needs.

The target population AmeriCorps members will support is college students on the host site where the AmeriCorps member is serving. Host sites for the SRC initiative are spread across the state of Ohio and represent urban, suburban, and rural communities. Students in need of support will be working

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towards earning a four-year or two-year degree or a credential through the host site institution. Host sites, or campuses, will be at varying places with work around supporting student needs. Some campuses will be further along in identification of needs and partnerships to connect students to resources while others will be working to identify the greatest needs of students and forming initial contact with community partners or working internally to seek student supports. Ohio Campus Compact recognizes that campuses are at different stages with this work and we will facilitate development, identify best practices, and help connect community partners to the work. AmeriCorps members will assist their campus teams in determining appropriate methods for determining student need. Ohio Campus Compact will work with members and campuses to discuss methods being used on campuses, help identify methods, and do research on existing identification tools that may be used in this setting.

AmeriCorps member service will allow campuses to provide direct support to students through their SRC and better identify and address student needs. AmeriCorps members will serve students to help eliminate the barriers students face that prevent academic success in their current courses, ability to remain enrolled in college and working towards degree attainment, and long-term economic success through earning a college degree or credential.

Performance measures are determined based on the number of campuses hosting AmeriCorps members, the position types, and the number of years a site has hosted AmeriCorps through the SRC initiative. We expect that campuses with established SRCS will allow AmeriCorps members to serve more students than campuses who are new to these efforts. Some campuses may have established SRCs but are utilizing AmeriCorps members to serve students in areas that are not currently being met by existing campus staff. Some sites may ask AmeriCorps members to focus on specific at-risk populations of students or may target at-risk students based on a certain unmet need.

During the past three years, average member enrollment is 89.3% with 50 of 56 slots filled. OCC retained 86% of the 50 members who began service with our program. We had two members exit early due to employment opportunities at the campus where they were serving. Most other members decided that service was not the best fit for them. OCC is constantly working to improve interview processes to ensure applicants understand the commitment of service and that it is something they are able to complete from start to finish.

### 2.) Evidence Base

Ohio Campus Compact's Student Resource Center evidence tier is pre-preliminary as the initiative continues to develop and grow. The proposed Student Resource Center program will address student

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needs that have been identified at the campus level. Each participating campus recognizes that students are struggling with academic and non-academic needs but are at varying places with providing support to meet these needs. Ohio Campus Compact will work with campuses to establish more efficient ways to identify ongoing and changing student needs. Over the past three years, OCC staff developed a Student Intake Form template for campuses to use as a tool to collect student data about demographics and needs. Ongoing communication with site supervisors and AmeriCorps members build a network to address student needs that may appear on many campuses.

Since the Student Resource Center initiative began in August 2019 through January 2022, more than 2,300 students have been served by AmeriCorps members with over 2,000 students stating that their barriers were eliminated due to the resources provided. OCC continues to work with an external evaluator and host sites to access student data that will help identify future student success such as GPA, enrollment, degree or credential attainment, and future career success. It is sometimes challenging to navigate sensitive student information within a campus setting. OCC is working to build upon existing relationships with member campuses to seek access to important information to determine student success.

Over the next one to two years, OCC will work with host sites to form deeper connections to a campus Institutional Review Board (IRB) to allow the external evaluator to provide analysis on students who are served by AmeriCorps members and a campus SRC and the impact on the student. We are interested in data about a student's GPA, next semester and academic year enrollment, degree or credential attainment and future career success. Some campuses have participated in the SRC initiative since it began are in a position to identify students whose basic needs were met and the mid to long term academic success the student achieved.

### 3.) Notice Priority

The Student Resource Center AmeriCorps program fits the Education Funding Priority and the post-secondary educational support outcome category. AmeriCorps members will serve college students to address needs by providing access to information and resources with the goal of alleviating barriers to academic success.

### 4.) Member Experience

AmeriCorps members will become informed about challenges students face while enrolled in college courses. Members will become informed of significant community issues and needs that impact students in their pursuit of post-secondary degree or credential attainment. Members will gain direct experience and knowledge of the supports and resources available on campus, within local

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community organizations, and through state and federal programs. Members will gain knowledge and experience of on-campus student supports, campus-community outreach efforts, and community-based research. Members will gain leadership skills, project and time management skills, and continue to build upon their volunteer experience by doing direct service with college students and community-based organizations.

Members are required to attend a two-day orientation at the beginning of their term of service. Day one will focus on the history of AmeriCorps and Ohio Campus Compact, a member's service agreement including allowable and prohibited activities, and the purpose of the Student Resource Center initiative. The second day of orientation will be attending Ohio Campus Compact's Annual Meeting which is a convening of education leaders, faculty and staff from across the state of Ohio. The 2022 theme of the Annual Meeting is *“Cultivating Change & Sense of Belonging on Campus: The Future of Community and Civic Engagement”* which will give AmeriCorps members the opportunity to better understand the work of Ohio Campus Compact and ways to support students on their respective campuses.

Over the past three years, AmeriCorps members in the SRC program have requested support and training on topics ranging from grant writing skills to DEI to self-care and crisis intervention. OCC staff attempt to connect members to existing trainings and professional development opportunities or provide trainings directly. It is the goal of OCC to provide Mental Health First Aid training for our AmeriCorps members. Increased mental health needs have appeared on campus with students and AmeriCorps members since the COVID-19 pandemic began two years ago. Ohio Campus Compact will ensure each member is providing support they need to serve effectively and gain skills that will enhance them professionally and civically.

AmeriCorps members will be recruited through a number of channels including the MyAmeriCorps portal, GetConnected, and Handshake. Ohio Campus Compact social media, website, and newsletters will share information about AmeriCorps member opportunities. Site supervisors and OCC staff will review applications and determine if the supervisor would like to move forward with an interview. There will be a two-interview process *—* one where OCC staff interviews applicants to discuss national service, the SRC initiative and the commitment for the term of service and one where the site supervisor will discuss their campus, existing SRC and student needs. OCC staff and supervisors will together determine if an applicant is offered a position to serve in our program.

Members will begin their service August 3rd, 2022 just before the academic year begins to allow members the opportunity to immediately connect with students as they arrive on campus for Fall

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Semester. Full-time members will serve on their campus until the end of June to continue serving students as they transition into summer semester or summer jobs and to support Student Resource Center growth for the next academic year. Three-quarter time, half-time and quarter-time members will serve through the end of May.

Ohio Campus Compact and its member campuses are committed to diversity, equity and inclusion throughout our organization and institutions. That commitment will provide a supportive and safe environment for members.

### Organizational Capability

#### 1.) Organizational Background and Staffing

Ohio Campus Compact (OCC) is a statewide non-profit partnership of 40 college and university presidents and their campuses working to promote and develop the civic purposes of higher education. We believe Ohio colleges and universities to be centers and civic engagement and renewal where all learning, teaching and scholarship advance the public good and prepare students for active citizenship and democratic purpose. Our mission is to provide statewide leadership in mobilizing resources, service and partnerships that strengthen Ohio colleges and universities capacity to educate students for civic and social responsibility and to improve community life. OCC is committed to supporting students, faculty and staff for academic success, retention and degree or credential attainment.

OCC will employ an Executive Director, Program Manager and Nonprofit Operations Manager who will work collectively and with our campus members and compact networks to recruit AmeriCorps members, manage the grant, ensure proper training is provided and to support the overall growth of AmeriCorps members through their term of service. As this grant is being written the organization is in the process of going through a leadership change. The current Executive Director is retiring. The current Program Director & Development Director will become Executive Director effective April 1, 2022. The Executive Director and Program Manager will oversee the AmeriCorps program to ensure compliance and support needs are met. The Program Manager will work directly with the AmeriCorps members and support Site Supervisors.

The organization is overseen by a Board of Directors composed of college and university presidents and non-profit leaders that convenes quarterly. OCC receives support through an Advisory Council comprised of campus staff from across the state of Ohio. OCC staff meet regularly to discuss initiatives, program updates, support needs, and operational tasks.

OCC's new Executive Director serves on Ohio's Attainment Coalition which brings together leaders from across the state representing non-profits, students, educators, K-12 and higher education

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organizations to promote and support the value of attainment and need to increase Ohio's attainment rate. The Attainment Coalition develops and supports efforts around educational and workforce development programs.

OCC is committed to advance diversity, equality and inclusion internally and in our work with our member campuses. The new Executive Director receives ongoing DEI training, has led DEI trainings with AmeriCorps members and is participating with The Ohio State University faculty and staff members to develop a new initiative called Racial Justice Pathways (RJP) that will support colleges and universities in their work to advance DEI efforts on their campuses. OCC will be engaging in a strategic planning process within the next year where DEI will be an integral component.

### 2.) Compliance and Accountability

OCC has received a number of local, state and federal grants since its inception in 1992. OCC currently is in year three of an AmeriCorps grant through ServeOhio for our Student Resource Center initiative and prior to our current grant completed a multi-year VISTA grant that supported the work of our Connect2Complete program. OCC manages funding ongoing for numerous grants supporting other initiatives and programs.

OCC staff developed a Student Resource Center Training Manual that is used by AmeriCorps members and site supervisors during a member's term of service. Orientation of all members and supervisors is required prior to or on the first day of service where the training manual is reviewed in detail and includes prohibited and unallowable activities as does each member's Member Service Agreement (MSA). OCC program staff reviews prohibited and unallowable activities throughout the year at various meetings or communication with AmeriCorps members and site supervisors. A National Service Criminal History Check (NSCHC) policy was created and implemented in the summer of 2021.

OCC has numerous policies and controls in place to ensure compliance of grant funding and organizational requirements. The new Executive Director will spend the next year reviewing and making updates to OCC by-laws, employee handbook, and policies and procedures with support and approval from the Board of Directors, where appropriate.

The new Executive Director and Program Manager will work together to be responsible for oversight and monitoring of the AmeriCorps program and will provide all documentation needed to abide by ServeOhio required reporting. The Program Manager will report directly to the Executive Director. A financial audit of Ohio Campus Compact is conducted annually.

### 3.) Data Collection and Learning

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OCC created a Student Intake Form template for sites and members to use to collect data on the students members are serving. Sites are able to alter the template to fit their campus needs or to use their own system for collecting student data, as long as, members are able to collect data and report non-personally identifiable information to OCC for use in reporting performance measures. OCC provides a database for members to submit their data to OCC staff. The Student Intake Form collects information about an at-risk student's needs, demographics, and use of resources.

OCC contracts with The Discovery Center out of Miami University to review and analyze the data collected by the AmeriCorps members. The Discovery Center team began working directly with site supervisors in 2021-2022 to establish relationships with a campus Institutional Review Board (IRB) to learn more about student success, retention and attainment for those students being served by AmeriCorps members. This is an ongoing process to establish positive relationships and identify the value of this information while ensuring student confidentiality is maintained.

OCC collects monthly blog posts from AmeriCorps members highlighting their service and experience and sharing with our network through a monthly newsletter. AmeriCorps members complete surveys during their service term to provide feedback to OCC staff and set goals for their term of service. All of the above information is used by OCC staff to improve the Student Resource Center initiative and to improve the experience and opportunity for our AmeriCorps members while identifying student needs on campuses and the value of hosting AmeriCorps members.

### 4.) Member Supervision

The new Executive Director and Program Manager provide year-round technical assistance, training, troubleshooting and support for the AmeriCorps members and host site teams while ensuring proper support and day-to-day supervision by the host site supervisor on each campus through on-going communication and site visits. The Program Manager will work with participating campuses to assure adequate and proper office space, equipment, supplies and networking needs are being met. OCC staff is readily available to assist in the needs of AmeriCorps members via telephone, email, Zoom and in-person communication. Monthly meetings are held for site supervisors and AmeriCorps members to share updates, provide networking and training opportunities, and allow supervisors or members the opportunity to share about their experiences. Weekly emails are sent to members and supervisors to provide immediate updates, reminders, training and professional development opportunities.

### Cost Effectiveness and Budget Adequacy

See budget

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## Narratives

### Evaluation Summary or Plan

N/A

### Amendment Justification

N/A

### Clarification Summary

N/A

### Continuation Changes

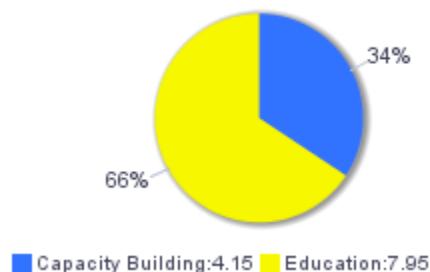
N/A

### Grant Characteristics

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## Performance Measures

### MSYs by Focus Area



### MSYs by Objective

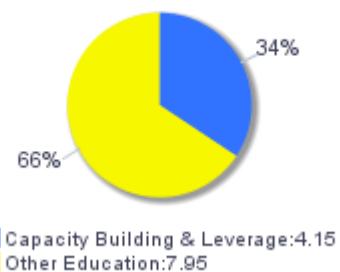


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Capacity Building	34%
Education	66%

Table2: MSYs by Objectives

Objectives	%MSYs
Capacity Building & Leverage	34%
Other Education	66%

### % of MSY NPM VS Applicant VS Not in ANY

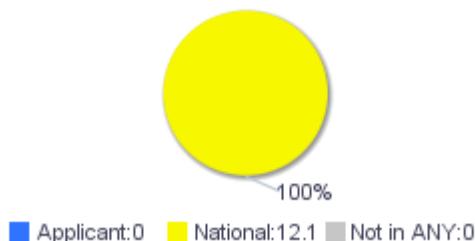


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	100%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Capacity Building & Leverage	4.15	12
Other Education	7.95	16
Total	12.10	28

Primary Focus Area: Education

Primary Intervention: Other

Secondary Focus Area: Capacity Building

Secondary Intervention: Resource Development

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Performance Measure: Student Resource Center Development

Focus Area:	Capacity Building	Objective:	Capacity Building & Leverage	No of MSY's:	4.15	No of Members:	12
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Problem Statement:

Too many colleges and universities do not have the capacity to support student needs. They lack the resources, community partnerships and development of a SRC that will support student needs. Many community partners do not have the resources to support college students who reside in their local communities.

Selected Interventions:

Resource Development  
Systems Development  
Training

Describe Interventions:

AmeriCorps members will serve college and university campuses and community partners to build capacity and develop resources that support student needs that will lead to academic success.

G3-3.4 Output:

G3- 3.4: Number of organizations that received capacity building services

Target: 14 Organizations

Measured By: Other

Described Instrument: Ohio Campus Compact will use a questionnaire to ask participants if capacity was built.

G3-3.10A Outcome:

G3- 3.10A Number of organizations that increase their efficiency, effectiveness, and/or program reach

Target: 7 Organizations

Measured By: Other

Described Instrument: Ohio Campus Compact will use an Excel Spreadsheet to track participant responses.

G3-3.19 End Outcome:

G3- 3.19: Number of new beneficiaries from targeted populations in each of 6 Focus Areas

Beneficiaries: Communities of Color, Economically Disadvantaged Indiv., Vets\Active Mil or their Families

G3-3.10AD End Outcome:

G3- 3.10AD: Number of organizations that increase their efficiency, effectiveness, and/or program re

G3-3.18 End Outcome:

G3- 3.18: Number of new beneficiaries that received services in each of 6 Focus Areas

Focus Area: Capacity Building, Education, Economic Opportunity

# DRAFT

Performance Measure: Student Resource Center Student Support

Focus Area:	Education	Objective:	Other Education	No of MSY's:	7.95	No of Members:	16
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Problem Statement:

Many post- secondary students are struggling to meet their academic objectives due to academic and non-academic barriers they are facing.

Selected Interventions:

Connecting students to resources

Describe Interventions:

AmeriCorps members will meet with students to help identify their needs and connect them to resources and information that exists on campus, within the local community or through state and federal programs. Each host site will work with members to determine hours that fit with the student body need and availability.

ED1A Output:

ED1A: Number of individuals served

Target: 1000 Individuals

Measured By: Tracking System

Described Instrument: A Student Intake Form and Excel Spreadsheet will be used to capture student information which will include demographics, needs and if this is a first time visit to the SRC.

OUTCM82549 Outcome:

Number of individuals whose basic needs were met

Target: 750 Individuals

Measured By: Other

Described Instrument: A Student Intake Form and Excel Spreadsheet will be used to capture student information which will include demographics, needs and if this is a first time visit to the SRC.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Educational opportunity/economic mobility

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	0
Percent of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Increased educational knowledge and attainment will help decrease socially vulnerable populations	College Students	AmeriCorps members will serve from August through May. Full-time members will serve through June.	Development or expansion of a SRC on each campus participating in the program.	Student academic and nonacademic needs are met	Students report resources helped with their stated needs and eliminated barriers.	Increased degree attainment among college students on each campus
Too many Ohio residents do not have the knowledge or skills to meet the needs of in-demand jobs.	28 AmeriCorps Members (three (3) full-time, three (3) three-quarter time, five (5) half-time, seventeen (17) quarter-time)	Members will identify with their site supervisors hours each week that are consistent and allow members to meet with students on campus.	# of students served by the SRC (National Performance Measure ED1A)	# of students reporting needs met	# of students passing enrolled courses	Sustainable SRCs on campuses
Students are not earning degrees or credentials fast enough to meet Ohio's workforce demands.	OCC Staff (Executive Director, Program Manager, Nonprofit Operations Manager)	Members will create or enhance an existing student resource center on campus.	# of students served and connected to resources	# of students reporting increased knowledge of resources available	# of students reporting enrollment in next semester	Increased # of SRCs on more campuses
Too few students are leaving Ohio colleges and	14 College & University Host Sites with a Site	Members will develop promotional materials, raise	# of students served whose basic needs were met	Students knowing where to turn to address challenges		A model that can be replicated on any campus across Ohio

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
universities having successfully completed their courses and earned a degree or credential. A lack of resources or supports often act as the barrier to academic success.	Supervisor	awareness, and directly serve students by connecting students to resources both on campus, within the local community and available through state and federal sources.		they are facing that are obstacles to student success		and the country
Many college students do not have access or know where to turn to address their academic and non-academic needs that are barriers to academic success. The Student Resource Centers (SRC) initiative and concept provides a campus wide system where student needs are identified and students are connected to resources on campus, within the local community and at the state and federal levels to address their needs and help them overcome barriers to collegiate success.	AmeriCorps Funding	Members will collect student information on needs, resources and barrier elimination.	# of students connected to volunteer opportunities	AmeriCorps members and volunteers trained to address student needs by providing informational support and referrals		Long-term partnerships with community nonprofits and organizations working with students
	Cash & in-kind program support	AmeriCorps members will connect and deepen the relationship between campus	# of campus and community partners identified and/or providing resources	Members increased understanding of local nonprofits, local/state agencies and the services		Student success post college

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
		and community partners to provide access to resources.		they can provide to college students		
	Community partners to provide resources and access to address student needs	Members will help identify at-risk students and serve any student who is facing a challenge that may prevent them from passing a class, staying enrolled, or earning a degree or credential.	# of faculty and staff made aware of SRC and resources available	Leadership skills obtained by AmeriCorps members through training and professional development opportunities.		
	Campus volunteers or mentors (as needed by campus)	Members will receive training to support students, to increase knowledge in serving students, and learn professional skills.	# of faculty and staff trained in identifying student needs			
	Evaluation Specialist to measure impact of program	OCC staff, host sites and AmeriCorps members will collaboratively determine how best to identify student needs on each campus.				

## Budget Narrative: Student Resource Centers for Ohio Campus Compact

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Manager: - 1 person(s) at 55719 each x 75 % usage	13,524	28,265	41,789
Executive Director: - 1 person(s) at 85000 each x 25 % usage	0	21,250	21,250
<b>Category Totals</b>	13,524	49,515	63,039

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Staff Fringe Benefits: Program Manager Fringe Benefits \$3254 + Executive Director Fringe Benefits \$3467 = \$6721	0	6,721	6,721
<b>Category Totals</b>	0	6,721	6,721

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 2022 Ohio Conf on Service: Mile \$40; 2023 Ntnl Reg Train: Airfare \$375 + Lodge (2 night) \$256 + Per Diem \$160 + Gnd Trans \$60 + Park \$27 + Mile \$37 = \$915; State Dir Mtg (5 Days): Mile \$214 + Per Diem \$80 = \$294 = \$1249	0	1,249	1,249
Host Site Visits: Site Visits: Mileage \$3,505 + Per Diem \$448 = \$3,953	0	3,953	3,953
<b>Category Totals</b>	0	5,202	5,202

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
2022 OHIO CONFERENCE ON SERVICE AND VOLUNTEERISM (COLUMBUS, OH): Lodging (1 night) = \$122; Mileage = \$238 (406 miles RT x \$0.585) (OCC rate); Parking = \$40; Per Diem = \$64 = \$464	0	464	464
LeaderCorps: LeaderCorps (1 member): Mileage, Overnight & Projec Supplies = \$500	0	500	500
Training & Professional Development Travel: Training/PD: Mileage \$4200	0	4,200	4,200
Orientation Training: Mandatory Training: Lodging (1 night) \$5040 + Mileage \$3500 + Parking \$1120 + Per Diem (Dinner) \$812 = \$10,472	0	10,472	10,472
<b>Category Totals</b>	0	15,636	15,636

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount

Category Totals	0	0	0
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## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Program Supplies & Gear: AmeriCorps Gear: \$1887 + Office Supplies: \$900 = \$2787	0	2,787	2,787
<b>Category Totals</b>	0	2,787	2,787

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Staff Training: 2022 Ohio Conf on Service Registration \$100; 2023 National Regional Training Registration \$300; Mental Health First Aid \$150 = \$550- Daily Rate of 0	0	550	550
<b>Category Totals</b>	0	550	550

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
2022 Ohio Conference on Service and Volunteerism: Registration = \$100/member- Daily Rate of 0	0	100	100
Training/PD Conference Registrations: OCC Annual Meeting = \$3500, Mental Health First Aid = \$2100 & Other (Member choice) = \$2800- Daily Rate of 0	0	8,400	8,400
Orientation & Winter Retreat: Orientation: Food costs = 45 attendees (members, supervisors, staff) x \$28 = \$1260, Facility = \$700; Winter Retreat: Food costs = 30 attendees (members, staff) x \$16 = \$480, Facility = \$150 = \$2590 total- Daily Rate of 0	0	2,590	2,590
<b>Category Totals</b>	0	11,090	11,090

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
External Evaluator: The Discovery Center @ Miami University \$156/hr * 60 hrs = \$9360- Daily Rate of 0	0	9,360	9,360
<b>Category Totals</b>	0	9,360	9,360

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount

Background Checks: NSCHC, BCI, FBI = \$74*28 = \$2072	2,072	0	2,072
Telephone: \$13/month x 12 months = \$312	0	312	312
Printing: Based on 20-21 costs & increased member #s = \$700	0	700	700
OnCorps: \$18 per slot * 28 slots = \$504	504	0	504
Postage: Based on previous years = \$75	0	75	75
ADP Fees: Avg \$9.75/member/month; \$13/member W2 processing * 28 members = \$3123	0	3,123	3,123
Member Recognition: \$30 per member * 28 members = \$840	0	840	840
<b>Category Totals</b>	2,576	5,050	7,626
<b>Section Totals</b>	16,100	105,911	122,011
<b>PERCENTAGE</b>	13%	87%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 3 Member(s) at a rate of 20628 each Members W/O allowance 0	61,884	0	61,884
Three Quarter Time (1200 hours): 3 Member(s) at a rate of 14560 each Members W/O allowance 0	43,680	0	43,680
1-Year Half Time (900 hours): 5 Member(s) at a rate of 10920 each Members W/O allowance 0	54,600	0	54,600
2-Year Half Time (1st Year): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
2-Year Half Time (2nd Year): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
Reduced Half Time (675 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
Quarter Time (450 hrs): 17 Member(s) at a rate of 5460 each Members W/O allowance 0	92,820	0	92,820
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	252,984	0	252,984

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: FICA = 7.65% of Living Allowance	19,353	0	19,353
Worker's Compensation: Workers Comp = 0.0837% of Living Allowance	212	0	212
Health Care: \$386.74/month = \$386.74*11 months*3 FT members =	12,762	0	12,762

\$12,762.42			
<b>Category Totals</b>	32,327	0	32,327
<b>Section Totals</b>	285,311	0	285,311
<b>PERCENTAGE</b>	100%	0%	

### Section III. Administrative/Indirect Costs

#### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount: Serve Ohio Cost = CNCS Total*0.0526*0.4 = \$6341.70	6,342	0	6,342
<b>Category Totals</b>	6,342	0	6,342

#### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	6,342	0	6,342
<b>PERCENTAGE</b>	100%	0%	
<b>Budget Totals</b>	307,753	105,911	413,664
<b>PERCENTAGE</b>	74%	26%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	12.10		
<b>Cost/MSY</b>	25,434		

### Source of Funds

Section	Match Description	Amount	Classification	Source

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC244864		<b>3. DATE RECEIVED BY STATE:</b> 05-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> The Ohio Historical Society <b>UEI NUMBER:</b> DPV/PXEGNKJS3 <b>DUNS NUMBER:</b> 001960954		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Elizabeth Hedler <b>TELEPHONE NUMBER:</b> (614) 297-2538 <b>FAX NUMBER:</b> (614) 297-2567 <b>INTERNET E-MAIL ADDRESS:</b> ehedler@ohiohistory.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 800 E 17th Ave Columbus OH 43211 - 2474 County:			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 314389673		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit 7b. Service/Civic Organization	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
		<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>	
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> The Ohio History Service Corps	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Cincinnati, OH; Columbus, OH; Dennison, OH; Lorain, OH; Portsmouth, OH; Warren, OH; and Wilberforce, OH.		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 09/01/22      END DATE: 08/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 03      b.Program <input type="checkbox"/> OH 03	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 218,415.00 b. APPLICANT      \$ 224,031.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 442,446.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Paulene Wilson		<b>b. TITLE:</b>	
		<b>c. TELEPHONE NUMBER:</b> (614) 297-2322	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/05/22	

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### Executive Summary

The Ohio History Connection proposes to have 10 AmeriCorps members who will 1) increase local history organizations' capacity by providing coaching, training, and assistance to their staff and volunteers. These activities will enable these organizations to work more efficiently and effectively while meeting nationally accepted standards and best practices of the public history field and 2) increase the ability of communities to plan for historic preservation by surveying historic properties and adding them to the Ohio Historic Inventory in Cincinnati, Columbus, Dennison, Lorain, Portsmouth, Warren, and Wilberforce. At the end of the first program year, the AmeriCorps members will be responsible for 4 organizations implementing effective volunteer management practices, \$64,215 of in-kind support, \$11,000 of cash support leveraged, 1,336 staff and volunteers trained on best practices and standards, 27 organizations reporting they are more effective, 100 historic properties added to the Ohio Historic Inventory, and 10 completed National Register Questionnaires or applications for local designations. In addition, the AmeriCorps members will leverage 270 volunteers who will be engaged in assisting members and local history organizations with their activities.

