



MICHIGAN CAMPUS COMPACT

Service for Access Initiative

2009 – 2010 Planning Grant



In the 2009-2010 academic year, Michigan Campus Compact (MCC) will offer approximately five reimbursement grants at \$2,000 each for campuses to conduct a mapping activity to explore partnerships between campus service programs, higher education access programs, and community partners. Mapping activities can be conducted by campus faculty, staff, or advised graduate or undergraduate students.

Request Available:	January 16, 2009
RFP Deadline:	March 25, 2009
Awards Announced:	April 28, 2009
	Governor’s Education Summit, Lansing, MI
Cycle Begins:	May 30, 2009
Cycle Ends:	May 30, 2010

Mapping Project:

Each Planning Grant awardee will be required to conduct a campus and community mapping project to explore existing access programs and how they interconnect (see attached College Access Mapping: Activity Guide).

The goals of this experience include:

- Campuses will explore their infrastructure, seeking ways to effectively address issues of college access through seeking possible connections with various offices on campus (Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and other access programs, Admissions, Diversity Programs, Financial Aid, and offices of Community Service, Service-Learning and Civic Engagement)
- Grantees will explore ways that campus and community can work collaboratively to address issues of college access and success
- Create or strengthen partnerships with new schools or districts where K-12 youth are less likely to attend college
- Recruit college volunteers to be trained as “college positive”

Eligibility:

- Open to faculty and staff at member campuses. Funds will be awarded to MCC member institutions. For a list of members visit: www.micampuscompact.org/membercampuses.asp
 - Priority will be given to campus representatives of service, civic engagement, student affairs, and/or campus representatives from offices or programs that focuses on issues of access to higher education (GEAR UP and other access programs, Admissions, Diversity Programs, Financial Aid, etc.)
 - These are reimbursement grants. MCC will reimburse approved expenditures according to a schedule designated by MCC.
 - All funds awarded by MCC require a 100% match of cash or in-kind support.
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For More Information:

Contact Michelle Snitgen at MCC, 517.492.2439 or msnitgen@micampuscompact.org
Visit www.micampuscompact.org for additional grant opportunities focusing on college access.

Michigan Campus Compact

Michigan Campus Compact (MCC) is a statewide organization of college presidents that promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement. In MCC's 20 year history, the organization has supported and strengthened the ability of Michigan's higher education institutions to engage students in service and to solve critical issues for communities, for Michigan, for our Nation, and around the world.

GEAR UP/College Day Program

The State Of Michigan funded **College Day (CD) Program** was merged with the United States Department of Education's GEAR UP Program in July 2006 in an effort to increase the number of low-income students who are prepared to enter into, and succeed in, postsecondary education. The GEAR UP/College Day (GU/CD) Program partners with Michigan's public universities, EduGuide/Partnership for Learning, Michigan Department of Treasury, and the University of Michigan - Ann Arbor's School of Social Work to provide early intervention services and a scholarship component for low-income students. Michigan's fifteen (15) public universities receive State Of Michigan financial support through their base funding for the College Day portion of the program. Professional development opportunities for educators are also provided to enhance the skills and abilities of educators working with a cohort of students. The program began with participating schools that had a 7th grade and in which at least 50 percent of the students are eligible for free or reduced-price lunch under the National School Lunch Act. The cohort of students will be provided services through high school as they prepare for future educational opportunities.

College Access Programs

For the purpose of this initiative, college access programs are defined as those that work with youth to raise awareness about the possibility and affordability of college and take steps to better prepare youth for college. Access to higher education is a multifaceted issue that affects higher education, K-12, local communities, Michigan, and our nation, and requires a unique and creative solution. Many civic engagement leaders on campuses and in communities are already working to address the financial, academic, and social barriers of attaining higher education success. Through the MCC Planning Grants of the Service for Access Initiative, campuses are encouraged to explore avenues of collaboration between campus and community to address issues of college access and success, and to develop student leaders to support this work. Through deeper campus and community collaborative efforts, and the training and supporting of college students to participate in "College Positive Volunteerism," Michigan can see a greater result in college access and success.

