



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

Alabama
State Board
of Education

July 23, 2008

MEMORANDUM

Governor Bob Riley
President

TO: County and City Superintendents
County and City Federal Programs Coordinators

Randy McKinney
District I
President Pro Tem

FROM: Joseph B. Morton
State Superintendent of Education

Betty Peters
District II

RE: Announcement of Learn and Serve Alabama Subgrant Application

Stephanie W. Bell
District III

The Alabama Department of Education has been awarded a grant from the Corporation for National Service (CNS) to support the implementation of K-12 service-learning programs. The purpose of this announcement is to encourage all school systems to consider applying for service-learning funds. The Fiscal Year 2009 Learn and Serve Alabama Request for Proposal/Application Packet is attached.

Dr. Ethel H. Hall
District IV
Vice President
Emerita

Service-learning is an experiential teaching and learning method that provides students with opportunities to apply academic skills learned in the classroom to real-life community needs, plan service projects, and implement the projects in the community. The rewards accrued to participating schools and their communities have been multifold as students have become true resources in their communities.

Ella B. Bell
District V

David F. Byers, Jr.
District VI
Vice President

Local education agencies (LEAs) may apply for subgrants to implement service-learning projects at the system level or at an individual school. Subgrants are awarded on a competitive basis for a minimum amount of \$10,000 per year and a maximum amount of \$20,000 per year for up to three years. Matching fund stipulations are described in the application.

Sandra Ray
District VII

Dr. Mary Jane Caylor
District VIII

If you have questions or need additional information, you may contact Ms. Sherry Coleman, Learn and Serve Specialist, by telephone at 334-242-8199 or by e-mail at scoleman@alsde.edu.

Joseph B. Morton
Secretary and
Executive Officer

JBM/DKS/SC

Attachment

cc: LEA Financial Assistance

LEARN AND SERVE ALABAMA

On September 21, 1993, the National and Community Service Trust Act that created the Corporation for National Service (CNS) was signed into law. The Corporation's mission is to engage Americans of all ages and backgrounds in community-based service that addresses the nation's educational, human, public safety, and environmental needs. The 2008-2009 school year will be the eleventh year that the Alabama State Department of Education (SDE) has been awarded funds from the CNS to implement the statewide service-learning program *Learn and Serve Alabama*. The majority of this money will be used to award new subgrants to local education agencies (LEAs) to administer service-learning programs. Service-learning subgrants will be awarded on a competitive basis for a term of up to three years which are funded on a yearly basis operating from October 1, 2008, to September 30, 2009, and will be subject to annual performance review and the availability of funds from the CNS. Approximately 20–30 subgrants will be given to LEAs with the minimum amount of award for a subgrant being \$10,000 and a maximum amount of award being \$20,000. LEAs are required to provide a match of 50 percent or more of the total program cost (SDE and LEA portion combined) through cash or in-kind contributions (\$20,000 subgrant from SDE requires at least a \$20,000 match from LEA).

Service-learning is defined as a teaching method by which students learn and develop through active participation in thoughtfully organized service experiences that:

- *Meet actual community needs.*
- *Are coordinated in collaboration with the school and the community.*
- *Are integrated into the school's academic curriculum.*
- *Provide structured time for students to think, talk, and write about what was experienced during the actual service activity.*
- *Provide students with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities.*
- *Enhance what is taught in the school by extending learning beyond the classroom.*
- *Help to foster the development of a sense of caring for others.*

Learn and Serve Alabama is designed to support projects that are clearly related to the service-learning characteristics listed above. Proposals that appear to have only a token service component attached to an otherwise unrelated project will not be funded. Likewise, programs that do not have a strong academic link and are just service-related will not be funded. **Programs that provide students (during the school year and summer months) with opportunities to apply knowledge and skills learned in the classroom to consistent and ongoing service in the community will receive top priority for funding.**

Specific CNS guidelines for service-learning subgrants include the following:

1. LEAs with one or more community partner(s) are the only entities eligible for subgrants to implement, operate, or expand school-based service-learning programs. An LEA must include as a partner *a public or private nonprofit organization* that has demonstrated expertise in meeting educational, human, public safety, or environmental needs. In addition, the nonprofit organization must have been in existence for at least one year before it can be included as a partner for a subgrant and must make projects available to student participants.

