

Learn and Serve America Community-Based Organization Commission Sample Grant Application

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

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

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

- borrowing content from this grant application 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 sample 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 primary goal of this proposed Community-Based Commission grant is to assist community-based organizations in developing and expanding high quality, sustainable service-learning programs focused on improving the environment. The long-range goal of this program is to integrate community-based service-learning into the practices and activities of youth development and environmental programs throughout the state in order to develop, skilled, knowledgeable, personally responsible and civically engaged youth through their involvement in service-learning. Through subgranting, training and technical assistance, and program monitoring, the Commission will develop and support programs in local community-based agencies and in state organizations or consortia and widen the number, type and scope of service and service-learning programs, statewide.

In addition to developing high quality local programs, the State Community Service Commission (Commission) will work to develop support for community-based service-learning at the state level. The Commission will work with partner organizations such as the Volunteer Centers, the State Nonprofit Association, the State Department of Natural Resources, Environment CLEAN!, the United Way and the State University Extension to increase awareness of and secure endorsements for community-based service-learning as a powerful youth development strategy.

In 2006-2007, a minimum of 10 subgrants will be offered and through those programs, a minimum of 1,000 participants will be engaged in Learn and Serve in our state. A minimum of 300 nonparticipant volunteers will be engaged. It will be emphasized that each program leverage as many nonparticipant volunteers as is practicable and the majority of funded programs will focus on the environment.

The Commission has in place a strong system for program development, monitoring and improvement. We will build on that strong foundation and continue to provide high quality training and technical assistance to the field and program and fiscal oversight and evaluation to subgrantees.

Summary of Accomplishments

Needs and Activities

Since 1994 the State Community Service Commission (Commission) has subgranted \$1 million dollars through AmeriCorps and various other state programs. Through these subgrants, 29 organizations have received project funding, training and technical assistance and access to the many resources available through the Commission network. The organizations supported by the Commission represent the diverse community-based organizations operating in our state and include small grassroots, neighborhood efforts like the Jones Area Activity Center, well established agencies such as Volunteer Smithtown and larger organizations with multi-county affiliates like the State University Extension. These agencies, in the last year, have engaged nearly 1,500 youth in more than 15,000 hours of service-learning in their communities. These programs, with the assistance of the youth participants, have also recruited and engaged 1,000 adults in service with them.

In addition to strategic grant making, the Commission has spent considerable time providing resources and training and technical assistance to both subgrantees and non-subgrantees throughout the state. We have worked to document replicable community-based service-learning units for electronic publication. On two occasions, we have been able to tap the considerable resources of the 123 Service-Learning Training Organization to bring community-based service-learning training to our state, once through a series of regional trainings and once in partnership with our bi-annual Volunteerism Conference. With this foundation, and with support from Learn and Serve America, the Commission is well positioned to further extend the practice of community-based service-learning in our state.

As our Governor's latest State of the State address emphasized, our natural resources are in danger.. Our State Department of Natural Resources has shown that pollution in the air, water and soil are at all-time highs for our state. (State DNR Report, 2005) For example, 70% of the state's municipal water systems were rated "unhealthy" in over 40% of the weekly samples. The rate of asthma diagnosis among children under age 12 in our state's urban areas is at epidemic proportions, it has grown from 10% in 1990 to over 40% in 2004. Even lead poisoning, caused by exposure to aging lead paint in residential dwellings, soil contamination and residual pollution from industrial emissions, is at an all-time high in the states aging industrial areas. The state Medical Association, Public Health Association and outdoor sports association have identified education, eradication, and avoidance of these health hazards as statewide priorities. Growing support for recycling, community education on environmental matters and unprecedented corporate support make this an ideal time to address the issue. Therefore, through a sound, time-tested and reliable youth development strategy a majority of our local subgrantees will focus on environmental issues in their project activities.

In an effort to identify the elements of a strength-based approach to children's healthy development, Search Institute developed the framework of developmental assets. This framework identifies 40 critical factors for young people's growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives. The first 20 developmental assets, known as external assets, focus on positive experiences that young people receive from the people and institutions in their lives. The four categories of external assets include: support,

empowerment, boundaries and expectations, and constructive use of time. The second 20 developmental assets focus on the internal qualities that guide choices and create a sense of centeredness, purpose, and focus.