College-Positive Volunteerism

"College Positive Volunteerism is a framework that can be applied by students, faculty, and administrators alike to focus on the bigger picture when involved with youth targeted volunteer programs. Through this framework, college volunteers understand the ways they can increase college awareness and enthusiasm in youth" (Massachusetts Campus Compact).

College students as tutors, mentors, and active community volunteers can have a profound impact on how young people, beginning as early as first grade, view the possibility of going to college. By taking a college-positive approach with young people, college students can serve as more than just role models and educators. They serve as a bridge for young people in the discovery of college opportunities. MCC will be working to develop a sustainable training curriculum for college students; one that can be incorporated into the training of all volunteers who work with young people. In doing so, the number of direct one-on-one interactions supporting college access by youth will be increased.

Grantees will be selected on the basis of:

- Addressing all questions of the proposal in a clear, detailed, and organized fashion;
- A thorough program plan and set of objectives that meet the goals of the grant;
- Ability to provide sound program and fiscal oversight; and
- Appropriate use of grant funds.

Selection Process

Grants will be awarded through a competitive peer review selection process. MCC will engage individuals from higher education institutions and access-focused higher education programs to determine which subgrants will be funded. One unique aspect of MCC subgranting is that students often take part in the review of grant applications, a type of philanthropy education not often afforded young persons, through which they may gain experience to encourage grant writing.

Application Assistance

The grant program manager is not a part of the review committee and is available to answer questions and concerns regarding the grant application process.

Please check the MCC website for a grant assistance schedule:

Grant Application Preparation Meetings	February and March 2009
Technical Assistance Conference Calls	February and March 2009

Grant Requirements

- Track and report on progress towards objectives stated in the grant application through periodic submission of program reports;
- Track and report on financial expenditures and match contributions through periodic submission of Subgrantee Fiscal Reporting and Reimbursement Forms;
- Complete a college access mapping activity and submit final connections and outcome synthesis
- Cooperate with the monitoring and evaluation efforts of Michigan Campus Compact and the Department of Education. Specifics are yet to be determined, but will be finalized and available to potential subgrantees before grant contracts are issued;
- Arrange time for the MCC Program Manager to conduct at least one site visit per year;
- Send at least one (1) representative to the Governor's Education Summit, April 28, 2009;
- Send at least one (1) representative to a subgrantee grant logistics meeting (May, 2009);
- Send at least three (3) representatives to College Positive Volunteerism trainings (various dates to be determined in the Fall of 2009 and Spring of 2010);
- A year after the approved grant cycle begins, said grant and related material, such as reports and other publications, become property of Michigan Campus Compact;
- The Grantee must provide and account for matching funds as agreed upon in the approved application and budget, even if the Grantee does not expend the total grant award; and
- Matching contributions must be verifiable from the Grantee's record; not included as contributions for any other Federally-assisted programs; and allowable under applicable cost principles.

Funding

Funding is contingent on the Department of Education College Cost Reduction and Access Act. Michigan Campus Compact is affiliated with Michigan Nonprofit Association and Campus Compact, and is supported by the ConnectMichigan Alliance Endowment. Michigan Nonprofit Association will serve as the fiduciary agent in Michigan for the grant.

Timeline

Proposals [Original and 8 copies] due to:
 Michigan Campus Compact
 1048 Pierpont, Suite #3
 Lansing, MI 48911
 Attn: Service for Access Initiative

Anticipated notification of grant awards: April 28, 2009
 Grant period begins: May 30, 2009
 End of grant period: May 30, 2010

****Those awarded will be required to attend a grantee meeting in May of 2009.

Deadline: Must arrive at MCC office, Wednesday, March 25, 2009 by 5 p.m.

FAXED AND EMAILED PROPOSALS WILL NOT BE ACCEPTED!

Grant Proposal Checklist

- Completed Title Page (use template attached) with appropriate fiscal officer signature
- Project Description of 3 – 5 sentences
- Narrative of 4 – 6 pages that addresses all areas detailed under Section C of the Request for Proposal
- Completed Budget for grant funds and match
- Completed Budget Narrative for grant funds and match
- At least two letters of support
- Original and 8 copies of all documents

The contents of this document are supported in part by the U.S. Dept of Education College Access Challenge Grant. However, contents do not necessarily represent the policy of the Department and do not assume endorsement by the federal government.

