

New York State Learn and Serve America: K-12 School-Based Programs
Announcement of Funding Opportunity

<p style="text-align: center;"><u>Summary</u> <u>Introduction/Background</u></p> 	<p>In September 1993 the National and Community Service Trust Act of 1993 was signed into law. The Act created the Corporation for National and Community Service (CNCS) and provided for the funding of an array of programs designed to provide volunteer opportunities for people of all ages and backgrounds to contribute to the development of their communities; to promote civic responsibility and foster in them an appreciation and understanding of the critical issues facing communities across the nation and to encourage young Americans to make a substantial commitment to service. Today the CNCS is part of the USA Freedom Corps which was created to foster a new culture of citizenship, service and responsibility.</p>
<p><u>Program Purpose</u></p>	<p>As part of this effort, the Learn and Serve America: K-12 School-Based Program (LSA) has three purposes: (1) to develop, implement, and integrate service-learning into schools wherein students in grades K-12 have opportunities to volunteer their service for the benefit of others and their community; (2) to foster civic responsibility, participation, service and knowledge within our young people; and (3) to increase the number of adults who volunteer in school-based, service-learning programs.</p> <p>New York State has an overall primary statewide program focus for this grant period that is to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/or childhood obesity are addressed by each Learn and Serve program.</p> <p>Applicants may apply to conduct service learning activities within a specific school district, multiple districts (as may be the case for BOCES applicants) and at the regional level. Regional projects include school projects that participate in regional networks and are the fiscal agent that will provide funds through purchased services to other school districts that have teachers that wish to start service learning (SL) projects. Regional activities may also include providing professional development opportunities, peer mentoring, curriculum development and/or support for the development of new classroom service learning regional projects. Applicants who apply for the additional funds to conduct regional activities must demonstrate previous service learning expertise and experience at this regional level.</p> <p>The fiscal agent is the eligible grant recipient, and must be a</p>

	<p>direct provider of services, the minimum of which is 20% of the grant award. The fiscal agent is responsible for all program expenditures and fiscal reports to NYSED.</p>
<p><u>Eligible Applicants</u></p>	<p>Local Education Agencies (LEA's) - Individual public school districts, or consortia of school districts or BOCES who can demonstrate a commitment to implementing quality service-learning programs, in partnership with at least one public or private nonprofit organization and one postsecondary agency both of which have a demonstrated expertise in the provision of service to address unmet educational, public safety, human, environmental and/or homeland security needs may submit proposals for funding. A signed Memorandum of Agreement (MOA) between the applicant and at least two primary partners—one secular or faith-based community-based organization and one postsecondary institution will be required and will become part of the SED grant with the fiscal agent. Public school districts are strongly encouraged to collaborate with nonpublic schools (including charter schools) to develop joint service-learning programs and professional development activities that will also involve and benefit students and staff from non-public schools.</p>
<p><u>Funding Projections</u></p>	<p>Grants will be made on an annual basis for a maximum of three years during the period FY 2010-2012. Options to renew funding yearly will be based appropriation and availability of funds and on annual evaluations of programs and progress towards achieving measurable program performance outcomes, objectives and goals. Continued funding is contingent upon funding from the Corporation for National and Community Service.</p> <p>Grants for FY 2009-2010 Learn and Serve America (LSA) funds will be awarded for the period September 1, 2009 through August 31, 2010. Initial first year awards for individual district wide or multiple district awards will range between \$15,000 and \$70,000, (with most grant awards averaging approximately \$40,000) depending on proposed activities, number of student participants and total number of schools/districts involved. If an applicant chooses to apply for funds for regional activities the initial funding level will be limited to an additional \$18,000 for these regional activities. Budgets may be negotiated pending available funds, proposed activities and proposed costs and expenditures. The annual average number of grants that have been made in previous years is between 25-30 grants. It is expected that approximately \$1.1 million will be distributed and approximately 25-30 grants will be made to the field for FY 2009-2010. It is anticipated that additional federal funding will become available for FY 2010-2011. If this occurs additional</p>

	<p>grants that were deemed fundable but not awarded under the first year of funding will be considered for funding for the second and third year years of the three year cycle.</p>
--	---

<u>Important Dates</u>	<p>Questions regarding the application must be submitted to LSARFP@MAIL.NYSED.GOV by the close of business August 7, 2009 Answers will be posted by August 14, 2009 at: http://www.highered.nysed.gov/kiap/LEARNANDSERVE/about_servicelearning.htm Applications must be postmarked by: August 24, 2009 Notification of Awards: Late September, 2009</p>
<u>Match Requirement</u>	<p>Dollar for dollar of LSA funds granted is required and may include cash, in-kind or any combination there-of.</p>
<u>Project Periods</u>	<p>One (1) year, from September 1, 2009 through August 31, 2010 with two (2) one (1) year renewals possible.</p>
<u>SED Contact</u>	<p>Fran Hollon LSA Coordinator NYS Education Department Office of K-16 Initiatives & Access Programs, 89 Washington Avenue, EBA 965 Albany, NY 12234 Email: LSARFP@MAIL.NYSED.GOV</p>

New York State Learn and Serve America: K-12 School-Based Programs

Section I -Application Guidance

A. Overview

In September 1993 the National and Community Service Trust Act of 1993 was signed into law. The Act created the Corporation for National and Community Service (CNCS) and provided for the funding of an array of programs designed to provide volunteer opportunities for people of all ages and backgrounds to contribute to the development of their communities; to promote civic responsibility and foster in them an appreciation and understanding of the critical issues facing communities across the nation and to encourage young Americans to make a substantial commitment to service. Today the CNCS is part of the USA Freedom Corps which was formed to foster a new culture of citizenship, service and responsibility.

As part of this effort, the Learn and Serve America: K-12 School-Based Program (LSA) has three purposes: (1) to develop, implement, and integrate service-learning into schools and districts wherein students in grades K-12 have opportunities to volunteer their service for the benefit of others and their community; (2) to foster civic responsibility, participation, service and knowledge within our young people; and (3) to increase the number of adults who volunteer in school-based, service-learning programs.

Service-learning programs and activities should be designed to build participants' civic skills, knowledge, behavior and attitudes; as well as to improve academic skills; and build strong partnerships between schools and organizations in their surrounding communities; establish service learning regional networks; and meet compelling community needs.

LSA programs encourage positive social behavior and extend learning beyond the classroom into the community by utilizing students' energy, ideas, and commitment to identify and implement solutions that address unmet educational, public safety, human, environmental and homeland security needs.

All applicants must collaborate with at least one postsecondary institution and one public or private nonprofit organization with demonstrated expertise in providing service that address the aforementioned needs. Successful applicants will demonstrate that they understand the difference between service-learning and community service. Funded applicants must demonstrate and/or continue their successful efforts in the expansion, replication, sustainability, and institutionalization of quality service-learning programs.