In our state, the Department of Family and Child Studies at State University recently published *Building Good Lives, Profiles of 24,000 Youth from Two Asset Approaches*, a study regarding the status of youth asset development in our state. This report incorporates results from two standard survey assessments, Search Institute Profiles of Student Life and Community Asset Development for Youth. This data from more than 20,000 young people provides reliable and valid information regarding the challenges and opportunities available to youth in our state. Youth surveyed are representative of our state's diverse communities.

Therefore, we believe it is important to offer opportunities to serve and volunteer to more and larger groups of young people. In service of this outcome, we will build on our existing subgrants to community service organizations and seek to exponentially widen the number of young people and youth serving agencies involved in service and service-learning in our state, while focusing on environmental issues that the young people will choose in their own communities..

Activities

The State Community Service Commission (Commission) funds and supports programs that encourage all residents of our state to volunteer. Learn and Serve grants will assist community-based organizations in developing and expanding high-quality, sustainable service-learning programs. The long-range goal of the grant is to integrate service-learning into the practices of state and local youth development programs while developing skilled, knowledgeable, personally responsible, and civically active youth through their involvement in community-based service-learning programs focused on environmental initiatives. Because the health impacts of environmental pollution fall disproportionately in older, poor urban communities, we will focus our activities in those areas of the state.

Grantmaking

The Commission grantmaking strategy for community-based service-learning includes two types of grants to youth serving organizations. Preference in both groups will be given to those applicants proposing to focus on the environment. The first type will be made available to consortia or state level organizations with a system of local affiliates. Applicants in this category are required to articulate goals for advancing service-learning throughout their system or network of agencies. State level organizations or consortia eligible for this category include, but are not limited to, Girl Scouts, Boys and Girls Clubs, Campfire USA, State University Extension, and the State Faith-Based Alliance. These larger networks must integrate service-learning into youth programming through professional development, resource development, and site demonstration in multiple sites across the state. The Commission expects to award two \$50,000 grants that will engage 100 practitioners and 300 participants, each.

The second type of grants will be awarded to local youth serving community-based organizations, faith-based organizations, and/or neighborhood groups to integrate and institutionalize service-learning in their youth programming. The grants are designed to use service-learning to meet local needs in the environment particularly, but education, public safety, human needs, and disaster preparation and response will also be considered. Programs must also build developmental assets in youth and developing skilled, knowledgeable, personally responsible and civically active youth. The grants may be used for program development, program

implementation, improvement, and institutionalization. Applicants will develop performance measures for community impact, and we will ask them to meet our measures for student civic engagement, , and program sustainability. The Commission expects to make nine \$15,000 subgrants in this category that will engage 20 practitioners and 150 youth participants, each.

Regardless of the category of funding, all of the subgrantees will be required to meet the following goals for the Learn and Serve community-based program:

1. All service-learning activities will incorporate the eleven Critical Elements of Service-Learning (as enumerated in an article on the National Service-Learning Clearinghouse, XYZ Publication).
2. The programs will provide youth with ongoing service-learning programs rather than short term or one-time opportunities.
3. The community-based service-learning programs will include yearlong activities, which may include a summer component. The Commission will not fund programs that propose summer activities only. Programs will plan activities of sustained or significant duration. Student involvement will last for a minimum of 40 hours per year in order to have lasting impact.
4. The programs will conduct service-learning activities during non-school hours.
5. The programs will engage a diverse group of participants.
6. Programs will design service-learning activities to develop participants' developmental assets.
7. The programs will provide the necessary support for service-learning so that programs will be self sustaining after receiving six years of Learn and Serve funds, assuming a second round of funding for our Commission.
8. Programs will initiate or enhance collaboration between school, community, and faith-based organizations.
9. Programs will involve youth as active partners in the design, implementation, and evaluation of the service-learning initiative.
10. Programs will assess youth participants' knowledge, attitudes, skills, and habits of citizenship; and the increase in participants' developmental assets.

