

SERVICE & EDUCATION TEAM HOST SITE PLACEMENT PROPOSAL COVER SHEET

Please Note: Intermountain AmeriCorps host site placements for the 2011-2012 program term are contingent on availability of Federal and State program funding from AmeriCorps.

Directions: Please complete all pages of the cover sheet. Double-click on check boxes to select.

Contact information for legal applicant organization:

Legal applicant/Sponsoring agency: Wenatchee Valley College, Adult Basic Skills Department
(Organization responsible for the contract e.g. XYZ Social Service Agency)

Address: 1300 Fifth St. Wenatchee, Washington 98801

Main project contact: Larry D. Ruddell Title: Director, Adult Basic Skills

Phone: 509.682.6975 Fax: 509.582.6791

E-mail: lrduddell@wvc.edu Web Address: N/A

Alternative email address and phone number (if applicable, e.g., during summer months):

Phone: n/a E-mail: n/a

Contact information for on-site supervisor: (if different from legal applicant)

Site organization: Same
(Organization where the member will serve e.g. Thompson Elementary School)

Address: _____

On-site supervisor: _____ Title: _____

Phone: _____ Fax: _____

E-mail: _____ Web Address: _____

Alternative email address and phone number (if applicable, e.g., during summer months):

Phone: _____ E-mail: _____

Contact information for individual responsible for signing legal contracts in your organization: (Check with your business office)

Contract signee: Jim Richardson Title: President

Address: 1300 Fifth St, Wenatchee, Washington 98801

Phone: 509.682.6400 Fax: _____

E-mail: jrichardson@wvc.edu

Contact information where contract should be sent: (if different from the contract signee)

Name: Same Title: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

Contact information for individual who should receive billing:

Name: Jonah Nicholas Title: Director of Fiscal Services

Address: 1300 Fifth St., Wenatchee, Washington, 98801

Phone: 509.682.6505 Fax: _____ E-mail: jnicholas@wvc.edu

COVER SHEET (CONTINUED)

PROGRAM RESOURCES & REQUIREMENTS

1. How many SET members are you applying for?

One Two Three Other: _____

2. Are you applying to be a first-time sponsor with IMAC? Yes No

3. Which start date are you applying for? September 2011 September 2012

4. Which objective(s) best represents your placement's focus?

- Assist students (either youth or adult) to increase academic proficiency
- Assist students in improving English language skills
- Create programs that actively involve parents in their child's learning process
- Educate students in citizenship skills such as leadership, peer mediation, and team building
- Mobilize and recruit volunteers of all ages in education-, environmental-, and social service-related issues to help sustain the program, agency, or school
- Civically engage community members in their own communities by implementing service learning projects
- Coordinate out-of-school, after-school, weekend, winter break, or spring break education activities for youth or adults in disadvantaged circumstances
- Increase the capacity of schools, agencies, or organizations in meeting unmet community needs
- Engage in outreach to educate the community about available resources and assistance
- Other: _____

5. Will your organization be able to assist your AmeriCorps volunteer in securing local affordable housing? Yes No
This is not a requirement for a partner site, but could be beneficial for the AmeriCorps member.

6. Type of transportation available for member(s) to get to service site: (check all that apply)

Carpool Public Transportation Personal vehicle required Bike/Walk

7. Transportation requirements for service: (Keep in mind that some of our applicants do not own personal vehicles.)

- An organizational vehicle is available for service-related activities and **the member is covered by organization's vehicle insurance policy.**
- Personal vehicle is necessary for member service activities and mileage reimbursement is approved.
- Bus passes/tickets for member service activities are approved.
- Does your organization require driver or other training to do this placement? Yes No

8. The project site is wheelchair accessible: Yes No

9. The member will conduct the majority of the service activities in the following (list up to 3):

Counties: Chelan, Douglas, Okanogan

Legislative districts: Seventh and Twelfth

Congressional districts: Fourth and Fifth

10. The member will have access to the following resources for service activities: (Check those that apply)

- Telephone/Voicemail
- Computer
- Internet
- Other *please specify* _____
- Fax machine
- Email Account
- Office space, *please specify square feet* 100

COVER SHEET (CONTINUED)

11. **Cash Match Description:** IMAC requires a cash match of \$5,800.00 for government agencies, non-profit organizations, and school partner sites. Please indicate your organization type(s):

- 501(c)(3) community-based organization
 School district or educational service district
 Government agency: city, county, regional, state, or federal

Is your cash match: (check one) Pending Secured

If pending, when will you receive confirmation of funds? _____

Source of funding: ****Federal** State Local

****If source of funding is federal**, are the funds approved by the federal funding source to be spent to support an AmeriCorps member? **Please check with the appropriate entity prior to checking the box. AmeriCorps is a federal program and there may be limitations on your funding.**

Yes, I certify that the federal funding source approves of this money being spent on AmeriCorps, another federal program.