2. LEAs may include private for-profit businesses or private elementary or secondary schools as partners.

Building a Statewide Infrastructure for Service-Learning

The SDE’s overarching goal is to build an **infrastructure for service-learning** in Grades K-12 in Alabama. This goal is being achieved through four main objectives and related outcomes as outlined.

OBJECTIVE 1: Integrate service-learning into state and local curricula.

OUTCOMES
1.1 Integrate service-learning into state courses of study.
1.2 Enable LEAs to integrate service-learning into local curricula.

OBJECTIVE 2: Promote opportunities for students to learn and develop their capacities through service-learning.

OUTCOMES
2.1 Increase service-learning programs that enhance academic learning.
2.2 Increase service-learning programs that promote personal growth.
2.3 Increase service-learning programs that instill valued character traits.
2.4 Increase service-learning programs that develop civic responsibility.
2.5 Increase service-learning programs that develop leadership skills.
2.6 Increase service-learning programs that promote youth voice opportunities.
2.7 Increase service-learning programs that involve students with special needs.

OBJECTIVE 3: Promote partnerships of schools and communities that contribute to meeting identified school/community needs.

OUTCOMES
3.1 Increase opportunities for students and community members to participate in service-learning programs that address educational, human, public safety, and/or environmental needs.
3.2 Increase opportunities for K-12 schools and institutions of higher education to develop partnerships through service-learning programs such as using work/study students as tutors.
3.3 Increase opportunities for schools to incorporate service-learning with educational improvement efforts.
3.4 Increase opportunities for schools and service organizations to develop partnerships in order to participate in joint service-learning efforts.

OBJECTIVE 4: Develop and disseminate information related to service-learning.

OUTCOMES
4.1 Develop and implement training procedures at state and local levels.
4.2 Disseminate informational and promising practices materials related to service-learning.

Objective 1 will be accomplished through the efforts of the SDE and the LEAs. Outcome 1.1 will be accomplished by SDE efforts. To accomplish this result, the SDE will work to integrate service-learning activities into state courses of study. Outcome 1.2 will be accomplished by LEA efforts. Subgrant awards to LEAs will enable subgrantees to integrate service-learning into local curricula. Objectives 2 and 3 will be accomplished entirely through subgrants to LEAs that results

in specific student learning and that meet identified community needs. Objective 4 will be accomplished jointly by the SDE and LEAs offering training opportunities and disseminating service-learning materials. LEAs must show in the application the compatibility of local programs with these statewide objectives.

Terms of Grants

The type of service-learning grant that will be funded through this RFP is a year-long subgrant with a minimum award of \$10,000 and a maximum annual award of \$20,000, subject to performance review and availability of funds from the CNS. Annual performance will be determined by items such as site visit reports, quality of and timely submission of semi-annual reports, and subgrant site representation at state conferences.

Review Process

New applications will be evaluated by a review panel whose members have expertise and experience related to service-learning. The panel may be composed of representatives from the Governor’s Office on National and Community Service, LEA educators, community leaders, and youth. Applications will be reviewed in July and the panel’s recommendations will be forwarded to the State Superintendent of Education. Awards will be announced in September 2008.

Selection Criteria

Applications will be rated on their Concept and Design, Organizational Capacity, Priority Considerations, Sustainability and Cost Effectiveness, Innovation and Replicability, and Use of Funds as defined in the rating scale below and on page 4 of this Request for Proposals (RFP). Each item in the scale will receive a rating based on the extent to which that item is reflected in the application, with five being the highest rating. In addition, the project will be rated on the degree to which it reflects the definition of a service-learning program as stated on page 1 of this RFP.

RATING SCALE FOR REVIEWING APPLICATIONS

CONCEPT AND DESIGN (45%)

Criteria	Possible Points	Points Awarded
1. The program’s goals, objectives, and outcomes are stated and are compatible with the state’s goal, objectives, and outcomes.	5	
2. The program addresses real needs for service in the community in the areas of education, human needs, public safety, and/or environment.	5	
3. The program targets specific student academic learning and personal growth (valued character traits, civic responsibility, and leadership skills).	5	
4. The program is designed to promote youth voice opportunities.	5	
5. Provisions are made for the service-learning activities to be an integrated part of local curricula.	5	
6. The program provides opportunities for students to make connections between their service experience and the targeted student learning.	5	
7. The program is designed to provide productive and meaningful educational experiences that incorporate service-learning components of preparation, service, reflection, and celebration.	5	