Training and Technical Assistance

The Commission recognizes the importance of a comprehensive training and technical assistance plan. As such, several strategies are proposed to support this plan. Partnerships will be developed with Public Sector Consultants, AmeriCorps, our state's Citizen Corps Council, the State Department of Natural Resources, Environment CLEAN!, and institutions of higher education to assist in the planning and provision of professional development and to support improved curriculum creation and collection, project planning, and dissemination at both the state and local levels. Secondly, the Commission will support service-learning networks at the state level. These networks may serve as a hub for training and technical assistance for practitioners, creating a sustained regional presence. Finally, the Commission will develop a strategy for utilizing technology to support the expansion of community-based service-learning and the network of practitioners. These strategies will augment our already strong, comprehensive training and technical assistance plan for subgrantees.

The Commission has outlined the following training and technical assistance plan for subgrantees: Technical assistance outreach sessions will be provided annually to assist organizations interested in applying for Learn and Serve funds. These sessions will be beneficial to all attendees even if they chose not to apply as they will provide them with the fundamentals of service-learning. All subgrantees will be required to attend a two-day orientation. It will cover strategies for conducting community needs assessment, operating programs that have

an impact on environmental conditions, recruiting participants and volunteers, professional development, developing learning outcomes, involving youth in planning and implementation, civic learning, connecting service-learning and youth developmental assets, civic engagement, and evaluation. The meeting will be planned and implemented by both Commission staff and subgrantees with experience and expertise. One additional face to face meeting will be conducted that will focus on topics identified in a training needs assessment survey conducted at the beginning of the grant cycle.

- A minimum of two conference calls will focus on training topics identified by subgrantees on a training needs assessment survey. Experienced subgrantees or outside experts are asked to facilitate calls based on the topic selected and their areas of expertise.
- The Commission will offer two annual cross-stream trainings to all National Service programs in our state. For example, in 2003, all of our programs were invited to attend a cross stream training conducted by LEARNS on logic models and successful strategies for after school programs. The topics for the cross-stream trainings will be determined from the results of the annual National Service training needs assessment.
- Subgrantees will be invited to the statewide Volunteerism Conference. This training event is a partnership between the Commission, Volunteer Centers (VCS), the State Nonprofit Association (SNA), and the Council of State Foundations. During the conference, both subgrantees and non-funded programs have the opportunity to attend a variety of workshops for community-based organizations that provide information to help them build service-learning and volunteerism. As in the past, subgrantees and youth participants are expected to present at the conference to share ideas for replication.
- Subgrantees will be offered a training in environmental efforts directly related to their proposed action plan (e.g. – stream cleaning, recycling, community education, prevention of pollution, etc.) by the State Department of Natural Resources, Environment CLEAN!, and other agencies with related expertise.
- National and state conference opportunities are highlighted via a listserv and the Commission web site.
- Financial training will be provided to all program coordinators and a financial representative from the organization to insure accurate and timely financial reporting.
- Regional training opportunities will be planned for the purpose of professional development and networking among and beyond the subgrantee network.
- Networking opportunities occur through meetings, conference calls, and through dialogue on the Commission listserv.
- Materials are available on the Commission web site, including reporting forms and instructions, links to other sites, resources, and examples from various subgrantees. The web site continues to grow and include more information monthly (www.State.gov/Commission).
- On-site assistance will be provided to subgrantees through monitoring visits a minimum of one time per year.
- Technical assistance will be provided to subgrantees through feedback on progress narrative reports.

- Ideas, strategies, and resources to strengthen service-learning will be provided through the monthly e-newsletter distributed to all Learn and Serve community-based subgrantees and other professionals in the service-learning field.
- A calendar of training opportunities and reporting deadlines is distributed to all subgrantees at the orientation. These dates are also available on the Commission web site.

As a result of the training and technical assistance opportunities, subgrantees will develop skills for coordinating service-learning in their organization, operating successful environmental projects, establishing collaborative partnerships, develop learning outcomes with a civics focus, increasing youth developmental assets, and designing strategies to build and sustain their service-learning efforts.

State Level Support

Several strategies have been identified to enhance support for service-learning at the state level. Youth will be encouraged and supported in becoming service-learning champions through involvement in the State Youth Council (SYC). (SYC is described in detail in the Participant Development Section of this proposal.) The Commission will also begin to identify and work with larger networks of community-based organizations to build support for service-learning. Commission staff will dialogue with these groups to identify a common vision and goals for service-learning in State. The Commission will seek support or endorsements of service-learning from existing collaborations. Connections with other stakeholders throughout the state, including faith-based organizations, will be strengthened to raise awareness, open doors, and build support for service-learning. Connections to existing and emerging environmental initiatives will be made to develop new resources to support service-learning.

