



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal  
for  
Competitive Grants**

<b>Bureau/Office</b>	Office of Family and Community Outreach
<b>Title</b>	Florida Learn & Serve (Competitive)
<b>Specific Funding Authority</b>	Corporation for National and Community Service, Learn & Serve America School-Based Programs—CFDA #94.004
<b>Funding Purpose</b>	Engage students in service learning—school and/or community service activities that apply academic curricula and education standards—to improve student performance, provide for civic engagement and career exploration, and address real community needs. Build infrastructure at the school and district levels for sustained service-learning efforts.
<b>Target Population</b>	All K-12 students
<b>Eligible Applicants</b>	<ul style="list-style-type: none"> <li>• Public school districts, on behalf of individual schools or for district-wide efforts</li> <li>• School district consortia (Heartland, NEFEC, PAEC)</li> </ul>
<b>Application Due Date</b>	April 30, 2004. Proposals must be <u>received</u> by the close of business. The deadline refers to receipt by the DOE and is not a postmark deadline.
<b>Delivery Address</b>	Florida Department of Education Bureau of Grants Management, Unit C 325 West Gaines Street, Room 325 Tallahassee, FL 32399-0400 850-245-6304
<b>Contact Person(s)</b>	Joe Follman, Florida Learn & Serve Project Coordinator 850-488-9661, SunCom 278-9661, Fax: 850-922-2928 E-mail: <a href="mailto:jfollman@admin.fsu.edu">jfollman@admin.fsu.edu</a> , Website: <a href="http://www.fsu.edu/~flserve">www.fsu.edu/~flserve</a> Marv Patterson, Florida DOE, 850-245-0821, Suncom 205-0821, Email: <a href="mailto:Marv.Patterson@fldoe.org">Marv.Patterson@fldoe.org</a>
<b>Total Funding Amount</b>	\$339,082

<b>Range of Awards</b>	<ol style="list-style-type: none"> <li>1. School Projects: up to \$12,000 for 1 school, up to \$15,000 for 2+ schools</li> <li>2. District Infrastructure Projects: up to \$50,000</li> </ol>
<b>Budget Period</b>	Pending receipt of federal funds, September 1, 2004 – August 1, 2005
<b>Additional Years of Funding</b>	<ul style="list-style-type: none"> <li>• Schools projects can apply competitively for renewal awards in 2005-06, contingent upon the prior year's project performance and the future availability of federal funds.</li> <li>• District Infrastructure projects (1-2) can apply non-competitively for funds in 2005-06. Awards for 2005-06 are contingent upon annual project performance and the future availability of federal funds.</li> </ul>
<b>Funding Method</b>	Federal Cash Advance
<b>Local Match</b>	<p>Match (cash or in-kind) is required. Cash match is funds contributed or dedicated to the project. In-kind match is services, goods, or materials contributed to the project. Match must be directly applied to the project. Cash match is valued more highly than in-kind match. Requirements:</p> <ul style="list-style-type: none"> <li>• 33% for first-time or previously unsuccessful Florida Learn &amp; Serve (FL&amp;S) applicants (e.g., \$3,000 for a \$9,000 request)</li> <li>• 50% for proposals receiving a second year of funding</li> <li>• 100% for proposals receiving funding for a third year or more</li> </ul>

**General Terms, Assurances and Conditions for Participation in Federal and State Programs**

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- applicable regulations of other federal agencies; and
- state regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other

changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

### **Conditions for Acceptance**

1. DOE 100A—Project Application Form with original signature by the agency head.
2. DOE 101—Budget Narrative Form

The original proposal and four duplexed copies must be received by the specified date above. If the signature on the DOE 100A is other than that of the agency head, a letter must be enclosed from the agency head authorizing that individual to sign. Place the DOE 100A and DOE 101 forms in the front of the proposal, followed by the Budget Justification and Match, the project narrative, and attachments.

### **Technical/Format Requirements**

- One single-sided original and four two-sided copies
- Font size and color—12 points or larger, black
- Margins—At least 1 inch on all sides
- Budget Justification and Match—up to 2 single-spaced pages
- Proposal Narrative—Up to 6 single-spaced, numbered pages (includes required timeline)
- Attachments—Up to 6 pages (includes letters and other attachments)

Clip original. Staple duplexed copies in the upper left corner. Do not submit proposals in binders, folders, or covers. Do not use tabs or dividers. One side of a page equals one page. Only information in these sections and within allowed page limits will be reviewed. Additional pages will be removed prior to review.

