

Learn and Serve America Higher Education Consortia 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 applications were not submitted for the current NOFO and several changes have been made. Learn and Serve America cautions against the following:

- borrowing content from these grant application examples 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.*

Narratives

Executive Summary

Teaching Citizenship (TC) is a national service-learning initiative that promotes lifelong civic engagement by mobilizing college students to help elderly immigrants and refugees learn the English and civics they need to become more actively engaged in their communities and prepare for U.S. citizenship. Currently 17 community colleges and universities are partnering to involve students and elders in this innovative initiative that fosters civic knowledge, attitudes and skills across generations.

The proposed grant is designed to both deepen and expand the TC program. Goals include: 1) building the capacity of community colleges/universities to institutionalize service-learning through TC and create sustainable relationships with immigrant communities; 2) enhancing the ability of faculty members to create stronger links between service and academic coursework; 3) increasing the civic knowledge, attitudes, skills and engagement of college students; 4) developing the English language skills, civic knowledge and engagement of elder immigrants and refugees; and 5) building the capacity of community partners to utilize the resources of colleges/ universities to better meet the needs of their constituents.

In order to accomplish these objectives, the following 3-pronged strategy will be implemented: 1) promoting a deeper integration of service-learning within specific academic departments through a pilot initiative; 2) creating multiple pathways for sustained service; and 3) expanding the TC consortium to six new higher education institutions. This initiative will involve a

minimum of 330 faculty and 3,420 college students providing 68,400 hours of English language, literacy and civic education tutoring to 9,120 elder immigrants over three years. The project will include subgrants to up to 22 institutions of higher education replicating TC in up to 12 cities.

This project meets two of the strategic initiatives set out by the Corporation for National and Community Service: engaging boomers and beyond, and connecting education with service.

Summary of Accomplishments

Since 1997, approximately 3,900 university and community college students have provided 67,000 hours of service to 13,000 immigrant elders through TC. Over 150 community partners have worked with institutions of higher education in 12 cities. Faculty from academic disciplines including history, political science, teacher education, sociology, ethnic studies, and foreign language have incorporated TC as a service learning option in 450 courses in 25 institutions of higher education.

Nationally recognized for its work, TC is among 12 model programs selected by the Grantmakers Forum on Community and National Service in 2002 to be included in their report on service programs that have demonstrated civic engagement outcomes. Project evaluations have found that participation in TC has had a significant impact on students' sense of social responsibility and civic engagement. Following their involvement in TC, students report greater concern for social problems, comfort with members of a different race or ethnic background, and ability to apply academic learning to social problems. Faculty members have observed changes in students' self confidence and level of political and social engagement. Elder learners have also reported improved English language proficiency, confidence in speaking English, and level of community involvement.

TC is a particularly effective vehicle for involving minority and bilingual students in service-learning. In the previous academic year, 76% of participating students were members of an ethnic minority, 62% were foreign-born or the child of an immigrant; and 39% reported that English was not their first language. Globalization and the increasing diversity of local communities make it essential for colleges/universities to help students excel in diverse groups and settings. TC does this by successfully engaging participants across ages, cultures and institutions in their local communities.

Needs Statement

"I want to be a part of this society." This statement by a Chinese elder in named city was echoed by older immigrants across the country who participated in focus groups conducted by TC over the past two years. Their comments reveal a continuum of goals for increased civic engagement ranging from functioning in daily life to assuming leadership roles within their families and communities.

TC mobilizes university and community college students from diverse ethnic backgrounds to help elderly immigrants and refugees learn the English language skills and civics knowledge they need to become more actively engaged in their communities and prepare for U. S. citizenship. The need for TC's services continues to expand as the immigrant and refugee population grows. In 2000, the foreign-born population rose to 28.4 million or 10.4% of the total population, a dramatic increase from 1990 when 7.9% of the population was foreign born. More than one-fifth of the foreign born population is over 55 according to Census 2000 data and over half of these elder immigrants have difficulty speaking and understanding English.

Elder immigrants are among the most vulnerable of the aging population. According to 2000 census data, 13.8% of foreign-born individuals over 65 fall below the poverty line, compared to 9.3% for the native-born population. Lack of proficiency in English prevents many immigrant elders from accessing healthcare and social services and becoming U.S. citizens. Without citizenship, older immigrants are not eligible for many government benefits.

Linguistic isolation also adversely affects the multigenerational family. Many immigrant elders no longer hold the privileged positions they had in their homelands. Unable to navigate institutions such as schools, government and health/welfare agencies, younger family members often displace elders in their role as mediators in the community. Intergenerational tension often arises due to these changing roles and differences in the pace at which each generation acculturates. Culturally and linguistically isolated within their families and communities, many immigrant elders find it difficult to learn in structured classroom settings due to the pace of instruction, as well as changes in memory, vision, hearing or mobility that cannot be accommodated in overcrowded ESL or citizenship classes.

