

Learn and Serve America Community-Based Organization 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.*

Executive Summary

The GME will train teams from local affiliates (300 staff and volunteers and 100 community partners) in service-learning principles and practices. Subgrants will allow local affiliates to engage teens in planning and implementing service-learning projects, tutoring, and mentoring elementary-age children. Our goal is to provide local affiliates with a proven method of building young people's resources and strengthening communities by engaging youth from disadvantaged situations to be part of the solution to their communities unmet needs, rather than part of the problem. We will engage our teenage program participants in providing tutoring, mentoring and leading service-learning projects for elementary-age students in after-school programs.

Each year we will invite 30 teams (40 teams in year-three) from local affiliates to regional retreats on service-learning as well as on harnessing the tremendous talents of the Baby Boomer generation, within the context of supporting our longstanding organizational priorities. . Each team will include a youth-serving staff person, his/her supervisor (or equivalent), a teen participant, an active volunteer member (preferably another young person) and a youth-related colleague from a community based partner. Upon returning home from the retreat (which will include information on the subgrant process) affiliate staff will work with local youth groups to train and deploy them in local after-school programs. Proposals that best meet the Corporation's criteria for high-quality, sustainable and effective projects will be funded to 'incubate' a service-learning component for that year. We will fund 15 projects per year, so that within three years, 45 projects have engaged at least 900 participants in service to younger students within at least 45 communities across the nation.

Summary of Accomplishments

Past funding from CNCS has allowed the GME to assist 50 local affiliates to engage an estimated 25,000 participants in service-learning activities. Several distinct project clusters have reinforced and expanded the

GME organization's service-learning capacities. In 1994, an AmeriCorps grant helped to expand the GME's Service Corps (created with assistance from the ABC Foundation), which continues to offer young people a chance to gain environmental awareness through service in more than 140 communities across the country. Following that project, the GME demonstrated its commitment to service-learning by hiring a permanent Associate Director for Service-Learning, whose role it is to bring continuity and expertise to the agencies' many service-learning projects. Through the GME's partnership with XYZ Nonprofit and CNCS, 20 VISTAs were placed in eight affiliate sites to help create sustainable technology programs for poor school-aged youth. In 2003, five affiliates were funded with subgrants from Learn and Serve America to engage teens in after-school service with younger children for the purpose of boosting their (both teens' and children's) commitment to service and learning. In 2005, 20 after-school projects among middle and secondary school students began to work on explicitly strengthening links between schools and community groups to expand the educational resources available to youth from disadvantaged situations.

Needs and Activities

THE SERVICE ROOTS OF THE GME - From its inception the GME has continued to emphasize the interplay between individual well-being and that of the community at large. Local affiliates have sustained a longstanding grassroots movement of over X Americans, through an organization that is decentralized, democratic and diverse. Virtually all affiliates were created by the work of volunteers: citizens who dedicated themselves to the creation of a welcoming place where people of all ages could go to have fun, gain skills and be supervised, encouraged and safe. These X local affiliates - are borne of, and continue to grow through, service. They are governed by volunteer boards and thrive by engaging communities in the work of becoming better places for children and families to grow.

As can be imagined, affiliates differ from place to place and are continually developing new programs and services in response to local needs. One commonality, however, is the network's commitment to providing after-school programming.

In spite of this diversity, or perhaps, because of such differences, it has been productive to bring local affiliates together so that they can share in a common vision and learn from one another. In the past few years, at national meetings and through regional networks, local affiliates have given voice to the priorities upon which they agree the organization should focus attention. One such priority – the Service-Learning Approach – is the organization's concerted effort to engage young people in service while building their leadership, civic and academic skills. The campaign to build strong communities has emerged as one of three top national GME priorities (along with Boomers and Volunteer Leveraging). These three core priorities help to unite affiliates through a common vision and shared sense of purpose. Additionally, each of these is compatible with after-school programming, which is a core activity at over 90% of our affiliates.