### **Funding Priorities**

Not Applicable

### **Program Guidance & Requirements**

Florida public schools and school systems/districts are invited to apply for funds under Florida Learn & Serve (FL&S). FL&S is a federally funded initiative supporting school-based student service learning to enhance academic performance and meet real needs. Awards are also designed to improve student attendance and graduation rates, promote career exploration, increase civic participation, expand the use of adult volunteers in schools, and build infrastructure at the school and district levels for sustained service-learning efforts.

Projects funded under Florida Learn & Serve must engage K-12 students in curriculum-based service learning. In service-learning projects, students practice skills, knowledge, and behaviors

they need to learn through service to others in their school or community. Projects need to address education standards and be integrated in students' course assessments. Activities can take place during or after school. Effective projects include the elements of preparation, action, demonstration, reflection, youth empowerment, collaboration, and recognition.

Before writing and submitting a proposal under this program, applicants need to understand the elements of service learning and integrate them into proposed activities. See Attachment 4 and the FL&S web site (<http://www.fsu.edu/~flserve/>), which provide definitions, examples, links with education standards, and many other service-learning resources.

Proposed service-learning activities must focus on one or more of the following key need areas. Sample activities are included that can be implemented at multiple grade levels, across many disciplines, and with students of all knowledge, skill, and ability levels:

- **Reading**—e.g., students serving as reading tutors for other students or for adults; creating books or other written materials for other students, the public, or web sites; reading and writing for seniors or the infirm/sick; editing brochures or other documents; teaching reading to young children; translating documents for people who do not speak English; promoting reading through advocacy campaigns, public service announcements (PSAs), book drives, or public readings; designing and constructing reading areas; and dramatic, artistic, or musical performances of texts and literature.
- **Civics/history**—e.g., conducting, compiling, recording, publishing, filming, or depicting histories of a local community, individuals in a community, or historic locations (cemeteries, buildings, natural features/sites, forts, Native American sites); advocacy campaigns on topics in the public interest; gathering and disseminating information about local services available to residents and visitors; creating murals depicting local history; teaching peers about democratic processes through events, student-made videos, performances (including puppet shows), lessons, and hands-on activities; creating children's history books; serving as museum docents; reenacting historic events; restoring or recreating historic structures; forums on topics of public interest; oral histories focusing on different eras; teaching about the importance of voting; producing tip sheets or guidebooks on how to effect positive community change.
- **Drug/violence prevention**—e.g., teaching other students or the community how to avoid/respond to conflict, drugs, STDs, teen pregnancy, alcohol, and other self-destructive choices. Strategies could include lessons, presentations, dramatic performances, videos, artistic displays, music, advocacy campaigns, PSAs, forums, coloring books, conflict mediation, serving on Teen Courts, and safety presentations for the home, car, or neighborhood.
- **Intergenerational interaction**—e.g., service projects for and with seniors to include health screenings, exercise programs, teaching use of computers, oral histories, pen pal programs, concerts and dances with (not just for) seniors, creating art or gardens at senior centers, working with seniors to put on public forums on issues of importance to both groups, and activities at nursing homes to provide patients with physical and mental stimulation (working on arts and crafts together, exercise, games, etc.). Students can also teach others about seniors through lessons, publications, presentations, performances, brochures, web sites, and advocacy campaigns.

- **Environment**—e.g., restoration of degraded areas; exotic plant removal; propagation and planting of native plants; water, flora, and fauna testing/monitoring; research on endangered species; erosion abatement efforts; management of public lands to include trail and outdoor classroom design and maintenance; raise-and-release efforts; energy audits for homes, schools, and communities; and mapping. Demonstration elements include teaching, presenting, creating brochures and web sites, giving tours and field days, making videos, composing information to place in kiosks and translating it into foreign languages, performances, advocacy campaigns, public service announcements, web sites, and fundraising to preserve natural areas.

All proposals must relate in some form to the “Just Read, Florida!” reading initiative by including some reading/writing element(s).

