

Learn and Serve America School-Based Sample Grant Application

This example of a successful grant application is provided as a model and can be useful to help you determine:

- an acceptable structure of a grant application, including all of the requested elements
- an appropriate style, including level of formality, language usage, and format
- an appropriate level of detail for the application.

It is important to note that the sample grant application was not submitted for the current NOFO and several changes have been made. Learn and Serve America cautions against the following:

- borrowing content from the grant application example because the grant guidelines have changed from those in effect when these were submitted
- designing your grant application exactly like one of these models because each grant proposal has aspects relevant only to that proposal
- limiting the content of your program to the issues and services described in the samples as Learn and Serve is interested in issues and programs as described in the current NOFO.

** This example is meant for educational purposes only. All names are fictional.*

Executive Summary

The State Department of Education (SDOE) is the applicant agency for the K-12 Learn and Serve Homeland Security Initiative and is herein submitting this strategic plan of activities to address homeland security concerns through student led service-learning initiatives in school districts and communities. Activities for this program will occur over a two-year period beginning in the fall of 2004 with completion in the spring of 2006. During this two-year grant period, the SDOE has three primary goals for Learn and Serve State Homeland Security Initiative (LSSHSI): expansion and replication of quality service-learning homeland security programs; increased community collaboration at the sub-grantee level; and improved program capacity and sustainability. To achieve these goals, the SDOE will work to: (1) increase the capacity of school districts and communities to respond to crisis situations through homeland security service-learning activities, (2) disseminate the knowledge of best practice schools to strengthen service-learning training capacity; and (3) to include student voice in school and community safety plans.

In addition to the above stated objectives, the SDOE, in cooperation with its partner organizations and technical assistance providers, will work to disseminate information on program quality through face-to-face, electronic and print means to other interested groups and organizations. Efforts will be made to include both community and faith based organizations to ensure greater involvement of students at all levels and to deepen local community involvement.

At the end of two years the SDOE will have more than 30,000 service-learning participants and more than 500 adult volunteers involved in LSSHSI. The successful achievement of three primary goals will be presented through publications and conference presentations, both in State and other states.

Summary of Accomplishments

State's Learn and Serve initiative has demonstrated great success during the past two years. Collaborative efforts with other Corporation for National and Community Service (CNCS) funded entities have been revitalized. Monthly meetings with SeniorCorps, AmeriCorps and Learn and Serve coordinators have increased communication among these various CNCS entities as well as enhanced the capacity of all programs across the state. One outcome of this renewed collaboration is the 10 AmeriCorps*VISTA volunteers who will provide their talent and expertise to aid in the sustainability of Learn and Serve State programs that will no longer receive funding after 2003-2004. During the 2002-03 school year, sub-grants totaling more than \$226,000 were awarded to 43 programs. In this same school year more than 14,000 students, working with over 1,800 adult volunteers provided 188,000 hours of service to their communities. Four State schools were all recertified as National Service-Learning Leader Schools.

Learn and Serve State programs are continuing to grow and flourish. More than 15,500 students from 42 schools participated in service-learning activities during the first six months of the 2003-2004 funding cycle. This participation demonstrates an increase of approximately 1,000 students from the previous year. State schools report that these young people worked in conjunction with over 1,800 adult volunteers, impacting over 67,000-community members statewide.

Needs and Activities

Needs Statement:

Safe, secure towns and cities are characterized by a sense of strength and freedom from fear and danger. Secure communities are healthy communities in which everyone, both young and old, is involved in strengthening a shared vision of care and compassion for each other. President Bush has called on each of us to make a lifetime commitment of service to others and to our community. In creating the US Freedom Corps, the president recognized the critical role of volunteerism in creating safe, secure communities across the country.

The State Department of Education (SDOE) is answering the president's call to create safe secure communities through this Learn and Serve State Homeland Security Initiative (LSSHSI) proposal. To accomplish this, State will bring together the resources of the federal government, educational service-oriented programs, non-profit, business and faith-based organizations. It is through this collaboration that State will create high quality programs that create safe and caring communities.

