

Learn and Serve America School-Based 2006 Sample Grant Application – Grantmaking Entity

This 2006 successful grant application is provided as an example 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.
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Executive Summary

KP State proposes a statewide coalition to expand K-12 service-learning for Homeland Security. Project partners will help students apply knowledge, behaviors, skills, and habits of citizenship they need to learn through service for KP State's 92 million residents and annual visitors. Activities focus on compelling state needs:

Disaster preparation, mitigation, response, recovery
Senior safety
School and community safety

The proposal is a partnership among the KP State Dept. of Education, Volunteer KP State, the CNCS KP State office, the KP State Student Corps, and corporate partners. Pre-selected sub-grantees will expand local efforts and help others replicate successful strategies:

School District A/VISTA/Fed. Emergency Response Crisis Mgt.
District B Schools/KP State Div. of Emergency Mgt.
District C Schools/Red Cross
District D/ "D Kids"
District E Schools/Fire & Police/Higher education
Rural Educational Consortium (12 rural districts)
District F Schools/Local Theatre

10,000 K-12 students will each provide an average of at least 20 service hours per semester. Partnerships with faith- and community-based organizations and private schools are included. Curricular links, youth empowerment, match, and performance measures are required.

Summary of Accomplishments

In 12 years, KP State has engaged 400,000 students in 1,300 service-learning sub-grants and 2,000 mini-grants under Learn & Serve. Every school district has participated. Activities have occurred in every grade level and subject. KP State has 13 National Service-Learning Leader Schools. Participants have provided training nationwide and in 11 other nations. 10% of districts have service-learning coordinators. State and local awards recognize participants.

KP State produced early research on positive service-learning impacts, 6 volumes of project descriptions, and other service-learning books including a 3-volume guide linking service-learning and education standards. Program objectives have been exceeded each year.

The KP State Learn & Serve (KPL&S) director helped develop national service-learning standards and founded the national network of service-learning coordinators, on whose board he sits. KPL&S has presented at 100+ conferences and sponsored

- 8 statewide institutes
- 2 National Service-Learning Conferences and a state All-Streams-of-Service Conference
- Institutes on teacher education (2 for 19 colleges of ed.), environmental (6), intergenerational (2), and arts-related service-learning (2)
- 1,000 other service-learning trainings/workshops
- 3 service-learning trainings-of-trainers
- A web site (www.KPS.edu/~KPserve)

KP State's efforts have grown from School-Based KPL&S (1992-), adding Community-Based KPL&S (1995-2000), Community/Higher Education/School Partnership (CHESP, 2000-), a statewide VISTA service-learning initiative with 15 sites (1999-), KP State Campus Compact (1998-), and Title IV Community Service Grants (2002-) united under the KP State Student Corps and leveraging 50 staff statewide. Partner accomplishments are substantial and described in Part 4.

Needs and Activities

Needs for KP State Emergency Response Coalition

Its mild winters notwithstanding, KP State is a state of extremes in areas related to homeland security. With a population of 17 million (4 million youth), KP State will become the nation's third-largest state by 2010. KP State also hosts 75 million visitors a year. These numbers place huge strains on communities, schools, and social services. KP State will focus on 3 areas identified as priority needs:

1. Disaster preparation, mitigation, response, and recovery, including outreach to visitors, immigrants, and people with disabilities-KP State's climate and 1,100 miles of coastline (most of any state in the lower 48) spawn frequent tornadoes, floods/storm surges, and devastating wildfires. The state is also home to several major ports, large military facilities, 1,000,000 seagulls, the world's most lightening strikes, and the nation's second-highest incidence of AIDS, (KP State. Almanac, 2003).

KP State has America's 3rd largest immigrant population, with 3 million foreign-born legal and illegal immigrants. 28% of students are foreign-born or children of immigrants (U.S. Census, 2004). Nearly all immigrants and visitors are law-abiding and productive. New residents can have significant needs and be unprepared for disasters; a few visitors exploit the state's hospitality. KP State will engage students in activities to prepare for and respond to natural and manmade disasters and assist first responders, residents, and visitors.