Strong student roles are hallmarks of effective projects, in which students

- Are involved in project design and planning, with meaningful leadership roles (including needs identification and helping to decide what service activities will be conducted). Teachers in effective projects assign students organizing and logistical duties involved in arranging, providing, measuring, evaluating, reporting, and celebrating service activities.
- Conduct a lot of service over time. Projects should be at least a semester in duration, and students need to conduct an average minimum of 20 service hours each semester. Service hours include hands-on service activities as well as demonstration, presentation, teaching, and program evaluation activities. Reflective writing and discussion, recognition, and general preparation activities such as conducting research do not count as service hours.

Proposals should detail how activities are tied to lesson plans, curricula, and education standards (Sunshine State, Goal 3, or Applied Technology). Funds can support lesson planning and curriculum development. All projects should also form a project advisory committee representing key project stakeholders including school staff, students, and community partners. This group can provide guidance and assistance with the overall proposal, share project responsibilities, and help with aspects of project implementation.

Partnerships are a key component of successful projects. Collaborations with community partners are required, and partnerships with private schools and faith-based organizations are encouraged. All proposals must identify proposed partners and describe the roles partners will play in helping meet project goals and objectives. Include a description of the contributions that partners will provide (cash, in-kind match, donations, expertise, materials, waiver of fees, sites for activities, etc.). Collaborations with other Corporation for National and Community Service programs (AmeriCorps, VISTA, RSVP) are strongly encouraged, but cannot be counted as match.

### **Narrative Requirements**

Funds will be awarded in two categories:

1. School-Based Service-Learning Projects
2. District Infrastructure-Building Projects

## 1. School-Based Service-Learning Projects

Public schools, including charter and alternative schools, may apply under this category. Only one award will be issued per school, but an award may support multiple activities. Awards are for one year, with an option to reapply for future funding in 2005-06 if funds are available. Applicants may request up to \$12,000 for one school, and up to \$15,000 for two or more schools working together. Multiple-school awards must engage students from each school in providing service learning.

Not all applicants will be funded. Proposed activities and budgets are subject to revision. Some proposals earning a score above 70%, but in the lowest range of those to be funded, might be issued as \$1,000-\$2,000 planning grants.

### Information for All Applicants in this Category

Successful applicants use service learning as a strategy to reach specific academic and affective goals for students. Such goals could include raising student academic performance, increasing FCAT scores in specific areas such as reading or math, improving attendance, reducing conflict, fostering career exploration, enhancing school/community collaboration, or as a prevention and intervention strategy for at-risk students. Service is the hands-on mechanism for students to practice academic and affective skills they need to learn; it is both a means and an application of learning. Therefore, service-learning projects must be tied to one or more actual courses and the participating students' grades for the course(s).

Activities should directly address identified needs and apply needed skills and behaviors. Having 10<sup>th</sup> graders who test poorly in math tutor 6<sup>th</sup> graders in math can help students in both grades; having those 10<sup>th</sup> graders sing at a retirement center will not likely improve math performance.

Effective projects have clear objectives for both servers (the students) and the served (community members and sites, or other students). Such projects also include elements in which students demonstrate what they have learned through teaching others—peers, younger students, or the community—about their efforts. This teaching can take the form of presentations, lessons, products (brochures, videos, web sites, etc.), advocacy, or performances. Every project should include some demonstration elements.

Some specific strategies that new and renewal applicants should consider include the following:

- For school projects, no more than 50% of the total funds requested may be used to support salaries and benefits for project coordination, planning, extra duty time, evaluation, and supervision.
- Identify ways to show/tell how service learning advances the mission of the school.
- Create service-learning courses—such as a Leadership, Peer Counseling, or Community Service elective—in which the students' curriculum is to help the teacher (and other teachers) plan and implement service learning.
- Involve schools in your feeder pattern in activities to expand the scope of service learning and build partnerships with future students and their parents.
- Include fundraising (i.e., presentations, grant writing) as a project element and student assignment. Part of the students' grades would be based on their efforts.