8. The program provides plans and processes for training all participants (students, staff, teachers, community partners) in service-learning methodology and provides ongoing technical assistance.	5	
9. The program provides plans and processes for evaluation of the program.	5	

ORGANIZATIONAL CAPACITY (10%)

Criteria	Possible Points	Points Awarded
1. The program is designed and planned by an advisory committee, including members such as local and central office staff, parents, and students as well as persons from community agencies and businesses. Programs at the middle and high school levels have youth involved in the planning.	5	
2. The program provides sound plans and processes for administration and supervision of the program by well-qualified personnel.	5	

PRIORITY CONSIDERATIONS (15%)

Criteria	Possible Points	Points Awarded
1. The program provides opportunities for schools to incorporate service-learning with educational improvement efforts.	5	
2. The program addresses a great need for assistance such as programs targeting low-income areas, educationally disadvantaged youth, at-risk youth, students with physical or cognitive disabilities, people of different ages, races, gender, ethnicities who serve together and are involved in the design and operation of the program.	5	
3. The program includes civics education and/or summer service-learning activities/programs.	5	

SUSTAINABILITY AND COST EFFECTIVENESS (10%)

Criteria	Possible Points	Points Awarded
1. The program includes methods for enhancing collaboration among educational agencies (e.g., institutions of higher education), community agencies, businesses, and/or other public and private groups and for developing strong, broad-based partnerships and community support. Letters of support/agreement from community partners are included in the appendices.	5	
2. The program describes the financial resources that will be available to continue the program after the subgrant period.	5	

INNOVATION AND REPLICABILITY (10%)

Criteria	Possible Points	Points Awarded
1. The program includes creative or distinctive approaches that will advance knowledge about service-learning locally, statewide, and/or nationally.	5	
2. The program includes the development of materials, products, or approaches that will assist others in developing service-learning programs or in replicating programs in another school/community.	5	

USE OF FUNDS (10%)

Criteria	Possible Points	Points Awarded
1. Cost items in the budget are explained in a detailed breakdown in the budget narrative.	5	
2. Cost items match the activities in the Strategic Plan Narrative and are justified expenditures to support service-learning activities.	5	

Additional References Pertinent to Developing Your Service-Learning RFP

Here are sites on the World Wide Web for virtual resources pertaining to service-learning projects:

- Corporation for National Service, www.cns.gov
- Learn and Serve Exchange, www.lsaexchange.org
- National Service-Learning Clearinghouse, www.nicsl.coled.umn.edu
- National Youth Leadership Council, www.nylc.org

Submission Procedure

Applicants must submit an unbound original (signatures in blue ink) and four stapled copies of the complete application (a total of five applications). **All subgrant applications must be mailed and postmarked on or before Friday, August 22, 2008.** Applications may be mailed or hand-delivered to the SDE at the following appropriate address:

Mailing Address:

Sherry Coleman
Alabama State Department of Education
Federal Programs Section
5348 Gordon Persons Building
P.O. Box 302101
Montgomery, Alabama 36130-2101

Physical Delivery Address:

Sherry Coleman
Alabama State Department of Education
Federal Programs Section
5348 Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36104

For Clarification or Technical Assistance:

Sherry Coleman
Federal Programs Section
334/242-8216
Fax: 334/242-0496

Guidelines for Submitting Applications

The application form to be used for subgrants is included in this packet as a separate document. All applications must contain the following components in this order:

- Section A. Title Page**
- Section B. Abstract**
- Section C. Strategic Plan Narrative (add pages as needed)**
- Section D. Budget Narrative (add pages as needed)**
- Section E. Budget Form**
- Section F. Staff Summary**
- Section G. Assurances**
- Section H. Certifications**
- Section I. Appendices**

SECTION A. TITLE PAGE

Complete all items except Item 8. Item 8 will be completed for funded projects if amendments are needed during implementation of the program. Most items are self-explanatory. Note the following information for four of the nine items:

- Item 2** - The contact person is the person in the LEA who developed the application and can answer questions about the application.
- Item 4** - The program director is the person who will direct the project on a daily basis.
- Item 5** - These three costs (in dollar amounts) must correspond with the figures in the Total Budget line in Section E, Budget Form.
- Item 9** - Please read the Assurances and Certifications information in Sections G and H of the application. By signing Item 9, the applicant agrees to perform all actions and support all intentions stated in the Assurances and Certifications information. **(Original should be signed in blue ink to distinguish it from the copies.)**

SECTION B. ABSTRACT

Write a one-page, double-spaced summary on page B-1 in the application. It should include information such as:

- ❖ The purposes of the program.
- ❖ The anticipated outcomes.
- ❖ A description of the targeted student population and the community partner(s).
- ❖ The need for the program.