Past History of Accomplishments

Since 1994, the State Community Service Commission (Commission) has subgranted \$1 million dollars through AmeriCorps and various other state programs. Through these subgrants, 29 organizations have received project funding, training and technical assistance and access to the many resources available through the Commission network. The organizations supported by the Commission represent the diverse community-based organizations operating in our state and include small grassroots, neighborhood efforts like the Jones Area Activity Center, well established agencies such as Volunteer Smithtown and larger organizations with multi-county affiliates like the State University Extension. These agencies, in the last year, have engaged nearly 1,500 youth in more than 15,000 hours of service-learning in their communities. These programs, with the assistance of the youth participants, have also recruited and engaged 1,000 adults in service with them.

With the assistance of an ad hoc committee to develop a strategic vision for national service programs, the Commission has spent significant time determining the best method for impacting the greatest number of agencies in the state. As a result, future grant making will focus on engaging both community organizations serving youth and larger membership organizations or consortia. Additionally, in this grant cycle, we will focus on environmental issues. This approach will allow us greater access to youth and critical access to vehicles for more broadly sharing national service resources while making a measurable impact on our own state.

In addition to strategic grant making, the Commission has spent considerable time providing resources and training and technical assistance to both subgrantees and non-subgrantees throughout the state. The completion

of a community service project template has allowed us to document replicable community service project plans for electronic publication. On two occasions, we have been able to tap the considerable resources of the 123 Service-Learning Training Organization to bring community service training to the state, once through a series of regional trainings and once in partnership with our bi-annual Volunteerism Conference. With this foundation of experience, and with the support from Learn and Serve America, the Commission is well positioned to further extend the practice of community service and service-learning in our state.

As part of our grant making strategy, subgrantees will provide evidence of previous accomplishments in community service. Subgrantees must also articulate a minimum of one end outcome measure and collect data that will measure success of the outcome. All subgrantees will have the same outcome measure. A common statewide evaluation plan will ensure progress and collection of data. All data will then be made available to CNCS.

Strengthening Communities

The Commission works with state-level agencies like the Volunteer Centers, the State Nonprofit Association, State University Extension, State Department of Natural Resources, Environment CLEAN!, and the State Department of Education to help communities meet youth development and civic engagement goals that will now be expanded to include service-learning.

These reciprocal partnerships have been integral to growing and sustaining successful community service practice in our state and demonstrate, in practice, what the Commission expects at the local subgrantee level. The Commission will call on subgrantees to forge similar links within their community and with their schools to provide participants more opportunities to learn beyond the school. These links not only allow participants to learn throughout the year, they help to tie them more productively to the community in which they live.

All local subgrantees are encouraged to establish reciprocal partnerships with other community organizations, faith-based institutions and local schools to support community service and service-learning and address important community needs. Throughout the planning, implementation, and evaluation process, key stakeholders will be engaged to insure full community inclusion. As mentioned in the Needs and Activities section, subgrantees will be required to develop advisory boards consisting of broad representation from the community. This type of involvement allows programs to engage people from geographically, socio-economically, and racially diverse populations, as well as those from the disability community, in all aspects of the program. To prepare subgrantees in developing strong partnerships, the topic will be addressed as a significant part of our technical assistance outreach sessions for applicants and will be addressed during grantee meetings, conference calls and in the newsletter. Strong partnerships should demonstrate value to both the service recipients and organizations by increasing the capacity of the organization through generating resources and additional volunteers, facilitating community collaboration, and helping meet unmet needs where students serve.

Our Commission is committed to ensuring that all youth serving agencies in our state are aware of and can access non-Corporation grant funds to support community service and service-learning, especially in relation to the environment. Previous subgrantees have included local Volunteer Centers, Boys and Girls Clubs, environmental groups and grassroots neighborhood associations. In keeping with our commitment to match our state's rich ethnic, socioeconomic and geographic diversity, application guidelines will be distributed broadly and the review process will take these issues into consideration to ensure diverse engagement.

