

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



## 2019-2020 AmeriCorps College Access Corps

### Full-Time AmeriCorps Host Site Request for Proposals (RFP)



**Campus Compact**  

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**Oregon**

#### Equal Opportunity and Non-discrimination

Western Washington University/Washington Campus Compact and sub-granted campus programs, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces equal opportunity, diversity and inclusiveness does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information and veteran status in its programs or activities, including employment, admissions, and educational programs. See Western's Policy on Ensuring Equal Opportunity and Prohibiting Discrimination and Retaliation (POL-U1600.02): <http://www.wvu.edu/policies/policy1000.shtml>

As such, the subcontracted campus programs agree not to discriminate against any client, student, employee, or applicant for employment or services in administering personnel actions such as employment, promotion, demotion, transfer, recruitment, layoff, termination, compensation and training opportunities, on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), age, disability, marital status, sexual orientation, gender identity and expression, genetic information and veteran status.

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## Application and Recruitment Timeline

College Access Corps RFP Release	Monday, <b>February 4</b> , 2019
Letter of Intent Due	Friday, <b>February 22</b> , 2019
RFP Due	Friday, <b>March 15</b> , 2019
Site Agreements and Invoices Released	Monday, <b>April 1</b> , 2019
Site Agreement Due	Friday, <b>April 26</b> , 2019
<b>Required Supervisor Orientation (morning or afternoon session)</b>	<b>TBD in late April/early May</b>
Recruitment Opens	Wednesday, <b>May 1</b> , 2019
Cost Share Due (cash match and membership dues)	Monday, <b>June 3</b> , 2019
Recruitment Closes	Friday, <b>August 16</b> , 2019 or when position is filled
Supervisor/Member Pre-Service Orientation (PSO)	Thursday, <b>September 3</b> , 2019 9:00am-5:00pm
Member Start Date on Site	Friday, <b>September 4</b> , 2019
Fall In-Service Training (IST) for Members	<b>September TBD</b> , 2019

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## What is Campus Compact of Oregon?

### OUR MISSION

Campus Compact of Oregon convenes and supports the work of educational institutions individually and collectively to improve their practice around institutional equity, collaborative learning, and community engagement to respond effectively to a racially diverse and changing Oregon.

### OUR VISION

Our members provide inclusive and equitable learning opportunities that strengthen communities and empower our students to be agents for positive change.

### OUR CORE THEMES

In order to create a thriving society that draws upon our common humanity and cultural wealth, we embrace the following core themes:

**Collaborative Learning** (*learning together differently*)  
**Equity & Racial Justice** (*working together differently*)  
**Partnership** (*creating a different impact, together*)

### OUR CONTEXT

Campus Compact was founded in 1986 by the presidents of Brown University, Georgetown University and Stanford University to advance the public purpose of colleges and universities. Campus Compact of Oregon was founded in 1996 by the presidents of Portland State University and Willamette University with a focused mission to support the development of service and civic engagement on college and university campuses in Oregon. As the largest network of higher education in the state and the only nonprofit representing two-year, four-year, public and private colleges and universities, we continue our work to deepen community and civic engagement and collaborative learning both on- and off-campus. Now our focus also embraces creating social capital and civic agency as we address educational inequities and together build thriving communities in Oregon. More information about Campus Compact is available at <http://www.oregoncampuscompact.org/>.

## What is AmeriCorps?

AmeriCorps is a program of the Corporation for National and Community Service (CNCS), an independent federal agency whose mission is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. AmeriCorps is made up of three main programs: AmeriCorps State and National, AmeriCorps VISTA, and AmeriCorps NCCC (National Civilian Community Corps).

- AmeriCorps Members serve in community and faith-based nonprofit organizations, higher education institutions, local governments, and other agencies to improve outcomes in one of 4 CNCS priority areas (Education, Healthy Futures, Economic Opportunity, or Veterans & Military Families). **The award of all AmeriCorps resources as well as the approval of all**

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**sites and final project application is subject to the availability of funding from the Corporation for National and Community Service and approval of Fiscal Year 2019 Federal Appropriations.**

AmeriCorps provides funds to local and national organizations and agencies committed to using national service to address critical community needs. Campus Compact College Access Corps slots are primarily addressing the CNCS priority area of education. Each year, AmeriCorps offers 75,000 opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups.

## **Campus Compact and AmeriCorps**

Campus Compact of Oregon is partnered with Washington Campus Compact for a National Direct grant for College Access Corps AmeriCorps members each year. As administrators of the grant, we are responsible for the training, documentation, and management of the CAC program and work in direct partnership with our service sites to promote success of the members and performance measures. One of our main goals as administrators is to ensure compliance with AmeriCorps guidelines and support the service sites in doing so as well.