12. **In-Kind:** IMAC also requires each sponsoring organization to provide a minimum of \$3,500.00 of In-Kind donations made in support of member project(s). In-kind donation documentation must be provided and could include supervisor time, training, mentoring, other training and conference opportunities, office space, mileage reimbursement, bus passes for member, and other non-monetary support.

If you do not meet this In-Kind requirement, you will be asked to submit a written explanation with reasons as to why the requirement was not met. If you have not met this requirement in the past and are applying for a new member, this will be a factor when reviewing your application.

13. IMAC sends out invoices for billing purposes three times a year, in November, February, and May.

September 1, 2011 – November 30, 2011 (November Invoice)	\$2,900.00
December 1, 2011 – March 15, 2012 (February Invoice)	\$1,450.00
March 16, 2012 – July 15, 2012 (May Invoice)	\$1,450.00

LDR I understand that if a member serves at any time during the payment period, the entire amount will be due.
initials

If this schedule does not work for you, please list your preferred billing date(s):

14. If applicable, have you discussed the placement with your union representative? Yes No N/A

15. Does your organization require drug testing of potential AmeriCorps members? Yes No

16. Does your organization conduct random drug testing? Yes No

17. The North Central Educational Service District (NCESD) provides **fingerprinting services** for all Intermountain members for a fee of approximately \$60.00. **The host site will be billed for this fee.** Members are fingerprinted within the first 10 days of service. Records are sent to Washington State Patrol and the FBI. NCESD also notifies each school/agency that the member was fingerprinted. Washington State Patrol clearance usually takes up to six weeks and FBI clearance typically takes two months or longer. (Technically, during this time the member is not to be serving / working alone with children.) Washington State Patrol and FBI both send their results to OSPI, which publishes the results on their website. ESD personnel continually check the OSPI website for results. If the member's fingerprints are rejected by the FBI for any reason the school/agency is notified by the FBI. If this is already a part of your pre-screening employment process, please indicate this in the space below.

In addition, IMAC performs criminal background checks and National Sex Offender Registry checks on all AmeriCorps members prior to the beginning of the program year. Legally, IMAC cannot share the results of any background checks, but will take action on any information that was not identified during the application process. Any additional background checks and costs are the responsibility of the sponsoring organization.

Your agency/school uses its own background check/clearance and will provide this at your own expense.

Yes No

Your agency/school understands that NCESD will bill you directly for the fingerprinting services they provide.

Yes No

CERTIFICATIONS

Drug Free Workplace

I certify that Wenatchee Valley College, Adult Basic Skills has an active Drug Free Work Place Policy.
(Legal Applicant)

Non-Discrimination Policy

I certify that Wenatchee Valley College, Adult Basic Skills has an active Non-Discrimination Policy.
(Legal Applicant)

COVER SHEET (CONTINUED)

SERVICE TIME ACKNOWLEDGEMENTS:

- IMAC members serve up to 1400 hours with their host site and spend 300 hours in IMAC-sponsored development and leadership opportunities.
- Members will be available to host sites approximately 8 hours daily, Monday through Thursday of one week, and Monday through Friday of the following week.
- Member orientation will take place September 1-9, and their first day at host sites will be September 12, 2011.
- IMAC will provide a year-long program calendar that details days when members are involved in outside trainings or projects and will not be serving at their sites, and the host site will accommodate these occasional absences.