B. Program Purposes:

The primary purposes of this program are to: (1) to develop, implement, and integrate service-learning into schools and districts wherein students in grades K-12 have opportunities to volunteer their service for the benefit of others and their community; (2) to foster civic responsibility, participation, service and knowledge within our young people; and (3) to increase the number of adults who volunteer in local and regional school-based, service-learning programs.

C. Federal Program Priorities:

Funded through the Corporation for National and Community Service- further information is available at www.cns.gov

D. Program Period:

First year of funding September 1, 2009 - August 31, 2010; Program Funding will be for three years pending availability of federal funding and completion of program requirements. It is anticipated that additional federal funding will become available for FY 2010-2011. If this occurs additional grants that were deemed fundable but not funded under the first year of funding will be considered for funding for the second and third years of the three year cycle.

E. Eligible Applicants and Participants:

Local Education Agencies (LEA's) - Individual public school districts, or consortia of school districts who can demonstrate a commitment to implementing quality service-learning programs, in partnership with at least one public or private nonprofit organization and one postsecondary agency both of which have a demonstrated expertise in the provision of service to address unmet educational, public safety, human, environmental and/or homeland security needs may submit proposals for funding. Public schools are strongly encouraged to collaborate with nonpublic schools (including charter schools) to develop joint service-learning programs and professional development activities that will involve and benefit students and staff from non-public schools.

Eligible student participants are New York State residents enrolled in grades K - 12 in public or non-public schools.

F. Consortium Policy:

NYSED Consortium Policy for State and Federal Discretionary Grant Programs:

The LSA program requires one or more LEAs to partner with at least one public or private nonprofit organization and one post-secondary agency to apply for a grant. In order to do so, the partnership or consortium must meet the following requirements:

1. The partnership or consortium must designate the LEA (or one of the LEAs) to serve as the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other consortium members must be eligible grant participants, as defined by the program statute or regulation.
2. In the event a grant is awarded to a partnership/consortium, the grant or grant contract will be prepared in the name of the applicant agency/fiscal agent, not the partnership/consortium, since the group is not a legal entity.
3. The applicant agency/fiscal agent must meet the following requirements:
 - a. Must be an eligible grant recipient as defined by statute;

- b. Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
- c. Must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner agrees to provide.
- d. Must be an active member of the partnership/consortium, except where SUNY or CUNY Research Foundations are the fiscal agent.
- e. Cannot act as a flow-through for grant funds to pass to other recipients. NYSED has established 20% as the minimum level of direct service to be provided by the fiscal agent.
- f. Is PROHIBITED from sub granting funds to other recipients. The fiscal agent is permitted to contract for services with other consortium partners or consultants to provide services that the fiscal agent cannot provide itself.
- g. Must be responsible for the performance of any services provided by the partners, consultants, or other organizations and must coordinate how each plan to participate.

G. Allowable Activities and Costs:

- Salaries and benefits of program coordinators or directors;
- identification and recruitment of student participants;
- training of program participants and staff;
- activities that enable students, especially disadvantaged students, to participate in service-learning as part of their regular academic curriculum;
- activities that support the development and implementation of a service-learning curriculum;
- activities that encourage and promote the active involvement of adults, especially “Baby Boomers” in providing volunteer service with youth participants involved in service-learning;
- supplies and materials directly related to the service-learning activities;
- support for participants with disabilities (e.g., signers for the hearing impaired) reasonable transportation costs for students, faculty, and staff participating in service-learning activities;
- program planning and evaluation;
- development and coordination of service-learning activities at the local, district and/or regional levels.

The applicant should have the completed Proposed Budget Summary (FS 20) and Proposed Budget Expenditures and Matching Funds forms reviewed by the budget officer prior to submission of the proposal.

Program office staff will review budgets and eliminate any items that are deemed non-allowable or inappropriate. If any changes are made to a budget category form as a result of an expenditure being non-allowable or inappropriate, the program office staff person will communicate with the contact person identified on the Application Cover Page and return a copy of the corrected budget category form.

An approved copy of the Proposed Budget Summary Form (FS-20) will be returned to the contact person at the address completed on the Application Cover Page by the Office of Grants Finance. A window envelope will be used for the return mailing. Please make sure that the contact information is accurate, legible, and confined to the address field.

H. Non-Allowable Activities and Costs:

- Salaries and benefits of agency administrators;
- capital expenditures;
- stipends for program participants;
- supplanting or replacement of existing staff;
- promotion of private enterprises or products, labor organizations, religious proselytizing, lobbying, or partisan political activity;
- equipment and indirect costs are not allowed under this grant.

I. Matching Requirements:

A dollar for dollar match of granted LSA funds is required.

J. Definition:

Service-Learning: Is a method under which students or participants learn and develop through active participation in thoughtfully organized service that:

- Is conducted in and meets the needs of a community;
- Is coordinated with an elementary school, secondary school, institution of higher education, community service organization and with the community;
- Helps foster civic responsibility;
- Is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled;
- Links service activities to learning outcomes; and
- Provides ongoing, creatively structured opportunities for students to think, talk, write and reflect on their observations and on the implications of their service experience in order to critically assess and understand the meaning and impact of their efforts.

As such, service learning is an educational methodology whereby students learn and develop through active participation in organized service experiences that are coordinated with the school and community to meet actual community needs.

K. Program Description

LSA funds allocated by the Corporation for National and Community Service are intended to establish new efforts or supplement and expand existing ones. LSA funds may not be used to supplant the funding of existing efforts and should not cause the reduction of instructional hours or remedial services students would otherwise receive.

Learn and Serve America programs are school-based, service-learning programs which meet the above definition of service-learning and include a civic reflection component that allows students to examine the need for service and civic engagement, the causes of this need, the history of service in America, and the benefits which students and the community derive from the service provided. All programs must be age and/or grade appropriate for student participants.

Partnerships must be developed between one or more local education agencies and at least one public or private nonprofit organization (secular/faith-based community-based organization - CBO) and one postsecondary institution to establish service-learning opportunities for in-school youth. The program will enable youth, including disadvantaged youth, enrolled in elementary, middle, and secondary schools to participate in service-learning programs as part of their regular education program and/or after school and/or on weekends. A school may be considered the site for the service program; however, a community-based organization and postsecondary institution are required partners for all programs whether sited at the school or not.

New York State has an overall primary statewide program focus for this grant period that is to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/or childhood obesity are addressed by each Learn and Serve program.

L. Programs to be Supported;

1. Funding Priorities

All program applicants should demonstrate in their applications that their programs will address the following elements:

- a. Quality: The program identifies unmet community needs and involves a cross section of diverse individuals in the exploration of the underlying causes and the development of creative solutions to address those unmet needs. The programmatic objectives are linked to New York State's Learning Standards and the K-12 Service Learning Standards for Quality Practice and are appropriate and effective vehicles for promoting school-based service-learning. The program design ensures productive and meaningful educational experiences, curriculum integration, service-learning, and institutionalization. The personnel who implement the program are qualified for their responsibilities.
- b. Sustainability: The program has strong, broad-based local and regional partnerships and community support. The application indicates that matching funds of at least one dollar for every LSA dollar requested is available and there is evidence that financial resources will be available to continue the Learn and Serve America effort after the expiration of the grant.
- c. Innovation and Replication: The program advances knowledge about how to deliver effective and innovative school-based service-learning as a teaching methodology, and the LEA has or will develop the capability, experience and willingness to assist others within the school district, region, or state in replicating the program concept.
- d. Expertise: The program applicant is able to provide documentation of expertise, experience and success at the local and/or regional levels in the design and implementation of service-learning programs and/or community service programs that will become service learning programs.