As the strategic initiative of the Corporation for National and Community Service indicates, it is of vital importance to reach out to Baby Boomers and the elderly, both to provide service and to engage them in service. Through TC, this segment of the population will be served and have the opportunity to serve others. As they learn about citizenship, it is expected that they will in turn live the American value of volunteering to positively impact one's community.

Student participants will see the link between education and service as they connect curricular disciplines with community needs. They will not only learn about how a particular course's content bears upon teaching English and citizenship, they will be exposed to issues of diversity and community needs from a variety of perspectives. This will further their education, contributing to a well-rounded understanding of their world and how they make a difference in the lives of others.

Strategy

Over the past six years, 3,900 college students in 12 cities have assisted immigrant elders in their efforts to lead more productive and meaningful lives as workers, family members and citizens in their communities. Student and learner outcomes have been extremely positive, as has the impact of the program on faculty and community partners. While service-learning is clearly a powerful vehicle for the civic and intellectual engagement of all participants, research suggests (Astin & Sax 1998, Eyler & Giles 1999) and our experience confirms that the following challenges still exist: 1) many courses integrate service into classroom learning peripherally without well-defined connections between the academic subject and service, sufficient opportunities for structured critical reflection and a systematic focus on civic engagement, 2) there are few opportunities for students to engage in sustained service, and 3) service-learning often occupies a marginal status without departmental or institutional commitment.

In view of these challenges, the overall goals of the proposed initiative include: 1) building the capacity of community colleges/universities to institutionalize service-learning through TC and create sustainable relationships with immigrant communities; 2) enhancing the ability of faculty members to create stronger links between service and academic coursework; 3) increasing the civic knowledge, attitudes, skills and engagement of college students; 4) developing the English language skills, civic knowledge and engagement of elder immigrants and refugees; and 5) building the capacity of community partners to utilize the resources of colleges/ universities to better meet the needs of their constituents. TC's position as an experienced national service-learning initiative provides us with a unique opportunity to further strengthen the program and

make a significant contribution to the service-learning field. A 3-pronged strategy will be utilized to move TC from a highly successful demonstration program to an effective, sustainable approach for promoting lifelong civic engagement.

This 3-pronged approach will involve:

- 1) Developing a pilot initiative to engage specific departments within 4 institutions of higher education to more deeply integrate service-learning through TC into a sequence of 3-5 courses.
- 2) Creating multiple pathways for sustained service reflecting a continuum of opportunities for students ranging from direct service to capacity building for community partners. Pathways for sustained service include: a) academic involvement in service-learning courses; b) work study opportunities that allow students to provide more intensive service over longer periods of time and; c) volunteer opportunities for students to continue service after course completion.
- 3) Expanding the TC consortium to six new community colleges and universities that will replicate the TC service-learning model and participate in cross-site research and evaluation.

Description of Activities

Program Activities

TC will retain the elements of the program that have contributed to its success. Community college/university partnerships are currently operating in nine major cities and are expected to continue their participation in the TC consortium. TC students will continue to provide tutoring to groups of elder learners in community centers, temples, churches, mosques, senior housing and classrooms. At each institution, TC program coordinators will maintain and expand partnerships with local community organizations; recruit, train, place, and monitor a diverse group of students at community sites; and provide support and technical assistance throughout the semester. Tutor handbooks and training materials developed by the TC national office will continue to be used to assist and prepare TC tutors.

Activities Related to 3-Pronged Strategy

Strategy 1: Engaged Department Initiative

In order to build the capacity of faculty to create more intentional relationships between academic subject matter and service and to promote the institutionalization of service-learning, a pilot project will be developed involving selected departments at 4 community colleges/universities. Funding from the national TC office will support the work of 4 service-learning teams, each composed of the department chair, two faculty members, the TC coordinator, and a community partner. Each team will work together over 5 semesters to infuse the TC service experience into a sequence of 3- 5 courses within a major or certificate program, including an entry level, upper level and capstone course. This progression of courses will move students toward deeper intellectual and civic engagement while clearly benefiting the community. Opportunities for connecting TC direct service to community-based research and public policy analysis will also be explored. In semester 1, team members will participate in an initial 4-day intensive institute co-facilitated by TC staff in partnership with a nationally recognized service-learning organization. Topics will include the range of opportunities for service-learning through TC, discipline-specific models of course integration, critical reflection, and assessment. Following the institute, team members will facilitate monthly meetings, engaging others in the department in the curriculum-development process, and implementing redesigned courses in successive semesters. Representatives from each team will participate in a two day follow-up training in years 2 and 3.

