COLLEGE ACCESS CORPS
AmeriCorps Member Positions
Academic Year 2020-2021

Request for Letters of Interest
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Introducing College Access Corps

Washington Campus Compact is pleased to announce the next iteration of College Access Corps, an AmeriCorps Program funded by the Corporation for National and Community Service.

In many respects, next year’s CAC will look similar to previous years. CAC remains focused on the academic success of underrepresented students, both racial/ethnic and socio-economic. WACC colleges and universities will remain the hub of local partnerships involving schools and community organizations. Your AmeriCorps Members will continue to recruit and manage college-student volunteers in order to provide a breadth of academic support. And CAC means that college and university programs can continue the work already underway in your communities.

CAC also incorporates key differences next year in order to better meet the needs of WACC colleges and universities, AmeriCorps Members, educational partners, and the students you serve.

First, CAC is expanding the program scope to encompass support for college and career readiness. While College Access Corps included an element of career preparation, college and career success will go hand-in-hand in the new AmeriCorps program.

Second, CAC is expanding grade-levels to reach K-16. Extending academic support into early education recognizes the reality of achievement gaps from the very beginning of schooling. Extending into postsecondary education recognizes the importance of college success and career support for underrepresented students on your campuses.

Third, CAC curricula are aligned with statewide educational frameworks for college and career readiness in Washington (e.g. High School and Beyond Plans). This means that AmeriCorps Members working in elementary and secondary education programs will help students to meet statewide requirements as well as local guidelines and individual educational needs.

Fourth, the goal of AmeriCorps Members will be to help students, K-16, assemble “Readiness Portfolios,” as a set of twenty (20) grade-specific college and career readiness accomplishments that align with state requirements and local programs, and that meet individual student needs.

Fifth, AmeriCorps Members will receive higher living allowances in order to make AmeriCorps service more accessible to a wider range of individuals, and to broaden the pool of applicants to help fill your service positions.

Thank you for your interest in CAC. We look forward to working with you to advance college and career readiness for students in your campus communities and across Washington!
CAC AmeriCorps
Letter of Interest Overview

Washington Campus Compact (WACC) invites higher education institutions in Washington to submit letters of interest to participate in the College Access Corps (CAC) program (see Appendix A: Program Design). Participating colleges and universities will receive one or more AmeriCorps Members who will advance a shared commitment to college and career readiness for underrepresented students.

Due Date
Please submit your letter of interest by July 1, 2020. AmeriCorps positions will be allocated on a rolling basis (see Appendix B: Available CAC AmeriCorps Positions). Please email your letter of interest to:

Dr. John Lang
Associate Director
Washington Campus Compact
Western Washington University
john.lang@wwu.edu

Timeline
- July 1, 2020: Letter of interest due date
- July to July 2020: CAC AmeriCorps Member recruitment
- August 2020: Orientation for AmeriCorps Members and Supervisors on WWU campus
- August/September 2020: Term of service begins
- February 2021: Mid-year training and program review
- June 2021: End of 10-month service term

Matching Funds
For 2020-2021, the cash match requirement is $9,000. Funds go to AmeriCorps member living allowance as well as training, travel, and related expenses.

Please contact John Lang with any questions or to discuss your letter of interest: john.lang@wwu.edu.
Letter of Interest Instructions

Please include the following in your letter of interest. For details on the College Access Corps see Appendix A: Program Design.

Statement of Need
Identify your target population of underrepresented students, K-16, within the scope of CAC. Describe the need for college and career readiness academic support on your campus and/or in your community. Your program design can focus on any (or all) grade levels within the K-16 continuum.

CAC Program Design
Please describe your specific program design within the scope of CAC including: the number of students you will serve at each target grade level, your plans for curriculum and instruction, identification and description of roles and responsibilities by program partners such as schools and community organizations, dedicated program and personnel resources at your institution, and your specific program goals and objectives.

Request for AmeriCorps Members
Please state the number of AmeriCorps position(s) you are requesting. Describe the roles and responsibilities for each position (see Appendix C: AmeriCorps General Service Description), site placement at your institution, school, and/or community partner, the office or program at your institution that will oversee each AmeriCorps Member, designated supervisor(s) and your plans for the oversight, direction, and support and supervision.

Statement of Matching Funds
Please confirm that your institution will provide matching funds for AmeriCorps positions, as described above (see also Appendix B).

Statement of Compliance
Please provide a statement of compliance with policies enumerated in Appendix D: Equal Opportunity and Non-Discrimination Policy and Appendix E: List of Prohibited Activities.