2. Program Requirements

All Learn and Serve America programs will ensure equitable access and participation in funded activities to all students regardless of color, religion, creed, disability, marital status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation.

LEA's receiving LSA grants will be required to:

- a. Establish partnerships with community partners including community-based organizations, businesses, government agencies, service organizations, and especially with higher education institutions. The partnerships must include a public or private nonprofit organization (secular faith-based/community-based organization - CBO) and one postsecondary institution who each: 1) have demonstrated expertise in the provision of services to address unmet educational, public safety, human, environmental needs and/or homeland security; 2) have been in existence at least one year prior to the submission of the application; and 3) will make service-learning programs available for student participants, including disadvantaged students. A signed Memorandum of Agreement between the local school district and each partner, which delineates the responsibilities, activities, and fiscal arrangements that have been mutually agreed to must also be provided.
- b. Comply with the Regulations of the Commissioner of Education and demonstrate and document how their service-learning programs are related to the implementation and accomplishment of New York State's Learning Standards and the National K-12 Service Learning Standards for Quality Practice at [NYLC: Service-Learning's Homepage](#)
- c. Form a program advisory committee to provide program direction and guidance that includes students, parents, teachers and members of the community. Applicants for renewal will be expected to provide evidence of this advisory council and community and student participation in the selection and development of service-learning programs (e.g., surveys, forums, meeting minutes, etc.).
- d. Establish active partnerships with local, state, or national service-learning programs and/or other youth-oriented programs and organizations, e.g., Vista, AmeriCorps, National Senior Service Corps, National Youth Leadership Council, Liberty Partnerships Programs, 4H clubs, Lions Kiwanis and Rotary Clubs and/or Presidential Youth Leadership groups. In addition, **funded programs are required to participate in LSA local and regional activities and conduct service learning activities for Martin Luther King Day and the National Learn and Serve Challenge Week.**
- e. Provide a dollar for dollar match of the amount of LSA funds granted for each year of the grant.
- f. Conduct a program that provides service-learning activities for a **minimum of 400 students.**
- g. Strive for diversity among participants by encouraging youth who are at risk of dropping out of school, students with developmental disabilities, economically disadvantaged students, and students of color to participate in service-learning and ensure that youth are the providers of service to others.

- h. Provide students with leadership opportunities in the design and implementation of service-learning activities.
- i. Involve and increase the number of adults of diverse ages and backgrounds as volunteers or mentors.
- j. **Include a service learning activity component that addresses the statewide community need “ensuring an adequate and nutritional community food supply” as part of the proposed service-learning program. Programs should foster participant civic responsibility and knowledge and demonstrate an impact on addressing community needs.**
- k. Use a service-learning curriculum that includes an effective reflection component, which provides students with opportunities to learn from their service and demonstrates how service learning will enhance the students' academic program. Students should complete a minimum of forty hours of service for each school year.
- l. Demonstrate the infusion and integration of service learning into the curriculum. Describe how service learning will help participants achieve New York State’s Learning Standards and the National K-12 Service Learning Standards for Quality Practice and describe how service learning will be institutionalized by local school districts.
- m. Develop and implement an effective plan of action for recognizing service activities and service leadership through awards or ceremonies.
- n. Maintain program component data and records (i.e., administrative, financial, programmatic, and evaluative) that are specific to the program’s needs and operations.
- o. Complete and submit required state and federal program reports in a timely manner. All reports may be found on-line at: www.lsareports.org
(Previously funded applicants who have not met this requirement in the past will not be considered for funding until all outstanding reports have been completed.)

M. Public Relations/Attribution of Program Funding:

In order to ensure the continued support and the commitment of resources to the Learn and Serve America: K-12 School-Based Program, there must be public awareness of the program’s positive impact on the lives of program participants and their families, schools, and communities. Positive publicity and community awareness also help to ensure that those who are eligible and who could benefit from participation are informed of the Learn and Serve America Program’s existence.

To facilitate public awareness, all funded Learn and Serve America: K-12 programs are required to ensure that all public relations materials and activities, such as program brochures and award ceremonies, must acknowledge that the LSA program and its activities are supported, in whole or in part, by a Federal grant from the Corporation for National and Community Service administered by the New York State Education Department. In addition, when local, Statewide, or national media report on the program’s success or on honors received by students or staff, the New York State Education Department’s role in administering the program must be acknowledged.

Program directors should submit copies of all local, statewide, or national media stories about the program and/or the program's participants and staff to the State Education Department at the following address:

New York State Education Department
Pre-Collegiate Preparation Programs Unit
Learn and Serve America Program
Room 965 EBA
Albany, New York 12234

N. Policy for Funding and Use of Funds:

Grants will be made to sub-grantees on an annual basis for a maximum of three years during the period FY 2010-2012. Options to renew funding yearly will be based on appropriation and availability of program funds and annual evaluations of programs and progress towards achieving measurable program performance outcomes, objectives and goals. In-kind and/or cash contribution local match are required on a dollar for dollar basis. Continued sub-grantee funding is contingent upon the actual receipt of funding from the Corporation for National and Community Service.

Grants for FY 2009-2010 Learn and Serve America (LSA) will be awarded for the period September 1, 2009 through August 31, 2010. It is expected that approximately \$1.1 million will be distributed and approximately 25-35 sub-grants will be made.

1. School Districts/ Multiple Districts/ Regional Activities

Initial first year grants for FY 2009-2010 Learn and Serve America: K-12 School-Based, Service-Learning programs conducted on a district wide, multiple district wide and/or regional basis will be funded. Initial first year awards for individual district wide or multiple district awards will average between \$15,000 and \$70,000 (with most grant awards averaging approximately \$40,000) depending on proposed activities, number of student participants and total number of schools/districts involved. If a district chooses to apply for additional funds for regional activities the initial funding level will be limited to \$18,000 for these regional activities. The initial first year maximum award to regional projects will be \$88,000.