ASSURANCES:

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

- Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the local cash match) required to ensure proper planning, management, and completion of the project described in this application.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- Will keep such records and provide such information to IMAC or to the Federal government with respect to the program as may be required for fiscal audits and program evaluation, including documentation of in-kind match.
- Will comply with the non-displacement rules found in section 1777(b) of the National and Community Service Act of 1990, as amended (42 U.S.C. 12501 et seq.). Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps member; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.
- Will comply with the ineligible service provisions found in section 132 of the Act. Specifically, a program may not use AmeriCorps members to perform service that provides direct benefit to any (1) business organized for profit; (2) labor union; (3) partisan political organization; (4) organization engaged in religious activities (unless such service does not involve the use of assistance or participants to give religious instruction, conduct worship services, provide instruction as part of a program that includes mandatory religious education or worship, construct or operate facilities devoted to religious instruction or worship, or engage in any form of proselytizing); or (5) nonprofit organization that fails to comply with the restrictions contained in section 501 (c)(3) of the Internal Revenue code (26 U.S.C. 501 (c)(3)).
- However, the provisions contained in section 132 of the Act shall not be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative.
- Will comply with all Prohibited Activities related to AmeriCorps member service.

By signing below, you certify that you agree to perform all actions and support all intentions in the Acknowledgement, Certification and Assurances sections above.

Organization Name: Wenatchee Valley College, Adult Basic Skills

Project Name: Adult Basic Skills Tutoring & Mentoring Project

Name of Authorized Representative: Larry D. Ruddell

Title of Authorized Representative: Director, Adult Basic Skills

Signature: _____ **Date:** 5-27-2011

SET PLACEMENT PROPOSAL NARRATIVE

DIRECTIONS: Briefly answer each of the following questions, referring to the RFP Guidelines.

QUALITY OF PROJECT (40 POINTS)

1. Provide an overview of the direct service and/or volunteer mobilization project you propose. Include the project goals and objectives. (Briefly tell us who, what, where, when, and why).

This project will provide mentoring services to at risk WVC Adult Basic Skills (ABS) students. This includes Adult Basic Education (ABE), GED, and ESL students. The goal is to improve retention and transition into college based vocational, academic, and transfer programs. The rationale for targeting this population is based on the following issues:

- The number of individuals needing literacy education equals or even exceeds the number of at-risk high school students.
- The fact that ABS students are older and have families to support means that their need to obtain education and skills that lead to better employment is immediate.
- Family and work responsibilities result in even greater obstacles to remaining in school and obtaining a college degree requiring a higher level of support services.
- Research indicates that the children most at risk of dropping out of school most often have parents who have little or no education. The act of a parent returning to school and obtaining a college education is a powerful role model for their children. Helping parents complete a college education can have a direct positive impact on the retention of at risk high school students.
- While the state-wide unemployment rate hovers around 10% the unemployment rate for this population exceeds 30%. These individuals, due to their lack basic skills, are eligible to enter higher education where they would be able to learn the skills to become employed again.

One of the greatest problems that faculty and staff encounter is keeping students in class long enough to complete the program and transition vocational, academic and transfer programs. By the time students reach level four (there are six levels) nearly 70% of students have dropped out. Nearly 80% of students who reach level four remain to complete their program. However, fewer than 10% transition into college or vocational programs. (These percentages are also indicative of state-wide averages.)

Research suggests that a leading contributor to dropping out is a lack of clear vocational or academic goals and a plan for achieving them. Thus, when problems arise early in their education it is easy to become discouraged and quit school. Another major contributor to this problem, even students with clear academic goals and a plan, is that ABS students often lack the support systems and problem solving skills necessary to overcome obstacles encountered along the way.

We will use other resources to help students establish clear goals and educational plans for achieving them. This project will provide long term support by recruiting, training, and coordinating the activities of mentors. Mentors will:

- Develop long term (more than a quarter) relationships with one to two students.
- Meet with each mentee for at least one hour, weekly.
- Help mentees develop and implement solutions to situations and obstacles that are interfering with his or her education.
- Provide limited tutoring support to his or her mentees as appropriate.
- Participate in at least one service-learning project during the course of the year.

2. Describe how the proposed position is not a staff position.

There is no paid staff person doing this work at this time. Nor have we ever had anyone in this position.

3. Provide a monthly timeline of the member's major project activities. If you are a school, please remember to include a plan for the summer month through July 15, 2011.

September: The member will become orientated to the program and review of last year's activities. He or she will begin meeting with the director, faculty, and students and begin developing a plan for the year.