Designated Contact
WACC will work with qualified institutions to finalize CAC program design and AmeriCorps allocations through a CAC subcontract. Please identify appropriate contact(s) to represent your institution and to coordinate among other program partners.

Signature
Please undersign your letter of interest with a duly authorized representative of your institution.

Letters of Support (Attachments)
If applicable, please attach letters of support from program partners (e.g., schools, school districts, and community organizations) to confirm their participation and commitment to host and support CAC AmeriCorps Members. Letters should be undersigned by a duly authorized representatives.
Appendix A
CAC Program Design

Throughout Washington, statewide educational policies focusing on college and career readiness, K-16, underscore the urgent need to elevate opportunity and achievement for underrepresented students, both racial/ethnic and socio-economic. The goal of the College Access Corps (CAC) is to advance statewide efforts to improve academic engagement for underrepresented students, K-16. For students at all grade-levels success means (1) increased academic skills, attitudes, and mindsets to persist and to complete secondary education; (2) increased academic preparedness and aspirations toward postsecondary education; and (3) increased postsecondary success in preparation for career opportunities.

Statement of Need

Washington Education Gap

In 2013 the Washington Student Achievement Council (WSAC) established “The Roadmap” — pursuant to state law (RCW 28B.77.020) — a ten-year plan with two central goals. First, 100% of adults (ages 25 to 44) will have a high school diploma or equivalent. Second, 70% of adults (ages 25 to 44) will have a postsecondary credential.\(^1\) While the plan encompasses all students, statewide, the Roadmap focuses on underrepresented student groups — both racial/ethnic and socio-economic — who fall far short of these educational goals and are too often the least prepared for college and career success.

Four-year high school graduation rates illustrate the divide that separates underrepresented student groups from college and career readiness. WSAC reports that 2017 graduation rates among African American (72%), Hispanic (73%), Pacific Islander (68%), and Native American (60%) students fell below the state average (79%), as well as graduation rates for White (82%) and Asian (87%) students. Graduation rates among low-income (70%), migrant (68%), and English learner (56%) students fell far short of the state average, as well. In consequence, significant portions of underrepresented student groups do not reach the crucial milestone of high school graduation in order to pursue a postsecondary education and subsequent career opportunities.\(^2\)

Rates of postsecondary enrollment indicate a further widening of the education gap. WSAC reports that amid an overall decline in postsecondary enrollment, enrollment rates among African-Americans, Native Americans, and Pacific Islanders have declined up to 36% between 2011 and 2015. Among students who


\(^2\) WSAC Dashboard, [www.wsac.wa.gov/roadmap/access](http://www.wsac.wa.gov/roadmap/access).
enter four-year institutions in Washington, Hispanic (59%), African American (51%), Native American (50%), and Pacific Islander (25%) students graduated at rates far below the 2015 state average (69%). Overall, racial and ethnic minorities among Washington residents (ages 25 to 44) attain postsecondary degrees at rates 10% to 25% below the state average.\(^3\)

**Gaps in Early Education**

Importantly, educational gaps open up long before the crucial milestones of high school and college graduation. In Washington the Office of Superintendent of Public Instruction (OSPI) reports that “Kindergarten Readiness” rates among underrepresented students — measured in six areas: cognitive, language, literacy, math, physical, and social-emotional — anticipate later gaps in readiness toward college and career. In 2018, African-American (40%), Pacific Islander (31%), Hispanic (30%), and Native American (30%) students fell behind readiness rates for White and Asian students by 20 to 26 percentage points. Viewed from a socio-economic standpoint, Kindergarten Readiness among low income (31%), English language learner (30%), homeless (25%), and migrant (9%) students differed from their respective counterparts by 20 to 35 percentage points.\(^4\)

**The Goal of CAC**

The measure of program completion for students, and AmeriCorps Members, will be the Readiness Portfolio as a set of 20 accomplishments that demonstrate grade-specific progress along college and career pathways. In turn, the goal of Readiness Portfolios is to advance statewide efforts in Washington to improve academic engagement and success for underrepresented students, K-16, toward college and career readiness.

**CAC Program Elements**

Given the urgent need to elevate college and career readiness among underrepresented students in Washington, the College Access Corps (CAC) will place AmeriCorps Members into campus communities in Washington. Members will recruit, train, and support college-student volunteers to serve as Academic Coaches to underrepresented students, racial/ethnic and socio-economic, grades K-16, each year.

In order to contribute to existing efforts, CAC will align program design with statewide educational policies in Washington. CAC academic interventions will utilize statewide frameworks for middle and high school

\(^3\) Ibid.