Safe, strong and caring communities can effectively address homeland security issues through the work of service-learning programs that 1) extend current school safety plans

2) address school violence and 3) respond to local and regional natural disasters, medical emergencies, man-made disasters or other acts of terror.

State will require successful LSSHSI sub-grants to engage students in actively assessing, planning, implementing and evaluating projects that would enhance their existing school safety plans or strengthen their community's response to local health and safety needs within their schools and districts. Following the guidelines presented in the Office of Safe and Drug-Free Schools 'Practical Information on Crisis Planning: A Guide for Schools and Communities' from United States Department of Education, these grantees will address the areas of prevention, preparedness, response and recovery in their proposed projects. During the two-year grant period, recipients will 1) research safety needs and district response to natural disasters and emergencies within their school corporation and community, 2) identify appropriate non-profit, business, community and faith-based organizations, and governmental agencies with which to collaborate and 3) implement a high quality, sustainable program that serves the needs of their community and 4) disseminate findings, lessons and documents through the State Department of Education's Learn and Serve State website. To encourage communities in need to apply, additional points will be given to sub-grantees that demonstrate a great need for assistance and target low-income communities. To better optimize funds, sub-grant allocations will be based on school size.

Safe Schools ' State

All states face natural disasters, issues concerning bullying and threats of terrorist attacks. State is addressing the need for homeland security on a state level. This is evident in the legislative measures already taken to insure homeland security. However, most proposed plans fail to adequately address the importance of student, school and local community input to help define needs, create plans and implement ideas. As President Bush stated in an August 2002 radio address, 'Young people have the energy and determination to do important work, and volunteer service can teach them valuable lessons about responsibility, community and selflessness at an early age.' The LSSHSI would allow K-12 students to utilize the knowledge they have gained in the classroom to make a profound impact on their school and community safety plans through service activities. Through creating partnerships between service-learning and school safety specialists, community/faith-based organizations and governmental agencies, students will be empowered, educated and civically engaged as they assist in the creation of a safe, secure community environment.

In 1999, the State General Assembly passed the State Safe School fund (XX 5-2-10.1-9) to improve school safety. The statute requires each school corporation to designate an individual to serve as the school safety specialist for the entire corporation and study available resources, including law enforcement and emergency response units, in order to design and lead comprehensive safety planning activities. In May 2002, the State School Safety Specialist Academy (SSSSA) was created to provide comprehensive training and professional development for the school safety specialist.

The SSSSA provides educators with the tools and resources to better evaluate their school safety issues and possible responses. In 2003, Dr. Nathan Jeale of Incredible Consulting conducted an independent evaluation of all State School Safety Specialists. The study documented that 29% of districts ranked school safety training and education programs for parents at the lowest levels. Additionally, 26% of school districts rated parent input into school safety plans at the lowest level. Both deficits can effectively be addressed through the collaboration of school safety specialists, students, teachers, parents and community members otherwise known as service-learning teams. Safe, secure and caring communities begin with safe schools.

According to Fight Crime: Invest in Kids, 'one in six American children in grades six through ten get bullied each year.' In 2003-2004, State's public school enrollment for grades 6-10 was 406,296. From this data it could be inferred that 67,689 students in grades 6-10 in State will be bullied during this academic school year. In order to create safe and caring schools the issues of bullying and school violence must be addressed. An effective way to address bullying is through a comprehensive school-wide program (Atlas & Pepler, 1998; et al., 1997; Skiba & Fontanie, 2000). Programs that teach students to recognize and intervene in bullying have been found to have the greatest impact on curbing incidents of bullying and harassment at school (Rigby, 1995). Schools participating in the LSSHSI may choose to address the issue of bullying/intolerance by working with the School Safety Specialist and other state and community organizations to create a district-wide comprehensive plan to address this critical issue. State recognizes that the consequences of bullying are far-reaching. The 2003-2004 General Assembly introduced a bill to identify, prevent and intervene in bullying incidents.