October through May: The member will:

- Mentor at least five students each week
- Help returning mentors to reconnect with their students,
- Recruit and train new mentors,
- Recruit new students to be mentored
- Match mentors with mentees
- Provide ongoing mentoring support:
 - Meet regularly with mentors and mentees to evaluate effectiveness of relationships and activities
 - Provide additional training and support as necessary
- Plan at least two community-based activities to help students see the value of serving in the community
- Assist the Transition Success Coordinator:
 - Assist the coordinator with recruiting mentors for this program
 - Lead at least one of the monthly college success workshop each quarter
- Meet with the director weekly

June and July: The member will:

- Perform end of year evaluation for each mentor and each mentee
- With the director, perform an end of year evaluation of the program
- Update the project workbook for the next person in this position
- Assist with end of year activities as necessary.

4. How does this proposed project meet the needs of the community that your organization serves? How was the need identified (include any community involvement)?

As stated above, the illiteracy in our district (Chelan, Douglas, and Okanogan counties) averages nearly 15%. That is equal to about 25,000 people. By helping these students obtain their basic skills education:

- Children will have a role model for success in education and life
- More people will have access to the education and training they need to obtain better and more stable employment
- Families will experience increased economic prosperity and stability

This data was collected from a number of sources including census data, educational research, and meeting with students.

5. Recruiting volunteers is an important performance objective for AmeriCorps volunteers nationwide. How will your member be involved in recruiting or supporting community volunteers at your service site to help facilitate your program's desired operation and focus? (Volunteers can include parents, community members, or students.)

As described in Questions 3 and 6, this will be the member's primary responsibility.

6. Following the example in the RFP Guidelines, create a position description for your member's direct service activities on the following two pages. Items already listed in some categories are IMAC's requirement of and benefits to the member; list yours in addition to these.

INTERMOUNTAIN AMERICORPS SET POSITION DESCRIPTION

Position Title: Mentoring Coordinator for Adult Basic Skills Students

Project Sponsor and Website: Wenatchee Valley College, www.wvc.edu

Project Location: Wenatchee Valley College

Position Summary: (150 words or less)

The members' primary function will be to recruit, train, and coordinate volunteers to serve as mentors to at-risk Adult Basic Education, GED, and English as a Second Language (ESL) students. The Coordinator will also help mentors and students develop and participate in service learning projects addressing issues of poverty in the local community.

Essential Functions: (list 5-10; add yours before the existing items)

- Recruit and coordinate first generation higher education students and community members to engage in mentoring, service projects and other service-learning activities.
- Train recruited volunteers to serve as mentors for Adult Basic Skills, GED, and ESL students.
- Maintain documentation of data related to student (e.g. mentor) recruitment and activities such as progress reports, and track personal activities using member timesheets.
- Participate in Make a Difference Day and Martin Luther King Day on campus or in the local community.
- Engage in personal reflection.
- Complete and submit all necessary IMAC/AmeriCorps paperwork and reports in a timely manner.
- Attend and complete all IMAC/AmeriCorps training and service requirements including orientation, trainings, team meetings, and national service days.
- Wear IMAC/AmeriCorps- appropriate identifiers and required safety gear while performing service or attending official events.

Position Requirements: (list up to 9; add yours before the existing items)

- AA degree or higher
- Demonstrated 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.
- Enthusiasm and self-direction.
- 18 years of age or older at beginning of service term.
- U.S. citizen, national, or lawful permanent resident.
- Ability to commit to the full 10.5-month service term.
- Successfully pass a criminal history background check provided through IMAC.
- Regular and reliable attendance.
- Have not previously served two terms in an AmeriCorps State or National program.