2. Senior safety-KP State has 3 million residents over age 65, millions of other seniors who 'winter' here, and America's highest ratio of seniors (18%) (U.S. Census, 2004). Few of these seniors are KP State natives, and their knowledge about how to prepare for and respond to disasters in their adopted state is often incomplete. A survey conducted of seniors in Kellkey County revealed that 87% were confused by the term, 'Homeland Security.' Many seniors are also isolated and frail. But elders also have great skills and experiences to offer. KP State will engage students to serve (and serve with) seniors to prepare for disaster and prevent fires, accidents, storm damage, theft, and fraud.

3. School and community safety, and tolerance - Rapid growth, high mobility, many cultures on campuses (KP State public schools are minority-majority), and high numbers of poor students are the KP State school norm. Levels of school violence exceed national averages. In 2003, 30% of public 6th-12th graders said they felt unsafe at school. That year, there were 19 reported fighting incidents per 1,000 students, and over 10,000 reported incidents each of sexual harassment, violence, and property damage. The top safety issues identified by school districts are aggressive behavior, disrespect to teachers and staff, and access to school campuses. In 2000-01, over 1 million KP State students were suspended, expelled, or referred to courts (KPDoe, 2003-4). These and other students will learn and teach others about violence prevention and tolerance.

Strategy & Rationale to Meet Needs

Key state partners will help pre-selected local programs establish, expand, disseminate, assess, and sustain exemplary youth service-learning for homeland security. Current efforts are insufficient to address identified needs. Service-learning will engage future leaders in hands-on applications that have students practice what they need to learn, improve community safety and quality of life, and empower youth to face their fears and employ the habits of responsible citizenship.

--The KP State Department of Education (KPDoE) will oversee program design, implementation, and reporting.

--KPDoE will sub-contract with the KP State Student Corps to coordinate sub-grant application, review, and selection; sub-grantee training/technical assistance (T/TA); and site visits. Student Corps is a partnership of KP State's Learn & Serve K-12, CHESP, Title IV Community Service Grants, KP Campus Compact, and service-learning VISTA initiatives.

--Volunteer KP State (state commission on service) will coordinate program evaluation and sub-grantee dissemination efforts.

--The CNCS KP State office will coordinate cross-stream trainings with Sr. Corps, Learn & Serve and AmeriCorps projects that work with youth.

--7 pre-selected sub-grantees (see below) will disseminate expertise exemplary models while working to sustain their own programs:

Activities

KP State will create a statewide network of youth service-learning projects and capacity-building to help schools and communities initiate service-learning for Homeland Security. Activities will enhance the roles of students in responding to health, safety, and security concerns associated with natural and manmade disasters, assisting seniors, and reducing violence. Partners will meet twice yearly for joint planning. Sub-grantee activities include:

- County A Schools/Federal Emergency Response Crisis Mgt. (ERCM) project. Student service-learning trainers (from a Natl. Service-Learning Leader School) will expand efforts to train teachers and peers to integrate service-learning into the district's new ERCM project. Plans include:

--Leadership training and school/community presentations on homeland security. Students will emphasize homeland security as part of the needs assessment and project identification for local and state service-learning trainings. An estimated 15 trainings and 8 presentations will produce 20 homeland security projects with 750 participants.

--Mini-grants awarded from 4 high school youth councils. Approx. 5 projects from mini-grants will involve 175 participants.

--Train-the-trainer program establishing service-learning to reduce bullying and school violence. Existing partners and experienced students will provide training and resources. 25 high school youth council members will train 35 other students. These 35 students will train 100 elementary and middle school students in year 1.

--Training by county partners of high school Youth Emergency Self-Help Response Teams. The teams will then help train community members and other students. Training will include incident command system and weapons of mass destruction awareness. 25 high school youth will train

one classroom of 35 students. These 35 high schoolers will train 100 elementary and middle school students in year 1.