## **Campus Compact of Oregon Membership Contingency**

Host site approval and AmeriCorps member placement on host sites is contingent upon membership with Campus Compact of Oregon (membership dues outlined on pp. 7-8).

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## REQUEST FOR PROPOSAL (RFP)

**2019 - 2020 Grant Year**

**Due: Friday, March 15, 2019**

[Campus Compact of Oregon](#) (Campus Compact) is requesting proposals to administer a College Access Corps program on member and non-member campuses and other educational institutions including K12 schools and educational nonprofits throughout Oregon. Campus Compact will be in the third year of a three year AmeriCorps renewal grant from the [Corporation for National and Community Service \(CNCS\)](#) to help participating host sites develop, implement, and/or expand K-12 post-secondary access programs in an equitable manner. The College Access Corps Grant will allow selected host sites to bring on an AmeriCorps member to help coordinate post-secondary access programs in their local communities. AmeriCorps members will recruit and train college students and professionals to act as post-secondary access coaches to youth of color, first generation youth, and economically disadvantaged youth\* in schools, or to student groups, that have a student population that is at least 50% eligible for the federally-funded free/reduced lunch program.

\*Economically disadvantaged youth is defined as youth eligible for the free/reduced lunch program.

### **College Access Corps Overall Program Goals:**

- To recruit and train college students and professionals to act as post-secondary access coaches who will provide at least 15 hours of CAC intervention to 4,300 K-12 youth.
- To have at least 70% of participating K-12 youth report, through a pre- and post- survey, improvement in academic engagement, academic preparedness for post-secondary education, and knowledge about how to apply to and pay for post-secondary education.
- To recruit 1,080 volunteers for National Days of Service and other community service events.

### **College Access Corps Requirements:**

- All participating programs must conduct a pre-program survey, implement 15+ hours of CAC activities, and then administer a post-program survey to participating ED K-12 youth.

***Campus Compact of Oregon invites member and non-member colleges and universities, education non-profits, and K-12 institutions in Oregon to submit a proposal for funding to support the College Access Corps program goals.***

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## Proposal Submission Instructions (Due Date: Friday, March 15, 2019)

### A completed 2019-20 CAC proposal consists of the following:

- 2019-20 College Access Corps Application Cover/Certification Page
- Project Narrative
- List of Prohibited Activities Acknowledgement Form
- College Access Corps (CAC) Member Support Form
- College Access Corps position description
- Resume of CAC Program Supervisor
- Letters of Support
  - For higher education institutions:
    - Letter of Support from dean, chief academic officer, student affairs officer, or vice president (with copy sent to president), and letter of support from K12 institutions with which you plan on partnering to administer CAC program.
  - For K12 schools:
    - Letter of support from a Principal or Superintendent for K12 institutions, and letter of support from executive member of any partnering institutions.
  - For educational nonprofits:
    - Letter of support from an Executive Director and a letter of support from a Superintendent or principal of any K12 schools with which you plan on partnering to administer the CAC program.
- Memorandum of Understanding (MOU) with all K12 and community partner sites that will receive CAC service.

Please submit your completed CAC proposal as a pdf (with forms fully signed and dated) *electronically* to: [collegeaccesscorps@oregoncampuscompact.org](mailto:collegeaccesscorps@oregoncampuscompact.org) by Friday, March 15, 2019.

**Subject line: 2019-20 CAC Proposal – host site name**

**Selection Criteria:** 40% CAC Program Design  
35% CAC member support and supervision  
15% Assessment Plan  
10% Outreach/Engagement plan for students and families of color

For questions regarding the process, please contact Kaycie López Jones at [kaycie@oregoncampuscompact.org](mailto:kaycie@oregoncampuscompact.org) or by phone at 503-406-3571.