A special thanks to Massachusetts Campus Compact for guiding our initiative with their work and publications: *A Guide to College Access and the College Positive Volunteer*, and *Emerging Themes in the Fields of College Access and Civic Engagement: College Access Fellows Mapping Report*.

<http://ase.tufts.edu/macc>



Michigan | Campus Compact

MICHIGAN CAMPUS COMPACT
Service for Access Initiative
2009 – 2010 Planning Grant
REQUEST FOR PROPOSAL



APPLICATION COMPONENTS

All grant applications must be typed in 12 point Times New Roman or Arial font, double-spaced with at least one inch margins.

- A. Title Page** (see attached Application Title Page)
- B. Project Description:** Three (3) to five (5) sentences MCC and partners will use to describe the initiative in promotional publications.
- C. Proposal Narrative:** (4 – 6 double-spaced pages):
1. Do you plan to use the attached College Access Mapping: Activity Guide to guide your work? If not, please detail the mapping activity you plan to use to complete the grant goals.
 2. Detail your specific programming plans for this initiative, including the indication of target dates for planning, proposed number of interviews, meetings, and/or trainings, and other applicable details.
 3. Why do you think it would be beneficial for your campus to participate in this project?
 4. Who will be involved in managing this project? Define the roles of each individual in planning and completion.
 5. How might you use the College Access Mapping Activity to inform the next steps in your campus access work?
 6. Please state your commitment to send at least three representatives to college positive volunteerism trainings (multiple training dates will be available during the 2009 – 2010 academic year).
- D. Provide a budget and budget narrative as Appendix A and B (not included in 6 – 8 page narrative)**
1. **Budget:** Detail the grant funds requested (\$2,000) with a required 100% match (either cash or in-kind) to demonstrate commitment to the program (e.g., for space rental, resources, etc.)

Allowable Costs: Examples of allowable costs include student or professional staff, graduate assistants, transportation, trainings and education, and partnership development activities. Providing funds to a community organization to help form the partnership are allowable, as well as the direct costs associated with the development or implementation of the project. Faculty/staff time may be used as part of the match, but not for the entire match.

Non-allowable Costs: Budget funds cannot be used for indirect costs, food, equipment costing more than \$100, entertainment costs, tickets to recreational events, ball games, zoos, etc., clothing such as T-shirts or hats, international travel and/or cash incentives.

Organize your budget around the following categories:

- Personnel Expenses
- Personnel Fringe Benefits
- Travel
- Supplies
- Trainings
- Other Program Operating Costs

2. Budget Narrative: Provide a budget narrative explaining how funds will be expended and how the match (either cash or in-kind) will be made.

- Explain how the funds will be used during the grant year
- Explain how the match will be met (e.g., for space rental, resources, etc.)
- Provide detailed calculations showing how each amount has been determined

E. Provide at least two letters of support for your program to signify commitment

Suggestions:

- Letter of commitment from the service office on campus signifying an equal partnership.
- Letter of commitment from the pre-college/access program signifying an equal partnership.
- Letter from your institution's president or an appropriate dean/provost.
- Letter(s) from other relevant advocates and/or community partners.

MICHIGAN CAMPUS COMPACT

SERVICE FOR ACCESS INITIATIVE

2009-2010 Campus Program Demonstration Grants

APPLICATION TITLE PAGE

Name of Institution _____

Lead Applicant _____

Project Title _____

Funds Requested _____ Total Project Cost (including match) _____

Program Manager _____

Title _____

Complete Campus Address _____

Telephone _____ Fax _____

E-mail _____

Signature _____ Date _____

Authorized fiscal agent signature (Please note: This application must be routed through the appropriate campus system, and signed by the person authorized on campus to accept external contracts and grants on behalf of the institution. No application will be accepted without a correct authorized fiscal agent signature.)

Fiscal Agent _____

Title _____

Complete Address _____

Telephone _____ Fax _____

E-mail _____

Signature _____ Date _____

College Access Mapping: Activity Guide (Originally developed to be completed by students)

Developed by Massachusetts Campus Compact and outlined in their publication, *Emerging Themes in the Fields of College Access and Civic Engagement: College Access Fellows Mapping Report*.