4 Office of Superintendent Public Instruction, “Kindergarten Readiness,” [www.washingtonstatecereportcard.ospi.k12.wa.us](http://www.washingtonstatecereportcard.ospi.k12.wa.us).
students, as well as college, career, and civic education programs in elementary schools and postsecondary institutions.

“High School and Beyond Plan” (HSBP) is a set of “college and career readiness requirements” for high school graduation established by the Washington Legislature in 2009 and updated in subsequent years. The goal is to ensure that “a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner” (RCW 28A.230.090).

CAC AmeriCorps Member Roles and Responsibilities
AmeriCorps Members and Academic Coaches will provide the underrepresented students, racial/ethnic and socio-economic, with a minimum of 20 hours of classroom and after-school interventions throughout the academic year in order to build “Readiness Portfolios,” or sets of grade-specific accomplishments that align with state requirements, local programs, and individual educational need. By aligning CAC with statewide educational policies, AmeriCorps Members Coaches will help students meet state requirements for high school graduation as well as standards for college and career readiness. For students approaching graduation the Readiness Portfolio will translate into Readiness Capital, or the essential assets a student needs — college and career plans, SAT/ACT scores, college applications, financial aid and scholarships — in order to pursue postsecondary and career pathways.

The benefits of the Academic Coaching model are myriad. Students will receive academic support that is regular and sustained throughout the academic year. Portfolio building will entail in-depth work that covers a wide range of college and career topics. AmeriCorps Members and Academic Coaches, primarily college students and recent graduates, will develop positive relationships with students through trust and collaboration developed over time. Members and Coaches serve as role models who are able to teach from experience in facing and overcoming fears and challenges along college and career pathways. And Members and Coaches complement or stand in for positive and motivating influences in schools and among family and friends.

Middle- and High-School Academic Programs
In Washington, AmeriCorps Members and Coaches will provide students, grades 7–12, with weekly academic coaching throughout the school year as students build Readiness Portfolios that align with HSBP. The Portfolios will begin with state requirements that are first developed by 7th and 8th grade students, and then updated annually through 12th grade. Elements include educational and career plans, course
goals, testing and assessment milestones, and resume building. CAC will combine HSBP requirements with grade-specific activities that will deepen a student’s skill-base and understanding of college and career pathways. In particular, CAC will utilize a vast resource of 30 activities for each grade, developed by the Office of Superintendent of Public Instruction. Each activity focuses on a particular dimension of readiness according to Career and College Development, Academic Eligibility, Ownership of Learning, Transition Skills, and Metacognitive Skills. For instance, 7th graders might develop a set of note-taking illustrations, a time management plan, and a “bucket list” of career ideas. Students in 8th grade will compose a portrait of a role model, develop a budget for college, and role play job interviewing from the employer’s perspective. Students grades 1012 might reach specific milestones toward postsecondary opportunity including PSAT and SAT preparation and testing, college research and campus visits, completion and submission of applications, completion of FAFSA and scholarship applications.

Expanding into Elementary and Postsecondary Education
Alongside middle- and high-school interventions, CAC will extend the Portfolio approach to elementary schools and postsecondary institutions in support of statewide readiness commitments, K–16. The Washington “Roadmap” embraces “career-connected learning and targeted student supports, in both K-12 and postsecondary education.” For elementary education, however, Washington has not developed a standard framework or set of tools that is grade-specific and aligned with readiness curricula in middle school and high school.

Early Education Readiness Programs
For grades K-5 CAC will combine national guidelines with effective local networks and programs that already work with elementary students to fashion the building blocks of college and career readiness. For instance, in the current College Access Corps program of WACC colleges and universities already partners with local schools to provide a range of academic proficiency and social-emotional learning activities for elementary students. These local initiatives reflect the “Eight Components of College and Career Readiness” (developed by the National Office for School Counselor Advocacy NOSCA), which are specifically designed for elementary education in order to “create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.” Components include College Aspirations, Academic Planning for College and Career Readiness,
Enrichment and Extracurricular Engagement, College and Career Exploration, College and Career Assessments, and College Affordability Planning.