- Put information on and definitions of service learning in school planners and calendars that are given to teachers and students.
- Have an agenda item on service learning at teacher meetings.
- Add a regular feature on service-learning activities in announcements, assemblies, recordings callers to the school hear when they are put on hold, and in-school TV; have teacher and student recognitions each year, semester, or month.
- Use funds to free a school service-learning coordinator for one period each day to plan or assist other teachers. Or, focus a portion of funds to support extra duty time of the coordinator or a service-learning team to plan and coordinate activities.
- Devote a portion of the funds for a youth service-learning council. Youth councils develop, market, disseminate, review, and select applications for service-learning mini-grants. Mini-grants would focus on one or more of the key need areas. The council should be part of a class, and must have a teacher or staff advisor.
- Cultivate relationships with key media outlets in the area that will provide ongoing publicity about service-learning efforts.
- Assign students to conduct interviews, surveys, and focus groups of partners to assess the partners' needs and levels of satisfaction with the project.
- Train teachers, students, and administrators as service-learning trainers/mentors.
- Work with the district professional development office so service-learning trainings qualify for in-service credit.
- Integrate a service-learning element—a handout, update, newsletter, presentation, training—into teacher planning days.

#### Information for Renewal Applicants in this Category

Renewal applicants are classified as having received a Learn & Serve award in 2003-04. Renewals must describe previous activities, the degree to which approved goals and objectives were met, and how outcomes and impacts were assessed. This information must be provided even if the 2004-05 proposal involves different activities and/or staff.

Renewal applicants need to describe how proposed 2004-05 efforts will build on, expand, improve, disseminate, and sustain prior service-learning activities. Successful renewal applicants will be committed to enriching the activities, support, policies, staffing, partnerships, and training to institutionalize their efforts. In addition, they include or examine ways to provide assistance to other schools interested in adopting, adapting, or replicating service learning.

Dissemination activities include, but are not limited to site visits; providing tours of the school's service-learning efforts and infrastructure; creating displays to show to others; producing and disseminating brochures, videos, manuals, guides, and how-to booklets; creating web sites; giving presentations and trainings at other schools by teachers and/or students; providing assistance with project design and implementation at other schools; giving conference presentations and trainings; organizing a multi-school service-learning working group; mentoring in person, on the phone, or via e-mail; designing large-scale trainings involving student and teacher trainers from the school; offering mini-grants to other schools; and assigning students in a service-learning course to provide assistance to other teachers.

## **2. District Infrastructure-Building Projects**

Florida Learn & Serve currently supports five multi-year awards to school districts and can fund only a few more in 2004-05. This category is only for school districts that (a) can demonstrate past and present service-learning success and positive impacts on students and the communities they helped and (b) are committed to enriching the activities, support, policies, staffing, partnerships, and training over three years to institutionalize service-learning efforts at the district and school levels.

Applicants in this category will propose efforts at the district level to create or build the foundation for sustaining service learning as an ongoing and well-supported strategy for education and community building. Such districts are in the best position to make a long-term commitment to providing service-learning opportunities to the schools and students in their district as a tool to reach established goals and policies. Some suggested strategies are provided, and many others can be effective. Note: A number of the strategies previously listed in Category 1 apply in Category 2—please see the previous section, as the similar strategies are not repeated here.

- Use some, most, or (if necessary) all the funds to support the creation of a part- or full-time district service-learning coordinator to implement and oversee efforts. Part of the coordinator's responsibility would be to seek other sources of funding to support district efforts.
- Target some funds to provide service-learning training and seed grants to teachers-of-the-year and teachers who have or are seeking certification from the National Board for Professional Teaching Standards. Thousands of teachers nationally have addressed the Board's fifth core proposition, "Teachers are members of learning communities," through service learning.
- Assist teachers in designing and implementing service-learning projects by providing resources, training or access to training, and networking opportunities.
- Service-learning activities address the goals and objectives of other education programs including the federal Title programs. Districts choose how to focus Title and other funds and can include service learning as one strategy being supported by those funds.
- Form a district service-learning task force or advisory group, representing stakeholders from schools, the school district, and the community. This task force, formed with the support of the superintendent, identifies policies, goals, strategies, and activities to pursue to have service learning recognized, adopted, and supported as a strategy to meet district goals. The approved report then serves as a policy tool and instrument.
- Identify and show/tell how service learning advances the existing school district mission.
- Examine how service learning can advance other district initiatives, policies, special events, or interests of key administrators or principals.
- Focus some service-learning efforts to improve FCAT scores in key areas such as reading.
- Conduct a training and presentation on service learning for the school board.
- Focus a portion of the funds to provide stipends for the extra duty time of one or more school service-learning coordinators who plan and coordinate activities at their schools.
- Seek formal partnerships with local colleges of education to place pre-service education students with veteran service-learning teachers for their student teaching experience. Doing so can also serve to help recruit new teachers interested in using service learning as pedagogy.