In our state, our philosophy has always been that all National Service programs should serve as volunteer generators, recruiting additional non-participant volunteers. The Learn and Serve subgrantees will not only engage primary service-learning participants, but they will also actively recruit and support non-participant youth and adult volunteers. Our established reporting and monitoring process will allow Commission program officers to collect and tabulate the number of non participant youth and adult volunteers engaged through Learn and Serve programs.

Our Commission develops and supports innovative programs that can be sustained locally and replicated in other communities. Through high-quality training and technical assistance to address basic program development and advanced training for building program sustainability, the Commission partners with subgrantees to build programs that either live beyond or meet their goals through federal funding opportunities. The ongoing support is designed to assist subgrantees in achieving sustainability by the end of six years of funding. Program sustainability goals hinge on three critical elements. The Commission will spend considerable time and resources developing the subgrantees' ability to evaluate their programs and show the benefits of their programs. Experience shows that evaluation can inform improved program practice and policy development. Secondly, subgrantees will be required to thoroughly document their program activities using a standardized format. Community based service-learning project plans will be created and posted on the Commission Learn and Serve web site and can then be downloaded and replicated by any community organization. Thirdly, by funding a minimum of two state-level networks or consortia, the Commission will more broadly encourage the use of community-based service-learning in youth development programs in our state through existing networks.

Developing Participants

To ensure that students receive the greatest possible benefit from service-learning, service activities and learning outcomes will be carefully planned. Service will be integrated into and enhance the learning outcomes of each program. The learning outcomes will focus on planning and decision making, teamwork, leadership, cultural competence, caring, civic responsibility, active citizenship, equality and social justice, science and the environment, and service to others. Participant impact will be assessed through the Corporation's pre- and post-survey and our own assets inventory in order to measure an increase in developmental assets and an increase in knowledge and citizenship skills.

As mentioned in the Needs and Activities Section, program coordinators and community-based program staff will participate in comprehensive professional development opportunities. These will focus primarily on the development of service activities and educational components that incorporate opportunities to develop: student leadership and civic skills; reflection; and the relationship between service and civic practices and ideas. Professional development will also prepare staff to implement educational and service activities that develop an understanding of civic responsibility and a lifelong habit of service. Subgrantee staff will also be required to engage youth in activities of a significant duration (40 hours over the course of the year) in order to maximize student outcomes. Leadership and environmental skills will be addressed at both the local and state level. Training will be provided to subgrantees to equip them with the skills and tools to effectively engage service-learning participants in leadership roles.

At the local level, subgrantees will be encouraged to invite service-learning participants to serve on their organization's service-learning advisory board as well as their own board of directors. This builds their

leadership experience by providing involvement in youth/adult partnerships. Participants will share ideas and opinions and fulfill identified roles and functions on the advisory (and other) boards. Youth serving in this position not only have a voice but also are given the role of decision maker. This is also intended to build the developmental assets of youth as resources and the perceived value of youth in the community.

At the state level, each subgrantee will be asked to select a youth to serve on the statewide Youth Action Council. (YAC). This council will serve as the vehicle for connecting young people with our youth-focused grantmaking. YAC members will be required to attend two YAC meetings per year. At these meetings, YAC members will learn about their role as service-learning advocates and acquire valuable leadership skills. Members will receive training on topics such as how to be a leader, planning and decision-making, identifying community stakeholders, public speaking, youth/adult partnerships, time management, service project planning, and more. These meetings will prepare them for accomplishing the YAC requirements:

- Making two service-learning outreach presentations in their school, community or at the state legislature to share the value of service-learning from the youth perspective, and
- Planning and implementing one service-learning project with the help of a coordinator or teacher

By fulfilling these requirements, YAC members will advance public support for service-learning in communities and schools across State. YAC members are also asked to participate in Learn and Serve - State grant reviews; assist in the planning and provision of youth tracks for training events at the local and state level; and/ or provide feedback on service-learning issues.

At the state level, the YAC will be linked with other grant making organizations including the state's Community Foundation Youth Advisory Councils (YACs). Two of the State Commission's three youth commissioners serve on YACs and will work with the Commission YAC to form partnerships at the local level and provide peer-to-peer training opportunities.

Subgrantees will develop service-learning activities that maximize youth participant outcomes. Subgranting application guidelines will require that community organizations applying for grant funds develop performance measures to assess youth participant outcomes. Technical assistance and training will be provided to prospective subgrantees in developing service-learning opportunities and related performance measures. Once subgrantees are selected, additional training and monitoring will occur to assist them in developing effective performance measures. Additional training and monitoring information is included in the Needs and Activities and Organizational Capacity Section of this proposal.