Sites involved in this pilot initiative will be selected through a competitive request for proposals. Criteria for selection will include the department's interest in community-based service-learning, commitment to curricular revision, strength of institution's service-learning

infrastructure, and potential for impact within a wider institutional context. The following TC sites have already expressed interest in this initiative:

- a) At the University of Tech, the History and Political Science departments are interested in using TC to develop stronger links between political and historical learning and civic engagement and leadership in the U.S.-Mexico border region.
- b) At Someplace State University, the Sociology Department is interested in infusing TC as a service-learning model through entry level and upper level courses, as well as a departmental internship.
- c) Community and Technical College and Metropolis State University want to promote sustained service through TC through joint initiatives such as the Urban Teacher Program where students begin their studies at CTC and complete their degrees at MSU.
- d) State Community College is interested in supporting service-learning opportunities that provide coherence to the General Education Program and connect courses across semesters.
- e) At Leadership University (LU), Spanish and Portuguese Department plans to intentionally integrate service-learning across the curriculum and serve as a model for the institutionalization of service-learning at LU as the university reconceives its general education program.

Strategy 2: Multiple Pathways For Sustained Service

Research suggests that students who participate in well-integrated service-learning opportunities of greater duration develop better problem solving skills and a more complex understanding of social issues, abilities that are integral to the development of a lifelong ethic of service (Astin and Sax 1998; Elyer et.al. 1997).

In the proposed initiative, TC will focus on the creation of multiple pathways to encourage students to extend service beyond one semester. Sustained service will help students deepen their intellectual engagement with the issues of immigrant communities, enhance their leadership skills, and provide greater continuity of service to community partners. While maintaining its focus on academically-based service, TC will also provide opportunities for students to sustain service in TC through Federal Work-Study funds and volunteerism. All TC students will attend student training, in-service and reflection sessions in order to extend the benefits of academically-based service-learning to students participating as volunteers or through work-study.

Students sustaining service beyond one semester will be provided with a continuum of opportunities including greater student leadership in TC and capacity building for community partners. Leadership opportunities include organizing reflection or in-service sessions for TC tutors, acting as a liaison between the TC office and community partners, and doing presentations to classes and student groups to encourage participation in TC. Students performing capacity building activities will utilize their academic learning in service to the community. For example, TESOL students may develop and teach an ESL or citizenship class in a senior center or develop curriculum activities tailored to the needs of elder immigrants; students of foreign languages and bilingual students may provide translation services for elder immigrants; students in health sciences may conduct research on the availability of low-cost health services for immigrant elders; students in anthropology or ethnic studies could develop and lead cross-cultural workshops for staff and residents of senior programs.

A more proactive engagement with the Federal Work-Study office at each campus will be an important component of this initiative. In order to increase the number of TC students receiving Federal Work-Study (FWS) funds, TC will utilize the recommendations in the Community Service Work-Study Report that outlines best practices in utilizing FWS funds for community service (Bowley and Adler 2002). The TC national office will develop job descriptions for

potential Federal Work-Study positions that reflect the continuum of opportunities available, create recruitment flyers to engage student interest, and design pre-service and reflection session training outlines that will deepen the service experience for work-study and volunteer students. Consortium sites will be required to create stronger partnerships with campus offices related to Federal Work-Study about off campus job opportunities through TC.

Strategy 3: TC Expansion

In order to test the efficacy of this service-learning program in various kinds of higher education institutions, we propose to replicate this model in six new universities and/ or community colleges. New sites will be selected through a competitive RFP process. Proposals will be evaluated based upon a number of criteria, including demonstrated need for services to elder immigrants and refugees, quality of service-learning infrastructure, identification of appropriate community partners, and potential for project sustainability. Preference will be given to applications from community college-university partnerships, as well as proposals received from institutions in the eight "new immigrant states", including Arkansas, Georgia, Iowa, Indiana, Kansas, Nebraska, North Carolina and Tennessee, which have witnessed dramatic increases in the number of immigrants in the last decade.

Selected new sites will receive a planning grant of \$5,000 per institution in the first year in order to hire program staff, identify and recruit faculty members interested in incorporating TC into their courses, and develop relationships with community partners. In years 2 and 3, each institution will receive up to \$20,000 each year to fully implement the program by involving a minimum of five faculty members who will integrate TC into their courses. Each year of full implementation, each new institution will involve a minimum of 60 students who will offer at least 1200 hours of tutoring services to 160 elder immigrant learners in a variety of community sites.

Training and Technical Assistance Activities

TC's experience in the previous grant cycle, when the consortium successfully tripled the number of participating institutions, has affirmed our conviction that well-designed, specialized materials, effective orientation of new staff members, ongoing technical assistance, and strong lines of communication are essential to project replication and the creation of a successful consortium. The use of web-based support and evaluation has been a crucial development for the TC consortium.

In the proposed initiative, staff of the national office will refine and expand on-line materials, resources, and evaluation instruments available through the TC website. National office staff will provide site-specific technical assistance through regular e-mail contact, monthly conference calls and site visits. Each site will receive at least one site visit during the grant cycle. Staff members will also assist local TC programs in the identification of potential funding sources and the preparation of proposals.

Key players from all sites will come together annually to share best practices in the areas of student and faculty recruitment, service-learning integration, methods for student training and reflection, evaluation, fundraising, and institutionalization. In Year One, this annual meeting will take place in January in order to orient new sites, so that they can begin the process of hiring new staff and recruiting faculty members in preparation for the first full year of implementation. National staff will draw upon the expertise and experience of continuing sites to support each other and new sites. Each new site will be required to make a site visit to observe an experienced TC program in their region following the annual meeting.