- Apply to get a full-time, free VISTA from FL&S to help implement service-learning projects. Several districts have used VISTAs to coordinate service-learning efforts.
- Increase in-service and training opportunities for teachers and students with the goal that they become ongoing at the school and capacity is developed for providing assistance to other schools in the district.
- Train administrators, teachers, and students as service-learning trainers/mentors. Try to have a trainer at as many schools as possible.
- Work with the district professional development office so service-learning trainings qualify for in-service credit. Train key district professional development providers in service learning, and work to make training in service learning a regular in-service offering in the district. Ensure all new teachers receive this training before they begin teaching in the district.

### **Application Narrative Requirements and Scoring Criteria**

Applicants should only answer the narrative questions in each section that are applicable to the particular grant category for which they are applying. As an aid and courtesy to reviewers who will score your proposal, please use the same alphanumeric outline as in the RFP.

#### **1. Needs, Participants, Courses, and Standards Narrative Questions—20% of Score**

- Describe the primary academic and/or affective needs of students to be addressed by the project. Describe the primary district or community needs to be addressed. Provide data to support claims. Do not list needs or issues the project will not address.
- As applicable, project the numbers of students and adults who will participate/do service and those who will be served. List the grades levels involved as well as the course(s) into which service will be integrated, and how. Identify the primary (no more than five) Sunshine State, Goal 3, and/or Applied Technology Standards the project will address.
- Identify the five key need area(s) that will be addressed (reading, civics/history, drug/violence prevention, intergenerational, or environment), and specify reading and writing elements that can support “Just Read, Florida!”
- Additional for renewal school applicants: Describe current/past project activities and impacts on servers and served. Include current award amount(s), numbers of those serving and served, activities and products, hours of service, projected and actual impacts, and links with standards and course assessments. Describe how new efforts will build on, evolve, expand, and consolidate current or past activities. (Worth 8 of the 20 points in this section.)
- Additional for district infrastructure applicants: Describe past and current levels of service-learning activity and success in the district, and how the proposal will complement, build on, sustain, and consolidate current or past activities.

#### Scoring Criteria—Needs, Participants, Courses, and Standards (20 Points)

- Applicant clearly defines the primary academic and/or affective needs of students as well as the primary district or community needs to be addressed by the project. Clear and relevant data are provided to support claims.
- The proposal provides clear and quantifiable projections on numbers of participants who will be serving and served as well as the grade levels and course(s) involved into which

service will be integrated, and how. Applicant identifies the education standards the project will address.

- It is evident that proposed activities will address at least one of the five key need areas (reading, civics/history, drug/violence prevention, intergenerational, or environment), and the proposal specifies how reading and writing will be incorporated into the project and support “Just Read, Florida!”
- Renewal school proposal defines how the proposed project will build on past successes and provides detail about 2003-04 efforts including descriptions of past activities, projected and actual impacts on servers and served, products, hours of service, and links with standards and course assessments. (Worth 8 of the 20 points in this section.)
- District infrastructure proposal offers evidence of past and current service-learning activity and success in the district and describes how the new efforts will complement, build on, sustain, and consolidate current or past activities.

## **2. Activities, Elements, Scale, and Timeline Narrative Questions—30%**

- Describe planned activities and how they will incorporate the elements of service learning (see Attachment 4) and be integrated with curricula, standards, and course-based assessments. Include descriptions of student roles.
- Project the scale and scope of the project—i.e., numbers of service activities, their frequency, products, and the average number of hours of service students will provide (min. 20 per semester). Include a project timeline in the narrative section.
- Describe planned strategies to disseminate and market service learning/project successes to appropriate populations through assistance, information, training, resource materials, site visits, or other activities.
- Renewal school and district infrastructure applicants: Describe activities to expand and improve service-learning efforts through new programs, additional financial and technical support, creating dedicated service-learning staff, and linking with school and district policies.