Grantees applying for regional network funding should be located in and serve schools within their region. The geographical regions are defined below. If more than one applicant within each of the defined regions submits an application requesting regional network funds, only the applicant receiving the highest score will be granted the additional regional network funds. The nine regions are defined as follows:

- Western New York Region:
Niagara, Erie, Chautauqua, Cattaraugus, and Allegany counties
- Finger Lakes Region:
Orleans, Genesee, Wyoming, Monroe, Livingston, Wayne, Ontario, Seneca and Yates counties

- Southern Tier Region:
Steuben, Schuyler, Chemung, Tioga, Tompkins, Broome, Chenango, Otsego and Delaware counties
- Central New York Region:
Oswego, Onondaga, Cayuga, Cortland and Madison counties
- Mohawk Valley Region:
Schoharie, Montgomery, Fulton, Herkimer, Oneida and Hamilton counties
- North Country Region:
Lewis, Jefferson, St. Lawrence, Franklin, Clinton and Essex counties
- Capital Region:
Warren, Washington, Saratoga, Schenectady, Albany, Rensselaer, Columbia and Greene counties
- Mid-Hudson Region:
Ulster, Sullivan, Orange, Dutchess, Putnam, Rockland and Westchester counties
- New York City Metropolitan Region:
Bronx, New York, Richmond, Kings, Queens, Nassau and Suffolk counties

2. Use of Funds

- a. Activities funded under an LSA grant will be administered pursuant to a written and signed agreement between the State Education Department and the grantee. The applicant must provide a **required minimum 50 percent match of the total operational budget, not 50 percent** of the LSA amount requested. The grantee's share will, **at a minimum, be equal to** the State Education Department's share, resulting in a **dollar for dollar match of LSA funds granted**. The match may be in-kind and derived from the LEA or other sources (community-based organizations, businesses, service organizations, postsecondary institutions etc.).
- b. LSA funds may not be used for purposes, which have not been described in the proposal. The budget may be amended only with the consent of both the State Education Department and the grantee. Amendments to the proposal which involve changes in the way LSA funds are expended must have written approval from the Pre-Collegiate Preparation Programs Unit (PCPPU). **All budget amendment requests (Form FS-10A) for FY 2009- 2010 must be received by PCPPU Unit/SED no later than May 28, 2010.** Only expenses incurred for activities included in the approved or amended budget will be reimbursed by the State.
- c. Allowable Expenses:
 1. Salaries and benefits of program coordinators or directors;
 2. Identification and recruitment of students for participation in the program;
 3. Training of program participants and staff;
 4. Activities that enable students to participate in service-learning as part of their regular academic curriculum;

5. Activities that support the development and implementation of a service-learning curriculum at local and regional levels;
 6. Activities that encourage and promote the active involvement of adults in providing volunteer service with youth participants involved in service-learning;
 7. Supplies and materials directly related to the service-learning activities;
 8. Support for participants with disabilities (e.g., signers for the hearing impaired);
 9. Reasonable transportation costs for students, faculty, and staff participating in service-learning activities;
 10. Program planning and evaluation; and
 11. Development and coordination of service-learning activities at local and regional network levels.
- d. Funds may not be used for:
1. Salaries and benefits of agency administrators;
 2. Capital expenditures;
 3. Stipends for program participants;
 4. Supplanting or replacement of existing staff;
 5. Promotion of private enterprises or products, labor organizations, religious proselytizing, lobbying, or partisan political activity;
 6. Indirect costs; or
 7. Equipment.

O. Review and Rating of Applications:

All proposals will be reviewed and rated using the evaluation rubric included in this RFP by two experienced reviewers including internal staff and external consultants. If there is a difference in reviewer scores of more than 20 points a third reviewer will be obtained and the lowest score will be dropped. All proposals will be ranked from high to low and awards will be granted until all funding is exhausted.

Proposals may receive up to 100 points as detailed in the Narrative Sequence starting on page 19 and in the LSA Proposal Review Criteria Form. Up to an additional 10 points will be awarded to those applicants that are applying for regional network funds. A maximum of one regional level project per region will be awarded to the applicant proposing regional activities scoring the highest overall average score within their region. For all applicants proposing a regional project not receiving the highest score in their region, that 10 point portion of the evaluation rubric concerning regional activities will be disregarded and the applicant will compete on the local level only and if reachable will be awarded a grant to provide a local level project.

In the event of any tie score, the applicant scoring the higher average score in the Program Activities section will be selected first for funding.

It is anticipated that additional federal funding will become available for FY 2010-2011. If this occurs, additional grants that were deemed fundable under the first year of funding but not awarded will be considered for funding for the second and third years of the three year cycle. The New York State Education Department reserves the right to reject all proposals received or cancel this RFP if it is in the best interest of the Department.

P. Appeals Process:

If an applicant's proposal is not recommended for funding, the applicant can file a formal written appeal of the award results. The Contract Administration Unit (CAU) will convene a review team that will review the appeal and provide the applicant with written notification of the results.

The appeal and any documentation should be sent to:
Contract Administration
New York State Education Department
89 Washington Avenue, Room 505W - EB
Albany, New York 12234

Q. Entities' Responsibility:

Programs must operate under the jurisdiction of the local board of education or other appropriate governing body and are subject to at least the same degree of accountability as all other expenditures of the local agency. The local board of education or other appropriate governing body is responsible for the proper disbursement of, and accounting for, program funds. Written agency policies concerning wages, mileage and travel allowances, overtime compensation, or fringe benefits, as well as State rules pertaining to competitive bidding, safety regulations, and inventory control must be followed. Supporting or source documents are required for all grant related transactions entered into the local agency's recordkeeping system. Source documents that authorize the disbursement of grant funds consist of purchase orders, contracts, time & effort records, delivery receipts, vendor invoices, travel documentation and payment documents, including check stubs.

Supporting documentation for grants and grant contracts must be kept for at least six years after the last payment was made. Additionally, audit or litigation will "freeze the clock" for records retention purposes until the issue is resolved. All records and documentation must be available for inspection by State Education Department officials or its representatives.

For additional information about grants, please refer to the [Fiscal Guidelines for Federal and State Aided Grants](#).

R. Required Reports:

Recipients of multi-year discretionary grants must submit annual performance reports as required for each year that funding has been approved in order to receive a continuation award. The performance reports should demonstrate that substantial progress has been made toward meeting the program goals and the program performance indicators. The performance reports format will be provided to re-applicants prior to the completion of the first year of funding.

2009-2010 New York State Learn and Serve America: K-12 School-Based Programs

Application Instructions

Please adhere to the following instructions or your application may **not** be considered for review.

Required Signature

The original signature of the Chief School Administrator/Officer must appear on the Application Cover Page in **blue** ink.

Number of Copies

Please submit one original and three copies of the complete proposal to the address provided on the Application Cover Page.

Due Date

Applicants are responsible for making sure the application package is complete and postmarked by **August 24, 2009**.

Checklist

Please use the Application Checklist to ensure that you send a complete application package. Incomplete applications will not be considered for review.

Page Limits and Standards:

You must limit the program narrative to no more than 25 pages single sided , plus appendices of no more than 15 pages. Please use the following standards:

- A page is 8.5" x 11" (on one side only) with one-inch margins (top, bottom, and sides). Charts/tables are not required to adhere to this standard.
- Double space all text in the application narrative; double space between titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, figures, and graphs.
- Use a Times Roman or Arial font in a 12-point size
- We will reject any application if:
You apply these standards and exceed the page limit; or
You apply other standards and exceed the equivalent of the page limit.