Community Partnerships

Through the proposed initiative, continuing TC institutions will deepen and/or expand their community partnerships while new institutions will begin reaching out to organizations in their communities that serve older immigrants and refugees. TC has established mutually beneficial relationships with small community-based programs such as the Somalian Woman's Association, the Hmong American Friendship Association, and the Arab Community Center as well as faith-based organizations such as Our Lady Catholic Church, and the Buddhist Temple. These partnerships are integral components of the TC network, allowing TC to connect with and serve immigrant elders in a familiar environment within their own communities and providing TC coordinators and students with insight into the assets and needs of immigrant communities. Community partners participate in the development of TC in their cities through attending planning meetings, conducting portions of the initial student training, and providing ongoing training and support as new tutors begin their service. Based on data from TC consortium sites in Fall 2002, 30% of community partners are small-community organizations and 20% are faith-based. The identification of potential partnerships with small community-based and faith-based organizations will be one of the criteria for selection of new sites.

Capacity Building

Many small organizations lack the funding and staff to adequately meet the needs of elder immigrants and refugees who often require extra assistance to acquire English language and citizenship knowledge. For many of these community partners, especially small-community and faith-based organizations, TC students provide crucial resources to help them better meet the English language and citizenship needs of elder immigrants. Community partners surveyed commented that TC students positively affected the older learners in their organizations by increasing learners' opportunities and ability to interact in English. Through this proposed project, national TC staff will create additional materials which clearly articulate the roles and responsibilities of community partners and local TC staff, offer ideas for effectively using TC students, and help ESL teachers who are utilizing students as coaches in their classrooms.

TC will also continue to build the capacity of organizations that provide literacy services to limited English speakers by disseminating materials developed through TC's First Amendment Project, funded by the U.S. Department of Education. This project involved ESL/Citizenship teachers in San Francisco and Philadelphia in a professional development process that included examining civic engagement for elder immigrant learners, investigating ways to encourage immigrant elders to discuss and write about relevant issues in their communities, and creating thematic lesson units based on learner narratives.

Sustainability

This initiative is intentionally designed to develop and sustain an ethic of service among students, faculty and institutions by providing multiple pathways for students to sustain service through TC across semesters, building the capacity of faculty and departments to integrate quality service-learning, and serving as a model as service-learning programs to move beyond functioning as a clearinghouse for community placements. TC staff at each site will also continue to participate in initiatives that further the institutionalization of service-learning within higher education communities by serving on committees such as the Academic Senate Committee charged with proposing revisions in campus Retention, Tenure and Promotion policies to include service-learning and other "non-traditional" pedagogies (Someplace State University) and the Integrative Learning Experience Subcommittee of the Core Curriculum Reform Committee which is proposing that service-learning be included as one of three experiential, interdisciplinary learning requirements (Leadership University).

The quality of an institution's service-learning infrastructure and potential for project sustainability will continue to be important criteria for decisions regarding funding for new and continuing sites. Experience has shown that, when TC funds are used to build on a strong foundation, TC activities are more likely to be integrated into an established service-learning program and there is greater potential for sustainability. In order to encourage community support and diversify funding, continuing sites will be invited to apply for challenge grants matching locally raised funds up to \$10,000 in year 1, \$7,500 in year 2 and \$5000 in year 3. Funds available to both new and continuing sites will decrease with each year of program implementation and the size of each award will depend on the number and quality of applications as well as past performance.

Sustainability will also be a major focus of the training and technical assistance provided by the national office. During site visits, national staff will continue to meet with key administrators, college/university development officers and program staff to develop strategies for fundraising and institutional support. See Budget/Cost Effectiveness for plans to leverage outside resources.

Support

This proposal was developed with input from university and community college administrators, faculty members and students, community partner staff members, and elder immigrant learners from all of the consortium sites. Individual conversations, emails and a series of conference calls were held with members of the TC consortium. Faculty members, students, elder learners and community partners were surveyed to access their input. A selection of community partners participated in telephone interviews. All of these stakeholders will continue to be involved in program planning on a local level throughout the next grant period.

Students

All TC students will participate in an orientation and training session, utilizing TC fieldbooks. The development of a TC training package which was distributed to all programs has strengthened the quality of training students receive and ensured that students across the consortium receive training in sensitization to aging and immigration issues, techniques for teaching ESL and Citizenship content, and assessment of learners' English needs. The TC website will be expanded to include additional tutoring resources and links for TC tutors, sample lesson plans, learner assessment tools and an on-line discussion group for students.

Students will be encouraged to assume expanded roles in TC and to sustain their service beyond one semester through participation in a sequenced series of courses, through Federal Work-Study funds, or as a volunteer. As detailed in the Description of Activities section, students will be provided with a continuum of opportunities for sustained service through TC. To recognize student service and leadership, TC sites will offer award certificates to all students who complete TC service. Students who have provided outstanding service to their communities will be acknowledged through special achievement awards and recognition on the TC website.