### Activities, Elements, Scale, and Timeline Scoring Criteria—30 Points

- Proposal provides an effective and realistic service-learning plan that incorporates the elements of service learning and integrates activities with curricula, standards, and course-based assessments. Clear student roles in project design and implementation are provided.
- The scale, scope, and frequency of proposed activities are clear, and minimum student service hour requirements (20 hours per semester) are addressed. A clear and realistic timeline is provided.
- Proposal identifies and plans effective methods to disseminate and market service-learning/project successes to other interested in replicating or adapting service-learning programs.
- Renewal school and district infrastructure proposals include solid plans to expand and improve service-learning through new programs, additional support, creating dedicated service-learning staff, and linking with school and district policies.

## **3. Partnerships, Letters, Advisory Committee Narrative Questions—15%**

- List key project partners, their roles in project design and implementation, and how they will contribute to project success. Include letters from primary partners that detail/confirm partner roles and contributions.

- Describe the formation, make-up and goals/roles of the school or district service-learning advisory committee. How often will it meet?
- Additional for renewal school and district infrastructure applicants: Describe plans to seek short- and long-term support and to strengthen or expand existing partnerships to meet project objectives.

#### Partnerships, Letters, Advisory Committee Scoring Criteria—15 Points

- Proposal describes substantive collaborations to help meet project goals and objectives, to include contributions by partners, and provides letters from partners that confirm and buttress statements in the narrative about partner roles and contributions.
- Applicant proposes to include a school or district service-learning advisory committee that represents key stakeholders and will contribute to project design and implementation.
- Renewal school and district infrastructure applicants describe clear plans to seek short- and long-term project support and to strengthen or expand existing partnerships to meet project objectives.

#### 4. Evaluation Plan Narrative Questions—20%

Describe plans to submit final report that includes (in addition to a narrative description of project activities) the following:

- **Outputs:** numbers of participants (serving and served), service hours provided, and projects completed; courses involved; products or materials produced; advisory meetings held; and standards addressed. Project what these outputs will be and state how they will be measured/assessed. Additional outputs for renewal school and district infrastructure applicants: numbers of ongoing and new projects, funds raised, trainings provided; and site visits conducted. Project what these outputs will be and state how they will be measured/assessed.
- **Service Outcome:** One outcome/impact of the project (not a number) on the people, sites, needs, or organization(s) that are served by the project. Effective projects will have students conduct this evaluation through surveys, interviews, focus groups, observations, and reports. Project what this outcome will be and state how it will be measured/assessed.
- Additional for school applicants: **Academic Outcome:** One academic outcome that can be averaged/aggregated across the students serving (or of a subset of the participants if the project involves many courses and activities). Examples include improvement in grades/in the course(s) involved, GPA, FCAT reading or math scores, skill mastery, or meeting of standards (comparing the students with their previous performance or with other students who did not participate). Project what this outcome will be and state how it will be measured/ assessed.
- Additional for renewal school and district infrastructure applicants: **Policy Outcome:** One outcome of efforts to have service learning recognized, accepted, and promoted as a strategy and policy tool for meeting district education goals. Project what this outcome will be and state how it will be measured/assessed.

#### Evaluation Plan Scoring Criteria—20 Points

- Applicant commits to and details plans for a final report that will provide narrative and quantitative detail on project activities, challenges, and accomplishments.
- Proposal includes clear projections and plans to collect key output data on project service hours, activities; courses involved, products or materials; advisory meetings; and standards

addressed. Renewal school and district infrastructure applicants also project numbers of new projects, funds raised, training, and site visits to be conducted and detail how outputs will be measured.

- Proposal includes clear projections and plans to measure an impact/outcome of the service students will do, selects the appropriate assessment to measure the outcome, and involves students in assessment activities.
- School applicants identify and commit to measuring an academic outcome directly related to the curriculum-based need identified for student participants, selects the appropriate assessment to measure the outcome, and projects what the outcome will be.
- Renewal school and district infrastructure applicants identify and commit to measuring a policy outcome that demonstrates the recognition, acceptance, and promotion of service learning as a strategy and policy tool for meeting district education goals, selects the appropriate assessment to measure the outcome, and projects what the outcome will be.