The AmeriCorps investment of \$218,415 will be matched with \$224,031, \$51,850 in public funding, and \$176,321 in private funding.

### Rationale and Approach/Program Design

Problem/Need: The Ohio History Connection's Ohio History Service Corps seeks to approach two problems facing Ohio's local history communities. The first, local organizations are limited in their capacity, effectiveness, and efficiency due to a lack of training and knowledge of standards and best practices. To assist these organizations, the American Association for State and Local History (AASLH) established industry-accepted standards and developed programs aimed at guiding organizations in their efforts to reach a common set of benchmarks. What resulted was the creation of the Standards of Excellence Program (STEPS) for small to medium sized history organizations.

For many smaller, mostly all-volunteer history organizations, STEPS provides a self-guided program which is more manageable to meet their needs. According to AASLH, "STEPS is...designed specifically for small-to mid-sized history organizations...Through a workbook, organizations enrolled in STEPS review their policies and practices and benchmark themselves against museum standards.... [It] is

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designed to dovetail with [what they] are already doing...and helps [them] evaluate this work and identify strengths and areas for improvement." AASLH realized that the creation of the program alone was not enough. According to a recent update from AASLH [2019], organizations do better when connected to, or provided guidance through, the assessment. Our program will make a difference because it offers networking, shared learning, and an accountability mechanism.

Successfully incorporated into the Ohio History Service Corps program in 2016, the STEPS initiative continues to succeed because it utilizes an external partner who provides guidance. There is clear evidence that Ohio's history organizations have a need for training and assistance to meet best practices. Approximately 800 local history organizations in the state care for the majority of Ohio's history collections. They have severe financial and/or staffing constraints preventing access to training and professional development needed to care for the collections and engage with their communities. According to the Ohio Local History Alliance (OLHA), of their 301 member organizations, reflecting 40% of all Ohio's museums, 177 have a budget of \$25,000 or lower representing 60% of OLHA membership. 55 organizations have budgets between \$25,000-\$100,000. We can extrapolate that 77% of history organizations in the state have annual budgets below \$100,000; of these, the majority are all volunteer with no paid staff. The volunteers who run the majority of Ohio's history organizations are enthusiastic but untrained, consisting largely of people who have retired from other careers. However, these organizations are not sufficiently familiar with the STEPS program which could help them gain the knowledge they need. As of February 2022, 1,181 history organizations nationwide have enrolled in STEPS. Only 66 of Ohio's history organizations are among them. Of those 66, 24 have earned certificates. In the period between February 2016 and February 2019, 9 organizations earned 11 certificates and four newly enrolled after working with a member. Nine Ohio groups have enrolled since March of 2019, and of those 3 have earned certificates.

The second need the program will address is the preservation of historic properties which often fall victim to demolition, neglect, or drastic renovations. Like any limited resource, historic properties need careful planning. A preservation/historic survey is the first step and will identify historic properties and make recommendations for preservation through a survey report. This survey not only identifies historic properties; it also makes recommendations for preservation through a formal survey report. Historic surveys record properties reflecting community history and architectural character, target properties that are threatened or are underutilized in their potential for redevelopment and reuse, or

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reflect a local or statewide historic preservation priority.

Theory of Change/Logic Model: Ten full-time AmeriCorps members will serve from September 12, 2022 through August 31, 2023 to address the above problems and needs in Ohio's history community.

Nine local history members' service will increase local history organizations' capacity by providing coaching, training, and assistance to their staff and volunteers to be more effective and efficient. These members will be based across Ohio, spending 50% of their time at their host sites building its capacity, and 50% assisting organizations in their regions. The 2022-2023 local history host sites are: Cincinnati Art Museum (Cincinnati), Jewish Cemeteries of Greater Cincinnati (Cincinnati), City of Cincinnati (Cincinnati), Rickenbacker Woods Foundation (Columbus), Dennison Railroad Depot Museum (Dennison), Ohio Humanities (Columbus), Lorain Historical Society (Lorain), Shawnee State University (Portsmouth), Trumbull County Historical Society (Warren), and the National Afro-American Museum & Cultural Center (Wilberforce). Members will target small history organizations within their regions when providing assistance.

Members will be trained in the field's standards and best practices and in the structure, methodology, and content of the AASLH's STEPS program. Once trained, members will provide organizations assistance and coaching with projects that encourage greater efficiency including: development and implementation of interpretive programs and exhibits; creation and update of collections management policies and procedures; conduct and train on audience evaluation; refine mission, vision, and governance and strategic planning; and assist in recruiting volunteers and developing volunteer programs. The majority of the member-led assistance will take place in one-on-one or small group settings. A critical aspect of this program will be the assurance that members will train existing staff and volunteers so they will be able to carry on effectively after the members' terms of service end. Knowledge of field standards and best practices and completion of STEPS related activities will build local history organizations capacity on a nationally recognized foundation and set them up for continued success.

Member activities are evidence-informed and build on the success of previous program years. The 2022 program evaluation shows that members are effective at building Ohio local history organizations' capacity. Since implementation of the STEPS-geared focus, surveyed sites felt that they

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made large gains in capacity related to assessment and planning -- a large increase from 2016 and a slight increase since 2019. AmeriCorps members are well-positioned and equipped in delivering this intervention. By design, members will work with multiple organizations. This provides access to like-organizations and resources and expertise provided by the Ohio History Connection's Community Engagement Department, Society of Ohio Archivists, the Ohio Local History Alliance, and other regional and national organizations. Members will be free to focus on the capacity building activities that will have the most organizational impact, without the distractions of day-to-day operations. Members will bring fresh perspective and accountability that is often needed during organizational assessments. One respondent to the 2019 survey noted, "[a]wareness of the STEPS gave us a blueprint for improving our organization's culture. It is slowly changing, and everyone would agree that our [member] helped spark that change." One respondent to the 2022 survey noted that as a result of working with an OHSC member, "We started and finished evaluating STEPS. We revitalized the Trustees so they are not working in name only but actually want to do something. We have hope for the future."

One community surveyor member will address the problem of planning for the survival of Ohio's historic properties. The member will be hosted by the City of Cincinnati and will survey historic properties in addition to generating a comprehensive survey report. The member will receive training in conducting: historic building surveys, completing comprehensive survey reports, architectural and building types, and applying National Register criteria from the staff of the Ohio History Connection's State Historic Preservation Office (SHPO). Working with their host site, the SHPO, and other community partners, the member will select historic properties to be documented in the Ohio Historic Inventory, with an emphasis on surveying properties associated with communities who have previously been under-represented in the historical and architectural record. The member will identify properties to be surveyed, conduct historic research, organize, and examine the properties in order to complete required survey information, and may also recruit and train volunteers in the execution of those tasks. As a result of their survey of 100 historic properties and 10 National Register Questionnaires or local designations, the member will make a significant contribution to existing efforts by assisting communities take the first steps in preserving these properties for the future. AmeriCorps members are well-suited to delivering this intervention because they are eager to learn new skills that can be acquired through their historic survey activities and apply those skills to real-world situations. The skills acquired through their projects will be transferrable to future historic

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preservation activities they may undertake in future jobs, projects, and careers.

Member activities are evidence-informed. The 2022 program evaluation shows that members have improved their sites capacity for historic preservation activities, collections care, attracting volunteers, and creating public support. One site reported that member-completed surveys "provide us with historical and architectural information to identify potential historic resources in the community and inform future planning decisions." Another reported that "The AmeriCorps member has been able to help position the museum as an institution that listens and welcome new visitors."

Evidence Base: The Ohio History Service Corps has evidence of its effectiveness and proposed interventions, as shown in the program's evaluation report. The evaluation examines the outcomes and impacts of both the local history and community surveyor interventions on local history in Ohio. Garrett Consulting, LLC was engaged to conduct surveys of participating sites who engaged with members between 2019 and 2021. The 2022 site survey was designed to understand the impact of the program by measuring perceived impact of the program on the sites and community, assessments of the program, administrative support provided by the Ohio History Connection, and suggestions for improvement. The survey was administered as a web survey, with the questionnaire developed by evaluators from Garret Consulting, LLC using an iterative process that included feedback and review by Ohio History Connection program staff.

The field period for the survey began on January 11, 2022 and was completed on January 28, 2022. The Executive Directors/Lead Managers of 76 current and past historical sites were included in the sampling frame for the survey. When the survey field period was completed on January 28, 44 Ohio History Service Corps host and outreach sites had completed the survey, yielding a response rate of 56%. To help maximize the response rates for the survey, an initial, personalized email was sent to each sampled Director or Manager. Two personalized reminders were sent January 18, 2022 and on January 25, 2022 to each sampled Director or Manager who had not yet responded.

The study found that 89% felt that their participation benefitted their sites (up from 79% in 2019). Respondents were asked about the impacts on specific areas of capacity building: conducting assessments and planning, locating and leveraging financial support, cultivating public support, recruiting and managing volunteers, increasing public (visitor) attendance, storing and digitizing

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collections, implementing site programming, and engaging in historic preservation. In general, participating sites reported that their capacities in each of these areas was somewhat improved. Open-ended comments from the survey show that members have impacted all areas of operations, and have been especially helpful in meeting the additional challenges posed by the COVID-19 pandemic. Some reported that the use of STEPS provided a framework to educate their boards and provide a planning tool.

**Member Training:** Members begin their service with 3 days of training at the Ohio History Connection from September 12-14, 2022. This includes introductions to AmeriCorps, national service, and the Ohio History Connection; and they receive training on goals, policies, and procedures of the program. Topics include performance measures, data collection and reporting, prohibited activities, and branding/marketing requirements. Other training sessions will cover volunteer recruitment and management, identifying individual work styles, and other topics useful for their service. In early October, members receive more in-depth training relating to their projects. Local history members are introduced to STEPS, our STEPS data-collection surveys, and best practices for local history museums. The community surveyor receives instruction on architectural styles and on completing Ohio Historic Inventory Forms. During the year, all members attend quarterly in-person training at the Ohio History Connection and participate in monthly webinars. Topics cover inclusion and cultural humility, grant writing, collections management, heritage tourism, program evaluation, community engagement, and event/program planning. One full day will be dedicated to "Life after AmeriCorps" and will include information on topics such as leveraging service into career opportunities, resume building, interviewing, career mapping, and provide opportunities to network with alumni. One member per year will attend the ServeOhio conference in the fall and one will participate as a LeaderCorps member who will attend the training provided by ServeOhio. Local history members will attend the Annual Meeting and at least one Regional Meeting of the Ohio Local History Alliance. The community surveyor member will attend the annual Heritage Ohio conference for historic preservation professionals, volunteers, and activists. Finally, the Ohio History Connection will provide members a variety of options for pursuing their own professional development interests, including webinars. Combined these opportunities provide members a chance to learn from nationally recognized leaders and their local experts in the public history on topics directly related to their service.

**Member Supervision:** Each member will have a staff member at their host site serve as a site

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supervisor who provides day-to-day supervision and guidance. All site supervisors are expected to spend between 10-20% of their time supervising the members. Site supervisors include directors and senior staff of historical societies and museums, as well as professors. Two sites, the Rickenbacker Woods Foundation and the Jewish Cemeteries of Greater Cincinnati, are new to the program. The Rickenbacker Woods Foundation has engaged with past Ohio History Service Corps members and have experience with VISTA members aiding a partner organization with activities at their site. The Jewish Cemeteries of Greater Cincinnati host site supervisor is a former Ohio History Service Corps member, having served during the 2019-2020 and 2020-2021 cohort years. During the 2020-2021 cohort year, she was the OHSC member of LeaderCorps. All sites and supervisors are experienced in supervising interns, student workers, and/or graduate assistants. Sites must apply to be a host site each year. The application provides an overview of the program and program priorities and states the responsibilities associated with serving as a host site. This process allows the strongest sites and supervisors to be selected. Supervisors are required to attend training by program staff on programmatic goals, rules, regulations, policies and procedures, common compliance issues and strategies for helping member retention. Finally, program staff will make at least one site visit during the year, with more visits scheduled as needed to ensure compliance and to demonstrate support and oversight.

**Member Experience:** The Ohio History Service Corps has a strong track record of helping members build skills and experience valued by future employers. By design, the program provides members a year of on-the-ground entry level experience in historic preservation and most areas of history museum operations. According to the 2022 member survey, 100% of the respondents indicated that participation in the program benefitted them, and 90% reported that it helped them meet their career goals. 60% have obtained employment and 50% have been admitted to graduate school in a field related to their service (clearly, some members have achieved both!). Members will participate in a National Day of Service in June, to be associated with Serve Ohio Day and Juneteenth. Members are also encouraged to connect with each other by planning group experiences, collaborating on projects, or serving as resources. We will host an end of year celebration in August.

The Ohio History Service Corps consistently enrolls 90-100% of its awarded slots and will recruit members from across the state of Ohio, and neighboring states, paying particular attention to the communities in which members will serve. The program will ask host sites to assist with recruitment

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in their region and within their networks, with emphasis on recruiting via their community contacts. The Community Engagement Department at the Ohio History Connection will actively support recruitment efforts in the New American and neighborhood communities with whom they engage around the state. Position descriptions will also be distributed to college and university history departments, and made available on public history job pages, such as those on the Ohio Local History Alliance, Ohio Museums Association, and National Council on Public History. Recruiting through these avenues will help ensure that prospective members will have the unique history, museums, or historic preservation skillset we seek.

**Commitment to AmeriCorps Identification:** As part of pre-service training, members will receive training in identifying themselves as AmeriCorps members and marketing their activities and work products as a result of an AmeriCorps program, using ServeOhio branding guidelines. In addition, members will be provided with AmeriCorps gear they will be required to wear at all times, and program host sites will be provided with display signs that identify them as AmeriCorps host sites.

### Organizational Capability

**Organizational Background and Staffing:** The Ohio History Connection (OHC) seeks to ensure that history organizations across Ohio thrive, and has made this effort a cornerstone of its Core Values. The Ohio History Service Corps program enhances this commitment. Program and member activities will be overseen by two OHC departments: Community Engagement (CE)--formerly Local History Services--and the State Historic Preservation Office (SHPO). CE plays an important role in OHC's larger commitment to Equity and Relationship-Building, two of the three strategic priorities in OHC's 2021-2024 strategic plan. The department was re-named in 2021 to reflect our commitment to outreach to all of OHC's community partners. Local historians remain one of the most important communities the department serves; the department is the coordinating hub for statewide services to Ohio's local history organizations and has formal partnerships with the Ohio Local History Alliance, Society of Ohio Archivists, and the Ohio Academy of History. The Ohio History Service Corps increases the department's ability to provide meaningful, individualized, and scaled capacity building activities for local history organizations. CE staff have successfully managed the AmeriCorps program for 13 years. The State Historic Preservation Office is one of the most active preservation offices in the nation. It carries out a range of activities, including preparing a statewide historic preservation plan, nominating properties to the National Register of Historic Places, and providing educational programs, technical assistance, and has overseen the addition of 108,646 properties to the Ohio

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History Inventory, which has resulted in Ohio having the third highest number of properties on the National Register of Historic Places in the country. Currently, SHPO's staffing level (as the result of staff turnover and retirements) is fluctuating. At this time, SHPO's staffing level only allows for oversight of one Community Surveyor. We expect to return to a program model with two Community Surveyor members (and 8 Local History members) in future years of this grant as SHPO re-staffs.

The following staff from CE and SHPO will oversee the program:

\*Ben Anthony, CE Department Manager: will provide oversight. He is responsible for communicating with the management and/or boards of the host site organizations as needed on overall program goals and objectives.

\*Betsy Hedler, OHSC Program Director: will provide day-to-day program management, oversight and monitoring, and administration; serve as the member and host site primary point of contact; monitor program compliance; coordinate communication, member and host site recruitment and training; and complete program reporting.

\*Barbara Powers, SHPO, Department Head, Inventory & Registration: will oversee outputs resulting from member historic building survey and National Register Questionnaires, and assist in training community surveyors.

\*Petra Knapp, SHPO, Survey and National Register Manager, Inventory & Registration: will assist in training the community surveyor member and provide technical assistance directly for the member during the survey process, and provide feedback on submitted surveys, reports, member-submitted questionnaires. Petra is an alumna of the Ohio History Service Corps, so she brings an understanding of AmeriCorps as well as her expertise in historic preservation to this role.

Program staff have engaged with both the Ohio Local History Alliance and AASLH on developing educational and collaborative initiatives.

**Compliance and Accountability:** The Ohio History Service Corps is currently in compliance with all AmeriCorps terms and conditions. The program regularly enrolls 90-100% of awarded slots and regularly achieves a retention rate of 90% or higher. In the program years 2020-2021 and 2021-2022, the program did not achieve a 100% retention rate because one member each year succeeded in obtaining employment in the field before the end of their service term. The program will continue to comply with AmeriCorps terms and conditions, ensuring that member activities do not include any prohibited or unallowable activities, including duplication or displacement. Through training, members are aware of potential issues around the prohibited activities and know to seek guidance

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from program staff if they have questions or concerns. To monitor compliance, host sites undergo a competitive site selection process wherein they are required to submit a detailed application explaining the proposed project. They sign an MOU with the Ohio History Connection detailing the terms of their involvement with the program which includes clauses explaining the responsibilities of the host site, the AmeriCorps prohibited activities, non-duplication and non-displacement of site volunteers, staff, interns, a prohibition on hiring members until after they have completed their term of service, and the non-refundable site fee. Program staff detect compliance issues through monitoring biweekly written member reports, biweekly timesheet audits, monthly member video meetings, quarterly site supervisor video meetings, annual site visits, and through individual member and site calls throughout the year. Sites also receive additional site visits as issues arise. If a site is found to have systemic compliance issues, it is not invited to apply to be a host site in subsequent program years, including Ohio History Connection historic site partners and internal departments. Sites with one serious compliance issue but not systemic problems will be barred from hosting for not less than seven years and will receive additional training and oversight if selected to host.

### **Cost Effectiveness and Budget Adequacy**

N/A See budget

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

### MSYs by Focus Area

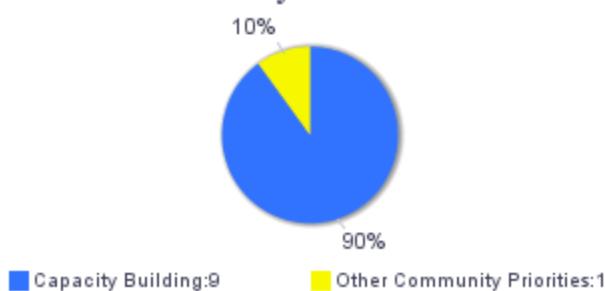


Table1: MSYs by Focus Areas

### MSYs by Objective

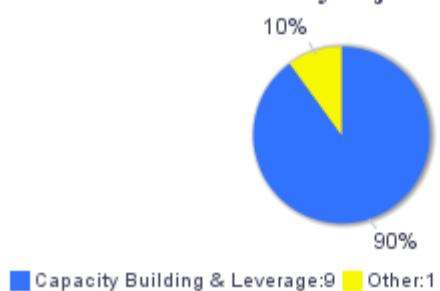


Table2: MSYs by Objectives

Focus Area	% MSYs
Capacity Building	90%
Other Community Priorities	10%

Objectives	%MSYs
Capacity Building & Leverage	90%
Other	10%

### % of MSY NPM VS Applicant VS Not in ANY

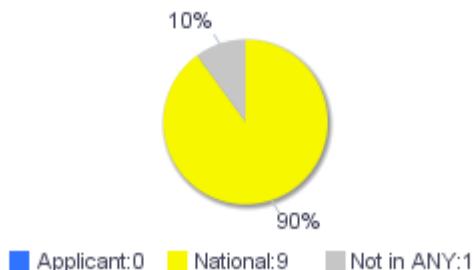


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
90%	90%	0%	10%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Capacity Building & Leverage	9.00	9
Other	1.00	1
Total	10.00	10

Primary Focus Area: Capacity Building  
 Primary Intervention: Training  
 Secondary Focus Area: Other Community Priorities  
 Secondary Intervention: Other

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Performance Measure: Local History Corps - Capacity Building

Focus Area:	Capacity Building	Objective:	Capacity Building & Leverage	No of MSY's:	9.00	No of Members:	9
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Problem Statement:

Ohio's local history organizations are limited in their capacity, efficiency, and effectiveness because their staff and volunteers lack training and knowledge in the standards and best practices related to their work. Ohio's historic properties need careful planning to ensure their survival for current and future generations. A first step in planning for the preservation of historic properties is for a community to identify their historic properties through an historic survey.

Selected Interventions:

Resource Development  
Systems Development  
Training  
Volunteer Management

Describe Interventions:

For an average of 5 days a week, 5 hours a day, using the American Association for State and Local History's (AASLH) Standards and Excellence Program for History Organizations (STEPS) as a framework for their activities, 8 local history members' service will increase local history organizations' capacity by providing coaching, training, and assistance to their staff and volunteers. Member activities include developing and implementing interpretive programs and exhibits, creating collections management policies and procedures, collections digitization, audience research and evaluation, developing and implementing effective volunteer management practices, and recruiting and engaging new volunteers for these organizations. Members will also train staff and volunteers in the best practices being implemented so that they will be able to carry on effectively after the members' terms of service end.

For an average of 5 days per week, 6 hours per day, working in the community, members will direct and conduct survey field work, prepare survey reports to determine significance and make additional recommendations, and prepare local designations or preliminary National Register Questionnaires in some cases, taking the first necessary steps to National Register of Historic Places nominations and making eligible properties potential candidates for Ohio Historic Preservation Tax Credits and the Federal Historic Rehabilitation Investment Tax Credits. members will work with primary and secondary research materials, and volunteers from local colleges and universities, historical societies, historic preservation organizations, and local government historic preservation staff to gather information about historic properties. In sharing the results of their survey of some 200 historic properties within two Ohio communities they will provide information about historic properties and neighborhoods that will aid in decision-making and historic preservation planning.

G3-3.4 Output:

G3- 3.4: Number of organizations that received capacity building services

Target:	198	Organizations
Measured By:	Tracking System	

# DRAFT

Performance Measure: Local History Corps - Capacity Building

Problem Statement:

Selected Interventions:

Resource Development

Systems Development

Training

Volunteer Management

Described Instrument: Each member will keep an excel spreadsheet that tracks this number and data will be reported quarterly as part of the member's quarterly program reports. Target extrapolated from historical per member average.

G3-3.10A Outcome:

G3- 3.10A Number of organizations that increase their efficiency, effectiveness, and/or program reach

Target: 27 Organizations

Measured By: Organizational Assessment tool

Described Instrument: Members will provide a pre- service questionnaire to organizations before working with them. Organizations are considered to have been "served by the members" if the members provide training, coaching, or other assistance on an on- going basis (defined as a minimum of three contacts after an initial introductory meeting). At the end of the program year, members will provide these organizations with a post- service questionnaire that will provide comparative information on the capacity of the served organizations. Pre and post questionnaires will be provided to members during training. Target extrapolated from historical per member average.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

No NOFO Priority Area, No NOFO Priority Area, No NOFO Priority Area, No NOFO Priority Area

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant characteristics

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	270
Percent of disadvantaged youth enrolled	0

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Sent
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Ohio's local history organizations are limited in their capacity, efficiency, and effectiveness because their staff and volunteers often lack training and knowledge in the standards and best practices related to their work.	9 full-time AmeriCorps members  Ohio History Connection staff time  Training in developing interpretive programming, collections management, volunteer management, digitization, and field services work sections in AASLH STEPS program.  9 host sites/site supervisor time  AmeriCorps grant	For an average of 5 days a week, 5 hours a day members will use AASLH's STEPS program to: Coach and assist small local history organizations in completing activities suggested by the STEPS program to build capacity Evaluate need of small history organizations and train staff and volunteers to scale projects using STEPS standards and best practices Develop programming, recruit and manage new volunteers for	OUTPT3556: 270 volunteers managed by organizations or members (30/member) G3-3.4 198 organizations receiving STEPS based capacity building services (22/member) OUTPT3558: 1336 staff and community volunteers that received training OUTPT3559: 2250 hours of service contributed by those volunteers	OUTCM3557: 4 organizations implement effective volunteer management practices  *Staff and volunteers will gain knowledge of field's standards and best practices	G3-3.10: 27 organizations are more effective (3/member)  OUTCM3562: \$11,000 of cash resource leveraged by organizations  OUTCM3560: \$64,215 of in-kind resources leveraged by organizations	

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
	Ohio History Connection and site match	small history organizations				
Communities need to identify their historic properties in order to plan for their preservation. Surveying historic properties help define the historic character of a community or a particular neighborhood or downtown and the information generated through survey provides a basis for making sound judgements in community planning.	1 full-time AmeriCorps members  Ohio History Connection staff time  Training in how to properly conduct a historic building survey & historic preservation  1 host site/site supervisor's time  AmeriCorps grant  Ohio History Connection and site match  Community engagement  Ohio Historic Inventory	For an average of 5 days a week, 6 hours a day:  Members add properties to the Ohio Historic Inventory, targeting properties that are representative of modern history, associated with underrepresented groups, or meet local priorities or needs.  Members develop presentations or facilitate meetings around their process and results of their surveys to local organizations and communities with reference to where the audience can find more information.  Member completes a comprehensive survey report	OUTPT60784: 100 properties added to the Ohio Historic Inventory (100 each)	OUTCM60786: 10 properties with completed National Register Questionnaires on file in the State Historic Preservation Office or completed applications for local designation of a historic property.  Community's increased knowledge of historic properties		Long-term : Communities achieve enhanced historic preservation planning and potential for local and National Register designation.