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## 2019-2020 RFP Application Cover Page

### Contact Information:

Agency or Institution: \_\_\_\_\_

(if this is not a higher education institution, list the higher education partner(s) you will work with)

Program Supervisor: \_\_\_\_\_

Title/Department: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Grants Officer/Fiscal Contact: \_\_\_\_\_

Title/Department: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Number of full-time AmeriCorps members requested:**  One  Two  Three  Four  Five

Estimate the number of K-12 economically disadvantaged youth your program will administer a CAC pre-program survey, conduct at least 15 hours of CAC access activities, AND administer a CAC post-program survey during the 2019-2020 grant year in the following grades:

K-3: \_\_\_\_\_ 4-6: \_\_\_\_\_ 7-10: \_\_\_\_\_ 11-12: \_\_\_\_\_

### Understanding

- Our institution is a member of Campus Compact of Oregon (Campus Compact) or will join Campus Compact pending proposal approval and that the Campus Compact Membership dues are as follows:

#### Campus Compact Membership dues:

- For K12 Schools and Nonprofits:

Staff FTE	Annual Membership Dues
1-9	\$250
10-49	\$500
50-99	\$750
100+	\$1000

- For Post-Secondary Institutions:

Student FTE (Degree Enrolled)	Annual Membership Dues
0-500	\$2,279
501-3000	\$3,284

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3001-7000	\$5,248
7000-13,000	\$6,298
13,001+	\$6,917

- I understand that our institution is responsible for providing a participation fee which increases each year of the grant, as follows:

Program Year	Cash Match for Host Site	Program Year	Cash Match for Host Site
1	\$7,000 per AmeriCorps member	4	\$9,500 per AmeriCorps member
2	\$8,000 per AmeriCorps member	5	\$10,000 per AmeriCorps member
3	\$9,000 per AmeriCorps member	6	\$10,500 per AmeriCorps member

- It is understood that this is a 10.5-month (1700 hours) supervision commitment (August/September, 2019 – June/July, 2020)
- It is understood that our institution will administer the AmeriCorps College Access Corps Grant as detailed on the College Access Corps program website
- Program supervisor must attend a full day site supervisor orientation and training scheduled for before the members' first day on site.
- Program supervisor must participate in open communication with Campus Compact and be able to assist in providing training to their member(s)

## Certification

To the best of my knowledge and belief, all data in this proposal is true and correct, the document has been duly authorized by the an individual able to sign on behalf of the host site, and the applicant agrees to perform the responsibilities and abide by the requirements of the *College Access Corps* as outlined in the Request for Proposal, AmeriCorps Provisions, subcontract, and on the College Access Corps Website.

Program Supervisor, Name/Title \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Authorized Representative, Name/Title \_\_\_\_\_

(e.g., dean, chief academic officer, student affairs officer, vice president, president, principal, vice principal, executive director)

Signature \_\_\_\_\_ Date \_\_\_\_\_

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## College Access Corps (CAC) Project Narrative

### Section 1: Organizational Mission and Program Alignment and Design

In order to eliminate academic performance disparities and to make a positive difference in students' lives, a combination of individual, family and relational, community, and societal factors must be addressed (Harper Browne, 2014). Campus Compact of Oregon's College Access Corps program (CAC) has the capacity to enroll 17 AmeriCorps members spread out across multiple sites in Oregon, including one CAC Program Leader that serves at the Campus Compact of Oregon office in downtown Portland and who focuses more on member support rather than direct service. The CAC program in Oregon focuses on low-income youth, youth of color and first-generation students. The Oregon CAC program implements a racial equity in order to facilitate a program that is accessible, more culturally relevant and meets the needs of the community members and youth served. Therefore, partners (host sites) in this endeavor will also be implementing an equity lens in program processes and will be asked to report on the progress of this implementation using the [Multnomah County 6 Equity Outcome Areas](#) as a tool for assessment of this process.

The Oregon CAC program aims to empower youth whose identities have been historically marginalized and minoritized by providing them with near-peer coaching meant to support them in their current and future academic, professional and personal endeavors. When students feel seen, valued, and experience a sense of belonging, we believe they will increase their engagement with school and seek out more opportunities for connection. This increased sense of belonging and value increases student attendance and, over time, academic achievement. The Oregon CAC program does this through matching CAC program (generally K-12) youth with college and/or professional coaches that assist youth with current academic studies as well as help to prepare youth to pursue post-secondary pathways of their choice. Campus Compact of Oregon encourages host sites to provide meaningful incentives to college coaches as well, both through professional development as well as any financial assistance possible, including academic scholarships, transportation assistance, and/or payment for services. All of our programs approach interventions through a racial and intersectional social justice lens in order to create a more productive and safe learning environment for everyone.

1. Refer back to Campus Compact's mission, vision, core themes, and context (p.4); please state your organizational mission and program purpose and vision. How do our mission, vision and core themes align with that of your organization?
2. Do you already have a program or initiative on your campus that aligns with the CAC program design (above)?