<http://ase.tufts.edu/macc>

Activity I: Who's Around?

Step I. Mapping Stakeholders

The first step is to identify key stakeholders. The following questions will help inform the mapping process. During this mapping activity, you may want to complete the mapping tool (see page 10) to draw the map of your campus and community. In this process, you may wish to start with the general (i.e. Service Learning Center/Admissions Office, Boys and Girls Club), but then get *specific*, including names and contact information of people (i.e. Sam Grant, Director, 555-555-5555). The more specific you can get, the better, especially as you go out to talk with people.

A “stakeholder” is any person or group that has a real interest (or “stake”) in something.

- Who are key “stakeholders” (on campus and in the community) for creating, developing, and managing college access programs?
- Who has a real interest in providing local youth with opportunities to attain their goal of a college education? Here you might think of student organizations, key community partners, faculty, student affairs, administrators, etc.
- What programs target college access (including volunteering, service-learning, or institutional and community work)?
- Which offices support college access programs?
- What college student groups are organizing or involved in college access programs?
- What community-based organizations are organizing or involved in college access programs?
- What community and neighborhood organizations can/does the college partner work with in regards to college access?
- What state and regional elected officials have supported progress toward addressing higher education access barriers?

Step II. Interviews

Conducting interviews is important for building relationships with key people on campus and in the community to understand where the leverage points for change and collaboration are; but it requires much more time. Due to the amount of time that interviewing takes in scheduling and performing, interviews should not be seen as a stopping point, but rather as a constant activity that you participate in and return to as schedules permit. You may want to continue doing interviews after your mapping project is complete to further your understanding. After the initial mapping, the next step is to do one-on-one interviews with some of the people you identified. This can seem intimidating, but the stakeholders you identified are most often excited to talk with people about their work, especially students. It is also an essential aspect of understanding power on campus and in the community, building allies, and seeing how to accomplish your goal (which could range from hosting a dialogue, to recruiting more students to join your cause, to increased collaboration between university and community partners on the issue of college access).

The following are questions to ask your identified stakeholders:

- How did you first become involved in your work? (depending on how the person is identified as a stakeholder, this can be made more specific to the organization or college access work this person is doing)
- What drives you to be involved?
- How can we increase student and institutional involvement in addressing college access with the local community? (to ask both campus and community stakeholders)
- What changes would you like to see on campus or in the broader community? Do you think change is possible?
- Who else do you know on campus or in the community that is working on these issues?

Be sure to follow-up on interesting answers and observations. Build on what your interviewee has already said, rather than following a set script of questions. An interviewee who feels listened to is likely to talk more than someone who feels ignored. So this activity, while sometimes daunting, should be fun and meaningful. Try to get to know what motivates this person to be involved and how this person might be enlisted as an ally in your efforts on campus.

Activity II: Helping and Hindering College Access Programs

As you look at the people and places you identified (and potentially interviewed) above, think about the “strengths” and “gaps” on your campus and in your community in addressing the academic, financial, and cultural barriers that hinder local youth from attending college. Use the following questions to guide your discussion in determining the strengths and the gaps on your campus and in your community.

STRENGTHS—SUPPORTING COLLEGE ACCESS PROGRAMS

- In what areas are your campus and community strong in addressing college access barriers?
- How does your campus help support these programs?

GAPS—HINDERING COLLEGE ACCESS PROGRAMS

- What areas of college access does your campus and community need more support in addressing?
- What on your campus and in your community prevents greater collaboration?

Activity III: Recommendations for Change - Action Steps

- Ideally, how could your campus best address college access barriers in the local community?
- What are some concrete ways that your campus and community can work together in addressing college access for local youth?

Follow up question:

- What steps need to be taken in order for your recommendations to be realized?

Activity IV: Next Steps: Action Plan

1. Devise a strategy for implementing the action steps from Activity III.
2. Share your assessment with the people you interviewed on campus and in the community.
3. Make your assessment of the campus public:
 - Meet with faculty to present your assessment and recommendations
 - Meet with administrators to present your assessment and recommendations
 - Meet with representatives from other schools and compare notes
 - Meet with student government
 - Meet with community members to present your assessment
4. Gather feedback from the various constituents to revise action steps as necessary

College Access Mapping Tool