Activities:

LSSHSI awarded school corporations are required to attend a full day 'Meet and Greet Gathering' at the SDOE on September 10, 2004. The goals for this event are; 1) to introduce the various program coordinators and create a networking opportunity for new programs to partner and learn from experienced service-learning programs, 2) to inform all participants of the training and technical assistance opportunities available throughout the year, 3) to review the time-frames for reporting 4) discussion of compliance issues 5) to provide the new grantees with the opportunity to meet with their regional Service-learning Technical Advisor (SLTA), officials from the State School Safety Specialist Academy (SSSSA), the Counter-Terrorism and Security Council (C-TASC), CitizenCorps, AmeriCorps, and SeniorCorps and 6) to discuss and create a technical assistance plan for the upcoming year.

Additional activities for participants include:

- On-site visitations: SLTAs will visit each grantee a minimum of two times.
- Governor's Conference on Service and Volunteerism: This two-day collaborative conference in October 2004, provides training for programs in areas including but not limited to sustainability, collaboration, school safety initiatives, connecting to other Corporation for National and Community Service (CNCS) funded programs to provide support for participants, higher education partnerships, and service-learning.

- State School Safety Specialist Academy Trainings: Multi-year trainings focus on addressing homeland security at a district-level for school corporations.
- State Service-learning Conference: One-day event provides schools, engaged in service-learning or interested in service-learning, the opportunity to learn about best practices in service-learning and network with surrounding schools or community partners. This conference builds capacity as participants hear about new initiatives in the field of service-learning.
- Quarterly Conference Calls: Provide all participants with the opportunity to have scheduled discussions with other Learn and Serve State participants around the state. Discussions address successes, challenges and needs and will occur quarterly in November, February, May and August.
- On-line Reporting: Learn and Serve State implemented an on-line reporting system for all grantees in 2003. The system mirrors the on-line report that was created by Learn and Serve America in 2003 for all sub-grantees. This report enables the state Service-learning Consultant to monitor programs across the state

Workplan:

The SDOE Service-learning Consultant will oversee the LSSHHSI program. Learn and Serve State is proud to partner with our state's AmeriCorps*VISTA program. Ten AmeriCorps*VISTA members will provide expertise and technical assistance for new or transitioning programs. SDOE will also partner with the State Commission on Community Service and Volunteerism (SCCSV), CitizenCorps, Senior Corps, AmeriCorps, the State School Safety Specialist Academy (SSSSA), State Counter Terrorism and Security Council (CTASC) and qualified Citizens Emergency Response Team (CERT) programs to assist in the areas of training and technical assistance (T/TA). State continues to utilize the specialties of four Service-learning Technical Advisor (SLTA) who provide continuous on-site T/TA.

SDOE will release the Request for Proposal (RFP) for LSSHHSI by mid-April, 2004. This timeline will ensure that service-learning teams are provided adequate time to identify prospective community partners and create a comprehensive plan. As the RFP will be released prior to notification from CNCS, language included in this RPF stipulates 'funding for proposed programs is pending notification from the Corporation for National and Community Service. The publication of this announcement does not obligate the State Department of Education to award any specific number of grants at any level.'

The RFP will be sent to all schools via Superintendent's E-mail, a weekly electronic mailing sent to school superintendents, as well as posted on the SDOE web page for other interested parties. SDOE will partner with nine regional Education Service Centers to ensure all schools are made aware of the RFP. A projected timeline of activities surrounding the RFP based upon a positive grant award notification is listed below.

April 12, 2004	Release of RFP
June 14, 2004	Proposals Due to SDOE
June 21-23, 2004	Team Review of Proposals
August	Notification of Grant Award to sub-grantees

The Service-learning Technical Advisors (SLTA's) will provide on-site assistance and monitor the needs of programs as they develop and implement their programs. The Service-learning Consultant and each SLTA will visit sub-grantees multiple times during the course of the year to provide training and technical assistance as well as monitor growth of programs. In addition to this technical assistance schools are encouraged to select one of the identified partners or others in their communities to provide specialized trainings in the areas of homeland security.