Recognition and celebration ceremonies will be conducted for college students and elder learners participating in TC. In order to develop an ethic of service and to view their participation within the larger context of President Bush's Call to Service, students will be encouraged to maintain an online Record of Service. Information about service-related scholarships and internship opportunities will be shared with students through the TC website and by email to local TC coordinators.

Faculty

Enhanced faculty development will be a crucial part of TC's work, particularly through the engaged department initiative. The following materials will be developed by national TC staff to encourage more intentional integration of TC into courses throughout the consortium: a faculty guide for incorporating TC into a variety of academic courses, options for critical reflection activities, and a contact list and sample syllabi from faculty members across the consortium. These materials will be made available to TC coordinators and faculty members through the TC website. Faculty participating in the engaged department initiative will receive intensive training and technical assistance throughout the grant period. Follow-up meetings of the faculty teams will be held annually in conjunction with the consortium-wide annual meeting. In Year 3, TC will provide mini-grants to encourage conference presentations and publication by faculty teams. Expanding the TC consortium will also contribute to faculty development and the institutionalization of service-learning on individual campuses by creating a network of community colleges and universities participating in an issue-oriented service project.

Citizenship

Citizenship and civic engagement are central to TC's mission for both college students tutors and immigrant elder learners. By tutoring elders in the U.S. civics and history knowledge necessary for the citizenship exam, college students learn more about their own rights and responsibilities as a U.S. citizen, gaining valuable lessons about the value of lifelong citizenship and civic responsibility. College students' engagement with immigrant learners from a variety of language and ethnic backgrounds encourages them to reflect on the ethnic, cultural and linguistic diversity in the U.S. and to become active participants in a multicultural democracy. Students' participation in community service within the context of an academic course helps them develop critical thinking skills, necessary for citizens to make informed and responsible decisions.

University and community college students develop civic engagement and citizenship skills through service to immigrant elders. Faculty members across the country have commented that through participation in TC, students "reflect on what it means to be an 'American' in terms of knowledge and action," "deepen knowledge and respect for immigrants," and "believe in their capacity to make a difference in the world." In order to create more intentional links between TC service-learning and students' developing citizenship skills, national staff will develop specific training and reflection activities related to citizenship and civic engagement. These activities will be included in the revised tutor training materials which will be posted on the TC website.

Service-Learning

TC's service-learning model exemplifies the "good practices" identified by the RAND Corporation in its evaluation of Learn & Service America Higher Education programs (Gray, et. al, 1999). TC will continue to require participation in a comprehensive pre-service training co-facilitated by staff and community partners prior to placement, a minimum of 20 hours of direct service per semester, and opportunities for critical reflection for all students participating in the program. TC staff at each site will work in partnership with staff members at community-based organizations including ESL/Citizenship instructors and student leaders working as program assistants and site coordinators to support and supervise tutors/coaches in the field.

The RAND report identified a tension between course-based and co-curricular service-learning efforts. While research demonstrates the positive outcomes of academically-based service on students' civic and intellectual engagement, co-curricular programs produced more service hours per student, more effectively meeting community needs. TC's proposed initiative blends these two types of service into an integrated, model service-learning approach which includes greater integration of service through a series of sequenced courses within an academic

department, as well as opportunities for students to sustain service and provide a greater number of service hours through FWS funds.

Diversity

TC is a particularly effective vehicle for attracting ethnic minority and bilingual students who are in a unique position to help immigrant/refugee elders learn English and prepare for U.S. citizenship. In the previous academic year, 76% of participating students were members of an ethnic minority and 39% of students reported that English is not their first language. Eyler and Giles' (1999) indicate that only 17% of the 1,535 service-learning students they polled were ethnic minorities.

The relationships formed between elder immigrant learners and their college student tutors is another aspect of TC's diversity. These relationships allow both parties to reach across differences in age, race, language background, country of origin and privilege to engage in meaningful work with individuals and communities different from themselves. As college students provide service, they gain a better understanding of their own and other cultures and newfound respect for older adults who have experienced the history of the 20th century in countries around the world.

Estimated Number of Participants

In year one of this proposed initiative, at least 960 students from 17 institutions of higher education will provide 19,200 hours of English language, literacy and civic education tutoring to 2,560 elder learners. Over the three years of the grant period, up to twenty-two institutions of higher education will involve 3,420 college students who will provide 68,400 hours of tutoring to 9,120 elder immigrants.

Organizational Capacity

Programmatic and Fiscal Oversight

The Leadership University Center for Intergenerational Learning (CIL) will continue to serve as the national coordinator of TC. CIL's 22 years of experience developing and replicating intergenerational programs has received national and international recognition, including designation as a Daily Point of Light in 2001 and recognition by the United Nations North American Region in 2002. CIL has experience administering federal grants from the Department of Health and Human Services (CSAP, ACF, and AOA), the National Science Foundation, and the U.S. Department of Education (FIPSE, OVAE). Over the past 5 1/2 years the CIL administered two Learn and Serve grants which involved the provision of technical assistance and training to sub-grantees, the facilitation of cross-site networking, oversight of the evaluation, and the development/dissemination of materials to facilitate replication. Over the next grant period, CIL will work with each site to ensure that sub-grantees build and maintain community partnerships; recruit, train, and support students; create opportunities for faculty development; and assist in data collection.