--Travel by youth trainers to other KP State districts to train additional students in year 2.

Approximately 22 schools, 29 trainings, and 33 homeland security projects are planned in year 1 resulting in an estimated 2,070 people served.

- County B Schools/KP State Div. of Emergency Mgt.: Using the Federal Emergency Mgt. Agency's Community Emergency Response Team (CERT) Program curriculum, students on a youth CERT will teach peers to prepare for and respond to school and community emergencies, creating new youth CERTs. The curriculum includes emergency preparedness, triage, life saving, disaster psychology, fire suppression, incident management, terrorism awareness and training to prepare families for disaster. Trained youth will serve their school and neighborhoods in an emergency, serving as "eyes & ears" for early damage assessment, assisting until first responders arrive. Once trained, schools can form their own CERTs for in-school assistance and training of other students. Trainings will be conducted at schools in 4-5 counties that have a total of 2,000,000 residents. Seven schools, 10 youth trainers, 700 other students, 7-10 teachers, and 25 adult volunteers will be involved.

- County C Schools/American Red Cross: Efforts will focus on disaster preparation, adding service-learning applications to the existing Red Cross 'Master of Disaster' and 'Facing Our Fears' curricula (the local Red Cross director helped design these curricula). An estimated 1,000 students will participate in year 1, serving 10,000 people. For example, students will

--Expand efforts to create Family Disaster Supplies Kits that are for needy homes and then teach peers how to conduct similar projects.

--Go beyond making paper models of houses that can resist winds (for hurricane preparation) to helping local residents build a fire-resistant house.

- County D Schools/ "D Kids"/ Local Community College: The nation's largest local youth service club with 12,344 members, "D Kids" will integrate their efforts into schools in County D. "D Kids" will provide T/TA for 500 disadvantaged middle schoolers to conduct service-learning to help 1,000 seniors in the following areas:

--Emergency Meal and Flashlight Kits-students research, collect items for, and then assemble emergency kits for seniors.

--Home Safety for Seniors-students conduct home safety audits for senior shut-ins and install items to make the homes safer (non-slip mats, smoke alarms, levered door handles).

--Nosy Neighbors-students organize block parties to help neighbors to get to know each other better and identify seniors with special needs.

--Pets in Emergency Guides-students research and then contact organizations that can house pets when families are forced to evacuate to shelters that do not allow pets.

--The Caution Zone-students work with seniors to identify, remove, and dispose of toxic and hazardous home wastes.

Former "D Kids" (i.e., college students) will train students and teachers in how to initiate similar efforts in at least 5 other KP State communities, resulting in another 250 students providing assistance to 500 seniors.

- County E Schools/Fire and Police/higher education: Will expand and disseminate the intergenerational programs, Youth and Elderly Against Crime, and I CAN HELP (Intergenerational Corps and Neighbors Helping Elderly with Life-safety Procedures). In year 1, these projects will engage in service 800 students from 17 middle and high schools, and 150 adult volunteers, provide 51 presentations/trainings and 6 countywide issue forums, and serve 6,000 seniors.

--500 high school students from social studies, government, drama, and English classes will adopt retirement centers, church groups, and meal site centers to work with seniors to promote safety and crime prevention.

--Students will give presentations on crime prevention, fire safety, home safety, accident avoidance, and related topics. They will conduct home safety inspections; put on public forums to raise awareness of issues; train peers, teachers, and seniors in other counties; and produce training materials, web sites, and videos.

- Rural Education Consortium/12 rural school districts: "RURAL" will expand its regional program that awards seed funds to teachers for violence and drug prevention and healthy living. Students (30) on the "RURAL" Teen Commission will be trained in service-learning and homeland security, then train 200 teachers and students on how to apply for mini-grants at a regional teen homeland security summit. They will promote, review, and monitor course-based service-learning mini-grants related in the 3 key state need areas. An estimated 40 mini-grants at 20 schools will engage 1,200 students in year 1, including students from "RURAL"-member, the School for the Deaf and Blind. All mini-grants will include community partners.