Proposed Budget Summary Form (FS-20)

The application must include a budget narrative for each category of expenditure that is required for the grant (Professional Salaries, Support Staff Salaries, Purchased Services, Supplies and Materials, Travel Expenses, Employee Benefits, Indirect Cost, BOCES Services, Minor Remodeling, and Equipment) and a Proposed Budget Summary Form (FS-20). The narrative should include sufficient detail to allow reviewers to understand what the funds will be used for and the relationship between the proposed expenditures and program activities and goals.

Information about the categories of expenditures, general information on allowable costs and applicable federal costs principles and administrative regulations are available in the [Fiscal Guidelines for Federal and State Aided Grants](#). Refer to the Application Guidance for additional specific requirements and information about the allowable and non-allowable activities for the program.

Each FS-20 form should include the applicant name and the title of the grant.

The totals from each of the Budget Category Forms must correspond to amounts shown on the Proposed Budget Summary Form (FS-20). Please be sure to check your math.

Only equipment items with a unit cost that equals or exceeds \$5,000 should be included under Equipment, Code 20. Equipment items under \$5,000 should be included under Supplies and Materials, Code 45.

SECTION II

Submission of Proposals for Learn and Serve America (LSA): K-12 School-Based Programs

A. Timetable for Submitting Proposals

All applicants must mail one original (with original signature) and three copies of the full proposal and related attachments for funding for the program year 2009-2010 which must be postmarked by **August 24, 2009**. Proposals should be mailed to:

New York State Education Department
Pre-Collegiate Preparation Programs Unit
Learn and Serve America Program
Room 965 EBA
Albany, New York 12234

A proposal meets the submission deadline if it bears an **official postmark of August 24, 2009** or earlier. Private metered postmarks **will not** be accepted as proof of meeting the required deadline and proposals will not be accepted after this deadline. Hand delivered proposals must be received by **August 24, 2009**.

B. Proposal Format

The proposal should provide for a continuum of planning, development, coordination, implementation, and evaluation of all service-learning program activities for the 2009-2010 funding cycle.

All proposals must adhere to the 2009-2010 Learn and Serve America guidelines and follow the sequence as outlined below:

The proposal package shall be typed in 12pt Times Roman or Arial font. All pages shall be numbered and the narrative shall not exceed 25 pages single sided and the appendices shall not exceed 15 pages. Successful applications will adhere to the sequence illustrated below.

1. Application Cover page (Attachment A)
2. Application Checklist (Attachment B)
3. Statements of Assurances (Attachment C)
4. Proposal Narrative
5. Table of Contents
6. Program Abstract (1 page maximum- not part of the 25 page max.)
7. Needs for Program
8. Program design
9. Program Activities
10. Evaluation Plan
11. Organizational Capacity and Personnel
12. Program budget

13. Proposed Budget for the Operation of a Federal or State Program (FS-20 form)(Attachment F)
FY 2009 -2010 LSA Proposed Budget Expenditures and Matching Funds (Attachment G)
14. Appendices:
 - a. Memoranda of Agreements between applicant and other Partners (see attachment D)
 - b. Letters of Support (see attachment E)

C. Proposal Rating and Appeals Process

1. Proposal Rating

Proposals will be reviewed by two experienced reviewers including internal staff and external consultants and rated numerically with a maximum possible score of 100 as detailed in the Narrative Sequence section. If there is a difference of more than 20 points a third reading will be obtained and the lowest score will be dropped. Scores will be averaged and proposals with an average score of 65 or above will be ranked and recommended for funding. Failure to adhere to these guidelines or to include required information will result in an unfavorable review.

2. Appeals Process

If an applicant's proposal is not recommended for funding, the applicant can file a formal written appeal of the award results. The Contract Administration Unit (CAU) will convene a review team that will review the appeal and provide the applicant with written notification of the results.

The appeal and any documentation should be sent to:
Contract Administration
New York State Education Department
89 Washington Avenue, Room 505W - EB
Albany, New York 12234

D. Narrative Sequence

1. **Abstract (0 points):** Provide a one page overview of the program that summarizes program objectives, activities, partners, number of student participants, and expected outcomes.
2. **Need for Program (20 points):**

Needs Statement: NYSED's overall primary statewide focus to meet our Federal reporting requirements is to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/or childhood obesity are addressed by each LSA project. All program applicants must indicate how their service learning activities will address this primary need within their school(s) district(s) and/ or regional network (s). Program applicants may also describe other unmet educational, public safety, human, environmental or homeland security need(s) that their program intends to address and provide evidence of its compelling nature and how these local needs were assessed. Such evidence could include census data, crime statistics, or community needs assessments. Community assets are also important and should be noted as they relate to the area of need. The absence of service-learning should not be cited as a need since it is the method by which to address the needs.

Strategy: Describe your strategy for meeting those needs and your rationale for the strategy.

Sustainability: Describe how your program will work to institutionalize Service-Learning within your program's school(s) district (s) /and/or regional network(s) and integrate it into the districts K-12 curricula. Making service-learning an integral part of the applicant's organizational mission and policies and building support at the local levels is an important and proven strategy for increasing program sustainability. In order to make service-learning an integral part of the organization, applicants should describe how they will work with local and regional school and district leaders and others to influence policy decisions around support for service-learning at all levels.

Evidence of successful institutionalization that LEA's can plan to support and/or implement might include:

- a. Support for service-learning in school/ district policy documents;
- b. Institution staff funded and dedicated to carrying out these service-learning policies;
- c. Community partnerships that grow in number and scope every year;
- d. Outside funding sources in place and under development;
- e. Programs that feature public displays or community education elements, with media coverage for such events;
- f. Training and professional development programs for staff that involve both orientation and ongoing efforts, and that use service-learning practices when possible (e.g.: experiential learning, reflection, other community resource people);
- g. Evaluation plans that provide evidence of impact on participants, agencies and staff, and other community partners and; efforts to collect and publicize compelling program stories from staff and agencies

Provide a letter(s) of support (as part of the attachments) or other documents from your principal, Superintendent of Schools, Local Advisory Board and/or Board(s) of Education, that

document your existing or new program efforts to institutionalize service-learning in your school(s) or school district(s).

Adult Volunteers: Describe how you will generate additional adult volunteers to support or help coordinate your efforts. Applicants are encouraged to involve adult volunteers in service or coordination of service-learning to help foster an ethic of service in agencies, communities, and at home. Adults may be drawn from corporate, government, agency or school partners as well as from parents of program participants. Particular attention should be paid to the potential roles of "Baby Boomers" or retired teachers that may have broad skill sets and abilities to serve in direct and indirect service roles as a part of the proposed program. Please note that volunteers cannot be used for any matching requirement.

Estimate the number of volunteers you expect to recruit.