**Postsecondary Student Success**

At the postsecondary level, CAC Members and Coaches will help to address critical needs identified by colleges and universities to support underrepresented students on their campuses. AmeriCorps Members and Academic Coaches will provide weekly academic interventions throughout the academic year as student-beneficiaries build Readiness Portfolios. Portfolios will consist of activities designed by each institution to meet student needs in academic success, financial management and college affordability, stress management and mental health, housing and food security, and job searches and application skills, for instance. For postsecondary institutions, CAC Members and Coaches will provide low-cost, high-impact strategies to bolster existing programs or help with new initiatives on campus. For instance, CAC could augment TRIO programs at smaller institutions with higher needs and fewer resources. CAC could also play a vital role at larger institutions that serves significant numbers of underrepresented and at-risk students each year.
Appendix B
CAC AmeriCorps Member
General Service Description

CAC Program Purpose
To advance statewide efforts to improve college and career readiness for underrepresented students, K-16, through (1) increased academic skills, attitudes, and mindsets to persist and to complete secondary education; (2) increased academic preparedness and aspirations toward postsecondary education; and (3) increased postsecondary success in preparation for career opportunities.

About AmeriCorps Members
AmeriCorps Members play a vital role in the success of College Access Corps as program coordinators, volunteer coach recruiters and trainers, and direct providers of academic support for underrepresented students. Members serve ten (10) month terms coinciding with the academic school year. AmeriCorps service is meant to address an important need in the community and to serve as a steppingstone for each member’s educational and career goals.

Key Responsibilities
• Commit to ten (10) month term of service totaling 1700 hours.
• Train, supervise, and support college students as CAC coaches for participating students.
• Create and cultivate school/community partnerships.
• Provide direct CAC coaching for participating students.
• Recruit volunteers for National Days of Service and other community service events.
• Compile and update CAC program sustainability manual annually for future AmeriCorps Members.
• Collect and document program assessment data and report on monthly basis.
• Participate in CAC trainings throughout the term of service.
• Collaborate with other CAC AmeriCorps Members in Washington to develop and share program resources.
• Additional duties as assigned by supervisor.

Required Qualifications
• Be a United States Citizen, Naturalized Citizen, or Lawful Permanent Resident.
• Be 18 years or older.
• Have a postsecondary degree or certificate (e.g., Associate Degree, Bachelor’s Degree).
• Agree to a National Service Criminal History Check. Convictions for sexual offenses and murder will disqualify applicants. Other offenses will be reviewed on a case-by-case basis.
• Ability to work well with people of diverse backgrounds.
• Strong organization, problem-solving and written and oral communication skills.
• Strong initiative, self-starter, and enthusiasm for helping others succeed.
• Commitment to promoting educational equity and inclusion.
• Basic office computer skills, including word processing.
Benefits
• Living allowance up to $18,000 (based on full-time status and distributed over 10 months).
• Segal Education Award up to $6,095 (based on full-time status and prorated for other positions) upon successful completion of the program.
• Loan forbearance and interest accrual reimbursement on qualifying loans.
• Basic health care plan (if needed).
• Childcare assistance for qualifying members.
• Networking, training, and professional development opportunities.
• A chance to make a difference on campus and in schools!

How to Apply
Submit a cover letter and resume to Washington Campus Compact, cacprogramassistant@wwu.edu. Applicants are prescreened by WACC. Qualified candidates are forwarded to participating institutions for review and final hiring decisions.

Equal Opportunity
CAC is an Equal Opportunity/Affirmative Action enroller of AmeriCorps service volunteers. Members of ethnic minorities, disabled veterans, veterans of the Vietnam-era, and recently separated veterans, persons of disability and/or persons age 40 and over are encouraged to apply. College Access Corps only enrolls members who are citizens, nationals, or lawful permanent resident aliens of the United States. All new members must show service eligibility verification as required by the U.S. Citizenship and Immigration Services and must satisfy the National Service Criminal History Check eligibility criteria pursuant to 45 CFR 2540.202.
Appendix C
Equal Opportunity and Non-Discrimination Policy Statement

Western Washington University, a public institution of Washington State, is the fiscal/legal host of Washington Campus Compact. The College Access Corps is an AmeriCorps program funded by the Corporation for National and Community Service (CNCS), a federal agency of the United States.

Institutions of higher education and other organizations receiving AmeriCorps funding through Washington Campus Contract are “subgrantees” of the CNCS-funded College Access Corps. Subgrantees must abide by all applicable Washington State and federal policies including but not limited to the following:

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, political affiliation, 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.

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.
Appendix E
List of Prohibited Activities
CAC Program and AmeriCorps Members

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

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. 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;
7. 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;
8. Providing a direct benefit to—
   a. A business organized for profit;
   b. A labor union;
   c. A partisan political organization;
   d. 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;
   e. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
9. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services;
11. 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 logo while doing so.