\_\_\_\_\_ Yes

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\_\_\_\_\_ No

- Campus Compact of Oregon and our programs utilize the [Multnomah County Equity and Empowerment Lens](#) (with a racial justice focus) to best serve our community and campus partners. This lens “is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs. At its core, it is a set of principles, reflective questions, and processes that focuses at the individual, institutional, and systemic levels” (Balajee, Sonali S., et al., 2012).

Our program outcomes for all CAC members around “Changes in Impact” are outlined in the CAC Program Goals (pg. 6), but this is just one area of possible shifts in outcomes you can experience with an AmeriCorps project. In order to help you think about process and the importance of including racial equity and intersectional justice ideals into the planning of your programs, we ask that you review and work through the [Six Outcome Areas](#) before your move into the description of your program design. Our desire is that we can work together on multiple outcomes, not just the program measures for this grant related to shifts in student behavior. Think about where your site and projects currently are in relation to these outcomes, then use the grid below to think about how you and your AmeriCorps Member could institute shifts in your program design to incorporate these process outcomes or to develop the work that already exists.

*For returning sites (continuation application), please indicate what steps you have already taken and what further steps you plan to take. If you are a new site and have already taken some steps towards these outcomes, please indicate.*

<p align="center"><b>Six Outcome Areas</b></p>	<p align="center"><b>What small steps can you (and your projects) take to create the conditions to better understand equity and apply this lens to your work?</b></p>
<p align="center"><b>Shift in Social Norms</b> <i>Shift in values, beliefs, behaviors, and then “walking the talk.”</i></p>	
<p align="center"><b>Strengthened Organizational Capacity</b> <i>Build capacity in the areas of: staffing, leadership, structure, finance, and planning.</i></p>	
<p align="center"><b>Strengthened Alliances</b> <i>Improve coordination, collaboration, and alignment among traditional and non-traditional system partners.</i></p>	

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<p><b>Strengthened Base of Support</b> <i>Strengthen breadth, depth, and influence of support among the public, interest groups, and opinion leaders.</i></p>	
<p><b>Improved Policies</b> <i>Improvements at any or all stages of policy change from development through implementation.</i></p>	
<p><b>Changes in Impact</b> <i>Improved social, emotional, physical, and environmental conditions for affected populations.</i></p>	

#### 4. Additional Comments

(Other ways, not specified above, that your project has shifted or will shift to include and apply an equity lens, and those outcomes):

#### 5. Outreach Engagement Plan for Student and Families of Color

Please describe how your organization, site supervisor, and/or community partners are prepared to engage not only students eligible for free and reduced lunch but also students of color and their families—who face the most significant institutional barriers to academic success. This may include describing existing relationships, past success engaging and partnering in these communities, detailed plans for ensuring College Access Corps members reflect the population of the school and community in which they serve.

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## College Access Corps Program Design:

- Provide at least 15 hours of CAC access intervention to target K-12 youth.
- Achieve at least 70% of participating K-12 youth report, through a pre- and post- survey, improvement in their academic engagement (which includes attendance), their academic preparedness for post-secondary education, and their knowledge about how to apply to and pay for post-secondary education.
- Recruit volunteers for National Days of Service and other community service events.

1. Does your program align with the CAC program design (above)?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If no, in what way does it not align and why does it not align?

2. Describe your program design/structure (include in your description the number of hours of post-secondary access intervention a CAC youth participant will receive as part of your program and over what length of time- quarter/semester, # months, academic year, etc.):

3. Please check the boxes or add others as needed that describe the community need your program is addressing (please check all that apply):

- assisting target K-12 youth to persist through high school graduation
- helping target K-12 youth become more engaged in their educational experience
- creating awareness for K-12 youth around the impact of quality education and the importance of post-secondary pathways
- preparing target K-12 youth to apply for further education and/or to apply for financial aid to help finance further education
- Other:

4. Please list the schools your program serves/intends to serve and list the % of students at that school that are eligible for free/reduced lunch (**all eligible schools must be 50%+ - Use OSPI website**):

List as follows: School name, town/city, % of students that are eligible for free and reduced lunch (example: Mazama High School, Klamath Falls, 97.4%)

Please list the colleges or universities that Post-Secondary Access Coaches will be recruited from:

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Will a formal partnership have been established with participating schools by the start of the CAC 2019-2020 member on or before August 1, 2019? \_\_\_\_\_ Yes \_\_\_\_\_ No

If not, when will the partnership(s) be established/formalized? What is your procedure to establish/formalize partnership(s)?

5. If your program does not serve a school that has 50%+ free/reduced lunch eligibility, does your program work with a subgroup of that school that is made up of 50%+ students eligible for free/reduced lunch? If so, please describe that group and provide data and documentation supporting the eligibility requirement.