- County F Schools/Local Theatre: 2 service-learning models will address violence prevention, conflict mediation, tolerance, and bullying. Both will develop and disseminate resources, materials, and tools for program replication.

--The Local Theatre will work in theatre classes with disadvantaged students who compose and perform plays to teach peers about bullying, tolerance, and avoiding teen violence. Reflections with audience members will follow performances. Local theater staff will train educators in other districts to adopt similar efforts. 30 students will perform for 500 peers in year 1.

--Students at 2 middle and 2 high schools (112 total) will integrate peer mediation/conflict resolution into courses and be conflict mediators, peer counselors, and peer facilitators for 325 peers in their schools and for elementary-age students.

Sub-grantees will enrich, expand, and sustain their already successful local efforts, and assist other KP State school districts. Assistance will include T/TA, site visits, development and dissemination of resource materials, networking, and other outreach. Capacity building will be designed in concert with local sites to ensure efforts address specific local needs.

T/TA for Sub-Grantees and Partners

T/TA will be provided to sub-grantees by all 3 streams of national service. KP State Learn & Serve (CHESP & K-12 school-based) will provide initial and ongoing sub-grantee training to ensure integration of service-learning into their activities. Volunteer KP State (VKPS, which includes AmeriCorps & KP State's Emergency Response Team) will convene sub-grantees and provide guidance so efforts are complementary and include evaluation protocols that can provide

standardized data collection and be aggregated statewide. VKPS will also publish a newsletter and provide regular sub-grantee assistance. The CNCS KP State office (Sr. Corps & VISTA) will organize training on homeland security and seek ways to link Sr. Corps and VISTA members with local projects. A Training of Trainers on violence prevention is already planned.

Sub-grantees and other participants will participate in trainings provided by all the project partners, including VKPS, KPDoE, Learn & Serve, CHESP, AmeriCorps, Sr. Corps, VISTA, and KP State Campus Compact. These hundreds of planned trainings represent a substantial match to requested funds.

Goals & Performance Measures

Project partners and those they assist will submit required information to be aggregated statewide as part of the project performance measures. They will also collect individualized information on the impacts of their efforts on both servers and those who are served (see Section IV).

Participant Roles

K-12 youth are the primary participants, along with school staff, community partners, higher education, and local governments. Most participants will be disadvantaged youth. Youth involvement in sub-grant program design and implementation is required, and youth empowerment is emphasized. Youth will be the primary trainers and coordinators in most sub-grants. All sub-grantees will form advisory committees-to include youth-to design, administer, and help evaluate activities. Students gave input on the design of several sub-grantee plans.

Community Involvement

Each sub-grant is a collaboration between a school system and multiple community organizations (see 'Community Partnerships'). Sub-grant partnerships reflect their communities and include partners in planning and implementation; each will form an advisory council that includes community members. Sub-grants also include substantial cash or in-kind match, mostly from community partners.

At the state level, partnerships link federal, state, regional, and local organizations. The design of this proposal exemplifies how the project will be implemented; the foci, partners, and components were identified by consensus. Funds will be shared by seven sub-grantees, and T/TA funds distributed among state-level partners. A statewide advisory group of local practitioners (including youth) will provide guidance on activities, foci, and goals. Three project partners serve on the board of the KP State Citizen Corps, part of President Bush's USA Freedom Corps. The KP State Student Corps will work with the KP Citizen Corps on joint efforts to make communities safer and prepare for disasters.