One outcome that will be established as a priority of grantmaking will be the development of participant civic skills. Subgrantees will be asked to adopt citizenship goals for their participants. These goals include enhancing the students' ability to plan effective service projects that respond to real community needs and providing opportunities for youth to discuss and explore their community and the people, processes, and institutions that are most effective in improving community conditions. Subgrantees will be provided training and technical assistance specific to helping youth achieve these goals. Training will focus on developing educational components that assist youth participants in attaining outcomes while instilling an ethic of civic engagement.

Additionally, the Commission will develop resources to support subgrantees in developing projects with a focus on civic participation and the environment. These resources will provide information regarding civic learning

and the environment, and will address categories of citizenship such as the personally responsible citizen, the participatory citizen, and the justice-oriented citizen. The relationship between service and democratic practices, ideas, and history will be stressed in order that youth might see service as a civic responsibility. Training and technical assistance will equip subgrantees with tools to increase participants' knowledge and skills as well as to help change perceptions and attitudes. As a result, youth participants will apply information to help solve social problems, further develop and use critical thinking skills to make informed and responsible decisions, and work cooperatively with others while addressing local environmental needs, in most cases.

Another goal in Commission's grantmaking strategy is that all service-learning activities will incorporate the previously mentioned Critical Elements of Service-Learning. Thus, all project participants will be given time to reflect on their service in the context of the educational component. Methods for reflection will be provided in subgrantee training including materials. Additionally, sharing around reflection occurs on the existing subgrantee listserv. Learn and Serve subgrantees will participate in on-going dialogues about reflection activities that have been successfully implemented in their community-based program. Other subgrantees are encouraged to replicate successful activities in their own programs. Finally, the Commission will collect evaluation and assessment data as outlined in the Organizational Capacity section.

The Commission will ensure that each subgrantees' program design provides youth the opportunity to serve with others from diverse backgrounds. Application guidelines will address the need for diversity. Furthermore, diversity will be addressed in outreach sessions with prospective subgrantees. The meaning of diversity will be described. Diversity may include, but not be limited to, differences in age, ethnicity, proficiency, religion, economic status, race, gender, and physical ability.

Once subgrantees have been selected, training will be provided on diversity. Examples of community partnerships and project ideas will be shared including partnering with agencies that engage people with disabilities in service projects, Senior Corps and senior citizen homes/retirement centers (to engage in intergenerational partnerships), mentoring programs (to engage others with varying proficiencies), and faith-based organizations, to name a few.

Subgrantees also receive one-on-one technical assistance in developing community partnerships at the local level. This will provide the opportunity to explore options around diversity in programming. Finally, site monitoring will occur to assess program design and progress in addressing diversity. In order to ensure adequate site supervision, the Commission will require that subgrantees provide a plan that includes who provides supervision, how they provide supervision, and what type of preparation is provided to those coordinating services. It is expected that anyone coordinating services – whether they are community organization staff members, youth, parents, or volunteers – will receive training at the local level to prepare them. Subgrantee program coordinators will be provided networking opportunities to discuss different methods for successful supervision. Each subgrantee's plan for site supervision will be reviewed during their annual monitoring site visit.

The Commission will also require that all subgrantees submit a plan for recognizing youth service activities and leadership. Materials regarding the President's Volunteer Service Awards and Presidential Freedom Scholarship, as well as other awards will be provided to subgrantees at their orientation meeting. Recognition is also an essential element of service-learning and as such will be covered in training. In 2006-2007, a minimum of 1,000 participants will be engaged in Learn and Serve community-based programs. Our goal is to engage

more participants but still for a significant duration of time in order to maximize the impact of the service-learning experience. In addition, a minimum of 300 adult volunteers will be engaged.

Organizational Capacity

The Commission has significant experience administering National Service programs. The Commission has been administering National Service programs since 1991 and currently manages a portfolio of 94 subgrantees that equates to more than \$8.4 million.