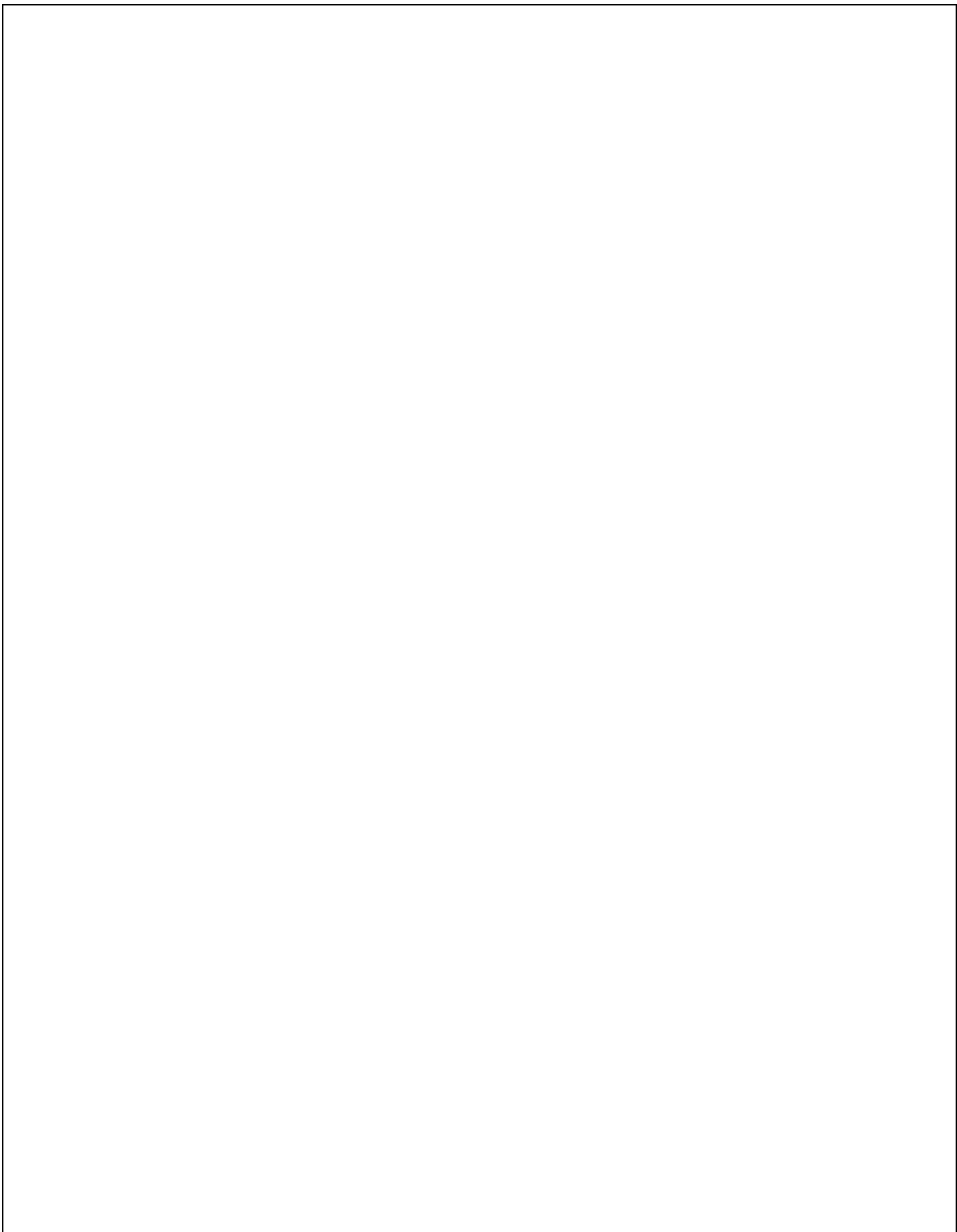
Preferred Qualifications: (list up to 7)

- Experience with spreadsheets/databases and desktop publishing.
- Bilingual in Spanish and English.

Member Benefits: (AmeriCorps benefits are listed; please add any additional benefits your site can provide)

- Taxable monthly living allowance of \$1,125.00.
- Education award of \$5350 upon successful completion of a term of service. It can be used on to repay qualified student loans or for further education at accredited schools. It is taxed in the year it is used.
- Student loan forbearance and payment of interest on qualified loans accrued during the service year.
- Basic medical coverage for the member only, not including vision and dental.
- Professional development, trainings, and networking opportunities.

Transportation Information: None



ORGANIZATIONAL CAPACITY (30 POINTS)

1. What is your organization's mission statement?

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

2. Describe your organization's history and qualifications for conducting this project.

Wenatchee Valley College has more than 40 years of experience providing for the educational needs of the Chelan, Douglas, and Okanogan counties. This includes the Adult Basic Skills program as well as vocational, transition, and continuing education. The college currently has successful mentoring program for its higher education students.

3. Describe your plan for educating staff and community members about AmeriCorps and the member's role in your organization.

The member will participate in program and district meetings appropriate. He or she will be identified as an AmeriCorps volunteer as well as his or her role within the department.

4. Describe how your organization will provide support to the member in the areas below. (For more information on IMAC Sponsor Responsibilities, refer to the Request for Proposal instructions.)

Orientation: Provide a general outline of your orientation plan, including orientation to your organization and community.