2. Program Design (15 points):

Goals, Objectives and Performance Measures

Define your specific programmatic goals, objectives, and performance measures as related to the New York State Learning Standards to be accomplished within the 12-month funding cycle for the program year. For more information regarding the learning standards visit: <http://www.emsc.nysed.gov/ciai/pub/standards.pdf>

Describe how your program will address the following statewide performance measures. You may also include other performance measures related to academic improvement, improved attendance or reduction in at-risk behaviors.

a. Community Needs Outcomes - At the end of each year of the three year grant period each grantee will have implemented student driven childhood anti-obesity/ good nutrition/healthy lifestyle choices service learning based educational programs that will have a positive impact on this community issue as evaluated by a community partnership survey. At the end of each year 85% of the local partner organizations will indicate that the student's service learning activities have helped them ensure an adequate and nutritional food supply for their community.

b. Participant Development Outcomes -Over a three year period each grantee will evaluate 10% of their K-12 student participants and at the end of the third year 85% of these students will demonstrate an improvement in their civic engagement skills. In other words your program is expected to evaluate 10% of your student participants to see if this objective has been met. At the end of the first year if 70% of these students have met this objective then your project has demonstrated success –likewise in the second year 80% must meet this objective, and by the end of the third year 85% of targeted students must meet this criteria.

c. Strengthening Community Outcomes- at the end of each year grantee projects will have initiated community partnerships with three community based organizations to implement service learning activities. By the end of year three 85% of staff representatives of the identified community partners involved in service learning

projects will indicate positive improvements in school and community relationships, older adult and student interactions and their views of students as change agents in the community and have developed mutually beneficial long term relationships.

All of these outcomes and any other proposed outcomes will reflect the impacts of students completing service-learning activities at the local and/or regional levels to address unmet community needs.

Evaluation instruments for each of the required outcomes will be provided to grantees by the program office annually.

3. Program Activities (25 points) (35 points if proposing regional activities):

a. Description of Activities:

Describe your proposed Service Learning activities for each of the areas listed below and how they support your goals and objectives. The activities in which the service-learning participants will be engaged should correspond directly to the identified state need, which is **to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/or childhood obesity** and other locally identified needs, and should build on community assets. Include a detailed description of the service-learning activities that will provide a productive and meaningful educational experience for participants, while ensuring that youth are the primary providers of service. Describe the reflection activities that are ongoing, regularly scheduled, creatively structured opportunities for students to think, talk, write, and reflect on their service experience and its impact on themselves, others and the community.

The described activities should be implemented for a minimum period of ten months during the 2009-2010 funding year, and all activities must be completed within the funding period (September 1, 2009 – August 31, 2010). Programs are expected to provide a variety of service opportunities across grade levels and various curricula. Students should perform a minimum of 40 hours of service per year.

All applicants that have received previous LSA funds should include a brief summary of any evaluation results that demonstrate the effectiveness and impact of their program activities at local and/or regional levels.

New applicants should provide any documentation and evidence of their past success in implementing a service-learning program or a community service program that they wish to develop into a service learning program.

b. Developing Participants:

School Participants are defined as youth aged 5-17 engaged in service through the program. Applicants should indicate how they will develop service-learning activities that maximize participant outcomes. Research suggests that service activities should be of sustained or significant duration to engage students in effective reflection, and be available many times throughout the student's program involvement in order to have significant impact. Applicants

should address who will coordinate service activities whether they are staff, participants, adult volunteers or the agency representatives and how coordinators will be trained and supported. Estimate the number of participants you expect to engage in the first year of your program. The minimum number of participants is 400 students.

c. Support:

Describe your plans for involving participants in the program planning as well as training, supervising, developing and recognizing participant efforts. Applicants should ensure that their activities include opportunities for youth voice and leadership. Participants should have a decision-making role in all aspects of the program, from conception through evaluation.

d. Citizenship:

Describe your plan to ensure participants in your program develop civic responsibility; attaining new levels of citizenship knowledge, skills and attitudes and developing life long habits of service.

e. Disadvantaged Youth:

Describe strategies for engaging and serving disadvantaged youth in your program model.

f. Diversity:

Describe how your program will promote respect and tolerance by providing opportunities for participants and volunteers to serve together with people of different backgrounds (such as ethnicity, race, religion, socioeconomic status, age, and physical ability.)

g. Strengthening Communities to Support Service Learning:

Describe the community partnerships you intend to develop, including well defined roles for private schools, faith and/or community based organizations and institutions of higher education. High quality service-learning programs feature reciprocal partnerships between the agency and the community. Applicants should identify local, state and/ or national partnerships in place.

Applicants should ensure that community partners are included in training activities and events. Provide a description of the level of involvement and role of the host LEA, at least one community-based organization and at least one postsecondary institution and any other partners that will be involved in implementing this LSA program. Describe how your service-learning program collaborates or will collaborate with other local state and national programs or agencies in the development and implementation of your service learning program activities. These might include: Character Education Programs, 21st Century Community Schools Program, Liberty Partnerships Program, Drug Free and Safe Schools Program, Even Start Program, Lions Quest or the Prudential Youth Leadership Program. Agencies might include: Cornell Cooperative Extension, 4 H, Boys and Girls Clubs, PTA and PTO Clubs, Lions Clubs, Rotary, Kiwanis, YMCA or YWCA's, Salvation Army, Catholic Charities, the Red Cross or any other similar agency in the applicant's geographic area. These programs and agencies

might provide volunteers, service sites for students, transportation assistance, curriculum materials, guest speakers and/or other kinds of fiscal and human resources.

Describe the status of this program's Learn and Serve America Program Advisory Committee and its current or future role in program development. Provide evidence of any community participation in the planning and development of this proposal and your proposed or existing service learning program.

Provide a signed Memoranda of Agreement (MOA) between the school and at least one primary community based organization and one institution of higher education that delineate specific LSA program activities, responsibilities, and fiscal arrangements. MOA's are not counted as part of the 25-page narrative but should be included in the 15 pages of appendices of your proposal. Letters of support from other participating LEA's, CBO's or postsecondary institutions may also be provided.

h. For Regional Network Applicants ONLY:

Describe your program's previous service learning expertise and experience at the regional level.

Describe how your program will conduct and evaluate regional network activities that will include professional development activities, curriculum and resource sharing, peer mentoring, dissemination and/or other collaborative efforts that will expand existing learning opportunities or provide support for new teachers, schools or districts within your regional network that wish to develop new service learning programs to meet their identified community needs.

4. Evaluation Plan (10 points):

The evaluation plan should contain the strategies grantees will use to track progress toward reaching their program performance goals and objectives Applicants are strongly encouraged to allocate ample resources for program evaluation. Applicants may consider working with colleges and universities or private consulting firms to help design data collection and evaluation systems.

Describe the evaluation plan that will be implemented to assess your program's effectiveness in achieving the described goals, objectives and local and regional performance measures. The plan should indicate how data and feedback would be obtained from teachers, service participants and recipients, parents, school personnel, and/or community based organizations (CBO) staff regarding their perceptions of program effectiveness and impact of student service on the participants and their communities. Sources of data might include student report cards and portfolios, attendance records, student records of service, research based surveys and questionnaires, standardized test scores, etc.