Linked to the Service-Learning approach -- which views young people as resources to be engaged, rather than problems to be solved -- is the platform of the Teen Program Agenda, an ambitious organization-wide effort to reach out to thousands of American children and teens by the year 2010. The GME has resolved to invest in the healthy development of this emergent generation, who are spending increasing amounts of time in unstructured activities without the support of caring adults, a trend associated with risky behaviors and poor educational outcomes. Thus, a variety of affiliates – particularly in underserved urban communities – are proactively recruiting youth and facilitating access through increased use of scholarships, sliding fees and other inclusion strategies. These developments will lay solid footing for our plans to continue to grow service-learning in more

after-school sites and to help new adult staff and teen participants discover its efficacy as a means of helping young people achieve their potential.

SERVICE-LEARNING AND THE GME - Because service is so much a part of the GME philosophy, the concept of service-learning (enriching service through explicit learning goals and enriching learning by doing for others) has been a natural fit with the GME's institutional mission and priorities. Thus, as the nation began to develop its capacity to 'grow' service-learning by forming the Corporation for National and Community Service, so too did the GME begin to consider ways of more formally institutionalizing supervised service-learning within its larger work among teens, children and adults. As we discussed in the summary of accomplishments, a decade of service-learning efforts have been focused on building resources within communities especially through programs in after-school time that bolster the educational progress of young people, both within and outside of schools. Our civic engagement initiative, begun in 1999, with help from the Anytown Foundation, has generated its own momentum, laying the groundwork by which service-learning can integrate civic understanding and skills into GME activities.

In planning for this project, the agencies' Planning Group considered how best to grow service-learning. The goal was to ensure that the after-school program model could be leveraged to capitalize on the progress the organization has already made, link it with complementary projects, and maximize the project's reach to those individuals working on the frontlines with youth and their families, at the local level.

Although service-learning is a natural 'fit' with the affiliates existing and longstanding priorities, youth serving program staff and the teen participants that this effort will engage must still be oriented and trained to adopt it. For service-learning to be effective, it's important that staff - many of whom are entry-level personnel not much older than their new teen aged co-workers - learn, for example, about the importance of reflection, and of urging participants to consider the context of their service activities. Most local GMEs, particularly those in disadvantaged communities, do not have the resources to embark on the sustained training that these adult staff and teen participants require to ensure that participants' experiences are well-supervised and allow for the sort of reflection and contextual inquiry that high quality service-learning demands.

Our project, if funded, will concentrate on a large-scale outreach effort to current and future youth-serving staff at the local level, with a subsequent training retreat held within three regions per year. (There are ten regions in all; the third year will include four regions.) These retreats will be followed by a subgrant competition, which will allow local teams to engage youth in developing pilot tutoring, mentoring and service-learning projects to complement and enhance existing after-school programs. In addition, the elders in many of our local programs are primed and ready to participate in service-learning with the youth, and in ever-greater numbers. The Baby Boomer generation has already begun to be a force in our affiliate network and this program activity will create a bond between youth and the newly retired.

HOW OUR NEEDS HAVE BEEN OR WILL BE IDENTIFIED -We are a national program with thousands of local affiliates. We believe that all youth, regardless of economic status, need a safe place to learn and grow in the after-school hours, as well as access to education and health care. They also need a caring adult or older person in their lives and an opportunity to provide service to others. Youth who grow up in economically disadvantaged families, reside in poor neighborhoods, and attend schools with children of similar backgrounds, have a high need for these fundamental resources.

The demand for after-school programs far exceeds the supply in the United States today. With most parents holding jobs, families urgently need these programs to keep their children safe and out of trouble during the often perilous hours after the school day ends and before parents get home from work. In fact, a powerful and growing body of evidence demonstrates that after-school programs keep youth out of trouble and improve their prospects for the future.

Because constituents need after-school programs so badly, federal lawmakers started the 21st Century Community Learning Centers (21st CCLC) initiative in 1997 with a \$1 million appropriation. By 2002, federal funding for this popular and successful initiative had grown to \$1 billion.

Still, the unmet need remains significant. A household survey conducted for the After-school Alliance, with support from the J.C. Penney Co., Inc. and released in 2004, found just 6.5 million American children in after-school programs. By contrast, some 14.3 million children are unsupervised in the afternoons, and the parents of 15 million said their children would participate in an after-school program if one were available. Yet, the most recent 21st CCLC data indicate that only one million children and youth are able to benefit from 21st CCLC funded after-school programs, leaving millions more without after-school programs that keep kids safe and offer enriching learning opportunities.

