



# Request for Proposal

## Promising Practices and Congressional District Action Team

Sub-grant Opportunities for Washington Campus Compact's *Count Me In* Program  
*A Multi-State Learn and Serve America Program*

Proposals Due November 17, 2006

### I. INTRODUCTION

Washington Campus Compact (WACC) was awarded a Learn and Serve America Higher Education grant to help improve academic achievement of disadvantaged youth, institutionalize service-learning in higher education, increase academic engagement of college/university students, and support the development of congressional district action teams.

There are four key components to the *Count Me In* Learn and Serve America program:

- 1) **Promising Practices:** WACC will award subgrants to member institutions in Washington and Idaho to strengthen service-learning program and initiatives that improve academic achievement of disadvantaged youth. WACC will issue up to 11 subgrants of up to \$10,000 each.
- 2) **Congressional District Action Teams:** WACC will award subgrants to member institutions in Washington and Idaho to develop Congressional District Action Teams that bring together higher education, P-12, community leaders, and elected officials from each congressional district to develop and implement strategies to strengthen education and communities. These subgrants are intended to strengthen stakeholder awareness and support for service-learning. The state- and region-wide *Dialogue for Democracy* event will convene the Congressional District Action Teams on a bi-annual basis. WACC will issue approximately 11 sub-grants of up to \$8,000 each to help develop regional teams.
- 3) **Leadership Fellows:** Leadership Fellows will be selected through a nomination process and will be responsible for developing strategies to advance the service-learning field in Washington and Idaho. WACC will seek nominations for Fellows with expertise in the areas of leadership, community development, public policy, assessment/research, service-learning/civic engagement, government/public relations, accreditation, K-20 partnerships, development, and other areas critical to the advancement of the field. Honoraria will be available for Fellows if needed.

- 4) **Assessment/Data Collection:** WACC will develop strategies to strengthen state- and region-wide service-learning data collection in Washington and Idaho. Possible opportunities will be the development and utilization of a common database, identification of state- and region-wide indicators, development and/or dissemination of common assessment tools, providing training and technical support to campuses, etc.

**Washington Campus Compact** is a statewide consortium of 31 higher education institutions that have joined together to advance the public purposes of colleges and universities, to help students become engaged leaders in their communities, and to strengthen communities. WACC is part of a national network, with 31 affiliated state offices, and more than 1,000 colleges and universities as members.

**Learn and Serve America** is a program of the [Corporation for National & Community Service](#) (Corporation), an independent federal agency created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation. The Corporation also oversees [Senior Corps](#) and [AmeriCorps](#). Together these programs engage more than 1.5 million Americans of all ages and backgrounds in service each year.

For more information, please refer to these informative websites:

**Washington Campus Compact:** [www.wacampuscompact.org](http://www.wacampuscompact.org)

**Corporation for National & Community Service:** [www.nationalservice.org](http://www.nationalservice.org)

## II. PRIMARY NEEDS TO BE ADDRESSED

*Count Me In* will address the following needs:

- **Disadvantaged Youth:** Disadvantaged P-12 youth have low retention and academic achievement rates and reduced access to postsecondary education. Increase partnerships between higher education and P-12 schools and community-based organizations are needed to mobilize more college students to serve disadvantaged youth.
- **Institutionalization of Service-Learning:** Higher education institutions are in need of institutionalizing service-learning on their campuses. They need to improve and standardize assessment and data collection practices; increase the number of service-learning students, faculty, and courses; increase stakeholder support; strengthen P-20 partnerships; and integrate service-learning into campus policies.
- **Academic Engagement of College/University Students:** Higher education students need to participate in high-quality service-learning activities to improve their attitudes toward learning for academic engagement.

## III. PROGRAM OBJECTIVES

### **A. Improve Academic Achievement Rates of Disadvantaged Youth**

1. 2,310 disadvantaged P-12 youth will be tutored and/or mentored, participate in service-learning projects, and receive age-appropriate resources and encouragement regarding attendance to postsecondary education.

2. 80% of teachers and staff at youth-serving organizations will report improved academic achievement of the disadvantaged P-12 youth.
3. 65% of the youth will have completed secondary education and enrolled in postsecondary education.

**B. Institutionalize Service-Learning in Higher Education**

1. 4,290 college/university students will participate in service-learning projects.
2. 66 new courses will have integrated service-learning.
3. 37 institutions (50% of all higher education institutions in Washington and Idaho) and organizations will have the internal capacity and external relationships sufficient to sustain meaningful levels of service-learning activities.
4. Each member of Congress from Washington and Idaho will be educated on the value and impacts of curricular and co-curricular service-learning.
5. Each member of the state legislature from Washington and Idaho will be educated on the value and impacts of curricular and co-curricular service-learning.