SECTION C. STRATEGIC PLAN NARRATIVE

This portion of the application should not exceed ten, typed, double-spaced pages. Pages should be numbered C-2, C-3, etc., as appropriate. Activities for service-learning, year-long subgrants should cover a period from October 1, 2008, through September 30, 2009.

CONCEPT AND DESIGN

The goals, objectives, and outcomes should be clearly stated in measurable terms and should support and complement those of *Learn and Serve Alabama* as appropriate to the program. Program activities should be included that are clearly related to achieving stated goals, objectives, and outcomes and that are appropriate and effective vehicles for promoting service-learning. State content standards being addressed through the service-learning project(s) should be noted. The anticipated student learning and the specific community needs that will be targeted should be designated.

A description of the method used to identify the community needs and a description of a plan for meeting those identified needs should be included. Community needs may be determined by activities such as observations, informal discussions, surveys, and student interest inventories. As age-appropriate students become sensitive to the needs in the community, they should be encouraged to form Youth Voice Councils.

The anticipated impacts on students, teachers, school(s), and the community as a result of the program should be described. Training and technical assistance efforts should be described for all participants. A statement of commitment to attend statewide training sessions should be included. Persons in previously funded service-learning programs may be recruited to provide training and serve as mentors to others who are beginning new programs.

Measures for gathering data and evaluating the program should be explained. Evaluation should include quantitative and qualitative measures such as promotion, retention, and attendance rates; test scores; grade point averages; credits earned; discipline referrals; service-learning awareness surveys; satisfaction surveys from service recipients; number of participants; number and type of service activities; and number of service hours performed. Additional specificity concerning this component of the narrative may be found in the Rating Scale for Reviewing Applications (Rating Scale) on page 3.

ORGANIZATIONAL CAPACITY

Administration and management of the program should be well delineated. Qualifications of the key leaders of the program must be described. Ongoing involvement of an advisory committee should be included. Additional specificity concerning this component of the narrative may be found in the Rating Scale on page 4.

PRIORITY CONSIDERATIONS

LEAs are encouraged to link service-learning programs with other school programs like school improvement efforts to support student achievement, school-to-work initiatives, and character education. The narrative should describe the student and community population that will be involved in and served by the program. A description of how students, teachers, community partners, and service recipients will be involved in the planning of the service experiences should be included. Preference will be given to programs incorporating civics education, summer activities, and populations specified in the Rating Scale on page 4.

SUSTAINABILITY AND COST EFFECTIVENESS

The narrative must identify and describe the community partner(s) that will work collaboratively with the LEA in the program. The nature of the partnership should be specified with the **roles** and **responsibilities** of each delineated. Any additional support, including financial support to be solicited from the community, should be described. Letters of support/agreement from community partners must be included in the appendices. For additional specificity, see the Rating Scale on page 4.

INNOVATION AND REPLICABILITY

The narrative should specify procedures that will increase knowledge about service-learning statewide and that will assist other schools and communities in replicating the program. Further specificity may be found in the Rating Scale on page 4.

SECTION D. BUDGET NARRATIVE

A. Use the following **general information** to complete the budget narrative:

1. If an LEA is approved for a service-learning subgrant, the subgrantee may receive a maximum of \$20,000 funding for the period from October 1, 2008, through September 30, 2009. Items in the budget must be justified sufficiently in the budget narrative.
2. The budget must be sufficient to implement the tasks described in the application for the funding period. It must not contain unexplained amounts for miscellaneous or contingency costs or unallowable costs such as payments made to program participants.
3. Stipends, allowances, or other financial support may not be paid to students or adult volunteers except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation. Minor expenses for students or adult volunteers for recognition of excellent or outstanding participant service are allowable.