In addition:

- The parents of more than 28 million school-age children work outside the home. (*U.S. Department of Labor*)
- In communities today, 14.3 million school-age children take care of themselves after the school day ends. (*America After 3 PM, May 2004*)
- 96 percent of working parents pay the full costs of child care. Low-income families who pay for child care spend 35 percent of their income on it. (*National Catholic Reporter, 2003*)
- On school days, the hours between 3p.m. and 6p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (*Fight Crime: Invest in Kids, 2002*)

The need is great and the timing has never been better for our affiliates to be part of the answer to this pressing national problem.

WITHIN THIS CONTEXT, THE DATA SHOW A CLEAR AND COMPELLING NEED FOR AFTER-SCHOOL PROGRAMMING ACROSS THE NATION.

STRATEGIES AND ACTIVITIES TO MEET NEEDS

In order to meet this need, and to ensure that youth receive individualized attention from a caring adult or older teen as well as the opportunity to serve the community, we will expand the programming and increase the capacity of our existing after-school services through this proposed program. Each of our 15 program sites will engage at least 50 youth a year as tutors, mentors and service-learning project coordinators for after-school programs serving older elementary school aged youth. We will target our subgranting by giving priority to affiliates in disadvantaged communities, in order to reach those youth who are most in need of support.

By engaging teens in these communities to provide service to and to serve with younger children, we will meet the after-school need in two ways – we will provide service to elementary school aged youth – and by engaging

teenagers in service we will – in essence – have them serve themselves. Teens too will have a safe place in the after-school hours and the opportunity to serve in their own community. By recruiting Boomers as volunteers in these programs, mentoring will be provided to both children and teens in our program.

OUTREACH - At national GME meetings and within our media (website, newsletter, etc.) we will highlight the urgent need to increase the availability and options for after-school programming and promote service-learning as a tool for doing so among adults and teens. Through our staff training we will invite local affiliate teams to attend retreats where they can develop the knowledge and skills to promote peer mentoring, tutoring and service-learning in after-school programs.

STAFF DEVELOPMENT - During these retreats, our goal will be to strengthen the connection between service-learning, civic engagement and the GME's mission and goals. The curriculum will be developed and team taught by staff and teens who have expertise in service-learning, after-school, and tutoring and mentoring and will draw from effective programs across our network. We plan to bring these experts together within an initial Faculty Academy, where they will combine our service-learning training program with effective practices in after-school programming.. As part of this process, the GME's Service-Learning Guide (developed under a previous Learn and Serve grant) will be continually refined and adapted to reflect the GME's growing commitment to strengthening young people's capacity for leadership. After the regional training retreats, these manuals will help to guide the local youth-serving adult and teen participants as they return to their sites and integrate what they've learned into their practice with young people.

FOSTERING LOCAL SUPPORT - Existing service-learning pioneers have stressed to us the importance of avoiding isolation among service-learning adopters. To maximize local support, each regional retreat will function as a place where adult and teen teams from a local affiliate can build knowledge together and network with teams from nearby areas as well as service-learning veterans. Each team will include a youth-serving staff person, his/her supervisor (or equivalent), a teen participant, an active volunteer member (preferably another young person) and a youth-related colleague from a community based partner. After the retreat, the youth-serving staff can return to their communities and begin to engage the young people they serve in thinking about how to start or expand service-learning projects in after-school programs.

In sites where discussion grows into planning, the group may then apply for a subgrant to be one of the 15 service-learning after-school incubators for that year. (The retreat will include an information session on the subgrant process, and orientation to evaluation instruments.)

Although we cannot know which projects will be funded, or predict what the collaborative planning process will produce, we are excited by some of the possibilities that suggest themselves. For example, several opinion leaders within the organization have mentioned possible linkages between teens and seniors, in which an exchange of expertise might result in computer-literate elders and politically-savvy youth.. Another resource available to several affiliates is the leaders who staff the GME's other long-term programs, which also work to boost later civic-engagement. These staff members, many of whom are already involved in Learn and Serve America projects, will, we hope, help build the curriculum for the retreats and act as advisors to youth-serving staff who are seeking ways to boost participants' civic awareness. Similarly, veterans of GME flagship programs like GME Service Corps, after-school programs, and other service-oriented projects will tie service-learning to civic understanding.