**C. Achieve Academic Engagement of College/University Students Through Service-Learning**

1. 4,290 college/university students will participate in service-learning projects.
2. 80% of college/university students who participate in service-learning projects will have improved attitudes toward learning for academic engagement.
3. Service-learning students will stay in school and graduate.

**IV. STRATEGIES TO MEET PROGRAM OBJECTIVES**

In the first program year WACC will fund approximately 11 *Promising Practice* subgrants for up to \$10,000 each and at least 11 *Congressional District Action Team* subgrants for up to \$8,000 each.

The following are examples of activities that campuses can participate in to meet program objectives. Other activities are also acceptable if they meet program objectives.

**A. Improve Academic Achievement Rates of Disadvantaged Youth**

- Develop service-learning project to partner with school or organization working with disadvantaged youth
- Increase number of college/university students participating in project
- Develop project for youth to participate in service-learning
- Develop new partnerships with new schools and/or after school programs
- Provide college access information to high school and middle school students
- Document and disseminate information about current successful model
- Mentor other institution(s) to duplicate or adapt successful model

**B. Institutionalize Service-Learning in Higher Education**

- Develop Congressional District Action Teams (required for Action Team grants – see below)
- Develop and implement Action Plans (required for Action Team grants)
- Increase number of students participating in current service-learning courses
- Hold workshops on best practices for service-learning
- Develop new service-learning courses or co-curricular projects
- Increase number of quality campus/community partnerships

Mentor other campus on institutionalizing service-learning  
Develop strategies to expand support for service-learning internally and externally  
Integrate service-learning into institution's strategic plan, promotion and tenure practices, etc.  
Develop service-learning advisory committee  
Partner with office of institutional assessment to develop service-learning data collection  
Partner with institution's communication and foundation offices to bring greater awareness and support of service-learning

### **C. Achieve Academic Engagement of College/University Students Through Service-Learning**

Facilitate student forums  
Develop workshops and/or publications on best practices for service-learning  
Provide training to community partners on co-educating students  
Conduct research on academic engagement of college/university students using service-learning

*Congressional District Action Team* will develop and convene regional teams made up of diverse stakeholders that develop action plans that meet critical community needs through the use of service-learning. The action plans should include strong education outreach approaches to inform and include policymakers and media representatives. For example, an Action Team could include a member of staff from the district office of a member of Congress, the local member of the state Legislature, a school superintendent, a representative from the mayor's office, a faculty member, high school student, and a business leader. The team should plan for regular communication with stakeholders and be prepared to participate in the bi-annual Dialogue for Democracy event and present at the annual Practitioners' Meeting and the annual *Continuums of Service* conference. In addition, there will be opportunities to present their work at workshops and seminars throughout the year.

Specifically, the teams will:

- Create and deepen partnerships and increase support at local, state, and national levels by including policymakers and/or staff on the Action Team.
- Focus on developing diverse, multi-stakeholder partnerships to develop and implement strategies to meet the needs of disadvantaged youth, strengthen communities, and institutionalize service-learning.
- Utilize the resources of multi-stakeholder partnerships to institutionalize policies and increase support for service-learning. Specifically, higher education presidents and senior-level administrators will implement policies to increase funding to institutionalize service-learning.
- Increase public awareness of community needs, demonstrate roles education plays in addressing those needs, and develop and implement action plans to resolve community needs using service-learning in P-20 education.
- Develop and implement strategies to institutionalize service-learning and meet needs of disadvantaged youth in congressional districts.
- Hold at least one annual public forum as part of the Action Plan to bring broader awareness of the needs of their communities (required). Each funded project will also issue press releases, publish newsletters, and provide program stories and data for the quarterly Congressional Update Reports.
- Increase the knowledge about, practice of, and support for service-learning among partners.

## V. PROJECT ASSESSMENT

Washington Campus Compact and Learn and Serve America will provide assessment tools to measure outcomes for the program objectives. Dr. Barbara Holland will help oversee the assessment efforts. Leadership Fellows with expertise in assessment will also support the assessment efforts for this program. In addition to the program-specific assessment tools, each campus partner will be required to complete the *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* periodically throughout the program term.