Training and Technical Assistance:

The Training and Technical Assistance (T/TA) required for this proposal is two-fold and addresses both the participant's needs in the area of both service-learning and homeland security. Service-learning needs will be addressed by each of the four regional SLTA. The SLTA's work with individual schools or corporations is to educate and increase the capacity of schools to address the 'key elements' of service-learning. A strong emphasis will be placed on academic ties to state standards, increased youth voice, reflection, diversity and community collaboration. The purpose of the STLA position is to promote and ensure the creation of quality service-learning programs in the state. The state coordinator provides technical assistance visits, hosts a spring and/or fall conference, conducts workshops, and attends meetings to help disseminate the program expectations.

To address the area of homeland security, technical assistance will be provided by the state identified partners. Each organization has agreed to provide training and technical assistance on an as needed basis to sub-grantees as well as provide training through state level workshops and conferences. These activities are outlined below in proposed timeline of training and technical assistance opportunities.

August	Notification of funding
September	Mandatory Meet and Greet Gathering for all grantees
October	Beginning of Workshops at 9 Regional Education Service Centers Statewide Conference on Service and Volunteerism, Service-learning & Homeland Security: Utilizing Students as Resources'
October	
October	National Character Ed Conference
October	SSSA Conference for Advanced Participants
November	Continuation of Workshops at 9 Regional Service Centers SSSA Conference for Beginning Participants
November	
December	Online Sub-grant report due to SDOE
January	Proposal Writing Workshop
March	State Service-learning Conference

April	SSSA Conference for Beginning Participants
April	SSSA Conference for Advanced Participants
May	Closeout reports from schools gathered
May	Service--learning Celebration at State House Rotunda
June	Summer Service-learning Institutes
July	Summer Service-learning Institutes

Accomplishments:

State has several existing Learn and Serve programs that serve as exemplars of safe, secure and caring school communities. County A Community Schools, (a Learn and Serve school since 1993), just announced the first certified Student Emergency Response Team (SERT) in State. The SERT class was the result of collaboration between County A Community Schools, County A Emergency Management Agency and United Way of County A. Students spent 21 hours in training as part of the first FEMA/SEMA Certified Students Emergency Response Team. To ensure the students' skill level is up to date, they are developing service-learning programs for the elementary and middle schools on disaster preparedness and conducting community informational sessions. Community A Schools is a National Service-Learning Leader School.

State Learn and Serve programs are implementing programs that assist their community in times of natural disasters. Fourth grade service-learning students in Town B, assessed and implemented a program to serve the community needs of neighboring Town C after the F3 tornado of September 20, 2002. Students identified the lack of personal hygiene items for families being housed in shelters as an immediate community need. These students established drop off locations throughout the community.

Collaboration between sub-grantees is a priority for Learn and Serve State. Elementary Y, a best practice school, is helping to build the capacity of Elementary Z, an emergent school, through a mentoring program. Through reciprocal site visits with service-learning teams, schools develop strategies to increase youth voice, reflection and community collaborations to enhance service-learning programs.

These are three examples of the accomplishments in the areas of service-learning homeland security projects that Learn and Serve State has witnessed over the past year. While State has shown success with service-learning homeland security projects it still has a long way to go to ensure that all schools have the tools, resources and knowledge to create safe, secure and caring communities. The LSSHSI will provide funding to support and expand the amazing programs that are currently being conducted in our state.

Strengthening Communities Community Partnerships:

Community involvement at all levels is integral to the creation of quality service learning programs. At the state level, the SDOE has established partnerships that enhance the scope of this project. The identified partners have a vested interest in assisting sub-grantees with the LSSHSI. These partnerships were formed to create reciprocal relationships that benefit all parties and are sustainable. To facilitate communication and better assess program needs, evaluate strategies and enhance program performance the partners have scheduled quarterly face-to-face meetings, quarterly participant conference calls and an electronic discussion forum. Below is the list of state level partners for this proposal and a description of their agreed upon role in the LSSHSI.

- CitizenCorps and The State Commission on Community Service and Volunteerism (SCCSV): Local Citizen Corps councils around the state, that fall under the umbrella of the SCCSV, will be involved in the LSSHSI by assisting schools with: 1) training high school students and teachers in CERT, 2) constructing evacuation plans that include special needs students, 3) teaching CPR and basic first aid skills to students of all ages and 4) coordinating mock disasters to better allow schools to implement their emergency plans under 'real' conditions. Local AmeriCorps programs that address emergency and/or disaster preparedness in their performance objectives may also assist with these initiatives.