Through the subgrant process, the RFP for which will mirror the Corporation's selection criteria, we plan to facilitate the incubation of new service projects and to provide hands-on tutelage for youth-serving staff, who will have ongoing access to guidance from service-learning veterans and champions within their regions. Moreover, by including supervisors, teens, volunteers, and community partners in our training retreats, we intend to lay the groundwork for local support once teams return home and begin to translate their experience into work with young people. Throughout the project, we will seek to hinge these 'new' projects to the existing values and strengths of the organization, so that service-learning is not seen as a temporary add-on, but rather a useful method of deepening the quality of programs that engage youth. We seek to inspire the frontline staff to absorb service-learning practices into their repertoire of skills, and use them as a way to extend their impact on building the resources that kids and communities need through after-school programming.

Strengthening Communities

COMMUNITY PARTNERSHIPS - Collaboration is how local affiliates leverage modest resources to accomplish their goals. In a recent survey of affiliates across the nation, 78% had partnerships with one OR MORE of the following: elementary, middle and high schools, colleges, juvenile courts, parks and recreation, human service agencies, youth agencies, government agencies, churches, senior centers and other groups. By asking each affiliate to invite a community partner to the training, we are recognizing the importance of connecting with community and faith-based partners. We are eager to include these partners at the initial planning stage so as to enhance the likelihood of collaboration on this very important front. During the subgrant process, each applicant will be asked to discuss the partnerships they have used and/or will use to enhance the service-learning projects.

CAPACITY BUILDING - Young people who are approached with respect and encouraged to develop decision-making and interpersonal skills through the process of service-learning will, in turn, have a greater chance of influencing their peers to do service and to become stakeholders within their communities. This is amplified even more so by engaging teens staffing service in affiliate after-school programs. By sharing what we've learned in our service-learning projects, and integrating that with what we know about civic engagement, we seek to build a bridge from volunteerism (which youth already do in record numbers) to participating in youth development programs and democratic community institutions, beginning with the very way in which the project groups make their decisions about what service to undertake. Democratic decision-making begins within organizations, and the GME, which is based on a decentralized, grass-roots organizational model, will, we believe, grow stronger through the dissemination of promising ways to encourage youth leadership in this essential timeframe of 3 pm to 6 pm. Whether the participants serve in affiliates or in community partners' organizations programs, they will be more likely to build capacity through a self replicating leadership mode than in a more hierarchal arrangement whereby the coordinator plans and the youth members follow directions. Our intent is to build capacity in adult staff and teen participants to encourage transformational youth development so that young people themselves pass along the leadership reins to others, fostering the spread of community-building through shared decision making. Not only will this build capacity, but it should also synergistically reinforce civic skills.

SUSTAINABILITY - Developing a project that would build capacity, and thus be sustainable after the funding cycle, was a key consideration in the design of this initiative. Rather than hiring new staff to enact service-learning, we will train existing personnel and teen participants to utilize an approach that will enhance their work with other young people. After the initial training and incubation of service-learning, and the conscious development of local support through team attendance at retreats, we expect that staff will have gained enough

confidence to continue to engage teens in service-learning on their own and thereby engage a much larger number of younger youth in service-learning, as well. They will have strengthened relationships with community partners and built momentum in the youth programs they offer. In our experience, successful teen-led programs often take on a life of their own, inspiring other affiliates in a region to join or follow suit. This strengthens community partnerships and awakens the interests of new teens to the possibilities of positive action. Because service-learning is so well-suited to the GME's operating structure and after-school program offerings, sustainability involves integrating service-learning methods into programs in innovative ways and training the current staff to institutionalize service-learning principles and practices within existing after-school programs at affiliates across the U.S. Perhaps the best example of this sustainable design is the record of the GME Service Corps. Ten years after funding, the project has not only been sustained, but has grown from 15 AmeriCorps sites to now serve more than 140 communities across the country. As local affiliates build their capacity for sustainability, the GME is committed to providing high quality technical assistance - not only to those affiliates directly involved in this project, but as a resource to the overall organization.