Strengthening Communities

Community Partnerships, Partner Roles

Proposed partnerships are substantial. All sub-grants include community partners, and most also include faith-based partners. Sub-grantee partnerships will be multiplied in other counties as they help other schools replicate successful efforts. Sub-grantee partner roles include the following:

-- County A Schools/Federal Emergency Response: Partners are too numerous to list fully in this county that is entwining district plans for service-learning and emergency response crisis management. Students from district schools will receive training and resources from County A partners including the Health Dept., Sheriff's Office, Public Safety Dept., EMS, and school district. Four private school partners in the ERMIC grant will be included in the new initiative. Two VISTAs will coordinate replication efforts.

-- County B Schools/KP State Div. of Emergency Mgt.: Expanding from County B, youth CERTs will be initiated in four other counties. Partners providing materials and student T/TA include FEMA, the 5 school districts/boards, local Emergency Mgt., local Fire Dist., local Police Dept. Certified CERT Trainers, local educators and emergency services experts will assist teachers and youth CERT trainers to teach the FEMA 21-hour CERT to students.

-- County C Schools/Red Cross: 10 County C middle and high schools will pilot service-learning-enriched Red Cross 'Master of Disaster' and 'Facing our Fears' curricula. Partners that will identify and work with local service recipients including the chapter's AmeriCorps program (provides disaster preparation training).

-- County D Schools/"D Kids": Affiliated with Volunteer Services of County D (the contact agency for the County D Citizen Corps), the "D Kids" already conduct service projects for community organizations nearly every weekend and have worked with over 500 non-profits, schools, churches, hospitals, and retirement centers. Schools have been selected to pilot the "D Kids" projects. Former "D Kids" at the local Community College will engage that institution's service clubs, organizations, and service-learning courses as partners in planned efforts.

-- County E Schools: The district has established intergenerational service-learning partnerships with the local Fire Department (the service-learning coordinator is a former fire chief), the Alliance for Aging, the local police, local college. These partners will train and work with students from selected schools on a task force for the I CAN HELP and Youth and Elderly Against Crime projects to provide T/TA, put on public forums, conduct advocacy, and assist seniors.

-- "Rural" Education Consortium: "RURAL" is a partnership/consortium of 12 small rural school districts and the KP State School for the Deaf and Blind. "RURAL's" districts and schools will participate. The youth council mini-grants will require community partners in 8 districts with Safe & Drug-Free Schools violence prevention programs.

-- County F Schools/Local Theatre: The school district selected four schools to pilot planned service-learning activities and the teachers and courses to be involved. Local law enforcement, the local Hospital, and the local college will provide expertise and T/TA. The local theater's service-learning performance piece will partner with 2 disadvantaged middle schools. Four other school districts expressed interest in training on the local theater's model.

Capacity Building

--Service-learning will be employed to meet programmatic, academic, and affective goals of participants, schools, and those served, helping all stakeholders reach their goals

- Support will allow for coordination, curricula development, T/TA, networking with others doing similar efforts, resource development/dissemination, supplies for service-learning, and evaluation
- T/TA will develop in-house expertise to initiate, refine, expand, disseminate, and sustain efforts
- Collaboration will expand expertise, leverage resources, share responsibilities, and improve partnerships in communities and statewide
- Evaluation and dissemination/outreach will have partners reflect on, measure, aggregate, and demonstrate/share the impacts and lessons learned from activities
- Academic and affective development of participants will result in more future adults who are civically engaged and prepared to help in times of emergency

T/TA, and other capacity building provided at the state level (local T/TA listed above) through

- An initial meeting of state-level and sub-grantee partners with service-learning training, program requirements, joint planning, and development of a calendar and training schedule
- Semi-annual institutes for state-level and sub-grantee partners to include T/TA, workshops, networking, strategic planning, exemplary presentations, and recognition
- Site visits to each sub-grantee each year
- Evaluation assistance to each sub-grantee on evaluation design, data collection, and reporting;
- All-streams-of-service training on homeland security planned
- Inclusion of sub-grantees, their partners, and others in planned T/TA by other project stakeholders, including the five KP Student Corps programs, AmeriCorps, Sr. Corps, & VISTA-conferences, institutes, workshops, trainings, etc.
- An average of at least 2 trainings provided by each sub-grantee in year 1; increasing to 4 trainings in year 2
- Provision of resources, including the 'Practical Information on Crisis Planning: A Guide for Schools and Communities.'
- Ongoing assistance at all levels, by phone and electronically, to address program activities, issues, events, reporting, and questions