B. Use the following information on **matching funds** to complete the budget narrative:

Subgrantees shall provide a **match** of 50 percent or more of the total program cost through cash or in-kind contributions and may provide for such match through state, local, and private funds and/or donated services. The following guidelines apply to matching funds:

1. Funds used to match other federal funds may **not** be used to match *Learn and Serve Alabama* funds [OMB Circular A-102 (Revised), **Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments**].
2. Matching funds may be donated by a third party, either cash or in-kind. Records must show how the value placed on third party in-kind contributions was derived. Source of funding records must be maintained for all expenditures [OMB Circular A-102 (Revised)].

- The amount of matching funds (subgrantee contribution) required should be calculated using the following formula:

$$\frac{\text{Subgrantee Request}}{.50} - \text{Subgrantee Request} = \text{Subgrantee Contribution}$$

Example: If the subgrantee is requesting \$9,000, the Total Proposed Funding would be \$18,000. The Subgrantee Contribution would be \$9,000 in matching funds.

$$\frac{\$9,000}{.50} = \$18,000 \qquad \$18,000 - \$9,000 = \$9,000$$

C. Use the following **specific guidelines** to complete the budget narrative:

- Organize the budget narrative in the same order as the order of items on the budget form.
- Number pages as appropriate (D-2, D-3, etc.).
- Show the calculations that led to the totals of each line item on the budget form.
- Identify the subgrantee request and the subgrantee contribution.
- Identify the source of the subgrantee contribution. When known, show whether the subgrantee contribution is in-kind or in cash.
- Provide a full explanation for each line item (its purpose) and show how the cost was calculated (in an equation format where appropriate). For example, in Item I. C, travel should be broken down into discrete components. Equations should show the number of travelers, the number of anticipated trips, and the estimated cost.

Example: Staff will attend two statewide workshops in Montgomery sponsored by the SDE *Learn and Serve Alabama* program.

$$\begin{aligned} \text{Per diem: } & 2 \text{ staff} \times \$75 \times 2 \text{ workshops} \times 2 \text{ days} = & \$600.00 \\ \text{Mileage: } & 1 \text{ staff car} \times 250 \text{ miles} \times \$.585 \times 2 \text{ trips} = & \$293.00 \end{aligned}$$

SECTION E. BUDGET FORM

Code the proposed expenditures as defined in **Financial Planning, Budgeting, and Reporting System for Alabama Public Schools**. Complete functions of expenditure accounts, object of expenditure component, and program component to reflect your proposed expenditures. Please note that the *Learn and Serve Alabama* budget must be incorporated into the overall system budget.

The “match” budget should be developed using the special use Code 0028. This will allow expenditures budgeted as “match” to be pulled from the systemwide budget that will be submitted to the SDE. Donated services obtained from sources outside the LEA will not be included in the accounting records of the LEA; therefore, records must be maintained to document the value and use of these resources.

- Complete the two program identification items in the first box on the budget form.
- Complete Category I. Instructional/Participant Support.
 - Salaries:** Include such funding as for a partial salary of a service-learning coordinator to administer the program, partial salary of a secretary, or pay for substitute teachers while regular classroom teachers participate in the actual service-learning activities with all student participants. List each position separately so that the proper coding can be shown

in the adjacent column. The amount budgeted should coincide with salary amounts on the Staff Summary form (Section F).

B. **Employee Benefits:** Itemize benefits for all salaries budgeted. Benefits **must** be paid from the same source of funds that salaries are paid. The following rates should be used for budgeting purposes:

Social Security	6.2%
Medicare	1.45%
Retirement	12.07%
Health Insurance	\$752 monthly
Unemployment Compensation	LEA rate in effect October 1, 2008

C. **Staff Travel:** Include costs for staff travel associated with needs directly related to the “Instructional/Participant Support” portion of the program.

D. **Materials and Supplies:** Include costs for materials and supplies associated with needs directly related to the “Instructional/Participant Support” portion of the program. Include adequate amounts to purchase printed materials from national service-learning resources.

E. **Printing:** Include costs for printing associated with needs directly related to the “Instructional/Participant Support” portion of the program. Sites should plan on producing written material, preferably newsletters or brochures.

F. **Equipment:** Limit equipment expenditures to items with a unit cost of **less than \$500**. Relate equipment expenditures directly to program activities. Use the following guidelines in requesting the purchase of equipment:

1. Show necessity of equipment to the program.
2. Show efforts to obtain equipment from other sources.
3. Pledge use of equipment for service-learning purposes after funding of the program.