- SeniorCorps: With the support and cooperation of the State Office of the CNCS, State's Senior Corps Projects that are engaged in activities related to homeland security will work in concert with the LSSHSI by 1) linking State's Retired Senior Volunteer Program (RSVP) volunteers to LSSHSI through a intergenerational approach towards service in State, 2) providing senior volunteers to assist and serve as mentors for participating students and 3) serving as role models for volunteer service as well as providing instruction in the activities in which they are involved.

- State Counter-Terrorism And Security Council (C-TASC): This council, established in 2000, will support schools by 1) providing supplemental materials needed for training in the area of terrorist attacks, 2) aiding in the development of specialized curriculum for their programs and 3) assisting in the evaluation of sub-grantees proposed counter-terrorism plan.

- State School Safety Specialist Academy (SSSA): The SSSA will 1) provide technical assistance, trainers, curriculum and resources to develop effective programs to train students and community members in the best practices of school safety, 2) assist in review of sub-grantee proposed projects to determine if proposals address research-based prevention programs and 3) facilitate the development and implementation of an outreach training model for students and community partners in the areas of homeland security, bullying and violence prevention, intolerance, emergency response and planning.

At the local level, schools are required to create a 'service learning team' consisting of students, faculty, administration, parents, non-profit and community and/or faith-based organizations. The School Safety Specialist will be required to be part of this team as well as the local CitizenCorps Council representative.

Capacity Building

Communities are beginning to recognize that students can be vital partners in addressing local needs. Homeland Security is one need that State deems critical both on a state and local level. Students working together with local, regional, and state partners will create safe, productive, and satisfying communities in which to live and work.

Young Statesmen, anxious to apply their skills and abilities in positive ways, help educate their peers, teachers, and neighbors on the various area of homeland security and gain invaluable knowledge that is translated into a stronger workforce. Not only do students help their community by creating or enhancing a homeland security plan, but they also learn to analyze complex tasks as they perform a needed community service within the framework of the academic curriculum. Through this newfound knowledge and experience, service learning students enhance the capacity of their partnering organizations by 1) expanding their volunteer base, 2) increasing the organizations capacity to effect change through increased activities and 3) providing community organizations with potential employees who understand the value of civic engagement.

Sustainability

The success and sustainability of LSSHSI programs depends in part on the quality of the partnerships created. All State programs must identify and develop strong reciprocal partnerships with multiple local and state organizations. By including various community members in the service-learning team, the increased public support for schools aid in the sustainability of a program.

State requires schools to address community issues by creating service-learning teams, utilizing the best resources they have in their communities. Involving many individuals and organizations ensures that individual resources are not drained or depleted. The identified state level partners, the SLTA and the State Service Learning Consultant assist with the sustainability of programs by 1) helping identify additional funding streams, 2) uncovering new community, state and federal partners and 3) providing training and technical assistance to ensure strong leaders are created to aid in the replication and continuation of programs.

LSSHSI programs will have a written sustainability plan in place by mid-year. These plans are required to address how the program will identify additional funding streams as well as foster community involvement to sustain the program should funding from CNCS cease. The SLTA, State Service Learning Consultant and state level partners will assist schools in the preparation of their sustainability plan.

A lifetime of service to others will be realized through developing partnerships, capacity building activities and sustainable Learn and Serve programs. LSSHSI will strengthen State's communities to better address homeland security.

Developing Participants

There are several exemplary service-learning programs in the state that address homeland security. However, the quality of Learn and Serve State programs varies throughout the state. Technical assistance and improved communication increases the capacity and expertise of service-learning programs to better address homeland security issues. Technical assistance is increased through the use to 'best practice' schools. These best practice schools 1) demonstrate a mastery in knowledge of the key elements of service-learning, 2) assess systematically the learning from service, 3) give academic credit for the learning and not for the service and 4) allow recipients of the service and students to evaluate the service experience. Improved communication between service-learning practitioners and community partners allows projects to clearly move beyond service to foster 1) an attitude shift where community members see youth as resources in problem-solving and community development, 2) a greater awareness of the diversity of State's citizens, 3) an increased civic responsibility and sense of caring among the youth of the state and 4) an empowerment of State communities to collaboratively assess, plan, implement and evaluate their homeland security needs.