## Budget Narrative: The Ohio History Service Corps for The Ohio Historical Society

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
OHSC Program manager day-to-day administrative oversight and coordination of all covered positions - 1 person at 52,000x65%usage: - 1 person(s) at 52000 each x 65 % usage	0	33,800	33,800
Community Engagement Dept. Manager will provide oversight of the program - 1 person at 58,000x5% usage: - 1 person(s) at 58000 each x 5 % usage	0	2,900	2,900
OHSC Community Surveyor Manager - 1 person at 70720x1% usage (Barb Powers): - 1 person(s) at 70720 each x 1 % usage	0	707	707
OHSC Community Surveyor Program Asst - 1 person at 49546x5% usage (Petra Knapp): - 1 person(s) at 49546 each x 5 % usage	0	2,477	2,477
<b>Category Totals</b>	0	39,884	39,884

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Fringe Benefits OHSC program manager: Health, Life Ins, Workers Comp, Unemployment, OPERS, Disability Ins., Medicare calculated at 30% of salary	0	10,140	10,140
Fringe Benefits Community Engagement Dept. Manager: 30%: Health, Life Ins, Workers Comp, Unemployment, OPERS, Disability Ins., Medicare calculated at 30% of salary	0	870	870
Fringe Benefits OHSC Community Surveyor Manager: Health, Life Ins, Workers Comp, Unemployment, OPERS, Disability Ins., Medicare calculated at 30% of salary	0	212	212
Fringe Benefits OHSC Community Surveyor Program Assistant: Health, Life Ins, Workers Comp, Unemployment, OPERS, Disability Ins., Medicare calculated at 30% of salary	0	743	743
<b>Category Totals</b>	0	11,965	11,965

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Travel to 2023 National Service Regional Training: 400 airfare + 3 nights*200 hotel + 140 per diem (\$35/day x 4 days)	0	1,140	1,140
OHSC staff travel: Staff travel to support/oversee members & sites; site visits 10 trips@190mi x.585/mi (Mileage calculated at Ohio History Connection rate.)	0	1,112	1,112
Travel to ServeOhio Sponsored Meetings: Travel to 3 State. Dir Mtgs: 1 staff x 3 mtgs @ \$0 (OHC doesn't reimburse mileage within Franklin County or meals without an overnight stay.) \$15 per meeting x 3 meetings for parking.	0	45	45
Travel to ServeOhio Conference: Staff Travel to 2022 Ohio Conference on Service & Volunteerism: 1 staff @ \$0 (OHC doesn't reimburse mileage within Franklin County.) \$15 budgeted for parking.	0	15	15

<b>Category Totals</b>	0	2,312	2,312
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## Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Member travel for professional development: Orientation 190x.585x10=1111.50; Heritage OH Conf 190 x.585x1members=111.15; quarterly training 4mtgsx190mix.585*10=4446; Ohio Local History Alliance Conf 190*.585x9mbrs=1000.35 (Mileage calculated at Ohio History Connection rate.)	0	6,669	6,669
Statewide Community Surveyor Member travel for service/outreach: Statewide Comm. Survey. Member travel for service/outreach: 1 trip per member per week for 50 weeks at 10 miles per trip at .585/mile x 1 member (Mileage calculated at Ohio History Connection rate.)	0	293	293
Regional Local History member travel for service/outreach: Member travel for service/outreach: 2 trips per member per week for 50 weeks at 30 miles per trip at .585/mile x 9 members (Mileage calculated at Ohio History Connection rate.)	0	15,795	15,795
Member attendance at Ohio Conference for Service & Volunteerism: 1 member mileage 190mi x.585/mile + 1 night*160 + \$15 parking (Mileage calculated at Ohio History Connection rate.)	286	0	286
LeaderCorps mileage, supplies, event needs and overnight accommodations 1 member:	500	0	500
<b>Category Totals</b>	786	22,757	23,543

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
N/A: - 0 x 0	0	0	0
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Business Cards: 10 members @ \$20 per member	200	0	200
To cover the costs of professional development materials: 10 member binders x \$4/binder; 10 site supervisor binders x \$4/binder; 1 STEPS workbook @ \$32 (workbooks for other 8 members being reused from previous program years)	0	112	112
AmeriCorps clothing/gear: 10 Natl Service Gear quick start packs of t-shirt, sweatshirt, lapel pin, all with AmeriCorps logo @ \$45x10= \$450 + 10 AmeriCorps fleeces x 55/fleece=\$550 + 10 name badges w/AmeriCorps logo @\$10x10=\$100 + 10 OHSC logo baseball shirts x \$22x10=\$220	1,100	220	1,320
<b>Category Totals</b>	1,300	332	1,632

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

## Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Registration for 2022 Ohio Conference on Service and Volunteerism in Columbus: 1 OHSC staff, registration \$100- Daily Rate of 0	0	100	100
Registration for 2023 National Service Regional Training Conference: 1 OHSC staff, registration \$300- Daily Rate of 0	0	300	300
<b>Category Totals</b>	0	400	400

## Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
To cover the costs of professional development sessions: Hotel 144 per rm x5 nights x 10rms=7200; Meals 15x8daysx10 members=1200; Meals site super. 15 per day x1 day x10 super=150.; Heritage Ohio-(145 per rmx2 night)*1mbr=290; OLHA conf (\$130/rm x9)=1,170; mbr defined PD 100x10 mbr=1000- Daily Rate of 0	0	11,010	11,010
Member attendance at Ohio Conference for Service & Volunteerism: 1 member registration x 100- Daily Rate of 0	100	0	100
Facilitator for inclusivity and cultural competency in local history organizations training.: \$250 per Hr*2 hr=500- Daily Rate of 0	500	0	500
Life After AmeriCorps Alumni Panel travel: 300 mi x 0.585 x 4 alumni (calculated at Ohio History Connection rate)- Daily Rate of 0	0	702	702
Community Surveyor Member registration for Heritage Ohio conference: \$250 registration x 1 members- Daily Rate of 0	0	250	250
Local History Member registration for Ohio Local History Alliance Meetings: OLHA Annual conf reg. 115 per x 9 members=1035; OLHA regional conf regis 35x9 members=315- Daily Rate of 0	0	1,350	1,350
<b>Category Totals</b>	600	13,312	13,912

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Member Background checks: NSOPW & FBI (Truescreen & Fieldprint) \$37/covered position x10 members; \$37/covered position x 2 new staff	444	0	444
Member payroll processing through Paychex: 10 members X \$200	0	2,000	2,000
OnCorps Administrative Fees: \$18 per member X 10 slots	0	180	180
Member end of service recognition: messenger bags @ \$29.18 x 10 members	0	292	292
<b>Category Totals</b>	444	2,472	2,916
<b>Section Totals</b>	3,130	93,434	96,564

PERCENTAGE	3%	97%
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## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 10 Member(s) at a rate of 20000 each Members W/O allowance 0	200,000	0	200,000
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	<b>200,000</b>	<b>0</b>	<b>200,000</b>

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: 7.65% of 20000 x 10 members	10,000	5,300	15,300
Worker's Compensation: Worker's Compensation Rate: .0039223 x 20,000 x 10 members =784	784	0	784
Health Care: 5 members @ \$364/month x 12 months. We have budgeted based on the number of members who typically opt-in for health insurance. We are committed to funding health insurance for up to 10 members if all members opt-in.	0	21,840	21,840
<b>Category Totals</b>	<b>10,784</b>	<b>27,140</b>	<b>37,924</b>
<b>Section Totals</b>	<b>210,784</b>	<b>27,140</b>	<b>237,924</b>
<b>PERCENTAGE</b>	<b>89%</b>	<b>11%</b>	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0

Commission Fixed Amount: \$213,914 x0.0526*0.40	4,501	0	4,501
<b>Category Totals</b>	4,501	0	4,501

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
Fixed: Total Direct Costs: Federally Approved Fixed Carryforward Indirect Rate, 30.93% of all direct costs with a rate of 30.93 and a rate claimed of 30.93	0	103,457	103,457
<b>Category Totals</b>	0	103,457	103,457
<b>Section Totals</b>	4,501	103,457	107,958
<b>PERCENTAGE</b>	4%	96%	

<b>Budget Totals</b>	218,415	224,031	442,446
<b>PERCENTAGE</b>	49%	51%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	10.00		
<b>Cost/MSY</b>	21,842		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Host site fees: \$36,000; secured	36,000	Cash	Private
	In-kind/Salaries; Secured	47,710	In Kind	State/Local
	In-Kind/Indirect costs - secured	103,457	In Kind	Private
	Cash-secured	32,724	Cash	Private
	In-Kind/Salaries - secured	4,140	In Kind	Federal
Total Source of Funds		224,031		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC246657		<b>3. DATE RECEIVED BY STATE:</b> 04-APR-22	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction
		<b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>STATE APPLICATION IDENTIFIER:</b>  <b>FEDERAL IDENTIFIER:</b>
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Shaw nee State University <b>UEI NUMBER:</b> LHJGNFRKQ6J9 <b>DUNS NUMBER:</b> 075042176		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Hayley Venturino <b>TELEPHONE NUMBER:</b> (740) 351-3059 <b>FAX NUMBER:</b> <b>INTERNET E-MAIL ADDRESS:</b> hventurino@shaw nee.edu	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 940 2nd St Portsmouth OH 45662 - 4303 County: Scioto			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 310864917		<b>7. TYPE OF APPLICANT:</b> 7a. Higher Education Organization - State Controlled 7b. 4-year college	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE  <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT         </div> <p>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/></p> <p style="display: flex; justify-content: space-around; align-items: center;">           A. AUGMENTATION <input type="checkbox"/> B. BUDGET REVISION <input type="checkbox"/>            C. NO COST EXTENSION <input type="checkbox"/> D. OTHER (specify below): <input type="text"/> </p>			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Project BEAR: Building Emerging and Achieving Readers	
<b>10b. TITLE:</b> AmeriCorps State		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Scioto, Pike, Jackson, Gallia, Jackson, Meigs, Vinton, and Hocking Counties			
<b>13. PROPOSED PROJECT:</b> START DATE: 08/01/22 END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 02 b.Program <input type="checkbox"/> OH 02	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="text"/>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: <input type="text"/>  <input type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372         </div>	
a. FEDERAL <input type="text"/> \$ 517,160.00 b. APPLICANT <input type="text"/> \$ 134,462.00 c. STATE <input type="text"/> \$ 0.00 d. LOCAL <input type="text"/> \$ 0.00 e. OTHER <input type="text"/> \$ 0.00 f. PROGRAM INCOME <input type="text"/> \$ 0.00 g. TOTAL <input type="text"/> \$ 651,622.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO         </div>	
<b>18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.</b>			
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Paula S. Ratcliff		<b>b. TITLE:</b>	
		<b>c. TELEPHONE NUMBER:</b> (740) 351-3434	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>e. DATE SIGNED:</b> 04/04/22	

# DRAFT

## Narratives

### Executive Summary

Shawnee State University proposes to have 49 AmeriCorps members who will be providing direct literacy instruction to children from birth through age 5 in three different capacities. 1.) We will have 39 members placed in nonprofit child care and public preschool, prekindergarten, and kindergarten classrooms in Scioto and Pike Counties including The Children's Learning Center, Minford, Valley, Wheelersburg, Portsmouth West, Portsmouth City, Western Pike, and Green Elementary Schools. 2.) We will continue our partnership with EasterSeals of Central and Southeast Ohio by providing them with two members who will host literacy themed events, parent education events, and sign families up for the Imagination Library in Scioto, Pike, Jackson, Gallia, Jackson, Meigs, Vinton, and Hocking Counties. 3.) We will continue to host our summer kindergarten readiness camp targeting children who will be entering kindergarten in the fall to ensure they are fully prepared for kindergarten success. Our entire program will focus on the CNCS focus area of school readiness. Our funding priority is "Activities that support educational opportunity and economic mobility for communities experiencing persistent unemployment or underemployment, and students experiencing homelessness or those in foster care." However, we also fall under "Efforts to help local communities respond to and recover from the COVID-19 pandemic", "Activities that support educational opportunity and economic mobility for communities experiencing persistent unemployment or underemployment, and students experiencing homelessness or those in foster care" "Rural intermediaries - organizations that demonstrate measurable impact and primarily serve rural communities with limited resources and organizational infrastructure", and "Efforts to mobilize volunteers to meet regional community needs utilizing ServeOhio's Get Connected platform." Throughout our first three years of operation, our AmeriCorps members served through the pandemic and during virtual learning but were still able to provide quality literacy instruction. Eighty-one percent of the children served (who attended the required number of sessions) showed above-average growth. In the next three years, we will increase the number of children served and expand our reach into more classrooms including special needs classrooms. We will continue to assist in helping bridge the learning gap facing many children birth-age five caused by the COVID pandemic. Furthermore, the AmeriCorps members will leverage an additional 50 volunteers who will be engaged in our days of service circling literacy. The CNCS investment of \$517,160 will be matched with \$134,462 in secured funding, both cash and in-kind.

### Rationale and Approach/Program Design

The community needs to have children that are entering kindergarten on track for reading success.

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## Narratives

The community also needs students to graduate college-ready. Based on FY18 Kindergarten Readiness Assessment (KRA) scores from Portsmouth City Schools, 84.6% of children entering kindergarten are not on track for reading success, from Scioto County, 53.7% of children entering kindergarten are not on track for reading success, compared to a state average of 37% not on track. Scioto County has the second-worst score in the state based on the KRA scores. Based on recent data, 19% of high school graduates are college-ready. The lack of school readiness can be due to the following risk factors: substance abuse, poverty, trauma, abuse and neglect, low birth weight, low maternal education, poor nutrition, lack of high-quality child care, and lack of prenatal care. A recent report from the Children's Defense Fund found that Scioto County had the highest birth rate of drug-addicted babies in the state. The study said that for every 1,000 live births, 76 are born with Neonatal Abstinence Syndrome (NAS), a condition caused by mothers who use drugs while pregnant. Symptoms of NAS include low birth weight, seizures, excessive crying, and breathing problems. Southern Ohio Medical Center reported that 12-13% of babies born are testing positive at birth for some kind of substance that is illegal or illegally obtained. The number of children living in poverty is 35.1% for Scioto County, compared to a state average of 26.4%, compared to a national average of 13.5%. Our region is more economically depressed and disadvantaged. Because of our proximity to residential treatment centers, many of the children we serve were born drug-addicted. While there is not a lot of research about the long-term effects of NAS, our teachers have observed that children born drug-addicted have more difficulty focusing their attention and controlling their impulses. Behavior is a factor. If they are not in the classroom learning due to disruptive behavior, they fall behind their peers. In 2019, an infant child was found in a home where the mother had overdosed and had been unattended for four days. The extremely dehydrated child had serious skin infections and wounds due to unsanitary conditions. This is an example of the trauma children are encountering in Scioto County. Underachievement in literacy is a reality and it will take an entire community to work together to make a difference and see progress. Only 6.3% of state investments in education are spent on children from birth to age five. To improve school outcomes and increase the lifelong success of children, Ohio needs greater investments in high-quality early childhood education for our most at-risk children. To provide high-quality early childhood experiences and improve school readiness, we need more people on the ground delivering high-quality literacy instruction to children from birth to age five. Human capital is that much-needed resource. Our forty-nine AmeriCorps members will be placed in nonprofit early childhood settings in Scioto, Pike, Meigs, Vinton, Hocking, Jackson, and Gallia counties including but not limited to libraries, community events, and directly in classrooms providing direct literacy instruction based

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## Narratives

on the Language Essentials for Teachers of Reading and Spelling (LETRS) Early Childhood Edition professional development training they will receive at the beginning of their service. LETRS can be implemented by non-certified teaching staff or veteran teachers. All AmeriCorps service members will complete the LETRS professional development modules while serving. They will take the knowledge gleaned from the program and implement it in their service, which will be done in three different capacities but all serving the same mission. 1.) Forty reduced-half time and quarter-time AmeriCorps members will be assigned a partner site's classroom where they will serve approximately 18 hours per week. These members will serve in the classroom by providing support to the teacher and conducting whole-group, small-group, and one-on-one instruction. Examples of activities include dialogic reading, the name game, and hopping the syllables, but the possibilities are endless. The small group, whole group, and one-on-one tutoring intervention will be delivered weekly from September through May. The target population is children from birth to age five. 2.) Through our partnership with EasterSeals of Central and Southeast Ohio, we will have two three-quarter time members serving seven counties: Pike, Scioto, Jackson, Gallia, Meigs, and Hocking for 30 hours per week. These members will serve in local libraries, community action classrooms, community events, and community centers providing instruction in a whole-group and small-group setting as well as providing parent education, information on free resources, and signing children up for the Imagination Library program. Examples of activities these members will host include dialogic storybook readings with parent education information on how to make storybook reading fun at home, name writing activities with information for parents on how to make name writing practice enjoyable at home, syllable segmentation with parent information on ways you can practice phonemic awareness on a car ride, but, again, the possibilities are endless. These interventions will be delivered weekly at each site from September through July. The target population is children from birth to age five. 3.) During the summer, a kindergarten readiness camp will be offered for those students entering kindergarten the following fall to give them one last boost to increase school readiness. We will have four minimum-time members and two abbreviated-time members serving at this ten-week camp for thirty and ten hours per week, respectively. Through the three branches of the program, the total number of children served is estimated at 1,000 children. That is an estimate because as additional volunteers are leveraged, the number of beneficiaries will expand. The National Performance Measure used as an output indicator is ED1A: Number of individuals served. The National Performance Measure used as an outcome indicator is ED23A: Number of children demonstrating gains in school readiness. AmeriCorps members would also directly impact the

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knowledge, skills, and behaviors of the cooperating teachers within the partner sites. They would have a greater understanding of how to deliver high-quality literacy instruction in small groups, whole groups, and one-on-one tutoring sessions. The long-term outcomes would lead to ED5A: Number of students with improved academic performance ED9: Number of students graduating from high school on time ED10: Number of students enrolling in post-secondary education/training ED27C: Number of students with improved academic engagement or social-emotional skills ED6: Number of students with increased attendance ED7A: Number of students with decreased disciplinary incidents (referrals, suspensions/expulsions, criminal or gang involvement). Our program is an evidence-based program. High-quality literacy instruction is proven to increase school readiness and enhance emergent literacy skills. There is strong evidence that this program will deliver the desired outcomes, yet the majority of studies focus on preschoolers. In a national study conducted by Kaminski and Powell-Smith, phonemic awareness has been consistently identified as an essential skill for preschoolers, as well as an important predictor of reading achievement later in life. It is said that children who lack early literacy skills such as phonemic awareness, at kindergarten entry, are more likely to demonstrate both short- and long-term reading difficulties as they progress through formal k-12 instruction. A converging body of evidence over the past two decades demonstrates that many children entering kindergarten lack the language and early literacy skills foundational to school success. This is true for our service region. Across the interventions, preschool children learned to rhyme, identify letters, blend and segment syllables, identify onsets, and, in some cases, isolate initial phonemes which is exactly what AmeriCorps service members will be demonstrating in the early childhood settings serving children birth to age five. Studies in which multiple phonological awareness skills were targeted indicated that children demonstrated significant improvement in the skill(s) on which training occurred. The results proved that students who had these early intervention skills were more prepared for kindergarten and had better overall success. The research of Kruse, Spencer, Olszewski, and Goldstein discusses the evaluation of the efficacy of phonological awareness with early intervention which was designed for Tier 2 instruction in a Response to Intervention (RTI) model. This research was delivered to small groups of preschoolers. Each preschool student received frequent opportunities to respond and gain feedback. Participants received 28 to 36 lessons that lasted about 10 min each and focused on phonological awareness and alphabet knowledge. The intervention produced consistent gains on weekly progress monitoring assessments of the primary outcome measure for first sound identification. Most children also demonstrated gains in other measures of phonological awareness and alphabet knowledge. Studies testify to the positive effects that phonological awareness

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interventions can have on preschool children's early literacy skills. These studies indicate that some children benefit from focused, small group instruction. Explicit instruction on identified phonological awareness skills included games and visual materials to increase child engagement, scripts by the interventionist, and modeling and feedback. Small group phonological awareness intervention studies applicable to preschool Tier 2 instruction have shown some positive effects. For example, van Kleeck et al. (1998) reported that children in a treatment group that received small group instruction twice a week for 24 weeks demonstrated phonemic awareness skills well above the comparison group at posttest. Likewise, Justice et al. (2003) observed phonological awareness skill growth following an emergent literacy intervention in which children participated in twice-weekly, thirty-minute small group intervention sessions for twelve weeks. Children's skills improved significantly on phonological segmentation and other emergent literacy tasks. The results of the study proved that the intervention produced consistent gains on weekly progress monitoring assessments for sound identification, alphabet knowledge, and phonological awareness. The funding priority that our program fits is education, and school readiness. The program meets all of the requirements. Focusing on intervention number three, the program will provide high-quality literacy instruction using whole group, small group, and one-on-one tutoring to increase kindergarten readiness and the percentage of children on track for reading success at the start of kindergarten. Through our past three years, our service members have included SSU students, community members, parents who are looking to serve a schedule that aligns with their child's school schedule and even retired teachers. The project director will continue to oversee the program. The project director's sole responsibility is to oversee the program and coordinate supervision at each site. Each partner site will have a staff member serve as the point of contact. An orientation will be completed in September for each site point of contact for them to be oriented to program expectations and member responsibilities. The project will also be supported by a Data and Compliance Support person and an Administrative Assistant. The Data and Compliance Support will be responsible for maintaining member files, assisting in collecting, and compiling all data. The Administrative Assistant will be responsible for providing support for the project with fifty percent of his/her contracted time. The implementation of the project is three-fold but all core activities include experiences that focus on phonological awareness, print knowledge (including letters, letter sounds, and writing), and oral language as described by the LETRS professional development training. Our AmeriCorps members gain meaningful skills as they complete their community engagement experience to prepare them for a successful career after service. Our AmeriCorps members are well-trained to enter the education workforce with a strong background in

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literacy instruction. We have had five members, in our three years of service, who were hired by their partner sites. Additionally, we have had ten members, over our three years, gain full-time employment that was a direct result of the training that was provided to them through their service. Partner teachers are also encouraged to attend the professional developments that pertain to literacy to ensure the interventions are implemented with fidelity. The Ohio Department of Education released its new plan to Raise Ohio's Literacy Achievement in January of 2018. The plan recognizes the need to promote evidence-based language and literacy teaching and learning to children from birth to grade 12 yet still, only 6.3% of state investments in education are spent on children from birth to age five. As the state allocates additional resources for early childhood, our AmeriCorps members are in a unique position to have experience serving in the field to fill the void that currently exists in programming for children from birth to age five. This experience is rewarding and fulfilling. Our members know that they are making a difference that will last a lifetime. Our members have opportunities to connect monthly to reflect upon their contributions, attend professional development, and discuss opportunities available to them. Relationships are valued and every AmeriCorps member is accepted and appreciated as they serve in their inclusive settings where all learners are respected.

### Organizational Capability

Shawnee State University has a substantial organizational infrastructure to recruit, manage, train and support AmeriCorps members. Members are recruited via SSU's online employment portal, using online websites such as ServeOhio's Get Connected platform, Indeed, and Monster, through social media, as well as career fairs and community events. Our biggest recruitment tool, however, is word of mouth through our current members. They have suggested our program to friends, family, neighbors, and classmates and that is how we acquire up to fifty percent of our members yearly. Shawnee State has a unique open-access mission and strives to find professionals who embrace its uniqueness and want to be a part of our commitment to students as a priority. Shawnee State is student-focused. This means that our students are kept at the center of everything we do; from the education that is provided in the classroom, to services designed to enhance student life, to activities created to support the university and the community in a variety of ways. Shawnee State University seeks individuals who will share this commitment to students as our first priority. Our AmeriCorps members support that mission and are trained and supported through service-embedded professional development and coaching. Shawnee State University has employed a .7 FTE Project Director who has been with the project since its inception. The Project Director recruits, coaches, trains, and mentors the AmeriCorps service members. The Project Director conducts field observations of service

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members and serves as the liaison between the university, partner sites, and AmeriCorps members. The Project Director oversees the daily operations of the program, collects and organizes the data, and maintains records to ensure compliance. We will be adding a .5 FTE Data and Compliance Support person and a full-time Administrative Assistant (who will be spending 50% of her time with Project BEAR) to our team of support. The Data and Compliance Support will be responsible for maintaining member files, assisting in collecting, and compiling all data to ensure compliance. The Administrative Assistant will be responsible for providing support for the project with fifty percent of his/her contracted time. Shawnee State University has the experience, staffing, and management structure to plan, implement, monitor, and oversee the proposed program and will support the project coordinator and all AmeriCorps service members to ensure success. The AmeriCorps members would have several layers of support built into the program including the Project Director whose sole responsibility is to oversee the program, the Director for Shawnee State University's Center for Lifelong Learning which houses all grant programs on campus, and the site supervisors who serve as mentors to the AmeriCorps members as they are building their skills as a literacy instruction specialists. Shawnee State University has highly capable staff to monitor grant progress and administer funding. The Grants Office at the University is located in The Office of Institutional Research and Sponsored Programs. Combined personnel have a total of more than 37 years experience in grant management and three years with ServeOhio/AmeriCorps specifically. The University Grants Office has proven experience securing and managing grant programs with federal, state, and private grants. The Grants Office holds monthly meetings with program coordinators to ensure compliance and provide oversight. Shawnee State University is an institution of higher education. Every decision that is made is based on performance data. The mission of Shawnee State University is to prepare today's students to succeed in tomorrow's world. Program information will be disseminated via the school's website and social media accounts to increase awareness about the AmeriCorps program and the university's commitment to service and preparing all students for success. Members receive sufficient guidance and support. Members are trained in Language Essentials for Teachers of Reading and Spelling (LETRS) Early Childhood Edition to understand what experiences are essential for children to engage in from birth to age five to be successful readers and writers and enter formal schooling on track for reading success. The members complete a hands-on experience on-site at the Shawnee State University Children's Learning Center to learn best practices and implement what was learned in the LETRS training with coaching and feedback provided by the project coordinator and the Shawnee State University Children's Learning Center's literacy coach. Following the hands-on experience, the

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members are assigned to their site. AmeriCorps members work in teams, which we call communities of practice, to hold each other accountable and support each other throughout the service term. In our upcoming year, our service members will have the option to earn their Child Development Associate at no cost after their second year in the Project BEAR program. This program is housed in the Shawnee State University Center for Lifelong Learning and is one more way we are preparing our members for the workforce. The project director conducts field visits to observe and support the service members. The project director provides guidance and develops host site supervision plans. The project director meets monthly with service members to provide networking opportunities and ongoing support and also supports members by hosting weekly conference calls, and webinars, and sending newsletters. The project director also schedules visits to review service goals and program regulations. The project director is well trained and prepared to follow all program regulations, priorities, and expectations. The LeaderCorps member is also utilized in providing support for members. The LeaderCorps member (three-quarters-time member) conducts member surveys and compiles the surveys to provide information to the Project Director on items that may need more training, information that may benefit members, and informing the Project Director of any members who may need additional support. The LeaderCorps member also assists in the planning and implementation of the monthly member engagement activities and assists in planning and conducting training.

### **Cost Effectiveness and Budget Adequacy**

See Budget

### **Evaluation Summary or Plan**

The Data Collection Plan at Shawnee State University uses three principles; use of analytics, qualitative coding, and old-fashioned reviewing of the grant activities. Qualitative coding is the process of taking data and putting it into categories. The results are put into an analytics platform, usually Tableau, and then reviewed. Using this combination provides an ability to see requirements and data from the project in a variety of different outputs such as time or category of data. This process helps in data collection and grant compliance. Finally, there is nothing fancy about using the tools mentioned earlier and the results reviewing them. Though some of our systems and processes may be similar, each grant has its requirements. There is no substitute for understanding the goals and outcomes of each grant. Each participating classroom teacher completes the Early Childhood LETRS Application of Concepts survey to get a baseline of what current practices exist within the

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learning environment. At the end of the project year, classroom teachers complete a second Early Childhood LETRS Application of Concepts survey to examine how their understanding of literacy instruction has evolved over the program year with the presence of AmeriCorps service members providing direct literacy instruction in their classrooms. While teacher growth is not the primary focus of the project, it is a contributing factor to raising the overall school readiness scores for the region. In the past three years of our program, sixty-four percent of our teachers reported more confidence in their abilities in the classroom, better preparedness to instruct their students, more job satisfaction, and increased competency in the Science of Reading. Each AmeriCorps member also completes a pre and post-survey embedded in the LETRS professional development module to determine their understanding of literacy development. To determine program success, service members' understanding of how to provide high-quality literacy instruction is essential. All children will be assessed to track school readiness and growth in emergent literacy skills. The Brigance Screens III will assess children's language and literacy skills from birth to age five. Once the AmeriCorps members have completed the professional development in literacy, Language Essentials for Teachers of Reading and Spelling, and have completed their residency to understand how to successfully implement strategies, the project director will complete an application of concepts checklist while observing the member in the field to ensure AmeriCorps members are focusing on oral language, phonological awareness, and print knowledge.