Sustainability

This proposal emphasizes sustainability and replication. The pre-selected sub-grantees are exemplary models and will receive 2-year awards to institutionalize their efforts and assist new projects in adopting successful models that will not need long-term federal support. The substantial T/TA and collaboration will expand capacity statewide and reduce reliance on outside support.

The partners will employ service-learning to address areas where their respective goals/needs overlap. The emphasis on expanding existing initiatives increases chances that efforts will continue. Sub-grantees will address the following areas to ensure efforts can be sustained: ongoing program development, dedicated staffing, diversified support, collaboration, training, dissemination, and evaluation.

Innovation

Many program components are innovative, and the overall plan is unique in its combination of partners and strategies.

- students training teachers as well as other students
- students and seniors teaming together to advocate and teach safety to elders
- use of student-composed performance to teach others
- bringing together a leading district service-learning program with a district Emergency Response Crisis Mgt. Grant
- enhancement of existing 'Master of Disaster' and 'Facing Our Fears' curricula with service-learning
- use of students as grant administrators
- strength and depth of partnership between the CNCS streams of service in KP State (including cost sharing)

Replication

Replication is a required and fundamental element of every sub-grant; nearly all sub-grantees already offer assistance and disseminate their efforts. All sites will produce materials to be shared. KP State will compile information from local sites in publications/web documents that (1) describe individual projects, (2) detail effective practices, (3) provide examples of curricula, and (4) detail impacts/outcomes of efforts.

Mobilization of Resources

Identified partners will provide a range of critical resources and assets-service sites, clients to serve, needs to address, expertise, materials, donations, staffing, use of space, transportation, consultation, research, training, etc. Community partners also help with project design, implementation, evaluation, and oversight. Sub-grantees must provide match; much of which is from community resources.

The sub-grantees have had considerable success mobilizing volunteers and other resources to support, expand, and sustain their programs. These community resources will now contribute to proposed activities. In addition, as part of their dissemination activities, the models will help new sites identify, work with, and tap similar community resources. An estimated 400 volunteers (adults, college students, community partners, etc.) will participate in year 1.

Developing Participants Support

Key program stakeholders, including sub-grantees, were involved in proposal design. The initial and subsequent semi-annual meetings of stakeholders will provide program structure over 2 years. Sub-grantees, their partners, and sites they assist will identify, recruit, supervise, plan with, and evaluate K-12 program participants. Students will play key roles in project design, implementation, evaluation, T/TA, and dissemination at each site. The range of planned T/TA (see 'Capacity Building') will be for students, educators, and other partners. Student trainers will receive in-depth training from local and state program partners. Participant recognition will be provided at local and state levels.

Citizenship

Activities will engage students in their communities, having them practice the habits of productive citizenship first-hand. They will apply and practice the habits of responsible and active citizenship. This hands-on approach to civic engagement endows both academic and social benefits. The service is real and meaningful. Students are more likely to continue serving than if they had participated in a poorly designed community service project or been sentenced to serve as a punishment.

Service-Learning

Staff experience and planned T/TA will ensure that participants engage in high quality service-learning that has measurable impacts on both servers and served. The KPDoE has supported K-12 service-learning since 1991 (see 'Organizational Capacity') and overseen 2,500 service-learning projects. All the sub-grantees are versed and experienced in school- or community-based service-learning and have years of experience, both with projects and with T/TA.

At state and local levels, participants will receive ongoing T/TA to ensure student projects (and the training they provide others) integrate the elements of service-learning: preparation, action, demonstration, reflection, recognition, collaboration/reciprocity, and youth empowerment. KP Student Corps staff helped draft national service-learning standards. Integrating projects into coursework, curricula, and state education standards will ensure that school-based service-learning will occur and be integrated into course assessments.