#### **5. Proposal Budget—(15%)**

- Budget Narrative Form (DOE 101–Attachment 2). Provide a clear breakdown and calculation by category of the resources needed to support the project.

For school projects, no more than 50% of the total request may support salaries and benefits for project coordination, planning, extra duty time, evaluation, and supervision. Requests should be directly related to proposed service-learning activities and appropriate to meet proposed goals and objectives. Include up to \$750 for expenses to attend a required sub-grantee meeting to be held in fall 2004 in Orlando.

- Budget Justification and Match (up to 2 pages, Attachment 5). Complete the Budget Justification and Match, explaining major requests and detailing required cash and/or in-kind match. Match should only include contributions that are focused on project goals and objectives and are reasonable and realistic. Most budget cuts occur because of insufficient explanation of items in the budget.

#### **Proposal Budget Scoring Criteria—15 Points**

- Cost-basis for expenditures is explained.
- Convincing justification is provided for all major budget items.
- All expenditures are necessary to achieve project objectives.
- Claimed match is realistic, will directly support project efforts, and represents a clear commitment by partners to help the project succeed.

A score of 70% is the minimum standard of the Florida Department of Education to approve a project for funding. Project staff will review applications. Program and budget recommendations are subject to modification.

### **Fiscal Requirements**

Awards are designed to support service learning and build the infrastructure to initiate, improve, expand, and sustain such activities. Allowable expenditures may support activities to prepare for,

design, develop lesson plans or curricula for, secure teaching or raw materials/supplies for, train for, travel to, engage in, demonstrate learning from, reflect on, evaluate, report on, coordinate, promote, teach others about, or recognize student service learning.

Substitute, trainer, and consultant costs are counted as salary. Driver salary and benefits are considered transportation expenses. School project budget requests cannot exceed 50% of the total for salary and benefits.

Restrictions on expenditures include the following:

- Travel/trips supported by grant funds can only be (1) to provide service, (2) to familiarize students with service sites or prepare them for service-learning activities, (3) to attend service-learning training or provide training or assistance to others interested in service learning, and (4) to attend the required sub-grantee meeting—include up to \$750 for expenses associated with attending this meeting, to be held in fall 2004 in Orlando (per diem, hotel, tolls, mileage, substitutes, etc.).
- Award funds cannot pay for general field trips, travel to conferences not related to service learning, travel to recognition or award ceremonies, or reward trips.
- Grant funds may not be used for indirect or administrative expenses. The applicant may claim its district state-approved indirect rate as match for the project.
- Funds cannot be spent on stipends, allowances, or other financial incentives for students or service beneficiaries except to reimburse transportation, meals for out-of county travel (see next item), or other reasonable out-of-pocket expenses directly related to the project.
- Funds may not be used to pay for food or refreshments other than those associated with (1) out-of-county travel (at the state rate of \$21 per day) or (2) training in remote locations that would be disrupted if participants had to travel to procure food.
- A small portion of funds may be spent on identification items (such as T-shirts that students design and wear while performing activities), recognition, and awards. Awards should be primarily symbolic in nature (certificates, ribbons, etc.).
- Funds cannot buy “off-the-shelf” gifts for service recipients (food, flowers, cards, etc.).
- Florida Learn & Serve is not designed to purchase books for school libraries or to supplant funding for regular school materials and supplies.
- Proposals for school-site plant beautification, landscaping, ornamental gardens, outdoor classrooms, nature trails, boardwalks, purchasing greenhouses, or similar projects cannot be funded. On-site environmental projects such as growing food for the needy, plant/feed areas for birds and butterflies being studied, energy audits, water testing (other than at manmade holding ponds), and exotic removal can be funded.
- Funds may support after-school programs—such as tutoring, coaching, or conflict mediation—if the student service learning is provided as part of or as an assignment for a credit-bearing class.

Funds do not support the purchase of equipment (cameras, TVs, VCRs, computers, printers, etc.) unless all three criteria below are met. These criteria are also applied to other permanent or large budget items, including salary, supplies, materials, transportation, and consultants:

1. The item is critical to the project; i.e., the project cannot meet objectives without it.
2. Evidence is provided that there is no other way to pay for, obtain, or use the item.
3. The dedicated and permanent use of the item will be for service learning.