Leadership University's Grants Accounting Office will oversee the expenditure of funds and the preparation of financial status reports. Subcontracts, including a detailed budget, statement of work, and grant award provisions, will be issued by the Office of the Vice President for Research after careful review by University Counsel.

Monitoring of Subgrantees

Training and technical assistance will be provided by the National Office with support from continuing sites as described earlier. In addition, all sites will be required to submit mid- and end-of semester progress reports to assess quantitative and qualitative progress toward program objectives and performance measures. These reports will promptly alert national office staff to

any problems requiring more intensive technical assistance or intervention. Sites will be required to invoice the University on a quarterly basis. All records will be reviewed during site visits using a site visit monitoring tool prepared by the national office and disseminated throughout the consortium.

Staff Roles

The Principal Investigator (20% effort), Dr. name, will oversee fiscal management, supervise the Project Director, and contribute to continued resource and faculty development. The Project Director (100% effort), name, will be responsible for overall implementation of the national program, including training, technical assistance and resource and materials development. The Assistant Director (100%), name, will develop materials and content for the TC website and oversee project expansion. The Project Coordinator (100% effort), name, will oversee the day-to-day operation of TC at the main office. The Center's Grant Manager (30% effort) will review and process all expenditures. The Center's Secretary (30% effort), name, will provide secretarial support to project staff. In each site a TC Coordinator will recruit, train, place, and support tutors as well as work with faculty to integrate TC into courses. In the four institutions participating in the engaged department initiative, one faculty member will receive a course release each semester to coordinate and report on the efforts of the service-learning team.

Evaluation

Real Research will serve as evaluators for this project. Real Research has a long track record of performing evaluations within the field of service-learning that feature both quantitative and qualitative methods, and strongly advocates the use of data for program improvement. The evaluation project team will be led by Dr. name, and will include Dr. name, Ms. name, and Ms. name. All of these individuals have multiple years of experience in conducting evaluations of this type.

The evaluation will focus on all aspects of this project. Methodologies used to provide data that will answer specific research questions include surveys (S), interviews (I), focus groups (F), observation (O), and artifact analysis (A). Specific questions to guide the evaluation as well as the methodologies proposed are listed below:

1. To what extent is TC meeting each of its goals?
 - a) building the capacity of universities and community colleges to institutionalize service-learning through TC and create sustainable relationships with immigrant communities (S, F, I, A);
 - b) enhancing the ability of faculty to create stronger links between service and academic coursework (S, F, O, A);
 - c) increasing the civic knowledge, attitudes and skills of college students (S, I, F, A);
 - d) developing the capacity of community-based organizations to better meet the needs of immigrant elders (S, I, F); and
 - e) increasing the language/literacy skills and civic engagement of elder immigrant learners (S, I, F, O).
2. To what extent does TC align with "best practice"/quality indicators for service-learning as evidenced by alignment to Essential Elements? (S, I, F, O, A)
3. To what extent do TC sites display fidelity to project design? Where are the variations, what is the rationale for variation, and what difference does variation in fidelity have on outcomes? (S, I, F, O, A)
4. Which program design factors appear to have the greatest impact on participants (e.g. dosage, sustained service, course integration, faculty quality, fidelity to best practices)? (S, I, F)
5. What factors served to facilitate and impede progress? (S, I, F)

6. To what extent are impacts sustained over time and what factors are associated with sustainability? (S, I, F)
 7. What is the impact on student participants relative to their nonparticipating peers (matched for demographics, GPA, etc.) (S)
 8. To what extent does TC align its organizational practices with best practice, including responsiveness, use of data for improvement, resource allocation, etc.? (I, F, A)
- Surveys will be administered to all stakeholders. In order to assess student impact, the TC Pre/Post Service Survey will be refined to include measures from the following sources: Inventory of Civic Engagement (Billig 2000), Cognitive, Affective, and Behavioral Engagement (Bartko 1999), Cognitive Complexity (Billig 2001 based on Eyer and Giles, 1999), and Critical Thinking and Literacy Skills (customized). This survey will be administered to students in TC classes and to those from a sample of comparison classrooms. Other surveys will include scales that measure indicators of institutionalization and efficacy of community partnerships. Focus groups will be held with a sample of students and immigrants served, interviews with a sample of faculty and project staff. Artifact analysis will include project materials, course syllabi, IHE policy, and student work. Real Research will use TC's logic model to refine the evaluation questions and to test hypotheses addressing predictors of outcomes.