Diversity

KP State's activities and structure reflect the state's rich diversity in the types of activities it funds, the location of projects, youth and staff participants, partnerships, and types of needs being addressed. Proposal partners exemplify this commitment to program, geographic, demographic, and cultural diversity. Funds will support sub-grants involving K-12 girls and boys of varied ethnicities, mental and physical capacities, and backgrounds in service-learning. Several sub-grants focus efforts on disadvantaged populations. Partners represent large/urban, medium-sized, and small/rural communities. Local partnerships are diverse and include faith-based and non-profit organizations.

Project partners will identify and support sub-grants designed to bring together diverse participants. Often, such projects are the first meaningful contact between different groups; this interaction sows the seeds for greater tolerance and understanding among diverse cultures.

Estimated # of Participants: 5,600 in year 1

Estimated # of Adult Volunteers: 400 in year 1

Organizational Capacity

a. Program/fiscal oversight

The grant will be administered by KPDoE, which follows federal requirements regarding oversight of grants and manages a multi-billion-dollar budget. The school-based KPL&S program has been audited twice and had no audit exceptions. The capacity-building portions of the grant will be sub-contracted to KP State University's Center for Civic Education and Service. KP State administers hundreds of millions of dollars in grants, and program fiscal management

will meet federal and state requirements. Each sub-grant's school district finance office is also responsible for ensuring awards are spent and reported properly.

As the state lead agency for volunteers and donations, Volunteer KP State (VKP) responds to disasters and galvanizes volunteer response. VKP also works with other state, foreign governments, federal and state emergency management, voluntary agencies, Points of Light, CNCS, and CityCares to present disaster training and disaster volunteer management to government, community, and faith-based organizations nationwide. Operation Step Up, funded by CNCS, unites efforts of volunteer centers and local disaster response agencies to engage seniors in all-hazard preparedness and homeland security. Through the Emergency Management Assistance Compact (EMAC), VKP staff have served nationwide disaster relief operations, including Hurricane Floyd, the 9/11 attacks in New York, and the nightclub fire in Rhode Island. They have also provided assistance in Central and South America.

b. Sub-Grantee Monitoring

Sub-grantees will be required to submit project reports with data needed for KPDoE to aggregate and report on overall output indicators, intermediate, and end outcomes for the state. Sub-grantees will receive T/TA and monitoring on program evaluation and reporting and attend semi-annual meetings that address program requirements. Each site will be visited at least once a year.

c. Federal Grant Administration

See letter 'a.' in this section. In addition to administering the school-based Learn & Serve, the KPDoE also administers the CHESP program for KP State. KPL&S and KPSU staff have administered 14 multi-year Learn & Serve America grants since 1992, and a VISTA project since 1999.

d. Key Staff Roles

If funded, this project will leverage staff from around the state. At the state level, KPDoE staff will contribute oversight of the overall program and provide staff time to process and issue sub-grants. The KPDoE Comptroller's Office will provide fiscal management. KP Student Corps will likely hire a program staffer and a part-time assistant who will oversee most programmatic activities, and administrative aspects except for sub-grant processing and fiscal management. These tasks include design, provision, and oversight of capacity-building activities; providing T/TA to sub-grantees with project implementation; directing the sub-grant application, review, selection, and oversight processes; reporting; and dissemination.