## College Access Core (Post-Secondary) Intervention (Core Activities):

6. What CAC interventions (core activities) does your program provide target K-12 youth and/or will provide these youth, if your program receives a College Access Corps AmeriCorps member? (Please check all that apply and input estimated number of youths served.)

Check	Intervention	Estimated # of youth served
	Assist youth with academic skills development (ex. test taking, study skills, time mgt., etc.)	
	Act as academic coaches in support of the youth's school work	
	Talk to youth about the benefits of graduating high school	
	Coach youth about various opportunities after high school	
	Coach youth about application processes	
	Coach youth about financial aid and scholarships and how to obtain them	
	Coach youth about various post-secondary experiences	
	Provide youth with a visit or visits to post-secondary institutions	
	Take youth to an opportunity or college fair	
	Assist youth with their post-secondary application process	
	Assist youth with completing FAFSA/ORSA and other financial aid applications	
	Engage youth in critical service-learning/community engaged learning projects	
	Create spaces of belonging to foster increased school attendance	
	Other:	

## Recruiting, training, and supporting CAC coaches (only if you plan to use coaches):

7. Describe your plan to recruit, select, train, and support your coaches to implement your program's CAC interventions (please address the following: curriculum of initial training, number

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of hours of training provided, whether you will have coaches team meetings, what kind of on-going training might you provide).

## Recruiting Volunteers for National Days of Service:

8. As a subgrantee of the College Access Corps grant, your host site program recognizes that it is required that the CAC Program Supervisor will oversee the efforts of their College Access Corps member(s) in recruiting volunteers for at least two National Days of Service (NDS) or other community service events during the grant term as well as have their College Access Corps member(s) present to classrooms or student groups about AmeriCorps during AmeriCorps week (Spring 2020). (NOTE: CAC members on average will recruit approximately 38 volunteers each for NDS, other community service events, or as volunteer CAC coaches.)

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

## Promoting Program Impacts:

9. Describe your CAC program's plan to promote program impacts to your stakeholders.

## Section 2: Assessment

1. What impact do you hope your program will have on target K-12 youth? Please describe short-term and long-term impacts.
- a. Please provide the estimated number of youths that will be served within each CNCS National Performance Measures as part of your College Access Corps program:
- Number of youths who will start your College Access Corps program (15 hours) and be given a CAC pre-program survey: \_\_\_\_\_
  - Number of youths who will complete at least 15 hours of CAC activities and complete both a pre- and a post-program survey: \_\_\_\_\_
  - Number of volunteer coaches your program plans to recruit and train: \_\_\_\_\_
  - Number of volunteers your program plans to recruit for National Days of Service or other community service events: \_\_\_\_\_

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## College Access Corps (CAC) Member Support and Organizational Capacity Form and Checklist

### Overall Site Support

For satisfactory Member performance and to ensure that each Member has access to the tools necessary to perform their service activities, **Campus Compact requires that host sites provide each Member with the following.** Please acknowledge that the site will provide **all** of the following amenities by checking the boxes below:

- Designated on-site supervisor
- Courtesy faculty/staff appointment (or access to faculty/staff amenities: i.e. office keys, access to organizational vehicles, access to shared computer files, organizational ID with library privileges, etc.)
- Individual organization email account
- Access to \$150 professional development fund per member
- Mileage reimbursement for all travel required by host site OR access to company vehicle OR bus pass provided free of charge to member
- Organization business cards, identifying the member as an "Campus Compact of Oregon AmeriCorps Member"
- Secure office/desk space with office supplies
- Daily access to phone and private voicemail
- Daily access to computer with Internet
- Access to fax, photocopier, and printer
- Comprehensive community and host site orientation
- Recognition that an AmeriCorps member serves at the host site as demonstrated by placement of the AmeriCorps AND Campus Compact of Oregon logo on at least program websites but preferably department and agency/university/district main pages
- Formalized weekly meetings between the Site Supervisor and AmeriCorps Member
- Established location for the CAC program AmeriCorps members, college/professional coaches, and partnering project participants to meet regularly
- The book *Critical Mentoring: A Practical Guide* by Tory Weiston-Serdan for use by AmeriCorps Member(s) (1 book per member) throughout the year.

**Additionally,** Site Supervisors are required to attend a Pre-Service Orientation & training followed by 3-4 program trainings per program year (these will be either webinar or in-person format).