Support:

The SDOE understands the true experts on service-learning are the successful participants in the field. Service-learning teams in best practice schools are providing programs that create safe, secure and caring schools and communities. SDOE looks to best practice schools to 1) provide training and technical assistance (T/TA) to new or emerging service-learning schools as well as conduct sessions at the various workshops and conferences, 2) assist in planning a statewide recognition ceremony of exemplary programs and students and 3) provide a model of planning, implementation and evaluation that can be accessed through the Learn and Serve State website. State can develop the capacity of schools to address issue of homeland security and those of Learn and Serve America through the talents of the participant of these best practice programs. The SDOE utilizes four SLTA to provide T/TA to participants in LSSHHSI. These advisors 1) conduct nine regional meetings during the year to meet area-specific needs of the sub-grantees 2) provide on-site assistance to aid participants in the understanding and implementation of the key elements of service-learning with strong emphasis toward academic ties to state standards, increased youth voice, diversity, reflection and collaboration, 3) present at the various state level conferences on service-learning and 4) work with best practice schools to plan and implement summer service-learning conferences across the state. The state service-learning consultant conducts technical assistance visits, hosts a spring and/or fall conference, workshops, and attends various other state supported meetings to help disseminate program expectations.

Citizenship:

Competent and responsible citizens 1) are informed and thoughtful, 2) participate in their communities through contribution to organizations working to address cultural, social, political and religious interest, 3) act politically with the skills, knowledge and commitment needed to identify and accomplish public goals and 4) have moral and civic

virtues such as concern for the rights and welfare of others. (The Civic Mission of Schools). Service-learning provides a means for students to become responsible citizens by engaging them in high quality programs that tie community participation to State Academic Standards. LSSHSI will provide student participants with an opportunity to impact their community by working with various community partners in addressing an identified homeland security need. The sense of empowerment that youth and community participants experience will create stronger community bonds and a feeling that individual efforts can be used to collectively make improvements in society. The result is a student population that understands the importance of being responsible citizens.

Service-Learning:

Proposals for the LSSHSI sub-grants will be reviewed through a juried process using a rubric that addresses the key elements of service-learning and standards of good practice guidelines established by the SDOE. Reviewers for these proposals will be chosen from students, teachers, service-learning experts and partners to reflect the geographic and cultural diversity of the state. Reviewers, as individuals and as teams, are trained to review the proposals, review and score proposals, and develop recommendations for improvement and funding allocation.

State service-learning programs are at various places on a program quality continuum. Moving programs along this continuum is a top priority. Quality programs include a strong professional development component that includes an opportunity for program participants to examine, reflect and assess their program effectiveness. Sub-grantees are required to give appropriate time to students to actively reflect on their service experience and the connection to local curriculum and State Academic Standards. Technical assistance is available for schools on an ongoing basis by the SLTAs, best practice schools and the service-learning consultant. Professional development opportunities are provided to help schools and individuals improve programs and offerings.

Diversity:

LSSHSI participants are provided multiple opportunities to serve together with people of different backgrounds. Networking and professional development opportunities outlined in this proposal will allow groups from diverse backgrounds to come together, share ideas and experiences and begin to develop an understanding and appreciation for differences. Creating partnerships with the various CNCS funded entities in State provides LSSHSI participants the opportunity to create intergenerational collaborations and expands the opportunity to work with people of different ethnic, educational and religious backgrounds. State will encourage diversity by requiring sub-grantees to address how the program will provide students the opportunity to work with others from diverse backgrounds.