G. **Student Transportation:** Include costs associated with student transportation associated with needs directly related to the “Instructional/Participant Support” portion of the program.

H. **Contracted Services:** Include costs for contracted services associated with needs directly related to the “Instructional/Participant Support” portion of the program.

I. **Other:** Include additional costs associated with needs directly related to the “Instructional/Participant Support” portion of the program including celebrations.

3. Complete Category II. Staff Development, Technical Assistance, Curriculum Development, Coordination, and Evaluation.

LEAs <u>must</u> spend between 10 and 15 percent of the total <u>Subgrantee Request</u> for funding in this section on planning and capacity-building activities related to service-learning.
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A. **Salaries:** Include such funding as substitute pay for teachers to attend workshops and stipends for teachers to develop curriculum, plan service projects, and attend/conduct workshops.

- B. **Employee Benefits:** Calculate as outlined on page 9 in Item 2. B, Employee Benefits.
- C. **Staff Travel:** Travel is naturally limited to activities directly related to service-learning. The SDE plans to offer two statewide workshops during the grant year. Include amounts to reimburse participants who will be required to attend the training sessions. Include amounts to reimburse/fund leaders who travel to at least one national service-learning conference.
- D. **Contracted Services:** Include costs for consultant services associated with needs directly related to staff development, technical assistance, curriculum development, or evaluation.
- E. **Other:** Include additional costs associated with needs directly related to staff development, technical assistance, curriculum development, coordination, evaluation, and other planning and capacity-building activities.

SECTION F. STAFF SUMMARY

List **any** project staff that will be working with programs funded by this Learn and Serve grant regardless of source of funds from which they are to be paid. Complete all information requested. “Similar” positions may be grouped together. Should they receive a salary from this grant, salary amounts should equal amounts budgeted in the line item budget (I.A and II.A). Do not include employee benefits in the amount budgeted/expended columns.

In the **Appendix**, include a job description pertaining to this program for each adult who will be working with your service-learning program. Time distribution records **must** be maintained if an employee assigned to work with this Learn and Serve grant works less than full-time with the program. Full-time employees are required to sign periodic certifications that they work solely for the program.

SECTION G. ASSURANCES

Read the Assurances carefully. By signing Item 9 of Section A, Title Page, of the application, the subgrantee certifies that it will agree to perform all actions and support all intentions stated in the Assurances. **(Please sign the original in blue ink.)**

SECTION H. CERTIFICATIONS

Read the Certifications carefully. By signing Section H, Certifications, and Item 9 of Section A, Title Page, the subgrantee certifies that it will agree to perform all actions and support all intentions stated in the Certifications. **(Please sign the original in blue ink.)**

SECTION I. APPENDICES

Appendices pages must be numbered I-2, I-3, etc., as appropriate. Include the required items listed and other items such as:

- Letters of support/agreement from community partners with details on collaboration (required).
- Job descriptions (required).

- List of state content standards addressed through the service-learning project(s) and how they are addressed (required).
- Brochures, pamphlets, or publicity items (if available and appropriate).
- Description of prior service-learning accomplishments such as the completion of service-learning activities; project milestones; significant community, participant, or instructional service-learning successes (if applicable).

Directions: Consult page 6 in the Request for Proposal (RFP) for instructions.

1.	PROPOSAL TITLE: _____		
2.	NAME OF LEA: _____		
	Name(s) of School(s) _____		

	Contact Person's Name: _____		
	Address: _____		
	City, State, Zip: _____		
	Phone: _____	Fax: _____	E-Mail: _____
	Web Address: _____		
3.	NAME(S) OF COMMUNITY PARTNER(S): _____		
4.	PROGRAM DIRECTOR: _____		
	Title: _____		
	Address: _____		
	City, State, Zip: _____		
	Phone: _____	Fax: _____	E-Mail: _____
5.	BUDGET:	Subgrantee Request:	\$ _____
		Subgrantee Contribution:	\$ _____
		Total Proposed Funding:	\$ _____
6.	DURATION OF FY 2009 PROGRAM:	Start Date: <u>10-01-08</u>	End Date: <u>09-30-09</u>
7.	ANTICIPATED NUMBER		
	Student Participants: _____	Community Participants: _____	Schools: _____ Service Hours _____
8.	REASON FOR AMENDMENT: _____		

9.	CERTIFICATION: The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the certifications and assurances required of applicants if the assistance is approved.		
	Signature of Chief School Financial Officer _____		Date: _____
	Signature of Superintendent: _____		Date: _____

FOR SDE USE ONLY

Joseph B. Morton
State Superintendent of Education

SECTION B. ABSTRACT

Directions: Summarize the project on this page. Consult page 6 in the RFP for further instructions.