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

**MSYs by Objective**



Table2: MSYs by Objectives

Objectives	%MSYs
School Readiness	100%

**% of MSY NPM VS Applicant VS Not in ANY**

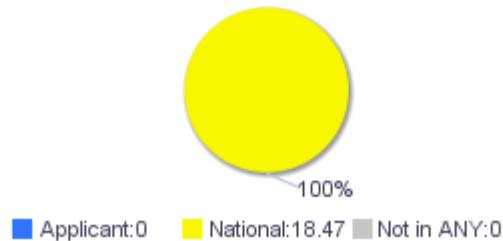


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
School Readiness	18.47	49
Total	18.47	49

Primary Focus Area: Education

Primary Intervention: Tutoring

Secondary Focus Area:

Secondary Intervention:

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Performance Measure: Ready to Learn

Focus Area:	Education	Objective:	School Readiness	No of MSY's:	18.47	No of Members:	49
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Problem Statement:

Children are not entering kindergarten ready to learn and on track for reading success.

Selected Interventions:

Classroom Teaching

Mentoring

Summer Learning

Tutoring

Describe Interventions:

Whole group instruction, small group and one- on- one tutoring, mentoring leveraged volunteers, provide summer learning opportunities for at- risk youth birth to age five. Members will provide five 45 minute sessions weekly to each group of children. Output ED1A = 1,000 children birth to age five. Outcome ED23A = KRA and Brigance scores. KRA scores will be available for examination by SSU years 2 and 3. Brigance scores will be analyzed annually.

ED1A Output:

ED1A: Number of individuals served

Target: 1000 Individuals

Measured By: Tracking System

Described Instrument: Each member will track how many children are served each session.

The program targets serving 1000 unduplicated youth who will attend at least 60% of the sessions. After discussing this target with the local partners, we decided that since some of the children attend 2,3,4, or 5 days per week, a more realistic goals would be 60%. This is supported by the research that has shown similar gains with at least 3 sessions per week.

ED23A Outcome:

ED23A: Number of children demonstrating gains in school readiness

Target: 500 Children

Measured By: Standardized Test

Described Instrument: Brigance language and literacy data and KRA data

Of the 1000 youth that participate in the program, (identify the target number) of students will demonstrate more than an average growth as determined annually by the Brigance score. Of the 1,000 youth that receive 60% or more of the targeted literacy instruction sessions, at least 50% will demonstrate more than average growth as determined by the Brigance score. Our target number will be 500.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

COVID- 19 Recovery,  
Educational  
opportunity/economic mobility,  
Evidence Based Interventions,  
Rural intermediaries

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Geographic Focus- Rural

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## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	50
Percent of disadvantaged youth enrolled	35

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Not Applicable

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

## Budget Narrative: Project BEAR: Building Emerging and Achieving Readers for Shawnee State University

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Project Coordinator: oversee the daily operations of the program. Position does not include any fundraising including writing the AmeriCorps grant.: - 1 person(s) at 32000 each x 100 % usage	32,000	0	32,000
Data & Compliance Support: - 1 person(s) at 20000 each x 100 % usage	20,000	0	20,000
Administrative Assistant: - 1 person(s) at 40000 each x 50 % usage	20,000	0	20,000
<b>Category Totals</b>	72,000	0	72,000

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Retirement, FICA, Workers Comp, Unemployment: 17% of salary	12,240	0	12,240
Health & Life Insurance: Yearly total = \$15,500 @ 50% = \$7,500	7,500	0	7,500
<b>Category Totals</b>	19,740	0	19,740

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: Hotel 1 night @ 130, mileage 190 miles @ \$.58/mile = \$110.20, per diem \$37.50 for two days	316	0	316
Easter Seal Travel - travel adheres to SSU's travel policies: 1 meetings at region 1 @ 250 miles each trip; 1 meetings at region 2 @ 125 miles each trip (.58 cents/mile)	0	218	218
Project Director Meetings/Trainings: 3 meetings; Each meeting mileage 181 miles @ .58/mile	315	0	315
OAECY Meeting - travel adheres to SSU's travel policies: OAECY: Registration \$250, Hotel \$399, 3 nights x \$133/night, per diem \$37.50 per day x 3 days, mileage .58/mile x 446 miles = \$259	1,021	0	1,021
Points of Light Conference: Hotel \$400 x 3 days, airfare \$350, mileage to airport 181 miles @ .58/mile = \$105, rental car \$600, per diem \$37.50 x 3 days = \$113	2,368	0	2,368
Plain Talk Conference: Registration \$399, flight \$300, hotel \$800 (\$200 night), per diem \$37.50/day for 4 days	1,649	0	1,649
America's Service Commission Conference: Hotel \$400 x 3 days, airfare \$350, mileage to airport 181 miles @ .58/mile = \$105, rental car \$600, per diem \$37.50 x 3 days = \$113	2,368	0	2,368
Travel to Project BEAR literacy sites: Mileage to 12 Project BEAR literacy sites 500 miles @ .58 = \$290	290	0	290
<b>Category Totals</b>	8,327	218	8,545

## Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Serve Ohio conference: 1 member (190 miles @ .58/mile) and per diem \$37.50 for 2 days, hotel 1 night @ \$130	316	0	316
LeaderCorps Initiative: 1 member @ \$500 registration	500	0	500
Easter Seal Travel - travel adheres to SSU's travel policies: Mileage for Easter Seal visits Region 1 2328 miles @ .58 mile = \$1,350	1,350	0	1,350
<b>Category Totals</b>	2,166	0	2,166

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Member Service Gear w/logo: 49 members x \$120 (\$30-tshirt (2), \$30-polo, \$60-hoodie	5,880	0	5,880
Literacy kits: for each school and member (148.37 each for 42 sites) Members places at same site will share kit.	6,232	0	6,232
Office supplies: Office supplies - gen supplies \$80/mo (laminator paper, pens, pencils, highlighters, paper clips, tape, folders, binders, + post-it notes., hanging files, scheduling board x 11 months = \$181; copies 5000 copies @ \$.10/each = \$500	1,641	0	1,641
Office equipment for Personnel: Project Coordinator - ipad, monitor; Data Support and Administrative Assistant - computer, monitors	7,078	0	7,078
<b>Category Totals</b>	20,831	0	20,831

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
LENA: annual subscription- Daily Rate of 3535	3,535	0	3,535
<b>Category Totals</b>	3,535	0	3,535

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
ServeOhio Conference Registration: 1 staff @ \$150- Daily Rate of 150	150	0	150
Regional Training Event Registration: 1 staff @ \$300- Daily Rate of 300	300	0	300
Fabulous Fall Friday Registration: 1 staff registration @ 250- Daily Rate of 250	0	250	250

Points of Lights Conference: 1 registration @ \$350- Daily Rate of 350	350	0	350
<b>Category Totals</b>	800	250	1,050

## Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Onboarding Training: 48 members @ \$50 each and speaker costs of alumni \$1,060- Daily Rate of 3510	0	3,510	3,510
Monthly Member Professional Development: 49 members @ \$20 per member x 11 meetings- Daily Rate of 980	10,780	0	10,780
Leader in Me Training: 2 day training @ \$6,825/day for speaker, manuals, and supplies- Daily Rate of 7105	14,210	0	14,210
Winter Workshop w/Amanda Morgan: Speaker Fee- Daily Rate of 4800	4,800	0	4,800
Super Spring Member Retreat: Speaker fee for part 1 - \$8,500, speaker fee for part 2 \$10,650- Daily Rate of 19150	19,150	0	19,150
School of Education Conference: 49 registrants @ \$75/each- Daily Rate of 3675	0	3,675	3,675
LETRS Training: 2 days @ \$1,000 per day- Daily Rate of 1000	0	2,000	2,000
Speaker fees - monthly meetings: \$300 month for 10 months- Daily Rate of 300	0	3,000	3,000
Myers-Briggs Training: speaker fee \$2895 and materials \$50 x 40 members- Daily Rate of 5345	0	5,345	5,345
Inclusivity Training: Speaker fee- Daily Rate of 6300	0	6,300	6,300
End of Service Training/Celebration: Candyland room rental- Daily Rate of 1480	0	1,480	1,480
Member engagement events: \$259.50/month for 10 months- Daily Rate of 259	2,595	0	2,595
<b>Category Totals</b>	51,535	25,310	76,845

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Evaluation: Yearly rate @ \$2000 per year- Daily Rate of 100	2,600	0	2,600
<b>Category Totals</b>	2,600	0	2,600

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Background Checks (BCI & FBI): 49 members Background @ \$56.25	2,756	0	2,756
On Corps Report: 49 slots @ \$18[slot	882	0	882
Housing Allowance: 6 members @ \$13,768 campus residency at no cost	0	82,608	82,608
Truescreen Checks: 49 members @ \$7.25 each	355	0	355
<b>Category Totals</b>	3,993	82,608	86,601

<b>Section Totals</b>	185,527	108,386	293,913
<b>PERCENTAGE</b>	63%	37%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): Member(s) at a rate of each Members W/O allowance 0	0	0	0
Three Quarter Time (1200 hours): 3 Member(s) at a rate of 12000 each Members W/O allowance 0	12,000	24,000	36,000
1-Year Half Time (900 hours): 1 Member(s) at a rate of 9000 each Members W/O allowance 0	9,000	0	9,000
2-Year Half Time (1st Year): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): 39 Member(s) at a rate of 6552 each Members W/O allowance 0	255,528	0	255,528
Quarter Time (450 hrs): 0 Member(s) at a rate of 4235 each Members W/O allowance 0	0	0	0
Minimum Time (300 hrs): 4 Member(s) at a rate of 4368 each Members W/O allowance 0	17,472	0	17,472
Abbreviated Time (100 hrs): 2 Member(s) at a rate of 971 each Members W/O allowance 1	1,942	0	1,942
<b>Category Totals</b>	295,942	24,000	319,942

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: FICA on taxable living allowance - 7.65%	22,592	1,836	24,428
Worker's Compensation: Workers Comp on taxable living allowance - 1%	2,959	240	3,199
Health Care:	0	0	0
<b>Category Totals</b>	25,551	2,076	27,627
<b>Section Totals</b>	321,493	26,076	347,569
<b>PERCENTAGE</b>	92%	8%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0

Commission Fixed Amount: State Commission Fixed Amount - sum of CNCS share of sections I and section II x 2%	10,140	0	10,140
<b>Category Totals</b>	10,140	0	10,140

## B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	10,140	0	10,140
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	517,160	134,462	651,622
<b>PERCENTAGE</b>	79%	21%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	18.47		
<b>Cost/MSY</b>	28,000		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Easter Seals contribution	25,000	Cash	Private
	Western Elementary Contribution	1,500	Cash	Private
	Shawnee State University - Housing Allowance	82,608	In Kind	State/Local
	Shawnee State University - speaker fees, registration, training	25,354	In Kind	State/Local
Total Source of Funds		134,462		

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## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC245204		<b>3. DATE RECEIVED BY STATE:</b> 16-MAR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> TINKERS CREEK WATERSHED PARTNERSINC  <b>UEI NUMBER:</b> JWGMD9CN5JH1  <b>DUNS NUMBER:</b> 013790715		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Julie Stark  <b>TELEPHONE NUMBER:</b> (330) 963-6243  <b>FAX NUMBER:</b>  <b>INTERNET E-MAIL ADDRESS:</b> julie@tinkerscreekwatershed.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> PO Box 444 Twinsburg OH 44087 - 0444 County: Summit			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 205465233		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit  7b.	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006  <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> NOWCorps	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 10/03/22      END DATE: 09/30/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> OH 14      b.Program <input type="checkbox"/> OH 14	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 423,565.00 b. APPLICANT      \$ 141,395.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 564,960.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Julie Stark		<b>b. TITLE:</b>	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (330) 963-6243	
		<b>e. DATE SIGNED:</b> 03/16/22	

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## Narratives

### Executive Summary

The Tinker's Creek Watershed Partners (TCWP) proposes to have 16 AmeriCorps members who will focus on conservation, stewardship, and environmental education to improve water quality, maintain local habitats, and increase public awareness in the Lake Erie watershed. At the end of the first program year, the AmeriCorps members will be responsible for providing environmental education and training to 300 individuals and treating 100 acres of public parks/land. In addition, the AmeriCorps members will leverage 300 volunteers who will be engaged in stewardship activities such as native plantings, invasive vegetation removal, stream cleanups, and water quality monitoring.

This program will focus on the AmeriCorps focus area of Environmental Stewardship. The AmeriCorps investment of \$423,565 will be matched with \$146,890, \$126,890 in public funding and \$20,000 in private funding.

### Rationale and Approach/Program Design

#### 1. THEORY OF CHANGE AND LOGIC MODEL

The "community" is defined by the Northern Ohio Watershed Corps as being the Central Lake Erie Basin Watershed (United States). The "community leaders" defined by this program are the decision makers of our partners/host sites. Tinker's Creek Watershed Partners (hereafter TCWP) and our partners struggle to maintain water quality standards as set by the Ohio EPA in our respective watersheds and struggle to educate the regional public. Additionally, there are measurable disparities that exist relating to environmental factors and communities most vulnerable to climate change. Neighborhoods most vulnerable to flooding, pollution, and other environmental impacts are disproportionately non-white. Therefore, environmental stewardship is essential in mitigating social vulnerability as noted by the CDC Vulnerability Index. Because of capacity issues, our groups have formed coalitions to assist in our struggles to meet water quality standards and execute our educational campaigns and events. The NOWCorps Program will make achieving these minimum safety standards possible by focusing on 4 major pillars: conservation, stewardship, education, and capacity building. The NOWCorps program will collect data throughout the program year and use collected data and past performance data to actively monitor the program, guide program growth and development, and make any necessary alterations or adjustments needed to reach the goals & objectives listed in NOWCorps' Logic Model and TOC.

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MEMBER DISTRIBUTION AND PLACEMENT: Ashland Soil & Water Conservation District- 1 HT member; Chagrin River Watershed Partners- 2 FT members; Cleveland Metroparks- 3 FT members; Cuyahoga Soil & Water Conservation District- 1 FT member; Erie Soil & Water Conservation District- 1 FT member; Holden Forests & Gardens- 3 FT members; Lake Soil & Water Conservation District- 1 HT member; The Nature Conservancy- 1 FT member; University of Akron Field Station- 1 FT member; Western Reserve Land Conservancy- 1 FT member

STEWARDSHIP & CONSERVATION: The Lake Erie watershed has excessive levels of bacteria, nutrients, and other pollutants, and several areas do not meet the minimum water quality requirements set in place by the Ohio EPA. These water quality issues are substantially impacted by agriculture, urban development, city stormwater and sewer maintenance, and other local infrastructure. Members will engage in stewardship activities (often with volunteers that the program has recruited) such as tree plantings, native plant installation, and invasive vegetation removal. Members will also focus on maintaining and increasing access to public greenspaces and natural areas. In addition to direct acts of conservation and stewardship, members will collect and manage data, test water quality, and provide our partners with more real time data enabling them to respond to "hot spots". Sampling activities engage partners and volunteers and occur several times throughout the month depending on the season.

EDUCATION & CAPACITY BUILDING: Environmental education is an essential element of mitigating current and future environmental (and environmental justice) issues. The members will be crucial for educating the regional public, with outcomes of residents reporting an increase in knowledge, awareness, and involvement through volunteerism or membership. AmeriCorps members in the NOWCorps program make connections with the individuals in their communities (directly or through programs they create) and empower those individuals to make positive environmental changes. Education and outreach programs will happen throughout each month and the activities will range in structure and content- all programming will focus on environmental stewardship and environmentally conscious practices. AmeriCorps members will increase regional leadership and the local volunteer base, expand regional programs, and ultimately strengthen each organization by facilitating new relationships and assisting in outreach.

## 2. EVIDENCE TIER

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## Narratives

As a program, NOWCorps collects monthly quantitative and qualitative data which focuses on both member satisfaction as well as program impact in the region. This data is used to actively monitor the NOWCorps program and make any necessary alterations or adjustments based on the information collected. This approach enables TCWP to confirm the efficiency of the NOWCorps program and its service methods, confirm progress is being made towards program goals and objectives, and guide program growth. The NOWCorps Program only began operation in 2019 and will be applying in the pre-preliminary evidence/evidence-informed base tier. The NOWCorps Program is based on 4 major pillars: conservation, stewardship, education, and capacity building. These can be further reduced to two primary categories: conservation and environmental education (EE). As such, TCWP focuses NOWCorps efforts and program structure on EE and conservation-based research.

Areas of Concern (AOC) were identified and formally listed for Lake Erie in the 1980s, and these need ongoing restoration and conservation. The Lake Erie watershed has excessive levels of bacteria, nutrients, and other pollutants, and several areas do not meet the minimum water quality requirements set in place by the Ohio EPA. TCWP evaluates the specific needs of local watersheds based on causes and impairments outlined in Non-Point Source Implementation Strategies (NPSIS), the Ohio EPA Integrated Report, Balanced Growth Plans, and the Watershed Action Plans of each sub-watershed making up the Lake Erie Watershed. These publicly available scientific reports explain in detail the most pressing environmental concerns of the area, identify critical AOC, and note the steps needed for attainment of minimum water quality standards. Additionally, EE is an essential element of mitigating current and future environmental issues. For any change to be possible, we "have to address the root causes of environmental problems... at their root, environmental problems are caused by the beliefs and actions of people on all levels of the system- meaning that they're actually human behavior change problems" (Making Shift Happen, 2022). As a base for the program's EE practices, NOWCorps adheres to the 5 key pillars of Community Engagement in Environmental Education, as set by the North American Association for Environmental Education (NAAEE). These guidelines "set the standards for high-quality environmental education" and a program meets these guidelines if it is: community centered, based on sound environmental education principles, collaborative and inclusive, oriented toward civic action, [and] a long-term investment in change (<https://naaee.org/our-work/programs/guidelines-excellence>). NOWCorps also incorporates strategies and methodologies from Project WET, Project WILD, and Project Learning Tree, which have become instrumental programs in the EE world due to their continuing success. AmeriCorps members in the NOWCorps program will inspire connections with the individuals in their

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communities through stewardship or EE activities and enable those individuals to make positive environmental changes. Even altered habits or actions on an individual scale can have a major impact on the overall health and wellbeing of a local environment. Smaller-scale alterations by homeowners (such as installing raingardens, pollinator gardens, etc.) are becoming more and more essential to biodiversity and ecological health. "It is increasingly clear...that much of our wildlife will not be able to survive unless food, shelter, and nest sites can be found in suburban habitats" (Tallamy, 2017). Furthermore, small individual changes can "accumulate into changes in social norms and expectations, which can influence policymakers to pass new legislation to appease their constituents... Individual behavior and systemic factors are inextricably linked" (Making Shift Happen, 2022).

### \*\*REFERENCES:\*\*

- \* Tallamy, Douglas W. (2007). Bringing Nature Home. Timber Press.
- \* Van Leuven, N., Highleyman, L., Fujita, R., & Kellerman, A. (2022). Making Shift Happen: Designing for Successful Environmental Behavior Change. New Society Publishers.
- \* NAAEE. (2017). Community Engagement: Guidelines for Excellence. Retrieved February 23, 2022, from [https://cdn.naaee.org/sites/default/files/community\\_engagement\\_-guidelines\\_for\\_excellence.pdf](https://cdn.naaee.org/sites/default/files/community_engagement_-guidelines_for_excellence.pdf)

### 3. NOTICE PRIORITY

The NOWCorps program fits within the Environmental Stewardship Funding Priority. Every NOWCorps member will be interacting with the public in environmental education and will be on the ground performing environmental stewardship across the region. Training provided by both TCWP and the Host Site Organization will prepare the members to do this effectively.

### 4. MEMBER EXPERIENCE

One of our program goals is to improve our focus on diversity, equity, and inclusion (DEI). According to a 2019 survey by the U.S. Census Bureau, less than 40% of all citizens aged 25 or older have a bachelor's degree or higher and, by race, this lowers to only 18.8% of Hispanics and 26.1% of people of color (POC). This disparity led us to remove higher education as one of our 'preferred requirements' for prospective members and we now provide sample interview questions for use by supervisors to make every prospective member's experience as similar as possible. Additionally, we encourage Host Site Organizations to select members based on the applicant's observed passion for service, eagerness

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to learn, ability to be a team player, and other important qualities. As much as possible, we discourage the selection of members based on experience or knowledge that may create an unfair advantage to some applicants. Lastly, we plan to pay the members above the minimum living stipend in hopes that this will make the program accessible to more people and increase diversity in the program.

NOWCorps members will be provided with an in-depth member orientation the first full week of October. During this orientation, members will begin building relationships with their cohort, meet with the supervisors of all the participating Host Site Organizations, and learn essential information for a successful service year (AmeriCorps history/structure, member benefits, exit requirements, Code of Conduct, policies, etc.). AmeriCorps members in the NOWCorps program will gain skills resulting from their training and service that can be utilized and will be valued by future employers after their service term is completed. The NOWCorps Program exercises the use of a training stipend for members, which enables each member to specifically tailor their trainings and certifications to meet their own personal and professional goals. The training stipend will be available to each member, on an accrual basis, to cover courses in environmental topics, Life After AmeriCorps (LAA), volunteer management, and/or any other topics relevant to the member's current service year and LAA goals. All members will be taught about the history of their watersheds, as well as the past, present, and proposed environmental restoration projects serving that area. Members will also be provided with "tips and tricks" for communicating with residents about issues surrounding watersheds and how to communicate scientific concepts to a wide audience. Host Site Organizations will provide additional trainings related to specific host site duties and responsibilities, such as herbicide application, chainsaw operation, etc.

To ensure members are supported throughout their service year, members will be encouraged to form relationships with their fellow members and will have frequent and reliable access to NOWCorps Staff and Host Site Supervisors. On the first day of orientation, members are given time and space to exchange contact information and set up a group chat on a digital platform of their choice (WhatsApp, GroupMe, etc.). This group chat consists of all members within the program and provides a space for the members to connect digitally throughout the year. NOWCorps Staff also hosts a Book Club for members and supervisors every service year to strengthen relationships and allow members to network with their supervisors and fellow members in a more personal/informal setting. TCWP works hard to develop a culture of shared experiences and inclusivity throughout the program, including covering DEI topics during training sessions and conducting minimum quarterly and as needed check-ins and/or visits with each member to ensure the member's experience is a positive one.

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The NOWCorps members will meet monthly (generally the first Wednesday of every month) for a day of service and relationship-building at an environmental organization in the region. Oftentimes these organizations will be one of our participating Host Site Organizations, but we may have a Guest Organization as a host. Member attendance on these days will be mandatory to ensure full program participation (NOWCorps Staff will also be present). These monthly get-togethers will strengthen the cohort by fostering their relationships with other members (and with environmental professionals and well-known environmental organizations) as well as exposing members to different communities in all areas of the watershed.

### Organizational Capability

#### 1. ORGANIZATIONAL BACKGROUND AND STAFFING

The NOWCorps Program will have two primary staff serving in a full-time capacity. These two roles will be the NOWCorps Program Director and the NOWCorps Member Coordinator. 90% of their time will be reported to the program, and, every month, their total hours (with the % of hour breakdowns of "AmeriCorps" and "non-AmeriCorps") will be kept with the PER records. The NOWCorps Member Coordinator will be a new position that will focus on strengthening and expanding member development, recruitment, DEI, and improving member experience within the NOWCorps Program. The NOWCorps Program Director will oversee program policies and procedure, financial and data (GPR) reports, and will serve as the primary contact for ServeOhio. The TCWP Senior Project Manager, who is familiar with ServeOhio and the relevant grant requirements and restrictions, will oversee the NOWCorps Program Director and the NOWCorps Member Coordinator and provide supervision, direction, and guidance. TCWP also has an Executive Director with over a decade of experience in nonprofit management, as well as a 15-member Board of Directors with a broad range of expertise. These individuals will give feedback and guidance on documents, policies, and program development. In addition to our internal structure, TCWP has excellent relationships with our community leaders, residents, volunteers, and partner organizations. An important part of these relationships focuses on the shared understanding that diversity, equity, inclusion, and environmental justice are important lenses that all environmental organizations need to look through. There are measurable disparities that exist in green space access and environmental protection, and a noticeable lack of minorities in natural resource and environmental careers. An overarching goal for TCWP is to include DEI priorities in every program initiative moving forward, and to increase the inclusivity and accessibility of the NOWCorps program. Internally, TCWP is actively trying to increase diversity within our Board and staff, and maintain a culture of continual learning for Board, staff, volunteers,

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and NOWCorps members. Supporting and operating under a culture of diversity, equity, and inclusion is essential to advancing TCWP's mission and is a primary focus of TCWP's 5-year Strategic Plan. Behind our mission is the belief that everyone should have access to clean drinking water, clean air, and greenspace; everyone should be able to enjoy the gems of their watershed without discrimination, prejudice, or the threat of violence.

### 2. COMPLIANCE AND ACCOUNTABILITY

No issues of noncompliance were cited during our 2020-2021 Program Year. To ensure that our program is meeting all expectations, including those relating to NSCHC, we follow the suggestion of ServeOhio with the motto "document, document, document." We also have a monitoring and oversight plan to prevent and detect any areas of non-compliance with the grant. To ensure that Host Site Organizations (hereafter HSO) remain compliant with grant requirements and are aware of important rules (such as allowable member activities, NSCHC requirements, how to report any suspected fraud or questionable activity of the NOWCorps program, etc.), TCWP will conduct a Host Site Supervisor Training in August 2022. This training will be used to distribute the Host Site Handbook and ensure that all supervisors understand the rules and regulations of the program, their responsibilities as a Host Site Supervisor, and best practices in general member management. There will be frequent communication between HSO's and NOWCorps Staff throughout the entire service year, and TCWP will be conducting minimum quarterly and as needed check-ins and/or visits with each HSO and member to ensure members are receiving sufficient support and guidance, that the members are following protocol, and that the HSO is complying with all rules and regulations of AmeriCorps. For official documentation, TCWP has developed a formal Memorandum of Understanding (MOU) that will be executed annually between TCWP and each HSO to document that all involved understand and agree to the rules and regulations. This MOU outlines the roles and responsibilities of both TCWP and the Host Site, provides guidance on reporting and reimbursement requests, and provides guidance on grievance procedures.