Estimated number of participants:

The state service-learning consultant will disseminate the Request for Proposals (RFP) for the LSSHSI through Superintendent's Mail, the Learn and Serve State website, the state identified partner's websites and mailing lists and various forms of media. These mechanisms will enable public school superintendents, private school directors, sub-grantees from the previous years and other interested parties to receive the description for accessing Learn and Serve America funds. By utilizing our partners' resources as well as the media to increase public awareness of service-learning and this funding opportunity, SDOE will reach a larger number of schools and community partners interested in creating and enhancing homeland security initiatives in their communities. SDOE anticipates that 10-14 approved district level sub-grants will produce an estimated 30,000 student participants and 500 community volunteers.

Organizational Capacity

Programmatic and Fiscal Oversight:

The Learn and Serve grant will reside in the State Department of Education, Office of Program Development, and will be supervised by the Service Learning Consultant. As part of a state agency, accounting procedures are conducted in Center Administration with budget oversight monitored by the State Board of Accounts. Specific rules guide disbursement of funds from the State Auditor's office. Grants will be disbursed by the state budget agency with grant application files being maintained in the SDOE.

Plans for Monitoring Subgrantees:

The local programs data and its analysis by the grant management team will provide Learn and Serve State a comprehensive picture of best practice models and resources, student achievement, data and the impact of these grants on service-learning in the sub-grantee schools. The SLTA will collaborate with the Service-Learning Consultant to ensure feedback and continuous improvement in the operation of the project. To ensure effective programs, monitoring of all sub-grantees will take place by means of two methods. Each sub-grantee is required to complete two online reports to SDOE during their grant period. These reports, due in December and May, include both demographic information and the challenges and successes the programs have encountered. This information is compiled to aid the Service-Learning Consultant in reporting to CNCS. Additionally, the SLTAs conduct site evaluation visits, of each sub-grantee at least twice during the grant period. Using a site visit rubric the SLTAs evaluate the program's ability to implement the key elements of service-learning, assesses the plans for sustainability and assists in creating community connections that will enhance the quality and capacity of programs.

Experience in administering federal grants:

The SDOE has successfully managed and administered many federal grants, including those for previous service-learning projects. The Service-Learning Consultant administers all Learn and Serve State grants, CHESP/STAR program and has administered a past federal grant for Character Education.

Staff Roles

The current state service-learning consultant has worked in the field as an SLTA, taught at the classroom level and currently works at the state level with service-learning and character education programs. This extensive experience has given her insight into the various needs, concerns and services required to effectively implement service-learning programs at the LEA, regional and state level.

Track Record

SDOE has successfully administered the Learn and Serve America funds for the past ten years. Learn and Serve State has collaborated with partners who have developed a firm understanding of service-learning through research and experience. Learn and Serve State has increased capacity through collaborations with other CNCS funded entities who provide input on program operations and training and technical assistance to Learn and Serve State sub-grantees

Evaluation and Continuous Improvement

SDOE will contract with an evaluator for the program. In addition to outside evaluation, subgrantees will complete on-line reporting, conduct internal evaluation and reflection to ensure continuous improvement on program success.

Budget and Cost Effectiveness

In order to support all planning and capacity building, four SLTAs will be employed on an hourly basis to provide primary training and technical assistance on implementation, expansion and replication to all sub-grantees. The SLTAs bring collectively 20 years of marketing experience, 30 years of teaching experience, 14 years of program management and 11 years service-learning experience to this program. The 25% of the budget allocated for training and technical assistance is a sound investment in the capacity building of Learn and Serve State.

Through a partnership with best practice schools, the SDOE will create service-learning curriculum frameworks. These will serve as a valuable companion piece to the State Academic Standards for teachers. This resource will include State examples of service-learning projects or programs that are aligned to the State Academic Standards and be available on the SDOE website for all interested parties.

Ten to fourteen district-wide sub-grants will be awarded to programs that 1) research needs within their school corporation and community, 2) identify appropriate non-profit, business, community and faith-based organizations, and governmental agencies with which to collaborate and 3) implement a high quality, sustainable program that serves the needs of their community and 4) disseminate findings, lessons and documents through the Learn and Serve State website. Additional points will be given to programs that involve participants in creation and implementation of the program, demonstrate a great

need for assistance and target low-income communities. To better optimize funds, sub-grant allocations will be based on school size.