5. Organizational Capacity and Program Personnel (10 points):

Program/Fiscal Oversight

Describe how you will provide sound fiscal management and oversight. Fiscal and program oversight plans should include the type and frequency of monitoring to assess their progress towards meeting performance measures.

Federal and/or State Grant Experience/Track Record

Applicants must provide evidence that they have had the experience and/or the capacity to manage federal and/or state grants.

Staff Roles and Experience

Applicants should list the key personnel who will oversee and/or implement the service-learning programs and describe their experience administering Federal and/or State grants. It is preferred the applicants ensure that qualified personnel who have appropriate experience in service-learning and program and fiscal management are responsible for program operations.

6. Program Budget (20 points)

Describe proposed expenditures that are appropriate, reasonable and necessary to support the project activities and goals. The described expenditures and activities must be supplemental to and not supplant or duplicate services currently provided. Proposed expenditures must clearly support Project activities. A complete program budget includes the following:

- a. **Proposed Budget for the Operation of a Federal or State Program (FS-20 form) (Attachment F)** for the period September 1, 2009 through August 31, 2010 with an **original signature**.
- b. The **Learn and Serve America 2009-2010 PROPOSED BUDGET Expenditures and Matching Funds (Attachment G)**. Include a Budget Narrative that elaborates on and corresponds with figures contained in Attachment G. The Budget Narrative must be consistent with the goals and activities of the proposed program, appropriate for the services described and demonstrate how costs were calculated. Describe how the expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.
- c. The budget narrative describes proposed expenditures that are appropriate, reasonable and necessary to support the project activities and goals. The described expenditures and activities must be supplemental to and not supplant or duplicate services currently provided. Proposed expenditures clearly support Project activities. The Budget Narrative must reflect the applicant's **required minimum 50 percent match of the total operational budget, not 50 percent of the LSA amount requested**. The grantee's share will, **at a minimum**, be **equal to** the State Education Department's share, resulting in a **dollar for dollar match of LSA funds granted**. The match may be in-kind and derived from the institution (LEA) or other sources (community-based organizations, businesses, service organizations, etc.). Other federal program dollars that a school district receives may not be used as a match unless the funding source gives permission to do so.
- d. Allowable Expenses:
 1. Salaries and benefits of program coordinators or directors;
 2. Identification and recruitment of student participants
 3. Training of program participants and staff;

4. Activities that enable students to participate in service-learning as part of their regular academic curriculum;
 5. Activities that support the development and implementation of a service-learning curriculum;
 6. Activities that encourage and promote the active involvement of adults in providing volunteer service with youth participants involved in service-learning;
 7. Supplies and materials directly related to the service-learning activities;
 8. Support for participants with disabilities (e.g., signers for the hearing impaired);
 9. Reasonable transportation costs for students, faculty, and staff participating in service-learning activities;
 10. Program planning and evaluation; and
 11. Development and coordination of service-learning activities at local and regional network levels.
- e. Funds may not be used for:
1. Salaries and benefits of agency administrators;
 2. Capital expenditures;
 3. Stipends for program participants;
 4. Supplanting or replacement of existing staff;
 5. Promotion of private enterprises or products, labor organizations, religious proselytizing, lobbying, or partisan political activity;
 6. Equipment; or,
 7. Indirect costs.

Attachment A

**New York State Learn and Serve America:
K-12 School-Based Programs
Application Cover Page**

Please refer to the Application Instructions for detailed information about completing this page and the other required components of this application.

Agency Code

--	--	--	--	--	--	--	--	--	--	--	--

Name:	Contact Person:
Address:	Title:
	Telephone:
City: Zip Code:	Fax:
	E-Mail:
County:	Funding Requested: # of student participants:
I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
Authorized Signature (in blue ink)	Title: Chief School/Administrative Officer
Typed Name:	Date:

Submit an original and two copies of the completed application to:

New York State Education Department
Pre-Collegiate Preparation Programs Unit
Learn and Serve America Program
Room 965 EBA
89 Washington Ave.
Albany, New York 12234

Attachment B

New York State Learn and Serve America: K-12 School-Based Programs
Application Checklist

Applicant Name: _____

Applicant Region (see page 11 for a list of regions): _____

Does this application propose Region Network Activities and request regional funds? yes no

Listed below are the required documents for a complete application package, in the order that they should appear. Use this checklist to ensure that your application submission is complete and in compliance with the Application Instructions.

<i>Required Documents</i>	<i>Checked – Applicant</i>	<i>Checked – SED</i>
• Application Cover Pages with original signatures in blue ink	<input type="checkbox"/>	<input type="checkbox"/>
• Completed Grant Application Checklist	<input type="checkbox"/>	<input type="checkbox"/>
• Assurances	<input type="checkbox"/>	<input type="checkbox"/>
• Terms and Conditions (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Private and Nonpublic School Consultation Form (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Part One – Proposal Narrative	<input type="checkbox"/>	<input type="checkbox"/>
• Part Two – Local Share Form (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Budget Category and Narrative Forms	<input type="checkbox"/>	<input type="checkbox"/>
• Budget Summary Form (FS-20)	<input type="checkbox"/>	<input type="checkbox"/>
• Memorandum of Agreement (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Letters of support from participating Collaborators/partners (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
• Payee Information Form (for entities that have not previously received funding from the State Education Department)	<input type="checkbox"/>	<input type="checkbox"/>

SED Comments:

Has the applicant complied with the application instructions? Yes No

(Add any other requirements that would eliminate the entity’s proposal from further review.)

Reviewer: _____ **Date:** _____

Assurances for Federal Discretionary Program Funds

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with State and federal laws, regulations, and grants management requirements.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

New York State Assurances and Certifications: (For discretionary grant programs only.)

- Appendix A
- Appendix A-1G

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, and by signing the Application Cover Page, I certify that the applicant:

1. 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 cost) to ensure proper planning, management, and completion of the project described in this application.
2. 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.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. 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 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. 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 handicaps; (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. §§" 290 dd-3 and 290 ee 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 specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. 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.

8. Will comply, as applicable, 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.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), 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 subagreements.
10. 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 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.
11. 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. 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.).
14. 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.
15. 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.
16. 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.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) 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;
- (b) 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; and
- (c) 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.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and**

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

Certification Regarding Debarment, Suspension, Ineligibility and

VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, 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 prospective 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 solicitations 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 it is not debarred, suspended, 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 which 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 of 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 normally 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.
-

Certification

(1) 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 any Federal department or agency.

(2) 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.

ED 80-0014, as amended by the New York State Education Department

NEW YORK STATE DEPARTMENT OF EDUCATION
GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section [1232f](#) of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section [794](#) of title [29](#) in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

New York State Department of Education

NO CHILD LEFT BEHIND ACT ASSURANCES

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;
- (8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;
- (9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);
- (10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;
- (11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;
- (12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and
- (13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise

denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).