Developing Participants

SUPPORT: PLANS TO INVOLVE PARTICIPANTS IN PROGRAM PLANNING - The after-school program sites selected for Learn and Serve America support will involve participants in identifying local needs through community mapping. In the best tradition of community development, we will involve participants in developing their own strategies of achieving the general objectives we have set forth for this project. Participants will partner with the service-learning coordinators, who will offer materials such as the "XYZ Service-Learning Guide," 'An Asset Based Approach to Service-Learning', and other resources that promote effective service-learning principles and practices. In addition, the young people and staff will reach out to community partners that are aligned with the areas they plan to address. Partners (nonprofit, government, for-profit and/or schools) that are open to a relationship will work with the local GME affiliate youth and staff to further focus the strategies and address their shared goals, together.

Through this inclusive planning process, which will be galvanized by participants' and community input, we expect that each affiliate will develop its own after-school program, with particular projects based on local needs and participants' interests. Through the process of setting their own learning objectives within the larger framework of the project's objectives of designing service activities and of reflecting on these experiences, we expect participants to experience benefits across a wide spectrum of developmental assets. In our currently operating Learn and Serve America program, for example, respondents reported gains of at least 10% per year, in 32 out of 36 asset areas, even as the number of participants far exceeded initial expectations. In training site coordinators and affiliate staff to integrate service-learning into their programs, the GME will utilize the following guidelines for community service projects: 1) Projects must be built around the learning objectives established by the participants and staff; 2) Participants and community partners must be involved in the selection and planning process; 3) Most training and orientation must take place before the community service project occurs; 4) Whenever possible, leadership for the project should be handed to one of the participants; 5) The project should be meaningful to the community and involve dynamic, on going community input; 6) The project should use the talents of the participants and elders to address unmet community needs; 7) The project must set aside time for reflection by participants and discuss how reflection will be encouraged; 8) The project must discuss what resources (i.e. local history museums, libraries, senior centers, teachers, professors) the project will draw upon to help participants understand the civic context of their project; 9) The project must explicitly seek ways to build civic engagement among participants; and 10) The project must have a plan for recognition of participants' efforts.

CITIZENSHIP - Current research on civic engagement suggests several promising strategies for boosting young people's civic engagement. First, when young people are polled as to why or how they became involved in their communities, the majority said they did so because they were asked. This invitation seems particularly effective when it comes from peers. Setting service-learning projects into place and energizing young people to engage others can have a 'domino effect' on young people's likelihood of service. Furthermore, once individuals have entered the service arena, they are far more likely to continue to expand their spectra of civic activities, going from volunteering to discussion of controversial topics to more overt involvement such as educating elected officials about their service work, helping with voter registration or participating in public information campaigns.

According to a strategy paper by a social scientist at the Anytown Foundation Youth Initiative, the 'various components of civic engagement are mutually reinforcing,' so that as participants make gains in one area, they will be more disposed to make gains in another. In terms of connecting service with participants' knowledge of and attitudes toward civics, it appears that simply setting aside time during reflection for group discussions of current events and politics can spur participants to embark on other avenues of civic participation, such as seeking to persuade their peers of a particular point of view, or informing elected officials of the nature of their service work, or participating in an internet campaign. Training for staff will emphasize the utility of simple, straightforward strategies such as asking youth members to get involved, and bringing the service-learners together to reflect upon the civic and historical contexts of the issues they seek to address.

SERVICE-LEARNING - To ensure that our subgrantees offer high-quality service-learning, we will require that: participants' service is sustained (the equivalent of at least a minimum of 40 hours/school year); that adult staff and teen participants and volunteers work with both elementary and teen participants to help them draw connections between service activities and learning; that participants are given time to reflect on their service and that some sort of structured activity that encourages reflection is included in plans (i.e. journal, website forum, periodic discussions led by local experts, etc.); that these projects are planned, developed and executed by the participants, with staff as facilitators; that at least one community partner has been included in planning for the project; and that projects are welcoming, inclusive and diverse, exposing participants to people from different age groups, religions, races, socioeconomic status, physical abilities, etc.

DIVERSITY - As is consistent with the GME organization's priority (of continuing to promote diversity) each applicant will be asked to demonstrate how the project will allow participants to connect with people of different backgrounds, including age, gender, religion, race, socioeconomic status and physical abilities.