Additional state support for this proposal is found in the dollar for dollar match required by sub-grantees. These funds can be derived from school corporation general funds, fundraising efforts, community donations or other streams of funding through corporate or foundation grants.

Budget Narrative: Learn and Serve Homeland Security Initiative for the State Department of Education

Section I. Planning and Capacity Building

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
State SL Consultant: - 1 person(s) at 42000 each x 50 % usage	0	21,000	21,000
Level 4 Secretary: - 1 person(s) at 29858 each x 25 % usage	0	7,465	7,465
CATEGORY Totals	0	28,465	28,465

B. Personnel Fringe Benefits

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

C. Monitoring and Other Travel

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
In-state monitoring, travel for state consultant: 36 trips x \$100 (mileage + hotel)	0	3,600	3,600
In-state Travel for SLTA: 4 SLTA @ \$1000	4,000	0	4,000
CATEGORY Totals	4,000	3,600	7,600

D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
phone/fax/computer: - 1 x 5000	0	5,000	5,000
CATEGORY Totals	0	5,000	5,000

E. Supplies

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Paper, postage, printing: 200 x 10	0	2,000	2,000
Materials and Supplies for SLTA: 4 SLTA @ 300	1,200	0	1,200
computer for consultant:	2,000	0	2,000
CATEGORY Totals	3,200	2,000	5,200

F1. Curriculum Development

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Curriculum development mini-grants and dissemination: 6 @ \$1400	8,400	8,400	16,800
CATEGORY Totals	8,400	8,400	16,800

F2. Contractual and Consultant Services

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Conference Participation for 4 SLTA's: 4 @ 800	3,200	0	3,200
CATEGORY Totals	3,200	0	3,200

G. Training and Technical Assistance

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
State Service-Learning Conference: 1 @ 5000	0	5,000	5,000
9 Regional Workshops: 9 @ 1000	9,000	0	9,000
Conference Calls: 4 @ 300	1,200	0	1,200
Partnership Development: 5 @ 2000	0	10,000	10,000

CATEGORY Totals	10,200	15,000	25,200
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H. Evaluation

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Formative & Summative Evaluation: \$443/day x 26 days	11,518	0	11,518
CATEGORY Totals	11,518	0	11,518

I. Other Program Operating Costs

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings: 2 x \$2000	0	4,000	4,000
Dissemination: 1 @ 10000	0	10,000	10,000
lesson development, jury process, website design & delivery:	9,000	0	9,000
CATEGORY Totals	9,000	14,000	23,000
SECTION Totals	49,518	76,465	125,983
PERCENTAGE	39%	61%	

Section II. Implementation, Expansion, Operation, and Replication of Service-Learning Programs

A. Sub-grants/Local Partnerships

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
District-wide subgrants: 10-14 @ \$20,000-\$40,000	390,000	390,000	780,000
CATEGORY Totals	390,000	390,000	780,000

B. Salaries

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

C. Benefits

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

D. Adult Volunteer Programs

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

E. Other Costs

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
SLTA: 4 SLTA @ \$25 hr x 300 hours	30,000	0	30,000
Service Learning training to link academic standards to service-learning for coordinators: as needed by subgrantees	17,000	0	17,000
CATEGORY Totals	47,000	0	50,000
SECTION Totals	437,000	390,000	830,000
PERCENTAGE	53%	47%	

Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
CATEGORY Totals	0	0	0

B. Federally Approved Indirect Cost Rate

Calculation -Rate - Rate Claimed -Cost Basis -Cost Type	CNCS Share	Grantee Share	Total Amount
Fixed: Total Direct Costs: 86518with a rate of 2.9 and a rate claimed of 2.9	0	25,090	25,090
CATEGORY Totals	0	25,090	25,090
SECTION Totals	0	25,090	25,090

PERCENTAGE	0%	100%	
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BUDGET Totals	486,518	491,555	981,073
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PERCENTAGE	50%	50%	
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Source of Funds

Section	Description
Section I. Planning and Capacity Building	state funds
Section II. Implementation, Expansion, Operation, and Replication of Service-Learning Programs	state funds and subgrantee match
Section III. Administrative/Indirect Costs	state funds