Members will receive a week-long orientation during the first full week of October 2022. During this orientation, members will receive thorough training on all program policies, procedures, member expectations, prohibited activities, and any other information essential to their service. Members will be encouraged at this orientation and subsequent meetings to report any non-compliance and/or suspected non-compliance. The mandatory monthly meetings/service days will also be used as an informal way to check-in with the members and supervisors to ensure compliance, program

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satisfaction, and to solicit feedback. All feedback is taken seriously, and some positive changes in program structure have resulted from feedback taken from these sources in past years (such as an altered approach to the monthly meetings and the creation of the Member Training Stipend). Our program also utilizes official policies to remain compliant and meet expectations. In addition to the NSCHC checklist mandated by ServeOhio, NOWCorps Staff created an internal checklist to triple check that all member files and program documents remain in compliance. Supervisors will complete monthly evaluations of their member (and submit to the NOWCorps Program Director) to ensure that members are adhering to the Member Code of Conduct and all program policies. At the mid and end-of term, each member will be evaluated by their direct supervisor and NOWCorps Staff. At these points in the service year, members will also be completing their own self-evaluation. With teleservice having become more commonplace since the outbreak of the COVID-19 virus, we have created a Teleservice Policy with the guidance of ServeOhio that thoroughly explains all of the Teleservice expectations and requirements to supervisors and members in order to limit any manipulation/ misrepresentation of service hours.

### 3. DATA COLLECTION AND LEARNING

The NOWCorps program will regularly track and report on the EN3 and EN4 performance measures. Members receive training on all definitions, tracking methods, and acceptable supporting documentation during their orientation. Members will report qualitative data monthly through Google Forms. Qualitative data includes any challenges or struggles the member faced, as well as successes or lessons learned. These reports are closely monitored by NOWCorps staff to ensure the members' experience is going well. Quantitative data will be tracked and used as listed below:

#### \*\*\*\*\*HOW DATA WILL BE TRACKED:\*\*\*\*\*

\*\* EN3 Output & Outcome: Every member will keep a log of the number of people who have been exposed to at least an hour of education or training. This exposure could be in different forms, ranging from in-person to virtual, and from formal class visits to more informal conversations between the member and the public (i.e. at a tree planting event). Members will record these numbers on the NOWCorps Data Tracking Log Sheet, which is an Excel file (Google Sheets) available in the Member's Google folder. Any sign-in sheet, itinerary, lesson plan, registration list, or other documents that accompany the event in question will be uploaded by the member to their supporting documentation folder in their NOWCorps Google Drive. To track 'attained knowledge', NOWCorps members will distribute "What I Learned" cards to all the young adults and children that meet the hour length of

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## Narratives

exposure. Depending on the age group, the individual will draw or write about something they learned from the NOWCorps member that day relating to the subject/theme discussed. The individuals will leave the completed cards with the NOWCorps Member, who will turn them in to the NOWCorps Member Coordinator at every monthly meeting. We will also have the email signup sheet for any adults that, after learning from our members, are interested in staying connected with TCWP and NOWCorps through volunteer service or email communication.

\*\* EN4 Output & Outcome: Every member will keep a log of the number of unduplicated acres treated during their service. Members will record these numbers on their NOWCorps Data Tracking Log Sheet and will compare the numbers they track against the Host Site's internal method of data collection to confirm they recorded accurately. Any supporting documentation (such as maps or treatment logs) will be uploaded by the member to their supporting documentation folder in their NOWCorps Google Drive. In the final quarter of the service year, select Host Site supervisors (who are also experienced land managers) will perform an official assessment of the acres of land treated by NOWCorps Members, and will submit a certified report noting the number of acres that have been improved through NOWCorps intervention.

### \*\*\*\*\*HOW DATA WILL BE REPORTED AND USED\*\*\*\*\*

The data reports are due from members on the first Wednesday of each month. Every month, the NOWCorps Program Director reviews and tracks the submissions from each member on an internal document to confirm data was reported, and then transfers the data to a master file that tracks the summation of the Corps' activities. Data collected through the NOWCorps program will be used by TCWP, NOWCorps Staff, and supervisors for learning and decision making through adaptive management. Adaptive management is an ongoing natural resources management process of planning, doing, assessing, learning, and adapting based on new information. This will allow us to confirm the efficiency of our program and our service methods, confirm we are making progress towards our goals and objectives listed in our Logic Model and Theory of Change, and to guide program adaptation and policies.

## 4. MEMBER SUPERVISION

As mentioned in the compliance section, Host Site Supervisors will attend an orientation in August and NOWCorps Staff will maintain frequent communication with Host Site Supervisors to keep them updated and informed on all program activity and requirements (deadlines, policies, etc.). To ensure

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members are supported throughout their service year, members will be encouraged to form relationships with their fellow members and will have frequent and reliable access to NOWCorps Staff and Host Site Supervisors. Supervisors will have weekly meetings with their member(s) to go over current projects, answer any questions, and to discuss long and short-term goals for the member to work towards. Supervisors will serve as mentors for their members and NOWCorps Staff will be conducting minimum quarterly and as needed check-ins and/or visits with each member to ensure the member's experience is a positive one. Additionally, there will be a new staff role for the program (NOWCorps Member Coordinator) that will strengthen & expand member development, recruitment, DEI, and focus on improving member experience. The monthly meetings mentioned in previous sections will strengthen the cohort of members and foster their relationships as members (and with environmental professionals and known environmental organizations) and will give NOWCorps Staff another opportunity to check in and confirm compliance. At the mid and end-of term, each member will complete an evaluation of their supervisor(s) and note any changes that could be made to make that member's service year even more impactful and enjoyable. These evaluations are reviewed carefully by NOWCorps Staff and communicated to Host Site Supervisors. This ensures that each supervisor's management style successfully meets the needs of their member(s).

### **Cost Effectiveness and Budget Adequacy**

SEE BUDGET

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

N/A

### **Continuation Changes**

N/A

### **Grant Characteristics**

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## Performance Measures

### MSYs by Focus Area

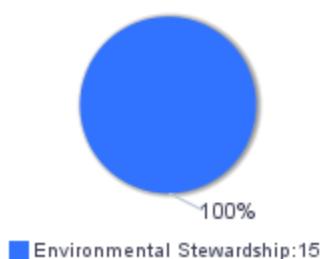


Table1: MSYs by Focus Areas

Focus Area	% MSYs
Environmental Stewardship	100%

### MSYs by Objective

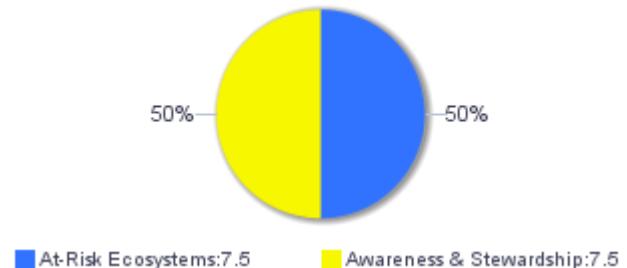


Table2: MSYs by Objectives

Objectives	%MSYs
At- Risk Ecosystems	50%
Awareness & Stewardship	50%

### % of MSY NPM VS Applicant VS Not in ANY

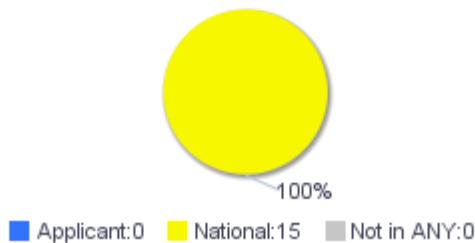


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
At- Risk Ecosystems	7.50	8
Awareness & Stewardship	7.50	8
Total	15.00	16

Primary Focus Area: Environmental Stewardship

Primary Intervention: Education/Training

Secondary Focus Area: Environmental Stewardship

Secondary Intervention: Other

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Performance Measure: Acres of Land Treated & Improved

Focus Area:	Environmental Stewardship	Objective:	At- Risk Ecosystems	No of MSY's:	7.50	No of Members:	8
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Problem Statement:

- \* Areas of Concern were identified and formally listed for Lake Erie in the 1980s, and these need ongoing restoration and conservation.
- \* The Central Lake Erie Basin (CLEB) has several watersheds that do not meet quality standards set in place by the Ohio EPA.
- \* The CLEB has excessive levels of bacteria, nutrients, and other pollutants.
- \* The abundance of invasive plant species outcompetes native plant species, which negatively impacts the quality and biodiversity of local environments
- \* Public trails and greenspace needs constant maintenance to be available to public, and the organizations responsible for maintenance need assistance

Selected Interventions:

Debris Removal  
Flood Mitigation  
Invasive Species Removal  
Plant Establishment  
Stream/River Remediation  
Trail Creation  
Trail Remediation

Selected Interventions:

Debris Removal  
Invasive Species Removal  
Plant Establishment  
Stream/River Remediation  
Trail Creation  
Trail Remediation

Describe Interventions:

Selected Interventions:

- Debris Removal
- Invasive Species Removal
- Plant Establishment
- Stream/River Remediation
- Trail Creation
- Trail Remediation

The frequency, intensity, and duration of these interventions will vary based on the member position description, the season, and the member Host Site. Some members will have these interventions as their

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Performance Measure: Acres of Land Treated & Improved

Problem Statement:

Selected Interventions:

Invasive Species Removal

Plant Establishment

Stream/River Remediation

Trail Creation

Trail Remediation

primary focus of service and other members will only focus on these interventions occasionally throughout their service year.

EN4 Output:

EN4: Acres of parks or public land treated.

Target: 100 Acres

Measured By: Tracking System

Described Instrument: Every member will keep a log of the number of unduplicated acres treated during their service. Members will record these numbers on the NOWCorps Data Tracking Log Sheet, which is an Excel file (Google Sheets) available in the Member's Google folder. Members will compare the numbers they track against the Host Site's internal method of data collection to confirm they recorded accurately. Any supporting documentation (such as maps or treatment logs) will be uploaded by the member to their supporting documentation folder in their NOWCorps Google Drive.

NOWCorps Program staff have set up:

- \* A NOWCorps Google Drive folder- where communal documents (such as forms and reference materials) will be stored for access by the member at any time.
  - Within the main NOWCorps Google Drive folder, there will be a subfolder for data. Within the data folder, each member will have their own subfolder. These folders will be created with editing restrictions in place so only NOWCorps staff and the assigned member will have editing access.
  - Within their personalized subfolder, each member will have their assigned data tracking (Google Sheets/Excel) to record their personal data. They will also have a folder where they will upload any and all supporting documentation they have to accompany the data they report on the google sheets tracking list.
  - The data reports are due from members on the first Wednesday of the following month.
  - Every month, the NOWCorps Program Manager reviews and tracks submission from each member on an internal document to confirm data was reported. The

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Performance Measure: Acres of Land Treated & Improved

Problem Statement:

Selected Interventions:

Debris Removal

Invasive Species Removal

Plant Establishment

Stream/River Remediation

Trail Creation

Trail Remediation

Described Instrument: NOWCorps Program Manager will then transfer each member's reported data to a master file that tracks the summation of the corps' activities.

EN4.1 Outcome:

EN4.1: Acres of parks or public land improved

Target: 50 Acres

Measured By: Land Manager Assessment

Described Instrument: In the final quarter of the service year, select Host Site supervisors (who are also experienced land managers) will perform an official assessment of the acres of land treated by NOWCorps Members, and will submit a certified report noting the number of acres that have been improved through NOWCorps intervention. The NOWCorps Program Manager will then record this number on the Master Data Tracking Sheet (excel sheet for the corps).

# DRAFT

Performance Measure: Environmental Awareness & Stewardship

Focus Area:	Environmental Stewardship	Objective:	Awareness & Stewardship	No of MSY's:	7.50	No of Members:	8
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Problem Statement:

The Central Lake Erie Basin (CLEB) residents are not aware of the water quality, nor do they understand their personal impacts on waterways and watersheds or how to reduce that impact. Our members focus on education because education and outreach to the public instills a sense of place & stewardship and encourages behavior change within the community. The members inspire residents of the watershed to learn about their impact and then to take direct action. We are hopeful that with this impact, our NOWCorps program can not only have a positive effect on and help to improve the current environmental conditions but can also have enough of an impact on the community to reduce behaviors and mindsets that may lead to future environmental degradation.

- \* The Central Lake Erie Basin (CLEB) residents are not aware of the local water quality or local environmental concerns.
- \* Residents and community members do not understand their own personal impact (through their habits and/or daily activities) may impact the waterways and watershed. Therefore, residents are also unaware of how to reduce their personal impact on local watersheds or environments.
- \* Residents and community leaders are unaware of the impacts of some community policies and practices dealing with stormwater runoff or other issues negatively impact the local environments.
- \* We need programs and activities to help strengthen the relationships among and between environmental organizations and local community members, volunteers, and city leaders.

Selected Interventions:

Education/Training

Describe Interventions:

Our program members will sample monthly with local volunteers, giving us more real time data to respond to "hot spots". Sampling activities engage partners and volunteers and occur several times throughout the month. Members will also engage in stewardship activities such as tree plantings, native plant installation, and invasive vegetation removal, again with volunteers that the program has recruited. These may be acute events at some host sites, or the major focus and daily work at other host sites. AmeriCorps members will assist with program design, implementation, and follow up. These programs will facilitate new relationships with schools, youth groups, public engagement groups, and volunteers. Education and outreach programs will happen throughout each month and the activities will range from hour interactions to day long events and activities. All NOWCorps educational programming will empower residents to make their properties "watershed friendly". In addition to lectures and educational presentations bringing awareness to their personal impact on water quality, NOWCorps members will provide education on the importance of environmental issues through hands-on field work. These activities could include: Debris Removal, Flood Mitigation, Invasive Species Removal, Plant Establishment, Stream/River Remediation, Trail Creation, Trail Remediation. With every interaction a NOWCorps member has with the public, they will use the opportunity to engage those present in the activity at hand, while stressing the importance and relevancy of the activity. Although the exact content and theme of the environmental education will vary by task, site, and season, the over-arching goal will remain

# DRAFT

Performance Measure: Environmental Awareness & Stewardship

Problem Statement:

Selected Interventions:

the same: to increase the public's awareness of how interconnected the human and natural world is, and how important our actions as individuals are on our surroundings.

EN3 Output:

EN3: Number of individuals receiving education or training in environmental stewardship

Target: 300 Individuals

Measured By: Tracking System

Described Instrument: Every member will keep a log of the number of people who have been exposed to at least an hour of education or training in one of the categories as described above. This exposure could be in many different forms, ranging from in- person to virtual, and from formal school class visits to more informal conversations between the member and the public at a tree planting event. Members will record these numbers on the NOWCorps Data Tracking Log Sheet, which is an Excel file (Google Sheets) available in the Member' s Google folder. Members will classify each of their interactions into the category of " environmental stewardship" or " environmentally- conscious practices" based on the definitions of the categories defined by the program. Any sign- in sheet, itinerary, lesson plan, registration list, or other documents that accompany the event in question will be uploaded by the member to their supporting documentation folder in their NOWCorps Google Drive.

NOWCorps Program staff have set up:

- \* A NOWCorps Google Drive folder- where communal documents (such as forms and reference materials) will be stored for access by the member at any time.
- \* Within the main NOWCorps Google Drive folder, there will be a subfolder for data. Within the data folder, each member will have their own subfolder. These folders will be created with editing restrictions in place so only NOWCorps staff and the assigned member will have editing access.
  - Within their personalized subfolder, each member will have their assigned data tracking (Google Sheets/Excel) to record their personal data. They will also have a folder where they will upload any and all supporting documentation they have to accompany the data they report on the google sheets tracking list.

EN3.1 Outcome:

EN3.1: Number of individuals with increased knowledge of environmental stewardship

Target: 100 Individuals

Measured By: Other

# DRAFT

Performance Measure: Environmental Awareness & Stewardship

Problem Statement:

Selected Interventions:

Described Instrument: In order to track 'attained knowledge', NOWCorps members would distribute "What I Learned" cards to all of the young adults and children that meet the hour length of exposure to the aforementioned categories (when at all possible—we acknowledge that there may be individuals who have been exposed to education and training from NOWCorps member that may be unable or unwilling to participate with the cards). Depending on the age group, the individual will draw or write about something they learned from the NOWCorps member that day relating to the subject/theme discussed. The individuals would then leave the completed cards with the NOWCorps Member, who will turn them in to the NOWCorps program manager at every monthly meeting. These cards will serve as 'leaves' on a "Knowledge Tree" that our program will create (the tree will be visually displayed as an empty tree with bare branches at orientation, and then displayed with all of the collected cards at the end of year wrap-up). The cards will be attached to the tree in a way that they can be removed at the end of the year, and then stored with the program files. We will also have the email sign up sheet for any adults that, after learning from our members, are interested in staying connected with TCWP and NOWCorps through volunteer service or email communication.

If email addresses and/or contact information is readily available for the main organizers of official school or organization- sponsored groups (i.e. boy scouts, girl scouts, etc.) who schedule intentional educational events involving a NOWCorps member, that member will email a survey (structured as a Google Form) to these main organizers. The survey will inquire about the organizers' satisfaction of the event and how much they believe their students/group benefited from the NOWCorps interaction. Similar surveys will be sent to any email addresses gathered from the email sign-up sheet at events.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Environmental stewardship  
and climate change

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

None of the above grant  
characteristics

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	100
Percent of disadvantaged youth enrolled	0

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Insufficient professional + organizational capacity in the environmental field regionally & statewide Insufficient capacity to strengthen and encourage relationships among community members and leaders with the local environmental groups, and to directly serve to improve water and habitat quality.	* 2 FT NOWCorps Staff Members +16 Supervisors with various levels and areas of expertise * 11 Host Site Orgs in Lake Erie's Watershed (Ashland SWCD, Chagrin River Watershed Partners, Cuyahoga SWCD, Erie SWCD, Holden Forests & Gardens, Lake SWCD, Summit SWCD, The Nature Conservancy, University of Akron Field Station, Western Reserve Land Conservancy)	* Exposure to each Host Site and its history/role in the community and the watershed * member "host" organizations to facilitate a member project every month * increasing access to training programs * Host Site supervisors provide mentorship and guidance * members work with NOWCorps staff and Host Site supervisors to plan trainings and certifications that will assist the members in reaching their	Number of people exposed to the host site organization; number of people member has the ability to network with; number of different specialization areas member has access to learn about; number of volunteers members are exposed to/able to work alongside of while at the various host site organizations; number of trainings available to member; trainings and certifications such as: Master Rain Gardeners, Tree Stewards, Project	Members exit w/ increased certifications, skills, + trainings for their resume; Current members/alum have increased networking within env. field; Current members/alumni form 'mentorships' w/ supervisors; Members have increased working knowledge of local envs, issues, and env orgs; increased awareness of NOWCorps	* The regional area serviced by the NOWCorps program begins to increase and gain additional Host Site Organizations. * Organizations partnering with NOWCorps as Host Sites recruit more volunteers to work towards their environmental and healthy future goals. * Increased success of organization's reaching the environmental goals set for their communities and watersheds * Increased awareness and	* Members find employment in environmental organizations with the added skills and certifications learned in their service year; increased employability of NOWCorps members and alumni; * NOWCorps alumni become experts in the environmental field

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
		current and LAA personal and career goals	WET/WILD/PLT, GIS, Pesticide App, etc.		support of AmeriCorps & ServeOhio	
Areas of Concern were identified and formally listed for Lake Erie in the 1980s + need ongoing restoration + conservation. The Central Lake Erie Basin (CLEB) has several watersheds that do not meet quality standards (set in place by the OEPA) + has excessive levels of bacteria, nutrients, + other pollutants. Abundance of invasive plant species= low quality and biodiversity of local env. Public trails and greenspace need cont. maintenance	13 Members, 11 MSY across the region - serving Oct-Sept	Monitor and mitigate agricultural impacts; building/maintaining trails and greenspaces; monitor & mitigate urban development impacts; encourage sustainable farming practices; Watershed Studies (Amphibian studies, macroinvertebrate surveys, etc.); Watershed Health Monitoring (including water quality monitoring); Planting natives; Litter/debris/trash pickup and removal; pulling/treating invasive species; tree plantings; Stream cleanups and maintenance; Landowner Technical Assistance; Data collection	EN4: NUMBER OF ACRES OF PUBLIC PARKS OR OTHER PUBLIC AND TRIBAL LANDS THAT ARE TREATED  NUMBER OF: acres of invasives treated; miles of trails created + maintained; acres of greenspace created + maintained; conservation projects completed; trees planted; pounds of invasives + trash removed; pounds of native species planted; gallons of stormwater captured/treated; volunteers + community members engaged; restoration projects created; miles of stream treated	EN4.1: NUMBER OF ACRES OF PUBLIC PARKS OR OTHER PUBLIC AND TRIBAL LANDS THAT ARE IMPROVED  Increased public access to trails and greenspace for community members; increased trail access for people with disabilities	EN4.1: NUMBER OF ACRES OF PUBLIC PARKS OR OTHER PUBLIC AND TRIBAL LANDS THAT ARE IMPROVED  Increased public access to trails and greenspace for community members; increased trail access for people with disabilities	Improved water quality + lower pollution; increased interest in the natural world; Inc. implementation of best agricultural and urban management practices; Imp. agricultural productivity & soil health through conservation practices to improve water quality; Reduced soil erosion; increased native aquatic/terrestrial biodiversity; imp. watersheds; better managed public and private natural resources; EPA requirements met; inc. opportunities for economic dev through env and greenspace access/activities; increased awareness & interest in green jobs
CLEB residents aren't aware of local water quality or env concerns + don't understand their own personal	4 members, 4 MSY across the region - serving Oct-Sept	Planning & Leading Public Hikes; establishing and developing relationships with community clubs,	EN3: NUMBER OF INDIV. RECEIVING EDUCATION OR TRAINING IN ENV. STEWARDSHIP	**EN3.1: # OF INDIV. W/ INCREASED KNOWLEDGE...  INCREASED	EN3.1: # OF INDIV. W/ INCREASED KNOWLEDGE...  * partnerships with higher education	community members (youth and adults) and policy leaders understand and support

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
impact. Therefore, residents and comm. leaders are unaware of how to reduce their personal impact on local watersheds or env and of the negative env. impacts of some community policies and practices		organizations, and schools; hosting School field trips; Social Media Outreach; Developing Educational Programs; Developing volunteer programs; watershed festivals & community events; workshops and presentations (composting workshops, rain barrel workshops, educational presentations, etc.); community gardens and rain gardens	AND/OR ENV.- CONSCIOUS PRACTICES NUMBER OF: public events; community members interacted with; city leaders interacted with; volunteers engaged; educational demonstration projects; volunteer programs created; educational programs created; ""hits"" on social media and newsletters (media outreach)	AWARENESS: by potential AmeriCorps members; by AmeriCorps alumni IMPROVED: communication between partners and the communities; tools + programs for educating volunteers and community members; INCREASED: programs + activities to strengthen relationships among and between env. orgs and local community members, volunteers, and city leaders	institutions * volunteers are engaged in aspects of regional environmental treatment * increased education programs throughout schools & communities around environment & conservation * volunteers are empowered to become more active in watershed activities and an increased percentage serve on boards, events, and committees	environmental stewardship

## Budget Narrative: NOWCorps for TINKERS CREEK WATERSHED PARTNERS INC

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
NOWCorps Program Director FT position w/ background check, 90% of time oversee program compliance & admin- 1 person(s) at \$45,000 each x 90% usage: - 1 person(s) at 45000 each x 90 % usage	29,970	10,530	40,500
NOWCorps Member Coordinator FT position w/ background check, 90% of time oversee program compliance & admin- 1 person(s) at \$35,000 each x 90% usage: - 1 person(s) at 35000 each x 90 % usage	23,310	8,190	31,500
<b>Category Totals</b>	53,280	18,720	72,000

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA, Workers Comp, Unemployment Insurance for NOWCorps Program Director: FICA, Workers Comp, Unemployment Insurance for NOWCorps Program Director. 27% x \$40,500.00. (% based on medical costs around \$635/month + WC, unemp, SS, etc ) = \$10935	8,091	2,844	10,935
FICA, Workers Comp, Unemployment Insurance for NOWCorps Member Coordinator: FICA, Workers Comp, Unemployment Insurance for NOWCorps Member Coordinator. 27% x \$31,500.00. (% based on medical costs around \$635/month + WC, unemp, SS, etc ) = \$8505	6,293	2,212	8,505
<b>Category Totals</b>	14,384	5,056	19,440

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 2 staff member to 3 meetings 2 X ((3 X 200mi round trip @ \$0.585/mi) + (lodging \$100/night X 2 nights) + (\$30 per diem X 5 days)+ (\$30 parking/day X 5 days)) including Starting Strong and program director meetings	1,259	443	1,702
NOWCorps Staff Travel to OCSV: 2 NOWCorps Staff travel to Ohio Conference on Service and Volunteerism: 2 X ((200 miles RT @ \$0.585/mi) + \$30/day parking + \$30/diem) = \$354.00	261	93	354
NOWCorps Staff Attend National Service Regional Training Event: 2 NOWCorps Staff travel to Regional Training event: 2 X (\$750 airfare + \$50 ground transportation+ 3 nights @ \$200/overnight accommodations + \$50 per diem (4 days)) = \$3,200.00	2,368	832	3,200
Monitoring Site Visits: Site Visits for each Host Site annually and as needed to ensure compliance - 50 mi round trip X 1.5 visits per SY X 11 Host Sites X 0.585/mile = \$482.63 rounded to 483	357	126	483
Supplies Pick-Up: Staff travel to pick up essential supplies for program operation (member orientation supplies, member handbooks, promotional materials, and other essentials) ~ 86 miles @ 0.585/mi = \$50.31 (rounded to \$50)	37	13	50
Points of Light: Two staff members to attend the 2022 Points of Light Conference on Service and Volunteerism: 2 staff x (\$750 airfare + (\$400 lodging/night X 2 nights) + (\$50 per diem X 3 days)) = \$3,400	2,516	884	3,400

Staff to monthly trainings: 2 staff travel for program trainings/service days = 15 days X 2 staff X 40 miles RT X 0.585/mi = \$702	519	183	702
<b>Category Totals</b>	7,317	2,574	9,891

## Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CRWP Member Travel: Chagrin WP member mileage: 2 FT members mileage reimbursement for daily activities + duties within PD: cumulative ~1709 mi x \$0.585/mi = 999.76 (rounded to 1000)	740	260	1,000
WRLC Member Travel: WRLC member mileage: 1 FT member mileage reimbursement for daily activities + duties within PD. ~1709 mi x \$0.585/mi = 999.76 (rounded to 1000)	740	260	1,000
TNC Member Travel: TNC member mileage: 1 FT member mileage reimbursement for daily activities + duties within PD. ~769.5 mi x \$0.585/mi = 450	333	117	450
Cuyahoga SWCD Member Travel: "Cuyahoga SWCD member mileage: 1 FT member mileage reimbursement for daily activities + duties within PD. ~855 mi x \$0.585/mi= \$500 "	370	130	500
Lake SWCD Member Travel: Lake SWCD member mileage: 1 HT member mileage reimbursement for daily activities + duties within PD. ~513 mi x \$0.585/mi =300	222	78	300
Erie SWCD member travel: Erie SWCD member mileage: 1 FT member mileage reimbursement for daily activities + duties within PD. ~342 mi x \$0.585/mi = 200	148	52	200
LeaderCorps: leadercorps 3 round trips to columbus= 3X((200mi RT @ 0.585/mi)+ \$10 per diem + parking \$20/day)=441+\$59 supplies = 500	370	130	500
Required Member Travel-OCSV: 2 members attending the Ohio Conference on Service and Volunteerism: 2 members @ 200 mi round trip / member @ 0.585/mi + parking \$20/member + \$10 for lunch (2 members)	217	77	294
Required Member Travel-Monthly Trainings: Mileage reimbursement for members to attend mandatory program trainings - 15 trainings (includes orientation days) for 16 members with ~50 miles round trip travel @ 0.585/mi = \$7020	5,194	1,826	7,020
Summit SWCD Member Travel: Summit SWCD member mileage:1 FT member mileage reimbursement for daily activities + duties within PD. ~1709 mi x \$0.585/mi = 999.76 (rounded to 1000)	740	260	1,000
UAFS Member Travel: Univ. of Akron member mileage:1 FT member mileage reimbursement for daily activities + duties within PD. ~983 mi x \$0.585/mi = \$575	425	150	575
ASWCD Member Travel: Ashland SWCD member mileage: 1 HT member mileage reimbursement for daily activities + duties within PD ~513 mi x \$0.585/mi =300	222	78	300
Holden FG Member Travel: Holden FG member mileage: 3 FT members mileage reimbursement for daily activities + duties within PD: cumulative ~1709 mi x \$0.585/mi = 999.76 (rounded to 1000)	740	260	1,000
CM Member Travel: Cleveland Metroparks member mileage: 3 FT members mileage reimbursement for daily activities + duties within PD: cumulative ~855 mi x \$0.585/mi= \$500	370	130	500
<b>Category Totals</b>	10,831	3,808	14,639

## D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
Category Totals	0	0	0

## E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
CRWP Member Supplies: CRWP: waders (\$200)+ boots/PPE (\$300)+ field supplies(\$100) = \$600	444	156	600
WRLC Member Supplies: PPE @ \$150 + pesticide applicator licenses @ \$100 =250	185	65	250
TNC Member Supplies: Pesticide Applicator License (\$190), personal protection equipment (\$360) = 190+360= \$550	407	143	550
Cuyahoga SWCD Member Supplies: tree seedling nursery bags (200 @ \$1/bag) for NUTS program led by member = \$200 plus personal protection equipment (\$100) = \$300	222	78	300
Lake SWCD Member Supplies: 1 pair of waders @ \$100 plus set of rain gear @ \$100 plus \$100 PPE for member = \$300	222	78	300
Erie SWCD Member Supplies: Erie: software (Microsoft Suite, GIS, Canva \$200)+ PPE (\$200)+GIS training (\$150)+ Educator supplies (\$250) = \$800	592	208	800
AmeriCorps Member Gear: AC Gear w/ logo: SS shirts (50 shirts at \$9/each)+ LS shirts (33 shirts at \$12/each)+ polos (18 polos at \$25/each)+ sweatshirts (19 at \$23/each)+ water bottles (19 bottles at \$9/each)+ journals (20 at \$6/each)+ pins (\$20) = \$ 2044	1,512	532	2,044
Promotional Materials & Printing: Member Handbooks (20 @ \$50/each)+ HostSite Handbook (20 @ \$50/each)+ LAA Handbooks (20 @ \$45/each)+ promotional flyers/materials for recruitment (\$80 for 100 trifold brochures and \$65 for 100 flyers) = \$3045	2,253	792	3,045
UAFS Member Supplies: Waders(\$100), waterproof boots(\$100), PPE(\$100), Environmental Educator Training (\$75) =375	277	98	375
Summit SWCD Member Supplies: Summit: member waders, boots, PPE (\$300) + trainings/certifications for Host Site Activities (\$300) = \$600	444	156	600
Holden FG Member supplies: Holden FG: trainings/certifications for Host Site Activities @ \$500/member + \$250 PPE/member = 3X (500+250)= \$2,250	1,665	585	2,250
ASWCD Member supplies: 1 pair of waders @ \$125 plus waterproof boots @ \$150/pair plus \$500 for GIS and other trainings related to member duties = \$775	573	202	775
Cleveland Metroparks Member supplies: Cleveland Metroparks: dell laptop computer (\$700) (1 @ \$700)	518	182	700
Printer for NOWCorps Program: for Program files (member files, program documents)- printer will be used 100% solely for program use. canon printer (MegaTank MAXIFY GX6020) 1 @ \$800) (different brand than TCWP office printer to ensure supplies kept completely separate)	592	208	800
General Operating & Printing Supplies: solely for program use. printing paper: 3 box @ \$18ea=\$54+ ink cartridges [3 ea color(magenta, cyan, yellow) @ \$34ea=\$306] + [4 plain black @ \$35 ea] =54+306+140=\$500 (ink not comp. w/ TCWP office printer to ensure 100% separate	370	130	500
Category Totals	10,276	3,613	13,889

## F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
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Category Totals	0	0	0
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## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
National Service Regional Training Event: 2 program staff registrations for National regional training @ \$300/person (daily rate 0- per diem included in travel) = \$600- Daily Rate of 0	444	156	600
OCSV Conference: 2 staff registrations for OCSV @ \$100/person (daily rate 0- per diem included in travel) = \$200- Daily Rate of 0	148	52	200
Points of Light Registration: Points of Light staff registration 2 @150 - Daily rate of 0 = \$300- Daily Rate of 0	222	78	300
NOWCorps Member Coordinator Prof. Development Trainings: DEI, member management, conflict resolution, supervisor trainings, etc. (10 trainings @ \$50 = \$500)- Daily Rate of 0	370	130	500
NOWCorps Program Manager Prof. Development Trainings: DEI, program/grant/financial management, supervisor trainings, etc. (10 trainings @ \$50 = \$500)- Daily Rate of 0	370	130	500
<b>Category Totals</b>	1,554	546	2,100

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Red Cross CPR/AED/First Aid Training Adult/Child: Adult And Pediatric First Aid/CPR/AED certification through Red Cross- \$117 /member X 16 members + \$250 site visit fee = \$2122- Daily Rate of 0	1,570	552	2,122
OCSV Conference: OCSV - 2 members registration @ \$100/member = \$200- Daily Rate of 0	148	52	200
Lunch for mandatory day-long monthly trainings: 10 trainings outside of orientation for 16 members and 2 staff (assuming \$10/meal) = \$1800- Daily Rate of 0	1,332	468	1,800
Meals for 5-day Mandatory Orientation: for 16 members, 2 staff, 1 guest presenter: (\$7 / person-breakfast X 5days X 19 people) + (\$10/person-lunch X 5days X 19 people) = \$1615- Daily Rate of 0	1,195	420	1,615
Member Training Stipend: Member Training Stipend: \$150 per member per quarter served = 16 members X 4 quarters X \$150 = \$9,600- Daily Rate of 0	7,104	2,496	9,600
<b>Category Totals</b>	11,349	3,988	15,337

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount

FBI and State Criminal Background Check: FBI background check - 18 members @ \$50/member + 1 new program staff @ \$50/person (budgeting for 18 members instead of 16 in case of refilling slots midyear) = \$950	703	247	950
OnCorps fees: OnCorps- \$18 / member x 16 members = \$288	213	75	288
Member Recognition: Member Recognition: (16 thermal bottles @ \$17/each) + (commemorative mug w logo @ \$13/each) = 16 members @ \$30/member = \$480	355	125	480
<b>Category Totals</b>	1,271	447	1,718
<b>Section Totals</b>	110,262	38,752	149,014
<b>PERCENTAGE</b>	74%	26%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 14 Member(s) at a rate of 20000 each Members W/O allowance 0	207,200	72,800	280,000
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): 2 Member(s) at a rate of 10000 each Members W/O allowance 0	14,800	5,200	20,000
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 0	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	222,000	78,000	300,000

### B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members: FICA for members: 7.65% of \$300,000 = \$22950	16,983	5,967	22,950
Worker's Compensation: Member: Worker's Compensation: 0.005% OF \$300,000 = \$1500	1,110	390	1,500
Health Care: Health Care: Health Insurance through TCN for 14 FT member x \$5,000. (~\$417/member/month or 5000/member/year) = \$70000	51,800	18,200	70,000
ASC Member Assistance Program: member assistance program through America's Service Commission- for member mental/emotional health and support = \$250 fee + \$5/member X 16 members = \$330	244	86	330

<b>Category Totals</b>	70,137	24,643	94,780
<b>Section Totals</b>	292,137	102,643	394,780
<b>PERCENTAGE</b>	74%	26%	

### Section III. Administrative/Indirect Costs

#### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount: Corporation Fixed Amount: Used from application instructions ([CNCS Section I]+[CNCS Section II] x 0.0526)x(0.6) = \$12700	12,700	0	12,700
Commission Fixed Amount: Commission Fixed Amount: Used CNCS calculation ([CNCS Section I]+[CNCS Section II] x 0.0526)x(0.4) = \$8466	8,466	0	8,466
<b>Category Totals</b>	21,166	0	21,166

#### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0
<b>Section Totals</b>	21,166	0	21,166
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	423,565	141,395	564,960
<b>PERCENTAGE</b>	75%	25%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	15.00		
<b>Cost/MSY</b>	28,238		

### Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Tinker's Creek Watershed Partners (TCWP)	3,000	In Kind	State/Local
	GUND Foundation	20,000	Cash	Private
	Ashland Soil & Water Conservation District (ASWCD)	6,000	Cash	State/Local
	Chagrin River Watershed Partners (CRWP)	16,000	Cash	State/Local
	Cleveland Metroparks	24,000	Cash	State/Local
	Cuyahoga Soil & Water Conservation District (CSWCD)	8,000	Cash	State/Local
	Erie Soil & Water Conservation District (ESWCD)	8,000	Cash	State/Local
	Holden Forests & Gardens	24,000	Cash	State/Local

Lake Soil & Water Conservation District (LSWCD)	6,000	Cash	State/Local
The Nature Conservancy (TNC)	8,000	Cash	State/Local
Summit Soil & Water Conservation District (SSWCD)	8,000	Cash	State/Local
University of Akron Field Station	8,000	Cash	State/Local
Western Reserve Land Conservancy (WRLC)	8,000	Cash	State/Local
Total Source of Funds	147,000		

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE:  
06-APR-22

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:  
22ES246551

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

5. APPLICATION INFORMATION

LEGAL NAME: Teach For America, Inc.

UEI NUMBER: MJDWLXZ7JJ15

DUNS NUMBER: 621404383

ADDRESS (give street address, city, state, zip code and county):

25 Broadway  
Fl 12  
New York NY 10004 - 1056  
County: Hudson

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Stephanie M. Toman

TELEPHONE NUMBER: (425) 495-7314

FAX NUMBER:

INTERNET E-MAIL ADDRESS: stephanie.toman@teachforamerica.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

133541913

7. TYPE OF APPLICANT:

7a. Non-Profit

7b. Local Education Agency

National Non-Profit (Multi-State)

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE

CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION      B. BUDGET REVISION

C. NO COST EXTENSION      D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

TFA-Ohio

10b. TITLE: AmeriCorps Fixed Amount Grant (State)

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Cleveland, Cincinnati, Columbus, Dayton, OH.

13. PROPOSED PROJECT: START DATE: 08/01/22 END DATE: 06/30/23

14. CONGRESSIONAL DISTRICT OF: a.Applicant  NY 10 b.Program  OH 11

15. ESTIMATED FUNDING: Year #:  1

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  
DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

Sarah Butensky

b. TITLE:

c. TELEPHONE NUMBER:

(518) 339-9808

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

04/05/22

# DRAFT

## Narratives

### Executive Summary

Teach For America - Ohio proposes to have 80 AmeriCorps members who teach for two years in low-income and under resourced schools in Cincinnati, Cleveland, Columbus, and Dayton. At the end of the first program year, the AmeriCorps members will be responsible for increasing the academic achievement of the over 4,640 students they teach. In addition, the AmeriCorps members will leverage 100 volunteers who will be engaged in supporting students in classrooms and schools.

This program will focus on the AmeriCorps focus area of Education and Economic Opportunity. The AmeriCorps investment of \$80,000 will be matched with \$3,800,000, \$2,000,000 in public funding and \$1,800,000 in private funding.

### Rationale and Approach/Program Design

**THEORY OF CHANGE :** Education Equity. Children growing up in historically marginalized and disenfranchised communities lack access to a broad spectrum of resources and opportunities and attend schools that are not equipped to meet their needs (U.S. Department of Education. (2019). Status and Trends in the Education of Racial and Ethnic Groups 2018). This disproportionately impacts children of color in Ohio's major cities, where Teach for America - Ohio (TFA-OH) serves, who are two times more likely to be born into poverty than their white peers (Ohio Report - 2020. (2020). Talk Poverty. <https://talkpoverty.org/state-year-report/ohio-2020-report>). They also bear an additional burden of low expectations and other biases stemming from racial inequality, and now constitute nearly 80% of all children in our partner schools and districts (Ohio School Report Cards. (2021)). Further, 86.4% of TFA-OH placement schools are considered to be in the highest and mid-high categories of social vulnerability, per the Center for Disease Control (CDC) Social Vulnerability Index, an indicator of external stresses on human health and therefore community need.

Given the structural challenges of racial inequality, students in Cincinnati, Cleveland, Columbus, and Dayton experience a disparity in educational outcomes compared to their peers in neighboring, wealthier districts. For example, on the Ohio Department of Education's (ODE) most recent performance index rankings, which measures student performance on the Ohio Achievement Assessments, two-thirds of the public districts and community schools in Hamilton and Montgomery counties, where Cincinnati and Dayton reside, received a D or an F. Only two of the 75 schools or school districts in those counties received an A on performance: Madeira City and Indian Hill Exempted Village. Both of these districts service student populations which are over 75% white and less than 10% economically disadvantaged as measured by ODE, as opposed to nearby Cincinnati

# DRAFT

## Narratives

Public Schools, which is over 75% students of color and over 80% economically disadvantaged. We see similar outcomes in Cuyahoga County, home to Cleveland, where the highest performing of the 31 districts are Solon and Rocky River with a majority white student population and less than 13% economically disadvantaged, whereas the lowest performing districts in that county, Cleveland and East Cleveland, have student populations that are less than 15% white and 100% economically disadvantaged (Ohio School Report Cards. (2021).

**Impact of COVID-19.** COVID-19 fundamentally shifted the public education system. All schools with which we partner closed at some point, and ACMs and students engaged in distance teaching and learning. These shifts had an outsized toll on communities of color and compound the history of structural inequities in education. Students in the communities we serve still face tremendous barriers to opportunity and lack access to resources that support success in classrooms. The impact of the pandemic is evident in students' academic outcomes, especially for students of color and those who attend high-poverty schools; they saw decreases in achievement in literacy and especially in math, and notably in elementary grades (Lewis, K., Kuhfeld, M., Ruzek, E., & McEachin, A. (2021) Learning during COVID-19: Reading and math achievement in the 2020-21 school year). In Ohio, all students have suffered losses, with proficiency trends dropping significantly from 2019 to 2021. For example, in 2019 74% of students in Ohio were proficient in 4th grade math, but only 59% were proficient in 2021. Students of color and low-income students have been disproportionately impacted: gaps widened to 38 percentage points in the 2020 - 2021 school year between Black and white students and to 36 percentage points between low- and high-income students (Ohio Education by the Numbers: 2022 Statistics, Charts, Tables & Maps: Thomas B. Fordham Institute Advancing Educational Excellence. (2021). The Thomas B. Fordham Institute. <https://www.ohiobythenumbers.com/#student-achievement-state-exams>). Students have also experienced an increase in mental health challenges since the start of the pandemic (C.S. Mott Children's Hospital. (2021) How the Pandemic Has Impacted Teen Mental Health).

**Inadequate Number of Teachers.** A major cause of systemic inequity in the schools and districts TFA-OH serves is an inadequate number of highly qualified, talented teachers. Covid-19 has increased the strain on teachers and contributed to teacher shortages across Ohio, including in Cincinnati, Cleveland, Columbus, and Dayton. Major school districts like Cincinnati Public Schools and the Cleveland Metropolitan School District are still showing teacher vacancies at this point in the school year and many school partners have had to move to remote instruction during the 2021 - 2022 school year to accommodate teacher shortages , an approach previously unseen among our school partners.

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## Narratives

Looking ahead to the 2022 - 2023 school year, the U.S. Department of Education is already reporting talent shortages across several teaching disciplines in Ohio, including language teachers (both ESL and world languages), science, math, language arts, social studies, and special education (TSA. (2022). U.S. Department of Education. <https://tsa.ed.gov/#/reports>). This shortage has led the state of Ohio to temporarily relax its requirements for substitute teachers in an effort to fill open positions, removing the requirement for substitute teachers to hold at least a bachelor's degree for the 2021 - 2022 school year (Substitute License. (2021). Ohio Department of Education.).

Economic Mobility. Education is a significant force in driving intergenerational economic mobility. Parents' education strongly influences their child's income (Butler, S.M, Beach, W.M., & Winfree, P.L., (2008). Pathways to Economic Mobility: Key Indicators. The Pew Charitable Trust). First generation college students, who often come from lower income backgrounds, achieve greater economic mobility than their non-college-going peers; college degrees boost income and wealth for first-generation graduate families more in percentage terms than for families with several generations of graduates (Emmons, W.R., Hernandez Kent, A., & Ricketts, L.R. (2019). In the balance: First-generation college graduates get a financial boost, but don't catch up. Federal Reserve Bank of St. Louis). Providing students with a high-quality education supports the economic mobility of individuals who are historically the most marginalized.

In response to these needs, TFA has set a goal that by 2030, twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility. TFA-OH works towards this goal in two ways. First, we will recruit and select 80 outstanding and diverse leaders with the values and leadership skills necessary to transform high-need classrooms; these educators will teach approximately 4,640 students, depending on how many ACMs work in elementary school (where, on average, teachers work with around 30 students per year) or secondary school (where teachers work with over 100 students per year). During the 2021 - 2022 school year we placed 84 ACMs in classrooms across Ohio, where they are currently impacting over 4,800 students. While our program has been affected by the wider talent shortages seen across our country, with our total ACM size decreasing from 142 at the start of our grant cycle to 84 in 2021, we have retained more than 90 % of ACMs each year, above the 85% required by ServeOhio, and have continued to impact thousands of students. ACMs' goal is to increase student academic achievement by one or more years of grade-level growth. This is significant, given that many of our students are often several grade levels behind; moving a student by the equivalent of one year or more of grade-level growth ensures that they are making gains towards being at or above grade level. This additional

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growth will be especially important as the COVID-19 pandemic has exacerbated disparities in student outcomes. In their analysis of the 2020 - 2021 school year, the Northwest Evaluation Association (NWEA) found that while most students made gains in math and reading, these gains were lower than a typical year and students in high-poverty schools were disproportionately impacted. These declines translate into average years of growth across grade levels ranging from 0.1 - 0.5 years in reading and from 0.4 - 0.6 in math in high-poverty schools (NWEA. (2021, July). Technical appendix for: Learning during COVID-19: Reading and math achievement in the 2020-21 school year.). While we have not reported student achievement data for the past two school years due to waivers and the impacts of the ongoing pandemic on student assessments, we have historically averaged over a year of growth across ACM classrooms and are working to return to these pre-pandemic achievement levels. In PreK-12 classrooms, ACMs typically deliver instruction for 180 days a year, 6 hours a day; they also develop lesson plans, engage with families, and tutor and lead school activities such as sports teams and clubs. Additionally, ACMs will continue their pattern of meaningful volunteer engagement and recruit 100 volunteers to lead to greater gains and deeper community connections in their classrooms.

ACMS are equipped as aspiring anti-racist educators to lead rigorous, inclusive, and supportive classrooms by attending an intense summer training experience and participating in intensive and ongoing training and development provided by TFA-OH. In response to Covid-19 and its impact on school systems, TFA ACMs are specially trained in leading virtual instruction and meeting the social-emotional needs of their students. ACMs receive training and meet state requirements to teach by completing required Ohio Assessments for Educators for their certification area and are fully licensed by the Ohio Department of Education, participating in the state's Residence Educator program alongside all new traditionally trained and alternatively certified teachers in Ohio.

After their two-year commitment, ACMs become part of the TFA alumni network. Informed and inspired by their students, many continue teaching. Others pursue leadership roles that shape educational access and opportunity.

**EVIDENCE BASE:** TFA's program has "strong evidence" to support its effectiveness. A substantial body of external research exists that demonstrates that teachers selected, trained, and supported by TFA have a positive impact on student achievement gains. This research includes one independently conducted randomized control trial (RCT) study and one independently conducted quasi-experimental design (QED) study, which places the program within the "strong evidence" tier. Although these two studies did not test the effectiveness of TFA-OH, specifically, the findings of those studies can be

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## Narratives

generalized to this region, as all TFA teachers, regardless of region, go through the same interview, selection, and training process.

2015 Mathematica Policy Research Study. In 2015, MPR completed a study that found that TFA teachers teaching math and reading in elementary grades were as effective, and in some cases more effective, as other teachers in the same schools, who typically had nearly 14 years of experience (Clark, M. A., Isenberg, E., Liu, A. Y., Makowsky, L., & Zukiewicz, M. (2015). Impacts of the Teach For America Investing in Innovation scale-up. Princeton, NJ: Mathematica Policy Research.) The study used a RCT design and randomly assigned students in each participating school and grade level to a class taught by a TFA teacher or non-TFA teacher. The final sample represented classrooms from 10 states, 13 school districts, 36 schools, and 156 teachers (66 TFA and 90 comparison teachers); 2,123 students had valid outcome data for reading, and 1,182 students had valid outcome data for mathematics. An average of 96.7% of schools in the study sample were Title 1. Student achievement data were collected using the Woodcock-Johnson III assessment, administered by researchers at Mathematica for grades PK-2. For grades 3-5, district standardized test scores were converted into z-scores for analysis.

On average, TFA teachers (with an average tenure of 1.7 years) in the sample were as effective as comparison teachers (with an average tenure of 13.6 years) in both reading and math; differences in test scores between the two groups were not statistically significant. In lower elementary grades (PK-2), TFA teachers had a statistically significant positive effect on student reading achievement equal to an additional 1.3 months of learning. In grades 1 and 2, students of TFA teachers demonstrated an additional 1.5 months of learning in mathematics.

2019 Southern Methodist University (SMU) Study. In 2019, the Center on Research & Evaluation (CORE) at SMU conducted an independent, QED study of TFA teachers in Texas between 2011-12 and 2016-17 and found that across all content areas, students (both economically disadvantaged and non-economically disadvantaged) of TFA teachers were as likely or more likely to pass the state assessment than students of non-TFA teachers. (Wright, A., Farmer, D., Kara, Y., Zannou, Y., Ware, A. (2019). Texas impact: Evaluation report for Teach For America. Southern Methodist University Center Center on Research & Evaluation.) The QED study used propensity score matching of TFA and non-TFA teachers. The final sample consisted of eight counties across Texas, and a total of 7,298,318 student observations (not a unique number of students) that were used in a total of 699 unique analyses. Logistic regression and meta-analytic strategies were used to average the likelihood of students passing in a given content area with a TFA teacher or non-TFA teacher. The state

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## Narratives

assessment, State of Texas Assessment of Academic Readiness (STAAR), including Reading and Math, Science, Social Studies, and high school end of course exams was the outcome variable.

Overall, students of TFA teachers were as likely or more likely than students of non-TFA teachers to pass the STAAR in the year that they were taught by a TFA teacher. A synthesis of 468 underlying analyses of all grade-levels, content years, and school years showed that the average probability of passing STAAR as a student of a TFA teacher was 41.6% compared to a 38.1% probability for students with non-TFA teachers.

Leadership development programming internal evaluation. The evaluation report submitted with this application summarizes the results from the latest cycle of TFA-OH's AmeriCorps grant. In the previous application for assistance, we proposed an internal evaluation that focuses on perceptions of program effectiveness measured by semi-structured interviews with approximately 30 ACMs, school leaders, and TFA staff, as well as a review of annual regional strategic planning documents. This evaluation identified strengths and areas of improvement related to TFA-OH's leadership development programming; these qualitative findings support TFA-OH's continuous improvement and annual planning process.

**NOTICE PRIORITY:** TFA-OH is applying under the Educational opportunity/economic mobility priority, as well as COVID-19 Recovery and Evidence-based interventions.

**MEMBER EXPERIENCE :** TFA-OH prioritizes fostering an inclusive service culture where different backgrounds, talents, and capabilities are welcomed and leveraged for learning and effective service delivery. Formal core values and a commitment to diversity, equity, and inclusiveness (DEI) guide our work. As they have evolved, they have helped us focus on recruiting an increasingly racially and socio-economically diverse corps, staff, and board; to create a supportive and safe environment; and to ensure our programming is responsive to and appropriate for the racially and culturally diverse communities in which we serve. Recently, we partnered with the Racial Equity Institute to conduct an analysis of our systems, policies, and lived experiences of staff and stakeholders, which will inform more equitable operational and programmatic practices. We have also created an Office of Equity & Belonging to lead TFA's efforts to become an anti-racist organization and live into our DEI commitments.

The effort to realize educational equity and excellence must be shaped by those who are most directly impacted by educational inequity. TFA has been and remains one of the most diverse sources of new teachers across the country, with over 50% of members identifying as a person of color. In order to cultivate a diverse pool of high-quality candidates positioned to achieve significant results

# DRAFT

## Narratives

with students, our recruitment team of 140 seeks out top student leaders and professionals from all majors and fields. Our model is based on insights on the current generation of prospects, Gen Z, including how they interact with potential employers, and is focused on building awareness of educational inequity on college campuses through events and programming. One key strategy is leveraging "influencers" - individuals who are proximate to our work and can authentically speak to our program and impact, and include current ACMs, alumni, faculty, students, and parents.

At a local level, TFA-OH recruits ACMs from the communities where we serve and who share similar backgrounds with our students. It is important both for students to see teachers who come from similar communities, and for young leaders to have an avenue to national service in their hometowns. Throughout the year, we dedicate regional staff capacity to meet with applicants with ties to Ohio, and partner with local organizations to further influence the size and diversity of our corps.

Of the 84 ACMs who joined our program for the 2021-2022 school year, 54% identify as people of color, 45% grew up in Ohio, 50% were Pell grant recipients, and 31% are the first in their family to attend college.