ESTIMATED NUMBER OF PARTICIPANTS - Because the investment affiliates will make in participants is fairly sizable, given the ambitious goal of building youth-led after-school activities with civic dimensions, and that some service-learning adopters will be trying this method for the first time, we are projecting a modest number of initial participants for each project. If each site includes 20 participants, then all 45 sites will total 900 participants.

Organizational Capacity

ABILITY TO PROVIDE SOUND PROGRAM AND FISCAL OVERSIGHT - The GME has a strong record of providing proper programmatic and fiscal oversight. Past and current grant projects include collaborations with the Federal Agency One, Federal Agency Two, Federal Agency Three, the Corporation for National and Community Service, the XYZ Foundation, the Anytown Foundation and several corporate foundations. This

Learn and Serve America grant will be administered by the GME in strict compliance with all federal and organizational requirements. The director of the project will work with local staff and with the site coordinators to ensure that all monies are expended only for purposes stated in our budget. The GME uses standard accounting procedures to monitor funds in accordance with accepted practice among not-for-profit organizations and completes an A-133 audit annually.

PLANS TO MONITOR SUBGRANTEES - The GME is experienced in administering federal grants, having successfully administered an AmeriCorps grant, a Learn and Serve America grant and several other national grants. Subgrantees will be briefed on procedures for recordkeeping, compliance with federal regulations, evaluation for documentation and reporting of performance measures. The national Director will focus on monitoring and supporting subgrant sites as they incubate service-learning projects.

STAFF ROLES – Joe Jones, the GME's Director for Service-Learning, has been active within the service-learning movement since CNCS was founded. He has helped implement two national service-learning projects and will play a key role in implementation. Jones will be critical in supporting the incoming director, who will also be aided by several other leaders within the national office. These key staff include Joan Smith, the Development Director and Shauna Washington, the Director for After-School Program Development, both of whom who were instrumental in developing the first Learn and Serve America project. These executives will help ensure that the project goals are maximized and that staff are encouraged and supported. John James, who is leading the Anytown Engagement initiative, will work closely with the director as well, and Yolanda DeJesus, Special Projects Manager, will work directly with subgrantees on progress and fiscal reports.

The Project Director will be hired based on his/her experience with coordinating an equivalent outreach and training process, expertise in service-learning, after-school programming, organizational, communication and interpersonal skills and demonstrated commitment to the goals of this project. S/he will mentor and guide new service-learning adopters, and help them to network with others, as well as making sure all of the project components are completed successfully. Site staff will be supervised within their local Affiliates by an executive director, teen program director, or equivalent and will be required to comply with record-keeping, federal regulations and documentation of performance measures before final grant funds are transferred. In terms of grant activities and necessary reports, the national director will ensure sites comply with all Corporation requirements.

EVALUATION - The project will be evaluated according to how well it meets its measurable objectives for Needs and Activities, for Community Strengthening and for Participant Development. The use of asset surveys, which have already been developed for GME use by the Search Institute, will allow for capture of data that show participants' development and community strengthening, while participation logs will document achievement under Needs and Activities as well as attendance rates at the after-school programs. The site coordinators will be trained to administer these evaluation instruments and will be responsible for collecting the data at their sites. Survey costs are written into our budget, under evaluation. Sites will forward their data to the Director, who will create aggregate reports of the effects of the project and construct a more qualitative evaluation of the program by creating a set of case studies that will be published and disseminated throughout the affiliate network. These reports will also be submitted to the Corporation for National and Community Service. If projects do not meet their objectives, program modifications and refinements will be made so that overall program goals are met. An external evaluator will also conduct an evaluation of the project, using qualitative and quantitative evaluations. His/her goal will be to gain an understanding of how well this project met its goal of creating capacity among program staff to conduct service-learning activities, how well the

service-learning aspects have been integrated with and supportive of other after-school efforts, and what program strands seem most promising for future development.