## VI. ANTICIPATED SCHEDULE OF ACTIVITIES

- **October 2006:** Develop and announce *Count Me In* Call for Proposals and Fellows Nominations
- **November 2006:** Review and select *Count Me In* sub-grantees and Fellows; Develop program assessment and communication plans
- **December 7-8, 2006:** Convene selected sub-grantees and Fellows at annual Practitioners' Meeting
- **February 2007/08/09:** Sub-grantees' mid-year reports due
- **March - May 2007/08/09:** Annual sub-grantee site visits
- **April 2007/08/09:** *Continuums of Service* conference; Annual recognition of outstanding *Count Me In* participant accomplishments
- **May 2007/09:** Dialogue for Democracy event (Congressional District Action Teams)
- **June 2008:** Summer Institute
- **June 2007/08/09:** Sub-grantees' year-end reports due
- **Jan, April, July, Oct 2007/08/09:** Submit Quarterly Congressional Update Reports

## VII. PERIOD OF PERFORMANCE

*Count Me In* is a three-year multi-state program. The period of performance for each year is estimated to be:

Year 1:	December 1, 2006–July 15, 2007
Year 2:	September 1, 2007–July 15, 2008
Year 3:	September 1, 2008–July 15, 2009

Contingent on available funding, first year *Promising Practice* sub-grantees may extend funding to year two subject to demonstrated success toward meeting program objectives. To expand service-learning on more campuses, WACC will award a second round of *Promising Practice* sub-grants at new institutions in the second and/or third program years.

*Action Team* sub-grantees will receive the full grant award in year one and be eligible for continued funding in years two and three of the program subject to demonstrated success toward meeting program objectives.

## **VIII. PARTICIPATION REQUIREMENTS**

- Be a current Washington Campus Compact member or affiliate
- Participate in program orientations, trainings, and site visits
- Collect service-learning data from your campus
- Participate in program assessment efforts
- Be willing to participate in WACC organized communication efforts with state and federal policy makers including inviting them to your campus, participating in letter-writing efforts, submitting information to WACC to include in quarterly Congressional Update Reports, etc.
- Submit semi-annual progress reports
- Provide required in-kind match
- Disseminate campus project impact data to stakeholders and colleagues

## **IX. PROJECT MATCH REQUIREMENTS**

In-kind Match: Sub-grantees are required to provide a 2:1 match for funds received. For example, if your institution requests a \$5,000 grant, you will need to provide a minimum of \$10,000 of in-kind support. The match can be in the form of salaries/benefits, travel, training, office supplies, administration, etc.



# Request for Proposal

## PROMISING PRACTICES

### Full proposal includes:

- Cover Page (last page of this document)  
Original signature from authorized representative (e.g., dean, chief academic officer, student affairs officer, vice president, president) **is required.**
- Project Narrative  
In no more than ten (10) double-spaced pages, the narrative should include the following:
  1. Executive summary (Briefly describe needs to be addressed, key activities, and expected outcomes/impacts.)
  2. What current service-learning project/initiative do you have that demonstrates impact on improvement of academic success of disadvantaged youth? Describe the following:
    - Project design, scope, impacts of the project (on youth, college/university students, faculty, departments, schools, community, etc.)
    - Greatest success of the project
  3. What program objectives (as described in Section III of this Request for Proposal) will your proposed project address?
  4. What outcomes and impacts will you achieve?
  5. Describe the design, scope, and timeline of your proposed project.
  6. Provide rationale for the need to expand, deepen, disseminate and/or replicate the model.
  7. Describe current or planned initiatives to disseminate and/or replicate successful model (on another campus, in another department, etc.).
  8. Describe the level of current involvement and support of key stakeholders and partners (including your own institution). How will you increase their involvement and support in your project?
  9. Estimate the number of participants per year and briefly describe their roles:
    - College/university students
    - Faculty
    - Administrators
    - K-12 youth
    - K-12 teachers/administrators
    - Community partners
    - Local, state, federal policy-makers or their staff
    - Community leaders
    - New service-learning courses
- Budget Request & Budget Narrative. Please include both amount requesting and match providing. (2 pages maximum)
- Resume of Project Supervisor

Letter of Support from president/chancellor

## SELECTION CRITERIA

Project Narrative	50%
Project's capacity to expand stakeholder awareness and support	40%
Budget and Budget Narrative	10%

## SUBMISSION OF FULL PROPOSAL

Submit one (1) original, two (2) copies, and one (1) electronic copy

### **Mail one original and two copies to:**

Jennifer Dorr  
Executive Director  
Washington Campus Compact

#### Mailing Address

c/o Western Washington University  
516 High St., MS 5291  
Bellingham, WA 98226-5996

#### Courier Service Address

405 32<sup>nd</sup> St., Suite 229  
Bellingham, WA 98225

### **E-mail electronic copy to:**

[jennifer.dorr@wwu.edu](mailto:jennifer.dorr@wwu.edu)

*Include in subject line: Count Me In Full Proposal*

## CONTACT

All questions can be directed to Jennifer Dorr, executive director, at 360-650-7984 or [jennifer.dorr@wwu.edu](mailto:jennifer.dorr@wwu.edu).