Once individuals are admitted to TFA they participate in orientation sessions that introduce them to our program and local communities and include a formal AmeriCorps orientation to review service expectations and requirements. Throughout their service, ACMs gather both virtually and in-person for small and whole-corps learning and development to deepen their skill as educators and to further understand and reflect on the specific context and needs in their Ohio community. This ongoing professional development and support is informed by regularly solicited feedback and ACM input. We utilize best practices in virtual learning, including asynchronous prework, closed captioning, and choice-based sessions, with individual or group reflection built into every session. In addition, TFA-OH ACMs have the opportunity to attend identity-based conferences, for TFA corps members of color and those who identify as LGBTQ+ - events that foster community, develop conscious leadership, and allow ACMs to learn with others who identify similarly.

ACMs who join TFA-OH also gain invaluable skills that prepare them for future employment and help them to develop as leaders. As classroom leaders, ACMs learn to implement effective people management skills, such as organizing and leading small and large groups. As they work with diverse learners towards achieving big goals, ACMs demonstrate incredible creativity and resilience, and learn excellent communication and planning skills. ACMs also motivate others and work effectively with people from a variety of backgrounds. Alumni overwhelmingly say their corps experience accelerates and enhances their careers for the rest of their lives, regardless of their career after service.

# DRAFT

## Narratives

### Organizational Capability

**ORG BACKGROUND & STAFFING:** For over 30 years, TFA has managed large-scale federal grants and has built strong grants management capabilities. Our finance team creates budgets, coordinates cash-in and expenses across the organization, and ensures all financial obligations are met. Our risk and compliance team (R&C) is responsible for developing organization-wide risk and compliance strategy, conducting internal audits, and overseeing internal policy development, monitoring, and reporting. Our learning and strategy team (OWLS) is staffed by data and research experts, who manage program data collection and analysis, and program evaluations. Our AmeriCorps team (ACPT) serves as in-house experts on AmeriCorps grants management and administration; they create centralized tools and processes for use in all TFA regions and provide ongoing training and technical assistance.

Regionally, TFA-OH is led by an executive director, who sets the regional vision, manages the operations, and oversees the execution of our program. Our head of program works with the region and our national teacher leadership team to oversee all aspects of the ACM continuum, from local recruitment efforts to ongoing coaching and support. Our AmeriCorps grant is managed by an experienced staff member and the responsibility for grant program compliance is shared across the regional team. This division of labor between national and regional teams allows for excellent grants management with a strong system of checks and balances.

As a professional corps program that trains and supports individuals to enter and be successful in the teaching profession, TFA is in and of itself a workforce development program. As noted in the "Member Experience" section, our DEI plan is fully integrated into our mission, strategy, and programming.

**COMPLIANCE & ACCOUNTABILITY:** TFA's monitoring and oversight plan is designed to prevent and detect non-compliance, waste, abuse, and mismanagement, and enforce compliance with AmeriCorps rules and regulations.

All incoming ACMs learn about AmeriCorps requirements by participating in an AmeriCorps onboarding session prior to enrollment. They also sign documents attesting that they have read and understood the AmeriCorps prohibited activities and program expectations, including national service criminal history check (NSCHC) requirements. Prior to starting service, ACMs complete all three NSCHCs, with both the ACPT and regional program managers providing oversight and ensuring compliance. At the end of the school year, all ACMs are required to certify that they did not engage in activities prohibited by AmeriCorps.

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## Narratives

Teacher coaches and TFA-OH staff provide oversight of ACMs, partnering with school leaders. Coaches conduct frequent observations and maintain regular communication with ACMs and school leaders. TFA-OH staff also communicate AmeriCorps policies and prohibited activities to school leaders, who certify that AmeriCorps policies were not violated at their site. If a TFA staff member or school administrator suspects that an ACM or school site is engaging in a prohibited activity, or if instances of risk or noncompliance are identified, TFA has a process and system to investigate and hold the relevant parties accountable.

Nationally, the ACPT and TFA's R&C team monitors and audits regional compliance with AmeriCorps requirements, policies, and procedures. Audit reports are shared with regional leadership, the local regional advisory board, and our national board's audit committee. TFA also has mechanisms to report, without delay, any suspected criminal activity, waste, fraud, and/or abuse to both the AmeriCorps Office of Inspector General and AmeriCorps, should the need arise. All staff are trained on TFA policies via the staff handbook and annual training sessions and ACMs receive information and training via the Corps Member Handbook, AmeriCorps Orientation, and their Member Service Agreement.

**DATA COLLECTION AND LEARNING :** To ensure we are continuously learning, improving and meeting our promise to students and communities, we invest in data infrastructure, measurement strategies, and research partnerships to assess the development of our members and alumni, student growth and achievement, and programmatic health. As part of these efforts, TFA surveys ACMs at least three times during training and service to learn about the quality of their experience and their mindsets. This data helps inform our training, support, and other programmatic activities. After ACMs' service commitment is over, TFA collects data about our alumni, seeking information about their interests, mindsets, and current profession. To manage the organization towards strong outcomes, TFA's national board of directors has access to ACM and alumni survey results and other data. The board meets quarterly to review progress to goal on key metrics, which includes a review of our ongoing internal fiscal and programmatic reports.

Regionally, TFA-OH has developed a "scorecard" to track our progress towards our priorities throughout the service year. The scorecard includes metrics across all functional areas on our team, including community engagement, fundraising, corps member development, alumni mobilization, recruitment, and onboarding. The regional management team (RMT) reviews the data bimonthly; the RMT and board meet quarterly.

**MEMBER SUPERVISION :** TFA ACMs work as full-time teachers and are supervised by their school

# DRAFT

## Narratives

administrators and TFA staff.

School administrators set site-specific programmatic expectations for all teachers and staff. They also oversee site-specific professional development and training, and conduct performance evaluations of teachers. As subject matter experts in education and the leaders of their school, administrators have experience, knowledge, and a responsibility to provide guidance and support to ACMs, ensuring they provide effective service. School leaders are trained and prepared to follow AmeriCorps and program requirements by a Teach For America staff member, who provides information about AmeriCorps requirements as part of beginning of the year conversations. Placement sites are also provided with the list of prohibited activities, per ServeOhio requirements.

Every ACM is matched with a program coach: a TFA alum and/or veteran teacher with strong classroom experience and the coaching skills necessary to effectively support ACMs. Coaches perform regular observations of member classrooms, meet with ACMs individually and in group settings, and may also organize professional development workshops to support service delivery. Program coaches also are trained on AmeriCorps regulations, expectations, and how to monitor AmeriCorps compliance. Program coaches maintain open lines of communication with the school leaders at our placement sites to raise any concerns and to best support ACMs. Our regional AmeriCorps program director is also in regular communication with all program coaches and has an established process for raising ACM needs or concerns.

### **Budget/Cost Effectiveness**

See budget.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

FY 2022 MATCH REPLACEMENT: \$0.

### **Continuation Changes**

N/A

### **Grant Characteristics**

# DRAFT

## Performance Measures

**MSYs by Focus Area**



Table1: MSYs by Focus Areas

Focus Area	% MSYs
Education	100%

**MSYs by Objective**

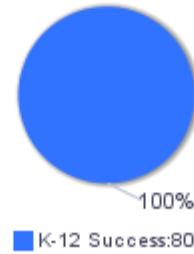


Table2: MSYs by Objectives

Objectives	%MSYs
K- 12 Success	100%

**% of MSY NPM VS Applicant VS Not in ANY**

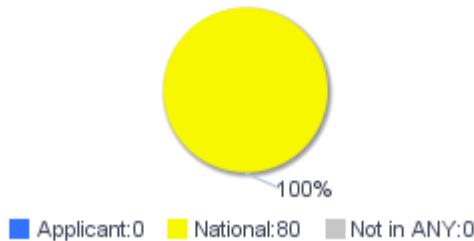


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%	0%	0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
K- 12 Success	80.00	80
Total	80.00	80

Primary Focus Area: Education

Primary Intervention: Classroom Teaching

Secondary Focus Area:

Secondary Intervention:

# DRAFT

Performance Measure: K-12 Success

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	80.00	No of Members:	80
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Problem Statement:

Potential is equally distributed across lines of race and class, but opportunity is not. Today in America, the circumstances of children's births predict the opportunities they have in life. Children growing up in historically marginalized and disenfranchised communities lack access to a broad spectrum of resources and opportunities and attend schools that are not equipped to meet their unmet needs.

Selected Interventions:

Classroom Teaching

Describe Interventions:

TFA- OH recruits outstanding and diverse leaders early in their careers, who have demonstrated evidence of the values and leadership necessary to expand opportunity and access for all children inside and outside of the classroom. We ask leaders to make a life- long commitment that begins with two years' teaching in a public school, partnering with children and families most acutely impacted by educational inequity to increase student academic outcomes.

ACMs, on average, work and receive rigorous professional development and training between 50- 60 hours a week. As a member of a professional corps, a typical ACM's day will include teaching a full class schedule, lesson- planning, participating in professional development, family engagement, grading, and leading extracurricular activities.

To ensure our teachers are working towards a significant increase in their students' achievement, TFA- OH provides rigorous pre- service training, ongoing professional development, and access to an unparalleled resource and support network including regular one- on- one coaching from veteran teachers.

ED1A Output:

ED1A: Number of individuals served

Target: 4640 Individuals

Measured By: Tracking System

Described Instrument: TFA- OH, as a Teacher Corps program, does not directly enroll students, rather students are impacted directly by our ACMs.

We determine the appropriate count for ED1A based on the number of students taught by all ACMs who start teaching in a given school year. TFA uses an internal online data system, called Program Tracker, to record ongoing and summative information about ACMs during their two- year commitment with Teach For America. This includes information about ACMs' grade and subject placements, and average student achievement results. We ensure that our data is not duplicated with the methods we use to determine the final number of

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Performance Measure: K-12 Success

Problem Statement:

Selected Interventions:

Described Instrument: ACMs' students who reach our benchmark. Typically, even when teaching multiple subjects, our teachers do not have the same students in more than one class. However, in the event that one of our teachers does teach the same students across two different subjects, we ensure that those students are only counted once. The Senior Managing Director of Program does so by manually reviewing the data and removing any duplicates.

ED5A Outcome:

ED5A: Number of students with improved academic performance

Target: 2780 Students

Measured By: Standardized Test

Described Instrument: Students' progress is measured by validated school and/or district standardized assessments. The specific test varies by district, school, grade level, and subject area. Final data is collected within a month after the school year ends. Since ACMs are the full- time teachers providing primary instruction, the results are attributable to them.

Improved academic performance is defined as at least one year of grade growth or our best estimate of its equivalent on other scales. TFA's national data team advises all regions to use the best summative data available to them through the tools provided by school/ district/ state partners. These are typically vendor-created assessments like the Northwest Evaluation Association Measures of Academic Progress (MAP) or district- created assessments that align with the state exam. Where reporting timelines allow, some ACMs use their state standardized exams to measure impact. Program staff also review and audit assessments for rigor and alignment.

TFA uses an internal online data system, Program Tracker, to record ongoing and summative information about ACMs during their service commitment. This includes information about ACMs' grade and subject placements, class sizes, and average student achievement results. We ensure that our data is not duplicated with the methods we use to determine the final number of ACM' s students who reach our benchmark. Typically, even when teaching multiple subjects, our teachers do not have the same students in more than one class. However, the Senior Managing Director of Program also manually reviews data to ensure no duplicates exist.

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## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

COVID- 19 Recovery,  
Educational  
opportunity/economic mobility,  
Evidence- based  
interventions

### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

Professional Corps,  
Geographic Focus- Urban

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## Demographics

Other Revenue Funds	3800000
Number of volunteers generated by AmeriCorps members	100
Percentage of disadvantaged youth enrolled	0

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## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Labor Union Concurrence	Not Applicable
Other Documents	Sent

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
<p>-Children's educational opportunities are largely determined by where they are born, their race, and the wealth of their family, which impacts their future economic mobility.</p> <p>-Despite their potential, given the structural challenges of racial inequality, students in Ohio often experience a disparity in educational outcomes compared to their peers in neighboring, wealthier districts.</p>	<p>-Teach For America - Ohio (TFA) will raise \$3,800,000 to support our program and ensure our ACMs have the resources to drive their students to make significant academic gains.</p> <p>-TFA will place 80 ACMs as full-time teachers in classrooms serving over 4,640 low-income students in approximately 35 schools throughout Ohio.</p> <p>-ACMs' service will begin no earlier than August 1 and end on June 30</p>	<p>-TFA will recruit a diverse pool of candidates with strong records of achievement.</p> <p>-ACMs will complete at least 20 hours of independent work and receive intensive, 6-week pre-service training which includes a minimum of 85 hours of group learning activities and/or student teaching.</p> <p>-ACMs will receive advising and ongoing support from program staff that work with no more than 25-30</p>	<p>-ED1A: ACMs will be prepared to teach and placed in classrooms teaching 4,640 students.</p>	<p>-Significant improvement in student achievement gains: (ED5A: ACMs will increase the academic achievement of 2,780 students in the subject areas they teach by at least the equivalent of 1 year or more of grade growth in each of ACMs' 2-year commitment)</p> <p>-At least 60 ACMs (75%) will express satisfaction with ongoing professional development and support.</p> <p>-At least 85% of</p>	<p>-After their 2-year commitment, at least 56 ACMs (70%) will follow career pathways in which they work to improve educational equity.</p>	<p>-In schools and districts where ACMs work, students will have greater access to excellent educational opportunities (e.g., high expectations and rigorous coursework, safe and supportive environments).</p> <p>-Schools and districts where ACMs work will substantially close achievement gaps between low-income students and their peers, which will support students' long-term economic mobility.</p>

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p>-A major cause of systemic inequity in districts serving low-income students in Ohio is an inadequate number of highly qualified, talented teachers, teaching in Ohio's highest need subjects.</p> <p>-The socioeconomic and racial gap in academic achievement manifests itself as early as pre-kindergarten and grows as students progress through elementary, middle, and high school.</p> <p>-Many disadvantaged students are experiencing significant learning loss due to the COVID-19 pandemic, and the racial and socioeconomic achievement gap is likely to further widen and impact students' long-term economic mobility.</p>	<p>-TFA will employ a team of individuals who will be responsible for the day-to-day implementation of our programmatic operations, activities, and supports. This will include an Executive Director and leadership team responsible for overall strategic planning and execution to ensure programmatic goals and targets are achieved.</p>	<p>ACMs, in addition to external instructional coaching and support.</p> <p>-Leadership training will be embedded in all aspects of residential training and ongoing support.</p> <p>-TFA partners with schools to match ACMs' skills with school needs.</p> <p>-ACMs will be placed in K-12 classrooms, using curricula as required by their school. They may also tutor and lead school-activities, such as sports teams and clubs.</p> <p>-ACMs typically deliver instruction for 180 days a year, 6 hours a day.</p>		<p>ACMs will indicate that they believe educational inequity is a solvable problem, have a working theory of what it will take to achieve educational equity and have direct knowledge and skills to work toward this solution.</p>		

## Budget Narrative: TFA-Ohio for Teach For America, Inc.

### Section II. AmeriCorps Member Positions

#### A. Member Positions

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 0 Member(s) at a rate of 0 each Members W/O allowance 80	0	0	0
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each Members W/O allowance	0	0	0
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	0	0	0

#### B. Fixed Award

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Program grant request: 80 MSY * \$1,000/MSY = \$80,000	80,000	0	80,000
<b>Category Totals</b>	80,000	0	80,000
<b>Section Totals</b>	80,000	0	80,000
<b>PERCENTAGE</b>	100%	0%	

<b>Budget Totals</b>	80,000	0	80,000
<b>PERCENTAGE</b>	100%	0%	
<b>Required Match</b>		0%	
<b>Total MSYs</b>	80.00		
<b>Cost/MSY</b>	1,000		

#### Source of Funds

Section	Description
Section II. AmeriCorps Member Positions	Foundation - \$1,125,000 proposed; \$687,500 secured (cash) Individuals - \$100,000 proposed (cash) Corporate - \$125,000 proposed (cash) State - \$2,000,000 proposed; \$2,000,000 secured (cash) School Partnerships - \$450,000 proposed (cash) Total: \$3,800,000 proposed; \$2,687,500 secured

# DRAFT

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

<b>2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):</b>  <b>2b. APPLICATION ID:</b> 22AC245462		<b>3. DATE RECEIVED BY STATE:</b> 06-APR-22  <b>4. DATE RECEIVED BY FEDERAL AGENCY:</b>	<b>1. TYPE OF SUBMISSION:</b> Application <input checked="" type="checkbox"/> Non-Construction  <b>STATE APPLICATION IDENTIFIER:</b> N/A
<b>5. APPLICATION INFORMATION</b>			
<b>LEGAL NAME:</b> Zoological Society of Cincinnati <b>UEI NUMBER:</b> GTQ4LXSFJ5 <b>DUNS NUMBER:</b> 071283808		<b>NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):</b> <b>NAME:</b> Sarah Elam <b>TELEPHONE NUMBER:</b> (513) 487-7765 <b>FAX NUMBER:</b> <b>INTERNET E-MAIL ADDRESS:</b> sarah.elam@cincinnatizoo.org	
<b>ADDRESS (give street address, city, state, zip code and county):</b> 3400 Vine St. Cincinnati OH 45220 - 1399 County: Hamilton			
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 310537171		<b>7. TYPE OF APPLICANT:</b> 7a. Non-Profit 7b.	
<b>8. TYPE OF APPLICATION (Check appropriate box).</b> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/>			
A. AUGMENTATION      B. BUDGET REVISION  C. NO COST EXTENSION      D. OTHER (specify below):			
<b>9. NAME OF FEDERAL AGENCY:</b> <b>Corporation for National and Community Service</b>			
<b>10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> 94.006 <b>10b. TITLE:</b> AmeriCorps State		<b>11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> Cincinnati Zoo Unto Others- AmeriCorps Community Service	
<b>12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):</b> Cincinnati, Hamilton County, OH		<b>11.b. CNCS PROGRAM INITIATIVE (IF ANY):</b>	
<b>13. PROPOSED PROJECT:</b> START DATE: 09/01/22      END DATE: 07/31/23		<b>14. CONGRESSIONAL DISTRICT OF:</b> a.Applicant <input type="checkbox"/> b.Program <input type="checkbox"/> OH 01	
<b>15. ESTIMATED FUNDING:</b> Year #: <input type="checkbox"/> 1		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b> <input type="checkbox"/> YES. THIS PRE APPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL      \$ 326,745.00 b. APPLICANT      \$ 200,652.00 c. STATE      \$ 0.00 d. LOCAL      \$ 0.00 e. OTHER      \$ 0.00 f. PROGRAM INCOME      \$ 0.00 g. TOTAL      \$ 527,397.00		<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
<b>a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:</b> Sarah Elam		<b>b. TITLE:</b>	
<b>d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:</b>		<b>c. TELEPHONE NUMBER:</b> (513) 487-7765	
		<b>e. DATE SIGNED:</b> 04/06/22	

# DRAFT

## Narratives

### Executive Summary

The Zoological Society of Cincinnati (dba Cincinnati Zoo & Botanical Garden] proposes to have 19 AmeriCorps members who will provide quality STEM education to economically disadvantaged PreK-12 students and their teachers to improve student attitudes toward the science process (inquiry) and to engage Zoo visitors and community members in environmentally conscious practices and behaviors to improve knowledge and encourage behavior change in the Cincinnati Zoo & Botanical Garden. At the end of the first program year, the AmeriCorps members will be responsible for 1.) Collecting survey data from 1,800 LCEAF student survey respondents participating in CZBG STEM programs, with total annual attendance being 35,000; 1,350 students demonstrating an increase in positive attitude towards the science process; 2) engaging 115 teachers in inquiry-based professional development; 3) providing extracurricular STEM programs to 25 children experiencing developmental disabilities; 4) delivering conservation knowledge and information about environmentally sustainable practices to 415,800 Zoo visitors and increasing the intent to change behavior for these Zoo visitors; and 5) collect, generate, analyze, and review science communication based on research-related initiatives and data, while summarizing data through reports and informing industry best practices. In addition, the AmeriCorps members will leverage 600 volunteers who will be engaged in community conservation events and garden education training events.

This program will focus on the AmeriCorps focus areas of education and environmental stewardship. The AmeriCorps investment of \$326,745 will be matched with \$200,625 in private funding.

### Rationale and Approach/Program Design

#### PROGRAM DESIGN

To address the needs of our community, The Cincinnati Zoo & Botanical Garden (CZBG) AmeriCorps program will: 1) Provide quality Science, Technology, Engineering, and Mathematics (STEM) education to economically disadvantaged PreK-12 students and their teachers to improve science literacy and student engagement (ED1, ED27C), and 2) engage Zoo visitors, community members, and volunteers in environmentally conscious practices and behaviors to improve knowledge and encourage behavior change (EN3, EN 3.2).

**THEORY OF CHANGE - PROBLEM/NEED:** Education ↗ Most public-school students in Cincinnati are economically disadvantaged and have been inequitably impacted by the COVID-19 pandemic when compared with their suburban peers. Because of CZBG's expertise in animal, plant,

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## Narratives

environmental education, and inquiry-based learning that serves 350,000 students and teachers each year, we are uniquely positioned to provide academic program support to Cincinnati Public School (CPS) teachers and students. As CZBG's home district, 82% of CPS's 37,000 students qualify for free and/or reduced-price lunch based on household income. Ohio school report card data (Oct 2021) showed statewide drops in student performance (science, math, language arts, and English), enrollment, and attendance due to COVID-19. Unfortunately, CPS was one of two of the largest drops in the region. Youth poverty rates and lower CPS test scores at these under-performing and under-resourced schools mean teachers need support and hands-on science training to give their students more science-based opportunities to grow. As the leading informal science education institution in southern Ohio, CZBG is an ideal "living classroom," providing essential support for teachers and students that can help them meet and exceed state academic standards. A further complication is that for the last two decades, public school budgets have been stressed by various factors (diminishing property values, tax revenue reductions, etc.) and as a result, "extra" in- and out-of-classroom experiences for students are often limited or cancelled. In response, the Zoo created the Living Classroom Education Access Fund (LCEAF), which provides free or reduced-cost programs to public schools with 50% or more students who qualify for free/reduced lunch program. Since its inception in 2012, LCEAF has impacted 150,000 disadvantaged and at-risk school children through quality STEM programs provided by CZBG, free of charge. The COVID-19 pandemic created more obstacles for schools, as they turned to virtual learning to address the academic, social, and emotional needs of students. In Cincinnati, only 32% of teachers working with economically disadvantaged students currently take advantage of CZBG's STEM education resources through LCEAF. An extension of the Zoo's Americorps program will support vital virtual and in-person opportunities for students and teachers.

**INPUTS/ACTIVITIES:** Education ↴ Of the 19-total proposed AmeriCorps Member positions, 9 MSYs would be committed to Performance Measures ED1A and ED27C. Member activities will include providing STEM programming to economically disadvantaged schools (pre-K-12) through LCEAF, supporting students in attending field trips and expanding extracurricular opportunities, teaching Close Encounters, creating self-guided activities, participating in Virtual Zoo on the Move (VZOTM), and instructing classes. In addition to serving students, members will engage LCEAF teachers in inquiry-based Professional Development (PD). Members will also provide STEM education to economically disadvantaged youth in Avondale, CZBG's community. Our focus is not only economically disadvantaged students, but youth experiencing developmental disabilities in our

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## Narratives

Education for All effort; this initiative is inspired by our Access for All program, a partnership with Cincinnati Children's Hospital Medical Center, to be most accessible, inclusive Zoo for those with developmental disabilities and their families.

**OUTPUTS AND OUTCOMES:** Education The 9 MSYs will directly serve economically disadvantaged LCEAF students, targeting 1,800 survey respondents. Total annual LCEAF program attendance goal is 35,000 from June 30, 2022 to July 31, 2023. And of those 1,800, the goal is for 1,350 students at a 75% rate to demonstrate a positive shift of 1 Likert point in their post retrospective survey to show an increase in positive attitude towards science processes. STEM programs offered by AmeriCorps members are all taught from Ohio standards-based curriculum. Through teaching STEM programming and administering surveys, the goal is for students to show improvement in science literacy and the process is inquiry-based learning, increased academic engagement in school, as well as an increased awareness of the natural world. Members will also engage 115 economically disadvantaged children in CZBG's home community, Avondale, in the year-round programs Nature Club and Summer Scholars Enrichment Camp, including administering post-retrospective surveys to measure the increase of positive attitude toward inquiry for all 115 served. Within Education for All, members will engage 25 youth, with a goal of 15 youth demonstrating increased positive attitudes towards science-based learning via in-class and post-class surveys. Through this programming, it's hopeful these youth will be consistently exposed to nature in a safe, supported learning space.

Members will also engage 30 LCEAF teachers in PD workshops, with the goal of 10 teachers reporting intent to incorporate inquiry into their permanent classroom curriculum. And 15 teachers will be engaged in specialized focus groups designed to improve the effectiveness of programs. AmeriCorps members teaching STEM programs to economically disadvantaged students and training teachers to utilize inquiry, will increase positive attitudes toward science and improve student academic engagement.

**EVIDENCE BASE:** Education The National Research Council's 2005 report *How Students Learn Science in the Classroom* indicates that a deep understanding of science is grounded in doing science; and, CZBG has collected preliminary evidence from teachers and students through post-visit surveys assessing LCEAF program content and learning. K-12 students are surveyed after their LCEAF Zoo program to measure their attitude and engagement in the science process. A retrospective post-survey has been selected for this measurement to eliminate the response-shift effect of a pre-, post-survey by measuring attitudes at one point in time. The retrospective post-survey design can reduce response shift and may provide a more accurate measure of change; there is evidence that this design is no

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## Narratives

more susceptible to social desirability. This survey contains 10 questions on how students feel about science inquiry before and after their program, set on a 5-point Likert scale. Students show an increase of one or more Likert points (indicating an increase in positive feelings about science inquiry) when comparing before and after questions. Surveys are formatted in three age-appropriate versions, developed based on teacher feedback. This quantitative evidence demonstrates for those students that a Zoo STEM program has positively changed attitudes toward the science process of inquiry. It's proven that students receiving inquiry-based education demonstrate a significant improvement in science literacy and process skills (Gormally, 2009). Prior to 2016, only 19% of LCEAF teachers registered their students for STEM Close Encounter animal programs, and 45% utilized STEM self-guided activities provided by CZBG during their field trips. With the support of our AmeriCorps members CZBG has seen participation in programs and activities increased by an average of 19%. In 2020, six LCEAF teachers attended an inquiry-based PD workshop facilitated by members and a post-survey was developed for participants to measure teachers' intention to use what they learned about inquiry in their work. All survey respondents selected a 9/10 on a 10-point Likert scale, with 10 representing "I will definitely be applying what I learned in my education work." This evidence demonstrates success of the intent to apply inquiry in classrooms.