The Commission has a strong record of accomplishment in program and fiscal oversight. In the eleven years that the Commission has administered the AmeriCorps programs, stringent systems for training, reporting, and monitoring have been developed to maintain high quality programming. The Commission will build on this foundation by continuing to provide high quality training and technical assistance, program and fiscal oversight, and evaluation.

A comprehensive system for program monitoring is currently in place and will be strengthened further in the coming year. Currently, the Commission uses a risk-based strategy for determining the number and timing of program site visits. Programs that are new, changing, or demonstrating difficulty accomplishing program objectives, as evidenced through telephone consultation and written reports, will receive priority in scheduling visits. A thorough program monitoring guide has been designed in order to track progress on major activities, assess program compliance on state and federal regulations, and monitor quality programming. Each subgrantee will receive a minimum of one site visit annually, during which multiple stakeholders are interviewed to collect a 360-degree perspective. Some may receive more depending on the risk associated. Financial monitoring visits will also be determined using a risk-based assessment checklist. At a minimum, each subgrantee will receive at least one fiscal site visit within the three-year grant period.

In addition to on-site monitoring, the Commission has a system and tools in place to provide quick feedback on the semi-annual progress reports to be submitted by subgrantees. These comprehensive reports include progress on stated objectives, information on needed support and financial reporting. Following the submission of the progress report, program officers complete a thorough feedback document for each subgrantee program outlining strengths and areas for improvement. Lastly, the Commission will develop annual report cards to analyze program performance based on the following criteria: programmatic reporting, financial reporting, site visit compliance issues, participation in required meetings and telephone conferences, and other critical areas. These report cards will make the expectations for continued funding clear to the subgrantee and allow staff to identify program delays or problems as soon as they arise.

The Commission has supported school-based service-learning since 1991. In partnership with the State Department of Education, the State Campus Compact, the Council of State Foundations, and the network of service-learning practitioners in the state, the Commission has established itself as a critical component in the service-learning infrastructure. This is also reflected in the Unified State Plan. For the past two years, the Commission has successfully managed 36 school-based subgrants and an annual service-learning budget of nearly \$1 million. The Commission employs an experienced staff consisting of one full-time Learn and Serve program officer, a full-time service-learning partnership/program development coordinator, and a full-time administrative support person. The program officer is assigned a diverse portfolio of programs that they support for the three-year period. The Learn and Serve program officer has a total of fifteen years of grant management and youth development experience. In addition, the executive director and deputy director play active roles in

brokering resources and connections beneficial to the program at the state level. The Commission has a successful record of administering Corporation for National and Community Service funds as evidenced by the CNCS administrative standards review and recent audit by the CNCS Office of the Inspector General. In addition, Commission is consulted by other states for copies of its grantmaking and monitoring tools.

Three key evaluation/assessment strategies have been developed. First, the Commission will work with evaluation consultants to provide ongoing training and technical assistance for subgrantees in the areas of program evaluation and participant assessment. Beginning with the application process, subgrantees will be challenged to develop evaluation systems that capture performance measurement data. Early subgrantee orientations will include time for subgrantees to fine-tune their plans so that strong systems and tools are in place throughout the grant cycle. Secondly, the Commission will continue work with state-level evaluators to investigate correlations between service-learning and asset development as measured by a statewide evaluation tool that collects common information across school- and community-based service-learning programs. Finally, comprehensive systems have been developed that allow for continual self-assessment and improvement through an annual customer service feedback survey to all subgrantees. Through the survey, the Commission is able to make programmatic adjustment to better meet the needs of subgrantees. Subgrantees are encouraged to conduct similar annual assessments with their advisory boards and local partners.

Budget Cost Effectiveness

The Commission has utilized its many partnerships to broker additional resources for national service programs. A partnership with our Council of State Foundations secured a \$200,000 grant for advancing service-learning policy at the state and local levels. Most recently, the Commission secured funds from State Farm Insurance to cover teacher scholarships to attend the State Institute on Service-Learning. Additional discussions are occurring with State Farm Insurance for funds to broaden local support for service-learning. The Commission has demonstrated its commitment to securing additional resources to support service-learning and will continue to do so throughout the next three-year grant cycle.