SECTION C. STRATEGIC PLAN NARRATIVE

Directions: This section **must not exceed ten typed, double-spaced pages that are to be typed only on one side of the paper**. Please don't use a font that is smaller than 12 pt. Add pages as needed and number them C-2, C-3, C-4, etc. Use the format shown below to ensure that required elements are in place. Consult pages 6-8 in the RFP for further instructions.

CONCEPT AND DESIGN

ORGANIZATIONAL CAPACITY

PRIORITY CONSIDERATIONS

SUSTAINABILITY AND COST EFFECTIVENESS

INNOVATION AND REPLICABILITY

SECTION D. BUDGET NARRATIVE

Directions: Explain the calculation of each line item. Add pages as needed. Consult the RFP for instructions on budget information. On the form below include only the line items that are needed for your budget. Place the amount of funds in the appropriate columns. These figures should match those on the Budget Form E.

Instructional/Participant Support (85-90% of Total Subgrant Request)		FY09
Subgrantee Request (L&S Funds: Federal Source)		Subgrantee Contribution and Source of Contribution (Local and State Match)
A. Salaries		
B. Employee Benefits		
Social Security		
Medicare		
Retirement		
Health Insurance		
Unemployment Compensation		
C. Staff Travel		
D. Materials and Supplies		
E. Printing		
F. Equipment		
Non-Capitalized		
G. Student Transportation		
H. Contracted Services		
I. Other		
Total		

II. Staff Development, Technical Assistance, Curriculum Development, Coordination, and Evaluation (Must be 10-15% of Subgrantee Request)	
Subgrantee Request (Local and State Match)	Subgrantee Contribution And Source of Contribution (Local and State Match)
A. Salaries Substitutes	
Stipends	
B. Employee Benefits	
Social Security	
Medicare	
Retirement	
Unemployment Compensation	
C. Staff Travel	
Local	
In-State (Two State Conferences)	
Out-of-State (One National Conference)	
D. Contracted Services	
E. Other	
Total:	

SECTION E. BUDGET FORM

Directions: Consult the RFP for instructions on completing this form.

NAME OF LEA: _____		PROPOSAL TITLE: _____		
Budget Categories	Functions of Expenditures/ Object of Expenditure/ Program Component	Subgrantee Request (Learn & Serve Funds)	Subgrantee Contribution (Match)* =	Total Proposed Funding
I. Instructional/Participant Support				
A. Salaries				
B. Employee Benefits:				
Social Security (6.2 %)				
Medicare (1.45 %)				
Retirement (12.07%)				
Health Insurance (\$752)				
U.C. (LEA rate)				
C. Staff Travel: Local				
In-State				
Out-of-State				
D. Materials & Supplies				
E. Printing				
F. Non-Capitalized Equipment				
G. Student Transportation				
H. Contracted Services: (See Budget Narrative, Section D for Itemization)				
I. Other: (See Budget Narrative, Section D, for Itemization)				
Subtotal I: (Should be 85%-90% of Subgrantee Request)				
II. Staff Dev., Technical Assistance, Curriculum Dev., Coord., & Eval.				
A. Salaries				
Substitutes				
Stipends				
B. Employee Benefits:				
Social Security (6.2 %)				
Medicare (1.45 %)				
Retirement (12.07 %)				
U.C. (LEA rate)				
C. Staff Travel: Local				
In-State				
Out-of-State				
D. Contracted Services: (See Budget Narrative, Section D for Itemization)				
E. Other: (See Budget Narrative, Section D, for Itemization)				
Subtotal II: (Must be 10%-15% of Subgrantee Request)				
Total Budget (Sections I & II)				

Alabama State Department of Education
 Division of Instructional Services
Learn and Serve Alabama
 Revised 02/08

LEARN AND SERVE AMERICA
 SCHOOL-BASED PROGRAMS
 CORPORATION FOR NATIONAL
 SERVICE
 (CFDA 94.004)

LEA _____
 FY 2009
 Original Application
 Amended Application

SECTION F. STAFF SUMMARY

Directions: Consult the RFP for instructions.