**THEORY OF CHANGE - PROBLEM/NEED:** Environmental Stewardship ; A secondary program focus of Environmental Stewardship ties into CZBG's desire to enhance our success at engaging visitors and community members in environmentally conscious practices, particularly within the Zoo's neighborhood of Avondale. In 2017, more than half (51%) of the Avondale population live below the poverty level (Report, 2020). Additionally, there is growing evidence to suggest that exposure to natural environments can be associated with mental health benefits, including that proximity to greenspace has been associated with lower levels of stress, reduced symptomology for depression and anxiety, and that interacting with nature can improve cognition for children with attention deficits (Pearson, 2014). As a good neighbor, CZBG is dedicated to supporting and expanding efforts that engage our community through environmental education, as well as the creation of healthy green spaces for people and wildlife. A multi-year, nationwide study on the impacts of a visit to a zoo or aquarium found that visitors believe zoos and aquariums play an important role in conservation education (Assessment, 2007). Visits to accredited zoos and aquariums prompt individuals to reconsider their role in environmental issues, as well as seeing themselves as part of the solution. CZBG has evidence of our successful visitor engagement efforts in conservation education and action; however, there is room to grow by more effectively and consistently providing

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## Narratives

information through environmental education, creating pollinator habitats and maintaining green spaces, communicating sustainability, collecting and modeling conservation data research, and more. With nearly 2 million visitors per year, more than 500 animal species and 3,000 plant species, CZBG hosts one of the largest Zoo collections in the county; furthermore, CZBG has a tremendous opportunity to engage visitors by modeling the way in sustainability, conservation, and research. Since 2010, CZBG has been widely recognized as "The Greenest Zoo in America," and has successfully implemented some of the best green facility practices in the country, but has experienced challenges in inspiring our millions of visitors to implement sustainable practices in their own lives. AmeriCorps members are essential to helping engage Zoo visitors, volunteers, and our local community with environmental messaging and service opportunities, and inspiring them to adopt environmentally sustainable behaviors.

**INPUTS/ACTIVITIES:** Environmental Stewardship -- Of the 19 proposed member positions, 10 MSYs will be committed to Performance Measures EN3 and EN3.2. These members will be dedicated to engaging Zoo visitors, the community, and volunteers in sustainable behaviors centered on the continuation of our conservation campaigns, as well as expanding efforts to create healthy green spaces for people and wildlife. Members will incorporate and deliver messages through Wild Encounter (WE) programs designed to engage the public in conservation education; this program typically reaches over 750,000 visitors annually. Members will also evaluate effective ways to communicate environmental messages modeled by the Zoo to visitors including; reducing water consumption, utilizing solar energy, animal welfare trends, showcasing global conservation on a community level, and more. Members will also coordinate and coach ZooTeens, as well as facilitate service opportunities for community members, program families, and volunteers for a collective impact on green spaces.

**OUTPUTS AND OUTCOMES:** Environmental Stewardship -- These 10 full-time members will directly serve 415,800 visitors. Each service term, members will deliver evidence-based environmental messaging, global conservation initiatives, and sustainability practices, and visitors encounters through WE, the Conservation Impact Program, and the Facilities team by facilitating 300 visitor polls, supporting 250 ZooTeens, administering 300 visitor surveys, and hosting 100 sustainability tours. Members will engage at least 600 individuals through volunteer events, for a total of 17 different conservation-based events each service year. Volunteer opportunities include community conservation events for CZBG education program families and ZooTeens, as well as garden education training events. Examples of community events include maintaining community gardens, removing

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## Narratives

invasive plant species, citizen science projects like FrogWatch, and more. Citizen science refers to research collaborations between scientists and volunteers that expand opportunities for data collection; volunteers follow protocols, while data is used to answer research questions. And, to create comprehensive, cohesive, and holistic data collection models, members will collect varieties of data and synthesize reports, summaries, and evaluations to not only inform the industry, but to facilitate communication for the community, visitors, and volunteers. Members will collect data such as hormone assays and plates, animal observations, sustainability data on water consumption, solar power, net-zero waste, visitor experience dimensions, and conservation actions.

**EVIDENCE BASE:** Environmental Stewardship -- Since 2012, the Zoo has built a body of preliminary evidence on environmental messaging through reflective tracking surveys with our visitors. CZBG collaborated with Dr. Joe E. Heimlich through the Lifelong Learning Group (LLG) at the Center for Science and Industry (COSI) to conduct a summative evaluation of this project, with a focus on the impact of visitor engagement efforts. This evaluation used an exit interview and self-complete questionnaire and proved to be very successful at connecting visitors to conservation messages. In their surveys, 63% of visitors referenced conservation, and the outcome of "intention to take action" was rated with agreement by 88%. This study supports our visitor engagement efforts by demonstrating that conservation messages are received by our visitors. In 2021, our Community Impact AmeriCorps Member surveyed 119 individuals and 87% of individuals indicated an increase in environmental stewardship intention, and a majority concluded that they felt inspired to take conservation action in their communities. We're hopeful and inspired to guide and support AmeriCorps members in inspiring individuals with wildlife and influencing behavior change or intent to change behavior regarding environmental and conservation efforts. And with a variety of new service initiatives this grant cycle, the volume of data collected, communicated, and disseminated will influence industry, community modeling, and the experiences families have at the Cincinnati Zoo.

### MEMBER EXPERIENCE

CZBG places a strong emphasis on the individual PD of service members. At the start of service, members participate in a five-day orientation and throughout the year, CZBG hosts monthly, eight-hour In-Service training days. Our program strives to offer members tools related to conservation communication, PD, environmental education, and seasonal service opportunities, with the intention that members become modern professionals and improve their interpretation, inquiry, and naturalist skills. For National Days of Service, members will participate in service-related activities; in the past these activities have included educational holiday camps and collaborations with other Cincinnati-

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## Narratives

local service sites. All of our members are encouraged to participate in leadership opportunities they find interesting, meaningful, and significant to their service. CZBG has a strong commitment to diversity recruitment, including supporting this in AmeriCorps. One of the Zoo's strategic goals includes Diversity, Equity, Access, and Inclusion (DEAI) and our AmeriCorps program will model this initiative. Our diversity recruitment goals include increasing our cohort diversity 20% in year one, recruiting 40% more diverse applicants, and preparing Zoo staff to work with diverse members. We plan to recruit from traditionally black colleges/universities, local communities, and with BIPOC conservation professionals.

### Organizational Capability

CZBG is well prepared to recruit and train 19 creative, enthusiastic, diverse individuals. We have a proven track record of compliance with AmeriCorps rules and regulations, including those related to prohibited and unallowable activities. We have the internal financial capacity to manage large federal grants, as evidenced by our Financial Management Survey. CZBG's HR Director, CFO, Director of Education, AmeriCorps Program Manager, and all AmeriCorps Supervisors are all involved in the monitoring and compliance of the AmeriCorps program. The Program Manager is responsible for all ServeOhio reporting requirements. CZBG is the sole service site and has a 1:1 ratio of AmeriCorps members to supervisors, with all on site and available to members daily. And, plans are in place to regularly collect data related to performance measures, reviewed monthly by program staff. Members are onboarded with guidance on data collection with a variety of tools. Each program has detailed data collection tools related to AmeriCorps measures and monthly data reviews will occur between members and supervisors. Members are also required to create and submit mid-year and end-of-year data reports, summarizing monthly data collection. Supervisors, staff, and Zoo leadership are invested in learning outcomes from performance measures to improve programming for both participant and member experiences. For the 2021-2022 program year, the CZBG AmeriCorps program was evaluated at *low risk* from ServeOhio's Risk Assessment Analysis.

### Cost Effectiveness and Budget Adequacy

See budget.

### Evaluation Summary or Plan

N/A

### Amendment Justification

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## Narratives

N/A

### Clarification Summary

N/A

### Continuation Changes

N/A

### Grant Characteristics

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## Performance Measures

**MSYs by Focus Area**

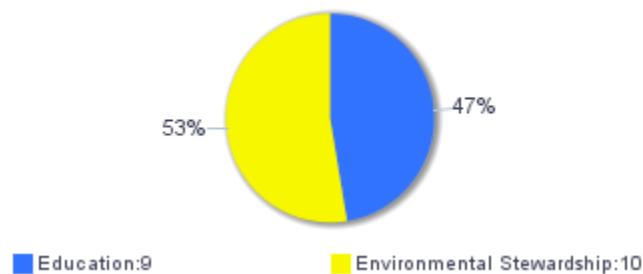


Table1: MSYs by Focus Areas

**MSYs by Objective**

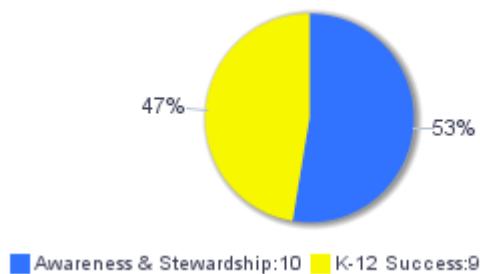


Table2: MSYs by Objectives

**% of MSY NPM VS Applicant VS Not in ANY**

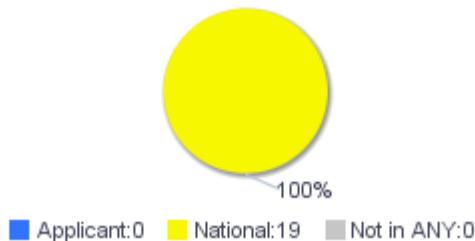


Table3: %MSYs by NPM vs.Applicant vs. Not in ANY

% MSYs	NPM	Applicant	Not in ANY
100%		0%	0%

Table4: No of MSY and Members by Objective

Objectives	No of MSYs	No of Members
Awareness & Stewardship	10.00	10
K- 12 Success	9.00	9
Total	19.00	19

Primary Focus Area: Education

Primary Intervention: Other Classroom Support

Secondary Focus Area: Environmental Stewardship

Secondary Intervention: Other

# DRAFT

Performance Measure: The Living Classroom Education Access Fund STEM Education

Focus Area:	Education	Objective:	K- 12 Success	No of MSY's:	9.00	No of Members:	9
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Problem Statement:

Poor science literacy and academic engagement as evidenced by low science proficiency test scores in economically disadvantaged schools and challenges offering STEM programming to youth with developmental disabilities. And, that deep understanding of science is grounded in doing science. LCEAF teachers desire further training on engaging students with the scientific process: inquiry. And, negligible participation from economically disadvantaged Rockdale Academy Students and Avondale residents in CZBG extra- curricular STEM programs. Offering STEM programming to youth with developmental disabilities within a Zoo education setting, while providing learning in a safe, supported environment.

Selected Interventions:

Other Classroom Support

Describe Interventions:

Members will provide STEM programming to economically disadvantaged schools (prek- 12 students) through the Living Classroom Education Access Fund (LCEAF). Activities include operational support, instruction, and activities with program lengths and times varying through the service and school year. Post retrospective surveys will be administered per class and this survey will measure improved attitude and therefore academic engagement toward the science process (inquiry).

Members will help to facilitate inquiry- based professional development to LCEAF teachers to support their use of science inquiry in the classroom. A one- day 6- hour workshop will be offered. Members will provide STEM programming to economically disadvantaged youth in Rockdale Academy and Avondale residents work to eliminate barriers to participation. Nature Club and Summer Camp are varying lengths year- round. And, a member will be dedicated to supporting Education for All initiatives, focusing on developmental disabilities. Member will work with various programs to bring knowledge to create dynamic experiences for all participants. All interventions will be measured with post- retrospective surveys.

ED1A Output:

ED1A: Number of individuals served

Target: 1970 Individuals

Measured By: Other

Described Instrument: An attendance log will keep count of all LCEAF students participating in a STEM- supported education program. We have set a target goal of serving 1,800 LCEAF students with STEM programs, with a focus on teaching the process of inquiry. We are confident this goal can be met with the help of AmeriCorps and the planning assistance they will offer to every LCEAF teacher. After the program, students will receive post retrospective surveys from each student who completes their STEM program to measure change in attitude toward science process (inquiry) and academic engagement. The number of surveys returned will signal their completion of the STEM program and be counted as the number of

# DRAFT

Performance Measure: The Living Classroom Education Access Fund STEM Education

Problem Statement:

Selected Interventions:

Other Classroom Support

Described Instrument: individuals served in this measure.

ED27C Outcome:

ED27C: Number of students with improved academic engagement or social- emotional skills

Target: 1490 Students

Measured By: Survey

Described Instrument: A post retrospective survey will be administered by LCEAF teachers to all a target goal of 1,800 students receiving funding to visit the Zoo and will measure student attitude change toward science process. Target outcome will be that 1,350 (75%) out of 1,800 LCEAF students who have completed a STEM program will demonstrate an increased positive attitude towards science process, with an attendance goal of 35,000 from July 1, 2022 – June 30, 2023. These 1,350 LCEAF students will demonstrate a positive shift of at least 1 likert point in their post retrospective test to show increase in positive attitude toward science process. This goal has been selected by the Zoo Education Department based on our previous years of the AmeriCorps program, Cincinnati Zoo Unto Others. Post retrospective survey will measure change in attitudes of LCEAF students towards science process. The post retrospective survey will total 5 questions and each question will be based on a 5 point likert scale. This survey method has been chosen over a traditional pre/post because it eliminates the response shift effect in participants by measuring attitude at one point in time. Additionally this survey method requires one test, making it reasonable for educators to administer and AmeriCorps members to process. Post retrospective surveys will be utilized for all programs.

# DRAFT

Performance Measure: Visitor Engagement in Conservation and Volunteer Engagement

Focus Area:	Environmental Stewardship	Objective:	Awareness & Stewardship	No of MSY's:	10.00	No of Members:	10
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Problem Statement:

Zoo visitors care about the environment and look to the Zoo to model sustainable behaviors. AmeriCorps members will allow us to more consistently and effectively model sustainable behaviors for CZBG visitors and community members. Zoo visitors, volunteers, and community members want to help protect the environment but are unsure how to get involved and uncertain about the impact they can have just as one individual. And, CZBG lacks a comprehensive, holistic data collection model that creates departmental collaborative connectivity, along with content creation related to conservation science, animal welfare science, sustainability, & visitor experience.

Selected Interventions:

Education/Training

Describe Interventions:

Members will evaluate and deliver effective ways to communicate environmental messages modeled by the Zoo to visitors and community members. This will occur year round, 7 days a week during Zoo operation hours, differing by season. Volunteers will be engaged in conservation- related events and be given post- retrospective surveys to assess behavior change. Members will also generate data from 100 hormone assay runs, observe 50 animal observations daily, and produce 40 sustainability reports. Members will collect visitor surveys. Members will collect visitor data, which includes attitude shift, & intention to participate in conservation actions. Data collection and analysis using proven methodology will be applied. Data collection initiatives will include a summary and evaluation. Zoo staff become more proficient in research structures, engage in cross collaborations, and evaluate mission- related research.

EN3 Output:

EN3: Number of individuals receiving education or training in environmental stewardship

Target: 416400 Individuals

Measured By: Other

Described Instrument: A count of all participants will be kept with a target of serving 415,800 individuals in one year with evidence- based environmental messaging, as well as serving 600 volunteers. Members will deliver evidence- based environmental messaging training to ZooTeens, who will impact 15,000 visitors. Wild Encounter members will reach 400,000 visitors. Members will facilitate/host 100 sustainability tours, reaching 500 visitors. Members will facilitate 300 visitor surveys related to global conservation efforts.

EN3.2 Outcome:

EN3.2: Number of individuals reporting a change in behavior or intention to change behavior

Target: 208200 Individuals

# DRAFT

Performance Measure: Visitor Engagement in Conservation and Volunteer Engagement

Problem Statement:

Selected Interventions:

Target: 208200 Individuals

Measured By: Other

Described Instrument: Members will collect data based on visitor interaction within Wild Encounters by facilitating 300 visitor polls, including chats, encounters, and stations. Also, 150 visitors out of 300 surveys will indicate intention to change their behaviors and participate in conservation actions. And, of our goal to engage 600 volunteers, members will strive for 200 individuals reporting change in behavior or intent to change behavior to better protect the environment.

# DRAFT

## Program Information

### AmeriCorps Funding Priorities

\*Check any priority area(s) that apply to the proposed program. In order to receive priority consideration, applicants must demonstrate that the priority area is a significant part of the program focus, high quality program design, and outcomes.

Environmental stewardship  
and climate change

#### Grant Characteristics

\*Check any characteristics that are a significant part of the proposed program.

STEM Program, Geographic  
Focus- Urban

# DRAFT

## Demographics

Other Revenue Funds	0
Number of volunteers generated by AmeriCorps members	500
Percent of disadvantaged youth enrolled	0

# DRAFT

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Already on File at CNCS
Labor Union Concurrence	Not Applicable
Other Documents	Already on File at CNCS

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.
Poor Science literacy and academic engagement as evidenced by low science proficiency scores from students in economically disadvantaged schools.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 8 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	Members will provide STEM programming to economically disadvantaged schools (prek-12 students) through the Living Classroom Education Access Fund (LCEAF). Activities include support & instruction. Program times vary.	Collect survey data from 1,800 LCEAF student survey respondents after they participate in CZBG STEM program types, (ED1A), with an attendance goal of 35,000 from July 1, 2022 & June 30, 2023.	1,350 out of 1,800 LCEAF students will demonstrate a positive shift of 1 Likert point in their post retrospective survey to show an increase in positive attitude towards the science process (ED27C).	Students will show improvement in science literacy and academic engagement in school.	Students will show increased engagement in, and appreciation for science.
A deep understanding of science is grounded in doing science. LCEAF teachers desire further training on engaging students with the scientific	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 3 AmeriCorps members serving full time, starting Sept. 1, 2022 and	Members will help to facilitate inquiry-based professional development to LCEAF teachers to support their use of science inquiry in the classroom. A one-day 6-hour	Engage at least 30 LCEAF teachers through professional development (PD) workshops. And, engage 15 LCEAF teachers in a focus group.	10 LCEAF teachers will incorporate inquiry into curriculum. Improve the effectiveness of LCEAF programs through the incorporation of inquiry education, as well as feel	Teachers make affirming statements to change their techniques and curriculum through the incorporation of inquiry education, as well as feel	Teachers state an increased confidence in scientific literacy as it relates to the scientific method and confidence teaching inquiry. Increased implementation of

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
process: inquiry.	ending July 31, 2023.	workshop will be offered.		feedback by LCEAF focus group teachers.	supported and confident in the process.	participatory learning.
Negligible participation from economically disadvantaged Rockdale Academy Students and Avondale residents in CZBG extra-curricular STEM programs.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 3 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	Members will provide STEM programming to economically disadvantaged youth in Rockdale Academy and Avondale residents to work to eliminate participation barriers. Nature Club & Summer Camp lengths vary.	Engage 115 economically disadvantaged children in the Avondale community in year-round programming at the Zoo through LCEAF.	Increase the positive attitude toward science process for all children served, measured through post-retrospective surveys. Also, increase positive attitude from Avondale to CZBG.	Participating youth will demonstrate an improved connection to nature by creating a sense of place and ecosystem understanding.	Youth demonstrate environmental stewardship behaviors through connecting to the outdoors and the community garden.
Offering STEM programming to youth with developmental disabilities within a Zoo education setting, while providing learning in a supported environment.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 1 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	A member will be dedicated to supporting Education for All initiatives, focusing on developmental disabilities, working with programs to bring knowledge to create dynamic experiences for all participants.	Engage 25 youth experiencing developmental disabilities challenges with year-round education programming at CZBG.	15 youth will demonstrate increased positive attitudes towards educational nature-based learning. In-class & post-class assessments used to measure increased engagement.	Youth with developmental disabilities will consistently be exposed to nature, the environment, and learning in a safe and supported environment.	Students will show increased engagement and awareness in the natural world.
Zoo visitors care about the environment and look to CZBG to model sustainable behaviors. CZBG needs support in consistently and effectively modeling sustainable behaviors for the community and visitors.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 4 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	Members will create, deliver, and evaluate environmental messages and communication by CZBG to visitors throughout the Zoo. During a 7-hour day, they will have meaningful engagement through Wild	Members will deliver evidence-based environmental messaging training to ZooTeens, who will impact 15,000 visitors. Wild Encounter members will reach 400,000 visitors. Members will host 100 sustainability tours,	Members will collect data on visitor interaction within Wild Encounters by facilitating 300 visitor polls, encompassing chats, encounters, stations. 50% of those surveyed will indicate intention to change their behaviors and	Visitors will receive environmental messaging that encourages conservation & sustainability behaviors. ZooTeens will be inspired to add a new environmentally sustainable behavior. Visitors will show increase in	Increase sustainable practices across the community that are connected to Zoo efforts. Increasing community support for sustainability and prioritization/patronage of organizations who are sustainable following the Zoo's

## Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
		Encounters, who reach 750,000 visitors annually.	for 500 visitors. Members will facilitate 300 visitor surveys related to global conservation. (EN3).	participate in conservation actions (EN3.2).	confidence, self-efficacy, intention to participate in sustainable behaviors learned from CZBG.	lead.
Zoo visitors, volunteers, and community members want to help protect the environment but are unsure how to get involved and uncertain about the impact they can have just as one individual.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 5 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	Members will coordinate programs that provide environmental service opportunities for volunteers, education program families, ZooTeens, and the community in a variety of forms: volunteer, community, gardening events. In one year, 250 ZooTeens will receive 10 environmental training hours.	In 11 months, engage a minimum of 600 volunteers, ZooTeens, and community members through events, programs, and activities. Host 6 community events focused on environmental/conservation themes, 5 community events for ZooTeens, & 6 garden education training events (EN3).	200 of 600 individuals engaged in environmental service activities will report change/intent to change behavior to better protect the environment, by post-event surveys. 75 out of 250 ZooTeens will report increased knowledge and confidence in environmental messaging. (EN3.2).	Zoo visitors, volunteers, and community members will express an interest in increasing their active participation in specific pro-environment behaviors.	Individuals will express a desire to create change in their community related to the environment.
CZBG lacks a comprehensive, holistic data collection model that creates departmental collaborative connectivity, and conservation science content, animal welfare science, sustainability, & visitor experience.	1 service location and 1 site at the Cincinnati Zoo & Botanical Garden (CZBG). 5 AmeriCorps members serving full time, starting Sept. 1, 2022 and ending July 31, 2023.	Members will collect, analyze, review, summarize, and generate science communication based on research-related initiatives, including the Center for Conservation and Research of Endangered Wildlife, Sustainability, Global Conservation, and Animal Excellence Research.	Members will generate data from 100 hormone assay runs, observe 50 animal observations daily, & produce 40 sustainability reports. Members will collect visitor surveys & visitor data, which includes attitude shift, & intention to participate in conservation actions.	Data collection and analysis using proven methodology will be applied. Data collection initiatives will include a summary and evaluation. Zoo staff become more proficient in research structures, engage in cross collaborations, and evaluate mission-related research.	Deepen the impact and progress towards positive environmental outcomes through data driven action, standardize practices to support animal welfare in Zoos, and inform conservation research best practices. Evaluate research results & implement change to improve programs.	Zoo shares research results and data collection models with our community through research reports, press releases, communication campaigns, scientific publications, and more.

## Budget Narrative: Cincinnati Zoo Unto Others- AmeriCorps Community Service for Zoological Society of Cincinnati

### Section I. Program Operating Costs

#### A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Manager: - 1 person(s) at 45000 each x 100 % usage	27,900	17,100	45,000
<b>Category Totals</b>	27,900	17,100	45,000

#### B. Personnel Fringe Benefits

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Fringe Benefits:	7,521	4,610	12,131
<b>Category Totals</b>	7,521	4,610	12,131

#### C. Travel

##### Staff Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	380	620	1,000
<b>Category Totals</b>	380	620	1,000

##### Member Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Member Travel:	385	236	621
<b>Category Totals</b>	385	236	621

#### D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

#### E. Supplies

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Supplies:	742	455	1,197
<b>Category Totals</b>	742	455	1,197

#### F. Contractual and Consultant Services

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## G. Training

### Staff Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Staff Training: - Daily Rate of 0	402	247	649
<b>Category Totals</b>	402	247	649

### Member Training

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
Member Training: - Daily Rate of 0	93	57	150
<b>Category Totals</b>	93	57	150

## H. Evaluation

Purpose -Calculation -Daily Rate	CNCS Share	Grantee Share	Total Amount
<b>Category Totals</b>	0	0	0

## I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Other Operating Expenses:	1,954	1,198	3,152
<b>Category Totals</b>	1,954	1,198	3,152
<b>Section Totals</b>	39,377	24,523	63,900
<b>PERCENTAGE</b>	62%	38%	

## Section II. Member Costs

### A. Living Allowance

Item -# Mbrs w/ Allow -Allowance Rate -# Mbrs w/o Allow	CNCS Share	Grantee Share	Total Amount
Full Time (1700 hrs): 19 Member(s) at a rate of 20000 each Members W/O allowance 0	235,600	144,400	380,000
Three Quarter Time (1200 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
1-Year Half Time (900 hours): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (1st Year): Member(s) at a rate of each Members W/O allowance	0	0	0
2-Year Half Time (2nd Year): Member(s) at a rate of each	0	0	0

Members W/O allowance			
Reduced Half Time (675 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Quarter Time (450 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Minimum Time (300 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
Abbreviated Time (100 hrs): Member(s) at a rate of each Members W/O allowance	0	0	0
<b>Category Totals</b>	235,600	144,400	380,000

## B. Member Support Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
FICA for Members:	18,023	11,047	29,070
Worker's Compensation:	2,592	1,588	4,180
Health Care:	22,298	13,666	35,964
<b>Category Totals</b>	42,913	26,301	69,214
<b>Section Totals</b>	278,513	170,701	449,214
<b>PERCENTAGE</b>	62%	38%	

## Section III. Administrative/Indirect Costs

### A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
Commission Fixed Amount:	0	0	0
<b>Category Totals</b>	0	0	0

### B. Federally Approved Indirect Cost Rate

Calculation -Cost Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount
Provisional: Salaries and Benefits: Rate based on proposed ICR of 58% which the basis is total direct salaries and wages, including fringe benefits. CZBG is choosing to apply only a 25% ICR. with a rate of 58 and a rate claimed of 25	8,855	5,428	14,283
<b>Category Totals</b>	8,855	5,428	14,283
<b>Section Totals</b>	8,855	5,428	14,283
<b>PERCENTAGE</b>	62%	38%	

<b>Budget Totals</b>	326,745	200,652	527,397
<b>PERCENTAGE</b>	62%	38%	

<b>Required Match</b>		0%	
<b>Total MSYs</b>	19.00		
<b>Cost/MSY</b>	17,197		

## Source of Funds

Section	Match Description	Amount	Classification	Source
Source of Funds	Matching funds will be provided in cash from the general operating budget of the Zoological Society of Cincinnati. The source of funds is secured.	201,591	Cash	Private
Total Source of Funds		201,591		