### Housing, Meal Plan, and other Assistance

Though not all host sites have residential living, whenever possible Campus Compact strongly encourages host sites to provide housing or a housing subsidy, a meal plan, and/or subsidy of a personal expense (cell phone, internet, heat, water, etc.) for the AmeriCorps Member. This provision allows Campus Compact to recruit nationally for positions and assimilates the AmeriCorps Member into the daily life of the community. These fringe benefits are not subject to federal income tax withholding: [http://www.irs.gov/publications/p15b/ar02.html#en\\_US\\_2012\\_publink1000193638](http://www.irs.gov/publications/p15b/ar02.html#en_US_2012_publink1000193638).

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The host site is able to (please check all that apply):

- Provide housing
- Provide a housing subsidy
- Offer the Member a meal plan
- Pay/Subsidize a personal expense (cell phone, internet, heat, water, etc.)
- Offer another benefit (please describe):
- The host site is a nonresidential campus and/or is not able to offer housing support to the AmeriCorps Member. Please see the proposal narrative for a description of how we will assist the AmeriCorps Member in locating affordable housing.

## AmeriCorps Member Travel and Transportation Support

For this position the AmeriCorps Member (please check all that apply):

- Should have a valid driver's license
- Should have access to a personal vehicle for service-related travel (Member's may not transport students)
- Should be willing and able to drive a site-owned vehicle for service-related travel (student transportation acceptable)
- Will only utilize public transportation for any service-related travel
- Other:

It is very important to the College Access Corps program that our AmeriCorps members have excellent supervision, proper site training and orientation, access to host site resources, and a secure office/desk space with office supplies we are committed to the AmeriCorps member being in the best possible position to succeed and have a positive AmeriCorps experience that is rewarding both personally and professionally.

## Organizational Capacity Explanation

1. If you cannot supply your CAC member(s) with any of the items above, please explain why.
2. Describe the orientation and ongoing training provided to your CAC member(s) throughout their term of service.
3. If the site supervisor must leave their position earlier than the 10.5-month AmeriCorps term of service, what is the contingency plan to ensure continuity of the AmeriCorps College Access Corps at your organization?
4. If applicable, describe why your organization is requesting more than one CAC AmeriCorps member.

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## List of Prohibited Activities Acknowledgement Form

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities (see 45 CFR § 2520.65):

- a. AmeriCorps members may not perform any services or duties or engage in activities which would otherwise be performed by an employed worker as part of their assigned duties as an employee or which would supplant the hiring of employed workers. This includes (1) Presently employed workers, (2) Employees who recently resigned or were discharged, (3) Employees who are on leave (terminal, temporary, vacation, emergency, or sick), or (4) Employees who are on strike or who are being locked out
- b. Attempting to influence legislation;
- c. Organizing or engaging in protests, petitions, boycotts, or strikes;
- d. Assisting, promoting, or deterring union organizing;
- e. Impairing existing contracts for services or collective bargaining agreements;
- f. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- g. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- h. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- i. Providing a direct benefit to—
  - i. A business organized for profit;
  - ii. A labor union;
  - iii. A partisan political organization;
  - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
  - v. An organization engaged in the religious activities described in paragraph 3.h. above, unless CNCS assistance is not used to support those religious activities;
- j. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- k. Providing abortion services or referrals for receipt of such services;
- l. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps or Campus Compact logo while doing so.

**By signing below, I acknowledge that I have read and understand the List of Prohibited Activities and assure Campus Compact of Oregon that my AmeriCorps member(s) and supervisory staff will not participate in any prohibited activities, as listed above, during the AmeriCorps member's term of service hours.**

Program Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



## 2019-2020 College Access Corps Coordinator Position Description (FT AmeriCorps Position)

**PROGRAM PURPOSE:** The purpose of College Access Corps program is to improve post-secondary access of youth of color, first-generation youth, and economically disadvantaged youth in grades 5-12 in the states of Washington and Oregon. AmeriCorps members will be placed at institutions to serve as post-secondary access coaches to youth of color, first-generation youth, and economically disadvantaged youth in schools and community agencies. Economically disadvantage is defined as being 50% or more of the youth in a group being eligible for federally – funded free/reduce lunch program. Members will recruit volunteers for National Days of Service. AmeriCorps members will strive to promote educational equity and inclusion that supports the needs of students with various backgrounds.