Staff at Volunteer KP State will provide part-time overall program evaluation design and dissemination and coordinate communication among, and training for, sub-grantees. School district finance officers are responsible for sub-grant fiscal management and financial reporting. School- and district-level coordinators provide reporting on sub-grantee programming.

e. Track Record

The KPDoE has supported school-based service-learning since 1990. KP State's efforts, with CNCS support, have since supported 2,500 projects involving nearly 400,000 students. 13 KP State schools have been chosen as National Service-Learning Leader Schools. Other project milestones include:

1990-Drug Prevention Service Grants 1st issued to 28 schools; KPDoE publishes 'Guide to Service-learning'
91-KP State hosts first regional service-learning institute
92-Drug Prevention Service Grant merges into Learn & Serve America program
93-KPDoE publishes 'Promising Service-Learning Programs,' and 'Learning by Serving: 2,000 Ideas for Service-Learning'
94-First annual KP State Service-Learning Institute
95-KPDoE contracts with KPSU to coordinate KPL&S; youth service-learning councils begin (students as grant administrators); KP State pilots the CNCS-funded Quest 'Skills for Action' curricula;
96-Volunteer KP State contracts with KPSU to coordinate Community-Based Learn & Serve
97-KPL&S co-hosts National Service-Learning Conference; first environmental service-learning institute
98-National Dropout Prevention Center publishes 'A Guide to Youth Service-Learning Councils,' written by KPL&S staff; first intergenerational service-learning institute
99-Project releases 4-year sub-grantee study showing attendance, conduct, and GPA improved for participants; project places VISTAs at KPL&S sites; project assumes coordination of KP State Campus Compact, KP Student Corps is created; project co-hosts state All-Streams-of-Service Conference
2000-KP State awarded CHESP grant; KPL&S partners with Constitutional Rights Foundation on Community-Based Learn & Serve grant
01-First program in state integrating service-learning and teacher education begun at KP State, expands to 2 other campuses
02-Title IV Community Service Grants (engage suspended and expelled students in service) begin; first arts-related service-learning institute
03-CHESP and KPL&S projects refunded; KPL&S director receives Spirit of Service Award at National & Community Service Conference
04-KP State hosts National Service-Learning Conference again; KPL&S director gives keynote at European Service-Learning Association conference in Cologne

f. Evaluation, self-assessment, research

Participant evaluation will be conducted at the state, sub-grantee, and school levels and include pre- and post surveys, course assessments, academic progress (grades, test scores), and attendance and conduct records. Assessments of individual students will be used at the local level to measure the service-learning impacts on participants. Sub-grantees will submit outputs, intermediate outcomes, and end outcomes for state-level reporting.

VKP will provide evaluation design and support to help sub-grantees construct evaluation protocols, gather data, and submit required reports. Sub-grantees rate the effectiveness of state program support; this input is used in program self-assessment.

KP State will compile and disseminate information from sub-grantees in documents that (1) describe individual projects, (2) detail effective practices, (3) provide examples of curricula, and (4) detail impacts/outcomes.

Budget/Cost Effectiveness

The requested amount is a small part of KP State's effort, contribution, and commitment to K-12 service-learning for homeland security. Sub-grantees will provide substantial match. Related Title IV Community Service Grants will provide cash match.

Program sustainability is a prime focus. At state and local levels, stakeholders must develop the programs, staffing, funding, ongoing T/TA, partnerships, and outcome data to sustain their efforts. All proposed activities already occur successfully at some level; KP State is enriching and replicating proven ideas instead of relying on outside funds to create untested new programs that could wither after 2 years.

Leveraging Other Resources

Corporate partnerships are key to KP State's future service-learning plans. We are negotiating with Company X (a previous service-learning supporter in KP State) for a \$40,000 gift for K-12 service-learning to address home safety, disaster preparation and response, and medical emergencies. If funded, this match will help KP State sustain its efforts. We are also engaged in discussions with Foundation Y for similar K-12 service-learning. Working with corporate sponsors, who will support service-learning in their areas of interest, is perhaps KP State's best institutionalization strategy.

Cost-effective Budget

The accompanying budget will build a foundation for reaching program objectives. It is designed to support the new and existing structures, requirements, T/TA activities, and overall goals to initiate, expand, improve, and sustain K-12 service-learning related to homeland security. It is not sufficient to do this alone, but will be a key component of the larger statewide partnerships already described. Combined, these efforts and collaborations will ensure program goals are achieved.