## **Required Attachments**

- Project Application Form (DOE 100A)
- Budget Narrative Form (DOE 101) This information will be considered as part of the score for the Budget section, which is worth 15% of the overall score.
- Budget Justification and Match (Attachment 5 – template) Provide and explanation and justification for all major budget requests as well as a listing and accounting of cash and in-kind contributions provided by project partners. This information will be considered as part of the score for the Budget section, which is worth 15% of the overall score.
- Letters of Commitment from Primary Partners, and other attachments up to 6 pages.

Place the DOE 100A and DOE 101 forms in the front of the proposal, followed by the Budget Justification and Match, the project narrative, and attachments.

## **Method of Answering Frequently Asked Questions or Providing Changes or Addenda**

Frequently asked questions received by phone or at application workshops, any changes in dates, clarifications, or addenda to the RFP will be posted on the project web site (<http://www.fsu.edu/~flserve/>). The last date that questions will be answered is April 27, 2004. A series of free Proposal Technical Assistance Workshops will be provided statewide in March. See Attachment 3 for locations, dates, and times of these workshops.

## **Notice of Intent to Apply**

The deadline date to notify the contact person of intent-to-apply is April 1, 2004. However, providing the intent-to-apply is not required for an application to be considered. In addition, eligible organizations that file an intent-to-apply are not required to apply.

## **Method of Selection**

A cadre of service-learning practitioners statewide will review proposals. Reviewers will be trained and instructed to review proposals based on the evaluation criteria in this RFP. Every proposal will have at least three reviews, and proposals will be ranked based on average scores. Applicant scores will guide the program office's recommendations for funding to the Commissioner of Education. The minimum score required by the DOE to recommend a project for funding is 70.

## **Implementation Requirements**

Requests for project amendments, extensions, early terminations, or other changes will be addressed using rules and procedures outlined in the Project Application and Amendment Procedure for Federal and State Programs Administered by the Department of Education (Green Book).

## **Reporting Outcomes**

By January 31, 2005, awardees will submit a mid-year progress report giving an update on how the project is progressing toward meeting matching requirements and objectives stated in the awardees proposal. By October 20, 2005, awardees shall submit a final report addressing requirements described in the Proposal Instructions. By October 20, 2005, awardees shall submit financial reports to the Comptroller at the DOE. Awardees shall also submit (at a date to be determined) a required report summarizing project outputs/numbers to the Corporation for National and Community Service.

## **Attachments to the RFP**

1. Project Application Form (DOE 100A)
2. Budget Narrative Form (DOE 101)
3. Proposal Technical Assistance and Workshop Schedule
4. School-Based Service Learning: Definitions, Examples, and Resources
5. Budget Justification and Match Templates

## APPLICANT CHECKLIST

### PLEASE COMPLETE AND RETURN WITH PROPOSAL

- DOE 100A – Project Application Form
- DOE 101 – Budget Narrative Form
- Budget Justification and Match Section (up to 2 single-spaced pages)
- Proposal Narrative (up to 6 single-spaced numbered pages, including required timeline)
- Attachments (up to 6 pages)
- Applicant Checklist

Please check the appropriate box to indicate the type of project proposed:

- School-Based Service-Learning Project
- District Infrastructure-Building Project

#### A. School Contact Information (if applicable)

1. Name of School: \_\_\_\_\_
2. Project Coordinator at the School: \_\_\_\_\_
3. E-mail Address: \_\_\_\_\_
4. Phone Number: \_\_\_\_\_
5. Fax Number: \_\_\_\_\_
6. Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

#### B. District Contact Information

1. Project Title: \_\_\_\_\_
2. Project Contact at the District Level: \_\_\_\_\_
3. E-mail Address: \_\_\_\_\_
4. Phone Number: \_\_\_\_\_
5. Fax Number: \_\_\_\_\_
6. Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

#### C. Project Information

Please check the box(es) that best describe(s) the type of project proposed:

- Reading
- Civics/History
- Drug/Violence Prevention
- Intergenerational Interaction
- Environmental