Budget/Cost Effectiveness

HOW WE WILL ATTEMPT TO BUILD COMMUNITY SUPPORT AND SUPPORT FROM OTHER FUNDING SOURCES - We have already discussed how we will try to build community support, through building on current after-school structures, the inclusion of community partners in the initial training and planning of the grant, and their continued solicitation throughout implementation. We understand the extent to which it is in the GME’s self-interest to encourage and model collaboration, for such partnering saves us money and gains us much more - a network of people who share similar goals and whose energies, when paired with ours, has a greater effect together than each organization would separately. In terms of seeking funding, the GME's Director of Development has been a member of the planning taskforce, and is eager to explore how the GME’s conversations with private donors about developmental assets and Youth Voice might complement and/or expand the efforts begun under this initiative. Furthermore, existing funding will be leveraged to extend resources available to this project. For example, the XYZ Foundation funding for Fellows, whose role is to champion service among America's young, will provide a huge leveraging resource to the infrastructure by which we will attempt to grow service-learning in our after-school programs. The Fellows are also distributed within the same regions as have been delineated for this project. Local affiliates, who are self-supporting and thus, well-acquainted with fund raising for almost all new initiatives, will be asked to provide matching funds for implementation and we anticipate that, as in the past, with the explosive growth of the GME Service Corps, the Learn and Serve incubators will create their own enthusiastic constituencies among local individuals, both young and old, who will continue to build momentum for additional funding long after federal funding subsidies. Lastly, it should be pointed out that these projects have been designed to conserve costs through the building of capacity among existing program staff, whose skills, once built, do not require intensive investments of money to maintain.

SUMMARY - The GME is eager to embark on this next phase of improving service-learning by bringing it squarely into after-school programming and focusing our efforts in underserved communities. Our project is designed to build local support, be sustainable and to leverage current GME strengths while expanding the realm in which young people can exercise their many talents and become active stakeholders in a better tomorrow.

Budget Narrative: GME

Section I. Planning and Capacity Building

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
CNCS Project Director: - 1 person(s) at 55000 each x 66 % usage	36,300	0	36,300
Associate Director for Service-Learning: - 1 person(s) at 75000 each x 33 % usage	0	24,750	24,750

Director for Engagement: - 1 person(s) at 50000 each x 33 % usage	0	16,500	16,500
Special Projects Manager: - 1 person(s) at 40000 each x 33 % usage	0	13,200	13,200
CATEGORY Totals	36,300	54,450	90,750

B. Personnel Fringe Benefits

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CNCS Project Director: 31% of 66% Salary	11,253	0	11,253
Associate Director for Service-Learning: 31% of 33% Salary	0	7,673	7,673
Director for Engagement: 31% of 33% Salary	0	5,115	5,115
Special Projects Manager: 31% of 33% Salary	0	4,092	4,092
CATEGORY Totals	11,253	16,880	28,133

C. Monitoring and Other Travel

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CNCS Project Director Travel to Sites: Airfare @ 350 x 5 flights x 3 regions per year	5,250	0	5,250
CNCS Project Director Travel to Sites: Car Rental @ 35 per day x 3 days x 15 sites	1,575	0	1,575
CNCS Project Director Travel to Sites: Lodging @ 100 per night x 2 nights x 15 sites	3,000	0	3,000
CNCS Project Director Travel to Sites: Meals @ 40 per day x 3 days x 15 sites	1,800	0	1,800
CATEGORY Totals	11,625	0	11,625

D. Equipment

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

E. Supplies

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Office Supplies for the Year:	0	2,000	2,000

CATEGORY Totals	0	2,000	2,000
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F1. Curriculum Development

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Faculty Academy for 15 service-learning and/or after-school specialists to develop curriculum: Airfare @ 350 x 15 specialists	5,250	0	5,250
Faculty Academy for 15 service-learning and/or after-school specialists to develop curriculum: Ground Transportation @ 50 x 15 specialists	750	0	750
Faculty Academy for 15 service-learning and/or after-school specialists to develop curriculum: Lodging @ 100 per night x 3 nights x 15 specialists	4,500	0	4,500
Faculty Academy for 15 service-learning and/or after-school specialists to develop curriculum: Meals @ 40 per day x 4 days x 15 specialists	2,400	0	2,400
CATEGORY Totals	12,900	0	12,900

F2. Contractual and Consultant Services

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Social Marketing Expert: Message development, copywriting and graphics @ 50 x 80 hours	4,000	0	4,000
Social Marketing Expert: Printing	2,500	0	2,500
CATEGORY Totals	6,500	0	6,500