# Request for Proposal

## CONGRESSIONAL DISTRICT ACTION TEAMS

### Full proposal includes:

- Cover Page (last page of this document)  
Original signature from authorized representative (e.g., dean, chief academic officer, student affairs officer, vice president, president) **is required.**
  
- Project Narrative  
In no more than ten (10) double-spaced pages, the narrative should include the following:
  1. Executive summary
  2. Current service-learning initiatives on your campus. Describe the following:
    - Community needs being addressed
    - Design and scope of service-learning across the campus
    - Assessment: what indicators do you currently measure and how?
    - Current or planned partnerships
  3. What do you currently do to disseminate service-learning project success/impact to both internal and external stakeholders, including media; foundations; government relations; and local, state, and national policymakers?
  4. Identify the critical community and education issues your institution is most interested in addressing through service-learning and the development of Congressional District Action Teams.
  5. How will you engage your media relations, foundation office, and government affairs office in this effort?
  6. Describe any current collaboration efforts with another higher education institution and/or K-12 school in your congressional district.
  7. What is your vision for expanding stakeholder awareness and support for service-learning in your community?
  8. Describe how you will develop the Congressional District Action Team. Who will you include? How will you collaborate? What outcomes do you hope to achieve?
  9. Estimate the number of participants per year and briefly describe their roles:
    - College/university students
    - Faculty
    - Administrators
    - K-12 youth
    - K-12 teachers/administrators
    - Community partners
    - Local, state, federal policy-makers or their staff

- Community leaders
- Budget Request & Budget Narrative. Please include both amount requesting and match providing. (2 pages maximum)
- Resume of Project Supervisor
- Letter of Support from president/chancellor

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**SUBMISSION OF FULL PROPOSAL**

Submit one (1) original, two (2) copies, and one (1) electronic copy

**Mail one original and two copies to:**

Jennifer Dorr  
 Executive Director  
 Washington Campus Compact

Mailing Address  
 c/o Western Washington University  
 516 High St., MS 5291  
 Bellingham, WA 98226-5996

Courier Service Address  
 405 32<sup>nd</sup> St., Suite 229  
 Bellingham, WA 98225

**E-mail electronic copy to:**

[jennifer.dorr@wwu.edu](mailto:jennifer.dorr@wwu.edu)  
*Include in subject line: Count Me In Full Proposal*

**CONTACT**

All questions can be directed to Jennifer Dorr, executive director, at 360-650-7984 or [jennifer.dorr@wwu.edu](mailto:jennifer.dorr@wwu.edu).



- PROMISING PRACTICES PROPOSAL**
- CONGRESSIONAL DISTRICT ACTION TEAM PROPOSAL**

County: \_\_\_\_\_ Congressional District: \_\_\_\_\_ Legislative District: \_\_\_\_\_

## COVER PAGE

### 1. Contact Information

*Higher Education Institution:* \_\_\_\_\_

Project Supervisor: \_\_\_\_\_

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

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

City/State/Zip: \_\_\_\_\_

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

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

*Government Relations Contact:* \_\_\_\_\_

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

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

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

*Media Relations Contact:* \_\_\_\_\_

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

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

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

*Foundation/Development Contact:* \_\_\_\_\_

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

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

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

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

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

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

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

### 2. Requirements

- Be a current Washington Campus Compact member or affiliate
- Participate in program orientations, trainings, and site visits
- Collect service-learning data from your campus
- Participate in program assessment efforts
- Attend Dialogue for Democracy bi-annual event (Congressional District Action Teams)

- Participate in WACC organized communication efforts with state and federal policy makers including inviting them to your campus, participating in letter-writing efforts, submitting information to WACC to include in quarterly Congressional Update Reports, etc.
- Submit semi-annual progress reports
- Provide 2:1 in-kind match
- Disseminate campus project impact data to stakeholders and colleagues

**3. Certification**

To the best of my knowledge and belief, all data in this application/are true and correct, the document has been duly authorized by the governing body, and the applicant agrees to perform the responsibilities as outlined in this proposal and abide by the requirements of the *Count Me In* program as outlined in the Request for Proposal.

Project Supervisor

Name/Title \_\_\_\_\_

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

Authorized Representative,

Name/Title \_\_\_\_\_

*(e.g., dean, chief academic officer, student affairs officer, vice president, president)*

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