The member will:

- Meet with key staff and faculty to discuss his or her role in assisting the students in that area
- Review reports and activities from previous mentoring coordinators
- Meet with the director to clearly define activities and outcomes for the year

Supervision: Describe the structure for both the daily supervision of the member and overall project oversight.

The member will work closely with the College Success Coordinator and meet weekly with the director to discuss project opportunities, effectiveness, and any corrective actions that may need to be taken.

Training: Name and describe at least two skills trainings you will provide for your member.

Without knowing the member and his or her skill set it is difficult to predict what would be beneficial to the member. Based on history, it is possible the member will need assistance with time management, salesmanship to recruit volunteers, and problem solving skills. Training will be provided as necessary.

Professional Development: Describe the professional development opportunities available to the member.

The member will be included in any staff activities provided to other staff and faculty. If other opportunities become available every effort will be made to make them available to the member.

Space: Describe the office space the member will occupy.

The member's office space will include a desk, chair, computer, phone, table and chairs, bulletin board, and a filing cabinet.

5. Outline your plan for assisting with the recruitment of your member(s) in conjunction with IMAC's recruitment procedure outlined in the RFP Guidelines.

WVC will market the position through our normal channels of recruitment. The director will be available as necessary to answer inquiries, for interviews, and other appropriate activities.

Recruitment Contact: This person must be available to receive phone calls, electronic communication, or faxed applications; interview applicants; and make decisions about placement of AmeriCorps Members during the program term.

Name: Larry D. Ruddell Phone: 509.682.6795

Fax: _____ Email: lruddell@wvc.edu

Summer Recruitment Contact (June through August 2011): This person must be available to receive phone calls, electronic communication, or faxed applications, interview applicants; and make decisions about placement of AmeriCorps members during June, July and August.

Name: Same Phone: (Office & Cell) _____

Fax: _____ Email: _____

SUSTAINABILITY (15 POINTS)

1. How does this project fit into your organization's strategic plan?

A primary objective of the WVC ABS program is to prepare students to transition into college programs that will meet their educational and vocational needs. This project will help more students be successful in this transition.

2. How will the member's activities support the sustainability of the project?

If the member is successful in developing a strong program that demonstrates the effectiveness of mentoring in transitioning ABS students it will make it more feasible to seek other funding that will either maintain the program or help it grow.

3. How will the organization continue the project in the future without the support of an IMAC member?

These are difficult financial time for making these kinds of commitments. However, assuming the success of the project, it is easier to obtain administrative support for continuing the project. It will also help with obtaining funding from other sources. WVC ABS will every effort to continue the project.

EVALUATION (15 POINTS)

Answer the following questions for each of your organization's placement goals. A Project Activity Worksheet planning tool to assist in the preparation of the responses for the questions below is provided on page 11 of the **RFP Guidelines**.

1. Who will directly benefit from each major project activity?

Adult Basic Skills students will, through greater retention in their classes, greater skills gains during the course of the year, and greater support, be more students to reach their academic or vocational goals by transitioning to college level courses.

2. What evaluation tools and criteria will be used to measure and track the success of each activity?

WVC ABS will track attendance, skill gains, and student goals to determine the effective of this project. Since many of the students will be in the lower levels their goals may include other things of educational importance in addition to completion of GED testing and transition to college. This data will be collected quarterly by the Mentoring Coordinator and discussed with the director. Activities for the next quarter will be based on this data.

Completed Proposal Checklist

Complete RFP Application ensuring that all proposal questions are completely answered.

- Complete RFP application ensuring that all proposal questions are completely answered.
- Email** proposal to tobyh@intermountainac.com on or before **May 27, 2011, by 5 p.m.**
- Print and sign pages 4 & 5 of RFP application.
- Mail pages 4 & 5, as well as copy of 501(c)(3) verification status to: (postmarked by May 27, 2011)
- Intermountain AmeriCorps host site placements for the 2011-2012 program term are contingent on availability of Federal and State program funding from AmeriCorps

Intermountain AmeriCorps

620 Lewis Street
Wenatchee, WA 98801
Attn: Toby Haberlock

TO APPLY OR FOR MORE INFORMATION ON INTERMOUNTAIN AMERICORPS CONTACT:

Intermountain AmeriCorps
Chelan Douglas Community Action Council
620 Lewis Street
Wenatchee, WA 98801
509.662.6156 phone
509.662.1737 fax

VISIT OUR WEBSITE AT:

www.intermountainac.com

An Equal Opportunity Program