LEA: _____		PROPOSAL TITLE: _____				
Functions of Expenditures/ Object of Expenditure/ Program Component	Type of Position	No. of Months Employed	Number of Persons	Current FTE	Amount Budgeted:	
					Learn and Serve Funds	Match Funds

SECTION G. ASSURANCES

Directions: Read the Assurances carefully. Consult page 11 in the RFP for further instructions.

All recipients of Federal funding are required to assure that the recipient:

- Has the legal authority to apply for Federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).
- Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability; (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a and 276a-77), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.
- Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

SECTION G. ASSURANCES (continued)

- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
- Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 or OMB Circular A-133, or A-128 wherever applies.
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

In addition, all recipients of Corporation assistance under this application are required to assure that the recipient:

- Will keep such records and provide such information to the Corporation with respect to the program as may be required for fiscal audits and program evaluation.
- Will not use the assistance to replace State and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-Federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
- Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
- Will comply with the Notice, Hearing, and Grievance Procedures found in §176 of the Act.
- Will comply with the nondisplacement rules found in §177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; and AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties; (2) will supplant the hiring of employed workers; (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.
- Will abide by the LEAs Restricted Indirect Cost Allocation Plan.
- When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing a project, the applicant shall clearly state: (1) the dollar amount of Federal funds for the project; (2) the percentage of the total cost of the project that will be financed with Federal funds; and (3) the percentage and dollar amount of the total cost of the project that will be financed by non-government sources.

Addendum

Assurances

The subgrantee is required by federal regulations to give the percentage and dollar amount of federal funds used in the grant implementation and to name the funding source in all written statements, press releases, requests for proposals, bid solicitations, and other documents describing the project.

Include: (a) the name of the funding source, (b) the percentage and dollar amount of the total cost of the project that was financed by federal funding, and (c) the percentage and dollar amount of the total cost of the project that will be financed by non-government sources.

Using these guidelines, a model paragraph would read:

<p>The 2008-2009 ABC Elementary School's Learn and Serve project received a portion of its program support from a federal grant through the Alabama State Department of Education Learn and Serve from the Corporation for National Service. Twenty percent of the project (\$1,000) was funded by this grant and 80 percent (\$4,000) was funded by local, state, or private sources.</p>
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No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

SECTION H. CERTIFICATION REGARDING LOBBYING, DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITIES

Directions: Read the Certifications carefully. Consult Page 11 in the RFP for further instructions

(a) LOBBYING

Submission of this certification is required by 34 CRF, Part 82, and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions (forms are available at Alabama State Department of Education on request.)

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR, Part 85, Section 85.510, Participants' Responsibilities.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted If at any time the lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitation for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, declared ineligible, or voluntarily excluded from the covered transaction unless it knows that the certification is erroneous. A participant may decide the method and frequency by what it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system or records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normal possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under Paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
10. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by a Federal department or agency.
11. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Local Educational Agency (LEA)

Signature of LEA Superintendent

SECTION I. APPENDICES

Directions: Consult page 11 in the RFP for instructions.

Notice of Intent to Apply

_____ Our LEA/school is interested in applying for funds made available through the Learn and Serve America grant.

_____ Our LEA/school is interested in receiving technical assistance in preparing the grant application.

Name of Contact: _____

LEA Name: _____

School Name(s): _____

Phone Number: _____

Fax Number: _____

E-mail Address: _____

Return by July 31, 2008

**Please fax to: Sherry Coleman
Learn and Serve Alabama
(334) 242-0496**

Please note that the submission of this form does not obligate you to apply for the grant. This form is used only for the planning of technical assistance.

Learn and Serve Alabama

Request for Proposals and Applications

Funded by a Grant from the
Corporation for National Service
Learn and Serve America
K-12 School-Based Program

Directions for Completing the RFP/Application
for Service-Learning Subgrants

Proposal Deadline: August 22, 2008
Notice of Intent to Apply: July 31, 2008

Alabama State Department of Education
Division of Instructional Services
Federal Programs Section