Budget Narrative: Community-Based Program for ABC State Commission

Section I. Planning and Capacity Building

A. Personnel Expenses

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

B. Personnel Fringe Benefits

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

C. Monitoring and Other Travel

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to the National Learn and Serve Meeting:. Flights 2 @ 500 = \$1,000, Hotel 2 x 125 x 3 nights = \$750. Food \$250.	2,000	0	2,000
Travel to meetings and conferences to present Community Based Service Learning: Amount is based upon previous experience.	400	0	400
Site Visits for monitoring sub-grantees.: Mileage 11 programs x 2 visits x 300 miles x .305 = \$2,013, Per Diem 11 visits @ \$48.50 = \$533, Per Diem 20 visits @ 13.75 (one day) = \$275, and hotel for 10 nights @ \$75 = \$750.	3,571	0	3,571
CATEGORY Totals	5,971	0	5,971

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
CATEGORY Totals	0	0	0

F1. Curriculum Development

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

F2. Contractual and Consultant Services

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

G. Training and Technical Assistance

Item/Purpose -Calculation	CNCS Share	Grantee	Total Amount
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		Share	
Statewide two day grantee training: Meeting Space \$500, Food for 22 @ \$30 per day x 2 days = \$1,320, Lodging for 11 x \$75 per night = \$825.	2,645	0	2,645
Statewide one day grantee meeting: Meeting space \$250, Food for 22 @ \$30 = \$660, Lodging for 4 @ \$70 = \$280.	1,190	0	1,190
Program Conference calls.: 2 calls @ \$300 each.	600	0	600
Regional Trainings on service-learning and environmental service. To be held in 3 regions across the state.: Trainers \$400 x 3 regions = \$1,200, Food and materials \$10 x 40 people x 3 regions = \$1,200, meeting space \$200 x 3 regions = \$600.	3,000	0	3,000
Conference Scholarships.: 11 scholarships @ \$1,000 for travel, per diem, registration and incidental costs for attending the conference.	11,000	0	11,000
Learn and Serve coordinator travel to attend national conference.: Registration \$500, Airfare \$350, Hotel \$230 and per diem \$120.	1,200	0	1,200
CATEGORY Totals	19,635	0	19,635

H. Evaluation

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Impact evaluation of community based service learning in the state.: 1 contract @ 15,000.	15,000	0	15,000
CATEGORY Totals	15,000	0	15,000

I. Other Program Operating Costs

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	40,606	0	40,606
PERCENTAGE	100%	0%	

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
Sub-Grants: 2 @ 50,000	100,000	100,000	200,000

Sub-Grants: 9 @ 15,000	135,000	135,000	270,000
CATEGORY Totals	235,000	235,000	470,000

B. Salaries

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Director of Programs: - 1 person(s) at 59000 each x 20 % usage	0	11,800	11,800
Learn & Serve Coordinator: - 1 person(s) at 81114 each x 50 % usage	40,557	0	40,557
Administrative Assist. to the Director of Programs: - 1 person(s) at 35370 each x 20 % usage	0	7,074	7,074
Federal Grants Coordinator: - 1 person(s) at 38860 each x 20 % usage	0	7,772	7,772
Learn & Serve Coordinator: - 1 person(s) at 49172 each x 40 % usage	0	19,669	19,669
CATEGORY Totals	40,557	46,315	86,872

C. Benefits

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
Staff Benefits: Staff Benefits to include retirement and Insurances. Amounts determined off of current level with forecasted increases.	21,943	19,665	41,608
CATEGORY Totals	21,943	19,665	41,608

E. Other Costs

Item/Purpose -Description	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	297,500	300,980	598,480
PERCENTAGE	50%	50%	

Section III. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
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Corporation Fixed Amount: Match includes 20% of federally approved administration rate to the State Department of Administration.	11,893	50,000	61,893
CATEGORY Totals	11,893	50,000	61,893

B. Federally Approved Indirect Cost Rate

Calculation -Rate - Rate Claimed -Cost Type -Cost Basis	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0
SECTION Totals	11,893	50,000	61,893
PERCENTAGE	19%	81%	

BUDGET Totals	349,999	350,980	700,979
PERCENTAGE	50%	50%	

Source of Funds

Section	Description
Section I. Planning and Capacity Building	State General Funds passed through local School Districts.
Section II. Implementation, Expansion, Operation, and Replication of Service-Learning Programs	State General Funds passed through local School Districts.
Section III. Administrative/Indirect Costs	State General Funds passed through local School Districts.