G. Training and Technical Assistance

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Marketing staff to help develop and disseminate materials for regional trainings: staff @ 60,000 x 5% x 2 staff	0	6,000	6,000
Costs related to marketing regional trainings - mailings, phone, etc.:	0	5,000	5,000
Publicity and Message Delivery in National venues - website, newsletters, magazines, etc.:	0	2,000	2,000
Regional Meetings - figures based on 5 faculty and 10 teams of 4 (3 staff and 1 community partner) for each regional training - 45 total per regional training: Airfare @ 350 X 45 participants x 3 regional trainings	47,250	0	47,250
Regional Meetings - figures based on 5 faculty and 10 teams of 4 (3 staff and 1 community partner) for each regional training - 45 total per regional training: Ground Transportation @ 50 x 45 participants x 3 regional trainings	6,750	0	6,750

Regional Meetings - figures based on 5 faculty and 10 teams of 4 (3 staff and 1 community partner) for each regional training - 45 total per regional training: Lodging @ 100 per night x 2 nights x 45 participants x 3 regional trainings	27,000	0	27,000
Regional Meetings - figures based on 5 faculty and 10 teams of 4 (3 staff and 1 community partner) for each regional training - 45 total per regional training: Meals @ 40 per day x 3 days x 45 participants x 3 regional trainings	16,200	0	16,200
Regional Meetings - figures based on 5 faculty and 10 teams of 4 (3 staff and 1 community partner) for each regional training - 45 total per regional training: Training Materials @ 10 x 45 participants x 3 regional trainings	1,350	0	1,350
CATEGORY Totals	98,550	13,000	111,550

H. Evaluation

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
External Consultant to lead evaluation: Contract Agreement	13,000	0	13,000
Staff support from Research and Planning: Staff support @ 60,000 x 5%	0	3,000	3,000
CATEGORY Totals	13,000	3,000	16,000

I. Other Program Operating Costs

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	2,000	0	2,000
Dissemination:	0	0	0
CATEGORY Totals	2,000	0	2,000
SECTION Totals	192,128	89,330	281,458
PERCENTAGE	68%	32%	

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
Subgrants to 15 affiliates that have participated in the Regional trainings - 5 selected from each region through a competitive grant process: 15 Subgrants @ 8000 each	120,000	0	120,000

Local match for subgrant: Match @ 1 to 1 match of 8,000	0	120,000	120,000
CATEGORY Totals	120,000	120,000	240,000

B. Salaries

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
CNCS Project Director: - 1 person(s) at 55000 each x 33 % usage	18,150	0	18,150
Local Supervision at Subgranted Sites: - 15 person(s) at 40000 each x 15 % usage	0	90,000	90,000
CATEGORY Totals	18,150	90,000	108,150

C. Benefits

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
CNCS Project Director: 31% of 33% Salary	5,627	0	5,627
Local Supervision at Subgranted Sites: 31% of 15% Salary @ 15 Sites	0	27,900	27,900
CATEGORY Totals	5,627	27,900	33,527

E. Other Costs

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
Local Office Space: 600 per month x 12 months x 15 sites	0	108,000	108,000
CATEGORY Totals	0	108,000	108,000
SECTION Totals	143,777	345,900	489,677
PERCENTAGE	29%	71%	

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 Type -Cost Basis	CNCS Share	Grantee Share	Total Amount
Fixed: Total Direct Costs: 37.4 % of 347,355with a rate of 37.5 and a rate claimed of 37.5	995	129,263	130,258
CATEGORY Totals	995	129,263	130,258
SECTION Totals	995	129,263	130,258
PERCENTAGE	1%	99%	
BUDGET Totals	336,900	564,493	901,393
PERCENTAGE	37%	63%	

Source of Funds

Section	Description
Section I. Planning and Capacity Building	The source of funds include a combination of Federal, GME, and local affiliate funds. The GME funds include grant funds from The XYZ Foundation.
Section II. Implementation, Expansion, Operation, and Replication of Service-Learning Programs	The source of funds include a combination of Federal, GME, and local affiliate funds. The GME funds include grant funds from The XYZ Foundation.
Section III. Administrative/Indirect Costs	The source of funds include a combination of Federal, GME, and local affiliate funds. The GME funds include grant funds from The XYZ Foundation.