**PROGRAM OUTCOME:** *(use data provided in Section 2: Assessment of this proposal)*

**Grades of youth to be served:** \_\_\_\_\_

**Number of youths to be served:** \_\_\_\_\_

**Number of volunteers to recruit:** \_\_\_\_\_

**Number of coaches to recruit:** \_\_\_\_\_

**TITLE:** College Access Corps Coordinator

**MEMBER START DATE:**

**MEMBER END DATE:** (10.5-month term)

**DAYS OF SERVICE:** Monday – Friday (may need to serve some evenings and weekends)

**HOURS OF SERVICE:** 1700 hours within 10.5 months of start date,

**SUPERVISOR:** \_\_\_\_\_ **TITLE:** \_\_\_\_\_

**CAMPUS:** \_\_\_\_\_ **SERVICE SITE:**

Names and addresses of schools and/or community agency partners.

### MAJOR RESPONSIBILITIES AND RELATED TASKS:

- Develop and implement programming to support academic engagement of students
- Develop, support and facilitate programming and activities which connect school attendance and engagement with future educational success college/career opportunities and post-secondary pathways
- Recruit, select, and train college students as critical educational access coaches
- Build relationships with students, families, school staff, and partner organizations to promote student engagement, academic success and post-secondary pathways
- Receive supervision from school-based staff member (counselor or admin) with weekly check-ins and on-site support
- Receive training in accessing data, attendance systems, student and family engagement from district attendance support staff
- Recruit volunteers for National Days of Service and other community service events
- Provide age appropriate CAC interventions to participating youth as part of programming
- Compile and update CAC sustainability binder (one for each campus program)
- Collect and document program assessment data in required tracking tools and progress reports
- Participate in College Access Corps trainings, including orientation, mid-year training, graduation, regional cohort meetings and others as schedule

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



- Engage in personal reflection
- Collaborate with other CAC teammates and national service members in your community on common projects
- Record and track hours in monthly timesheets
- Read *Critical Mentoring: A Practical Guide* by Torie Weiston-Serdan (provided by host site)

## REQUIRED QUALIFICATIONS:

- Be a citizen, national, or lawful permanent resident alien of the United States
- Be 18 or older
- Have an AA/BA or some college
- Agree to a National Service Criminal History Check and not have a sexual offense or murder conviction (other offenses may also prohibit participation, but will be determined on a case by case basis)
- Commit to serving 1700 hours (no more than 20% of aggregate time can be spent on training/professional development and no more than 10% on fundraising)
- Ability to work well with people of diverse backgrounds
- Strong organization, problem-solving and written and oral communication skills
- Basic office computer skills, including word processing
- Program management (marketing, event planning, training, volunteer management) experience
- Strong initiative, self-starter, and enthusiasm for helping others succeed
- Committed to promoting educational equity, belonging and inclusivity

## BENEFITS:

- Living allowance of \$13,732 (distributed over 10.5 months)
- Loan forbearance and interest accrual reimbursement on qualifying loans
- Basic health care plan (if needed)
- Education Award of \$6,095 upon successful completion of the program
- Childcare assistance for qualifying members
- Members will be given a mid-year and end of year member evaluation from their program supervisor
- Networking, training, and professional development opportunities
- A chance to make a difference in your community and schools!

## For More Information Contact:

Supervisor's Name: \_\_\_\_\_ Email: \_\_\_\_\_

Title: \_\_\_\_\_ Phone: \_\_\_\_\_

By signing below, the member and supervisor hereby acknowledges that s/he has read and understands the expectations of the College Access Corps Coordinator position.

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Member's Name	Member's Signature	Date
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Supervisor's Name	Supervisor's Signature	Date
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# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



## Campus Compact of Oregon On-Site Orientation & Training Best Practices

On-Site Orientation and Training (OSOT) should be completed in the **first month** of the AmeriCorps Member's service. Please review the OSOT best practices listed.

### **BEFORE THE AMERICORPS MEMBER ARRIVES:**

- Explain role of AmeriCorps Member to other staff
- Inform partners and other departments about the Member and what this means for them
- Contact Member. Provide directions to office, and expectations for first day
- Business Cards for Member

### **FIRST DAY:**

- Introduce AmeriCorps Member to other staff
- Provide a tour of the campus
- Introduce the **service plan** to the AmeriCorps Member
- Share what previous members have completed, if applicable
- Set up email, voicemail, get school ID, complete necessary paperwork, etc.
- Instruct Member on use of phone, fax, copier, mail process, ordering office supplies, etc.
- Get AmeriCorps Member keys (if necessary) to access campus office/building and school building
- Discuss any reasonable accommodation to any visible or hidden disabilities the member may hold. Sites are encouraged to read the Corporation for National and Community Service's Guide to Creating an Inclusive Environment. This can be found at <http://www.serviceandinclusion.org/handbook/inclusion.pdf>.