In a difficult economic climate where there are increasingly limited resources for programs and pedagogies that are sometimes perceived to be peripheral rather than central to the missions of institutions of higher education, TC staff across the consortium are keenly interested in identifying and implementing best practices that contribute to the sustainability of program activities and outcomes over time. Evaluators have identified key factors leading to the sustainability of service-learning activities including strong leadership, cultural norms and organizational expectations, incentives, visibility, availability of financial resources and measurable impacts (Furco & Billig, 2002). This model will be used as a framework to analyze data collected through surveys, interviews and focus groups with key stakeholders.

Annual reports will be issued that help address performance measures, answer evaluation questions, and provide recommendations for project improvement. Annual debriefs will occur, as will debriefs about any strong alert around challenges that data show during the course of data collection. Over the course of the evaluation, repeated measures will be used with a few cohorts of students that will be followed over time. Other analytic techniques will include multiple regression, multiple analysis of variance, hierarchical linear modeling, case studies, and trend analysis.

Budget Cost Effectiveness

Based on our accomplishments, the TC national office is in a strong position to access additional funds for sustainability and expansion. A grant application has been submitted to FIPSE to support additional faculty and curriculum development and staff have met with the Carnegie Foundation to discuss supporting activities to promote and assess civic engagement in immigrant communities. Additional proposals are being prepared for submission to several foundations. The national office has also submitted an application to the Americorps/VISTA Project on behalf of the TC consortium to create an expanded stream of service involving college student service-learners and VISTA members working together to provide essential services in immigrant communities. VISTA members will assist with recruitment, develop the capacity of college students to take on greater leadership roles within TC and the community, develop materials, and sustain the capacity of community sites to better meet the needs of immigrant elders across semester, holiday and summer breaks when students may not be available to provide the intensity of service provided during the regular academic calendar.

The national office will continue to help subgrantees identify local funding opportunities, arrange meetings with potential funders during site visits and act as a consultant on proposals. Thus far, the following institutions are preparing or have submitted grant applications for funding to sustain their local TC program: Leadership University - State Department of Education; University of Tech -- The named Foundation; State University - FIPSE; Community and Technical College and Metropolis State University – The name, name and name Foundations, among others; Standard State University and City College - City Foundation and name Institute on Human Development; Someplace State University and Someplace City College - Americorps GO SERV, Healthy Neighborhoods Venture Fund and name Institute on Human Development. According to the Financial Aid Office, Leadership University currently dedicates 25% of its FWS funds to support community service efforts. TC at Leadership University has been approved to participate in the Higher Education Assistance Agency (HEAA) off campus community service program that provides matching funds to students who perform community education assistance.

Through HEAA and the Federal Work-Study Program, Leadership University will support a minimum of 20 work-study students providing service through TC. The national office will work with local sites to identify similar resources within their own states to support their work-study initiatives. Given our proven record of success and strategic plan for sustainability, TC is well positioned to leverage both institutional and external resources to support our activities.

Section I. Program Operating Costs

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Principal Investigator: - 1 person(s) at 96160 each x 20 % usage	0	19,232	19,232
Project Director: - 1 person(s) at 51348 each x 100 % usage	25,674	25,674	51,348
Assistant Director: - 1 person(s) at 46680 each x 100 % usage	23,340	23,340	46,680
Project Coordinator: - 1 person(s) at 42491 each x 100 % usage	21,246	21,245	42,491
Grant Manager: - 1 person(s) at 43502 each x 30 % usage	4,350	8,701	13,051
Project Secretary: - 1 person(s) at 34505 each x 30 % usage	3,451	6,901	10,352
CATEGORY Totals	78,061	105,093	183,154

B. Personnel Fringe Benefits

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Fringe Benefits are calculated at 34% of full time salaries: Total full time salaries x .34 CNCS Share: 78,061 x .34 = 26,541 Grantee Share: 105,093 x .34 =35,732 Total Amount: 26,541+35,732=62,273	26,541	35,732	62,273
CATEGORY Totals	26,541	35,732	62,273

C. Monitoring and Other Travel

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Site Visits – National staff will visit each TC site at least once during the three year grant period to monitor performance and provide training and technical assistance.: 4 visits per year @ \$1000 per visit (\$500 airfare, \$155 x 2 nights = \$310/hotel, \$40 x 3 days = \$70/per diem, \$40 x 3 days = \$120 car rental) for a total of \$4000	4,000	0	4,000
Faculty Institute - Travel will be paid for 3, 5 member curriculum development teams to travel to State to participate in a 4-day institute.: Hotel: \$125/night x 3 nights x 15 participants = \$5625 Food: \$50/day x 4 days x 30 participants = \$6000 Meeting Rooms = \$200/day x 4 days = \$800 Community Partner Travel: \$800 x 3 = \$2400	14,825	0	14,825
Annual Meeting - Staff will travel to State for and orientation of expansion sites and TA for existing sites in the consortium. Sites will pay their own airfare: Hotel (new sites): \$125 x 3 double rooms x 3 nights = \$1125 Hotel (existing sites) \$125 x 8 double rooms x 2 nights = \$2000 Food: \$50 x 14 participants x 4 days = \$2800 Food: \$50 x 16 participants x 2.5 days = \$2000 Meeting Rooms: \$200	8,725	0	8,725
CATEGORY Totals	27,550	0	27,550