### **WEEK ONE:**

Discuss common expectations and agreements for a professional relationship including, but not limited to:

- The supervisor's other roles and responsibilities
- The supervisor's management style
- The AmeriCorps Member's learning style
- A clear understanding of the lines of communication between Member and supervisor
- A clear understanding of the support provided to the Member
- Introduction to the chain of command for the organization

### **Week One Continued:**

- Establish a weekly meeting time
- Discuss professional behavior expectations and office policies, to include, but not limited to:
- AmeriCorps Member's schedule: hours in the office, arrival/departure time
- Office attire
- Attendance expectations: who to call if sick, what to do if running late, etc.
- Office behavior: what is appropriate, what is not

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



- Employee policies: computer use, working with the media, etc.
- Mileage reimbursement procedure

Provide Member with the culture and mission of the institution, to include, but not limited to:

- History
- Mission
- How the institution functions
- The institution's role in the community
- Introductions to staff, faculty, and administrators

Provide Member with an introduction to the campus/community, to include, but not limited to:

- The socio-economic and political structure
- The physical boundaries of the service area
- How the AmeriCorps Member's service will impact the campus/community
- Tour of community and introductions to key community partners
- Potential resources that can help achieve project goals

## **WEEKS TWO – FOUR**

Allow the AmeriCorps Member to learn about their project and develop their skills. This may include:

- Professional development training
- An office/campus/community scavenger hunt
- Signing up for appropriate listservs
- Project-related research
- Sitting in on a service-learning class
- Familiarize member with office and campus emergency protocols

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



## WESTERN WASHINGTON UNIVERSITY

### DRUG FREE WORKPLACE POLICY

#### EXPLANATION

The Federal Drug Free Workplace Act of 1988 requires that the recipient of a grant from a federal agency certify to that granting agency that the grantee will provide a drug free workplace. In addition, the grantee must publish a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the grantee's place of work; establish a drug free awareness program; and specify that action will be taken against the employees for violation of such prohibition. Failure to comply with this act may result in suspension, termination, or debarment from the award of any federal contract.

#### POLICY STATEMENT

Western Washington University intends to provide a drug free, healthful, safe, and secure work environment. Thus, each employee is expected and required to report to work in an appropriate mental and physical condition to perform his/her assigned duties.

Therefore, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in and on Western Washington University owned and controlled property, or while conducting university business, is prohibited. Violation of this policy will result in disciplinary action being taken in accordance with the Higher Education Personnel Board rules, bargaining unit agreements, tenure laws, or other policies of the institution. Violation will be reason for discipline, including termination of employment, or for participation in evaluation/treatment for a substance use disorder.

Western Washington University recognizes drug dependency to be an illness and a major health problem. The institution also distinguishes drug abuse as a potential health, safety, and security problem. Employees needing assistance in dealing with such problems are encouraged to utilize the Washington State Employee Advisory Service and health insurance plans, as appropriate. Conscientious efforts to seek such help will not jeopardize employment. Employees must, as a condition of continued employment, abide by the terms of this policy, and report any conviction under a criminal drug statute for violations occurring in or on properties controlled or owned by Western Washington University or while conducting university business. A report of such conviction must be made within five (5) days after said conviction. The university must notify any federal contracting agency within ten (10) days of having received notice that an employee engaging in the performance of such federally sponsored grant or contract has any drug statute conviction or violation occurring in the workplace. The university will impose a sanction on, or require the satisfactory participation in, a drug/alcohol abuse assistance or rehabilitation program by any employee who is so convicted, within thirty (30) days.

#### ACKNOWLEDGEMENT

I, \_\_\_\_\_, acknowledge receipt of this policy on \_\_\_\_\_  
(Please print name) (date)

\_\_\_\_\_  
Signature

**RETURN FORM TO: Research and Sponsored Programs, MS-9038**

# College Access Corps

A Washington/Oregon Campus Compact AmeriCorps Program



## College Access Corps Application Checklist

- CAC Application Cover Page
  - Signed and Dated
- Completed Project Narrative
  - All questions thoroughly answered
  - For returning sites, address any issues and how the program design will improve
  - Utilize an equity lens in planning, design, and implementation
- Member Support and Organizational Support Form
- Prohibited Activities Acknowledgement Form
  - Signed and Dated
- Completed Position Description
- Site Supervisor Resume
- Required Letters of Support

**Completed Applications due no later than Friday, March 15, 2019.**