D. Equipment

Item/Purpose -Qty –Unit Cost	CNCS Share	Grantee	Total Amount
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		Share	
CATEGORY Totals	0	0	0

E. Supplies

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
A computer & printer: \$2000 (computer) + \$500 (printer) = \$2500	2,500	0	2,500
Faculty Institute Materials: Toolkits purchased from Independence U. for 25 participants: \$50/toolkit x 25 = \$1250	1,250	0	1,250
Supplies for tutor training including refreshments: 8 trainings x \$100 = \$800	800	0	800
Office supplies:	674	0	674
Duplicating materials for tutor training and annual meeting:	2,000	0	2,000
CATEGORY Totals	7,224	0	7,224

F. Curriculum Development

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

G. Training and Technical Assistance

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
A national provider will develop and co-facilitate a faculty institute for selected departments.: This figure includes travel to State for 4 facilitators and per diem at \$540/day x 15 days. (\$1000 x 4) + (\$540 x 15) = \$12,100	12,100	0	12,100
CATEGORY Totals	12,100	0	12,100

H. Evaluation and Research

Item/ Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
West State Evaluation Inc will design and conduct a multi- faceted evaluation including instrumentation, data entry and analysis. This amount includes per diem rates (\$540/day) and travel of the evaluation team to the annual meeting.	30,000	0	30,000
CATEGORY Totals	30,000	0	30,000

I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee	Total Amount
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		Share	
Travel to CNCS-Sponsored Meetings:	2,000	0	2,000
Dissemination: \$1000 for travel to one national conference: \$500 airfare, \$250 registration, \$125 x 2 nights hotel = \$250 Web Design: \$250/day x 20 days = \$5000 \$1000 + \$5000 = \$6000	6,000	0	6,000
Working Trainings: Refreshments for working meetings for faculty, community partners and students	500	0	500
Postage:	600	0	600
Telephone including 2 consortium-wide conference per semester: 3 phones x 40/month x 12 months = \$1440; 2 calls x \$140/call x 2 semesters = \$560; \$1440 + \$560 = \$2000	2,000	0	2,000
CATEGORY Totals	11,100	0	11,100

J. Participant Stipends

Item/Purpose -Qty –Unit Cost	CNCS Share	Grantee Share	Total Amount
20 Federal Work Study students will provide 6 hours of service/week for 20 weeks @ \$8/hour for a total of \$19,200: - 20 x 960	0	19,200	19,200
CATEGORY Totals	0	19,200	19,200

K. Sub-grants

Item/Purpose –Calculation	CNCS Share	Grantee Share	Total Amount
Subgrants of \$10,000 each will be awarded to 4 departments through a competitive RFP to provide release time and support curriculum development through engaged dept. pilot.: \$10,000 x 4 depts. = \$40,000	20,000	20,000	40,000
Challenge grants will be awarded to up to 15 IHEs currently replicating TC to support deepening the project through sustained service: Awards will average \$20,000 each. The size of each award will depend on the number and quality of applications as well as past performance. \$20,000 x 15 = \$300,000	150,000	150,000	300,000
Planning grants will be awarded to up to 6 new IHEs to replicate TC in 3 new cities.: Awards will average \$10,000 each. The size of each award will depend on the number and quality of applications. \$10,000 x 6 = 60,000	30,000	30,000	60,000
CATEGORY Totals	200,000	200,000	400,000
SECTION Totals	392,576	360,025	752,601
PERCENTAGE	52%	48%	

Section II. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee	Total Amount
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		Share	
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
Predetermined: Other: $190,476 \times .21 = 40,000$ with a rate of 26 and a rate claimed of 21	9,524	40,000	49,524
CATEGORY Totals	9,524	40,000	49,524
SECTION Totals	9,524	40,000	49,524
PERCENTAGE	19%	81%	

BUDGET Totals	402,100	400,025	802,125
PERCENTAGE	50%	50%	

Source of Funds

Section	Description
Section I. Program Operating Costs	Principal Investigator - 19,232 - TC - cash Project Director - 25,674 - Community Foundation - cash Asst. Director - 23,340 - Community Foundation - cash Project Coordinator - 21,245 - Metropolitan Foundation & TC Dept. of Education - cash Grant Manager - 8,701 - State Foundation - cash Project Secretary - 6,901 - Community Foundation - cash Personnel Fringe - 35,732 - see sources above - cash Participant Stipends - 19,200 - Federal Work Study, TC, TCHEAA - cash Subgrants -
Section II. Administrative/Indirect Costs	Subcontract costs are not included in the Corporation share of indirect costs calculation. The Subcontractors amounts include their indirect costs, if any. TC foregone indirect costs are calculated based on direct costs minus subgrants. Administrative Costs - 40,000 - TC - in-kind