Attachment D:

Instructions For Preparing Memoranda of Agreements with Collaborating Partners that are not schools or school districts.

The Memorandum of Agreement (MOA) establishes the formal arrangement between the applicant and a collaborating partner for the delivery of some aspect of a Learn and Serve America Program. This document is a binding agreement that:

- a. Identifies the goal and purpose of the collaboration;
- b. Delineates relevant roles and responsibilities of all involved parties;
- c. Summarizes expectations for satisfactory performance of deliverables; and,
- d. Establishes conditions and methods for modifying or terminating the agreement.

Signers of the MOA must include representatives of the participating entities and the applicant.

A Memorandum of Agreement (MOA) must be included for at least one primary Community Based Organization and one Institution of Higher Education.

Attachment E:

Letters of Support

These are letters written to the LSA Program at the State Education Department that illustrate to the Department:

- a. Evidence of a need that will be addressed through the funding of the referenced program.
- b. The perceived value that will be added to a community if the referenced program is funded.
- c. A commitment to perform a service if the referenced program is funded.

Institution Name:
 Number of LSA Students Served:
 Date:

On the Budget Category and Narrative Forms provide an itemized budget along with a brief narrative of how the requested funds will be used. Describe how the proposed expenditures are appropriate, reasonable and necessary to support the project activities and goals.

Provide a description of all intended expenditures by budget category. Be specific regarding position titles, equipment, professional development, and materials and supplies.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week for each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equal .2 FTE.

Specific Position Titles	Full-time Equivalents	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
TOTAL, transfer to LSA 2009-2010 Budget				

In the space below or on a separate page, please describe how the positions identified above will support the project activities and contribute to program goals.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Titles	Full-time Equivalents	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
TOTAL, transfer to LSA 2009-2010 Budget				

In the space below, please describe how the positions identified above will support the project activities and contribute to program goals.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

PURCHASED SERVICES: Code 40

Identify the type of expenditure by general category (i.e., consultants, rentals, tuition, printing, communications, and other contractual services).

For any services purchased from a BOCES, use Purchased Services with BOCES, Code 49.

An agency cannot purchase services from themselves.

Copies of contracts may be requested by the State Education Department.

Description of Item	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
Total, transfer to LSA 2009-2010 Budget			

In the space below, describe how the purchased services itemized above will support the project activities and contribute to the program goals.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

SUPPLIES AND MATERIALS: Code 45 AND EQUIPMENT LESS THAN \$5,000

Identify the type of supplies or materials by general category (i.e., instructional, office, books, computer software, and items of equipment with a unit cost less than \$5,000).

Description of Category	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
TOTAL, transfer to LSA 2009-2010 Budget			

In the space below, please describe how the supplies and materials and equipment less than \$5,000 itemized above will support the project activities and contribute to the program goals.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

TRAVEL EXPENSES: Code 46

Identify purpose of travel (i.e., student transportation, staff travel between instructional sites, student field trips – if specifically allowed by the grant, etc.) and the proposed expenditure.

Include travel expenses for conference costs, out-of-state travel and costs for staff development programs, if allowable expenditures.

Purpose	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
TOTAL, transfer to LSA 2009-2010 Budget			

In the space below, please describe how the travel expenses itemized above will support the project activities and contribute to the program goals. Detail must be provided for student field trips, out-of-state travel and conferences.

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

EMPLOYEE BENEFITS: Code 80

Agencies may choose to calculate the proposed Employee Benefits using their agency's Fringe Benefits (FB) rate or itemizing the specific benefits. The FB Rate for project personnel must be the same as those used for other agency personnel. Only the Employee Benefits, which are attributable to the professional and support staff identified in Codes 15 and 16 may be included in this section.

Complete either Section I or Section II.

Section I – Calculation of Fringe Benefits (FB) using the Agency's FB rate.

Agency Fringe Benefit Rate	Project Salaries Local Program	Project Regional Network Salaries (if applicable)	Total Proposed Expenditure
TOTAL, LSA 2009-2010 Budget			

Section II – Itemize Specific Categories of Benefits

Benefit	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
Social Security, Retirement (NYS Teachers, NYS Employees, Other), Health Insurance, Worker's Compensation, Unemployment Insurance, Other (Identify)			
TOTAL, transfer to LSA 2009-2010 Budget			

Budget Category and Narrative Form

Applicant Name: _____

Title of Grant: NYS Learn and Serve America: K-12 School Based Programs, 2009 – 2010

PURCHASED SERVICES WITH BOCES: Code 49

Describe the services to be purchased, the name of the BOCES and the proposed amount.

Description of Services	Proposed Local Program Expenditure	Proposed Regional Network Expenditure (if applicable)	Total Proposed Expenditure
TOTAL, transfer to LSA 2009-2010 Budget			

In the space below, please describe how the Purchased Services with BOCES itemized above will support the project activities and contribute to the program goals.

Attachment G
2009-2010 PROPOSED BUDGET
Expenditures and Matching Funds

LSA 2009-2010 Budget
Expenditures and Matching Funds

Line No.	Expenditure Category	Code	Proposed Expenditure Amount-LSA Funds	Matching Funds			
				LEA	Community Based Organizations Colleges etc.	Other Sources	TOTAL
1	Salaries for Professional Personnel	15					
2	Salaries for Non-Professional Personnel	16					
	a. Clerical/Secretarial						
	b. Student Assistants						
	c. Other						
3	Purchased Services	40					
4	Supplies & Materials	45					
	a. Instructional						
	b. Other						
5	Travel Expenses	46					
	a. Student/Programmatic						
	b. Staff/Administrative						
6	Employee Benefits	80					
	a. Professional___%						
	b. Clerical/Secretarial___%						
	c. Student Assistants___%						
	d. Other___%						
7	SUBTOTAL of Lines 1-6						
8	BOCES Services	49					
9	Minor Remodeling	30					
10	Equipment	20					
11	GRAND TOTAL						

The figures to be entered in the LSA column (1) on lines with the FS-10 number codes must correspond to the totals reported for each budget code category on the FS-10 form. There must be a 1:1 match of requested funds to in-kind funds.

ALL AMENDMENTS TO THE BUDGET MUST BE SUBMITTED BY JUNE 1, 2010

**LEARN AND SERVE AMERICA
PROPOSAL REVIEW CRITERIA FORM
2009-2010**

Name of Institution _____

Proposal Number _____

Date Sent to Reviewer: _____

Reviewer: _____

Total Score: _____

Please rate and provide detailed comments for each category at the end of the review sheet. Indicate strengths and weaknesses of this proposal and make suggestions for improvement. State your concerns and recommendations clearly because they may be presented to the proposing institution/entity for a response. Further, comments and concerns will be helpful to the Learn and Serve America Program staff as they provide technical assistance to improve and enhance funded programs. If you need additional space, please feel free to staple additional pages to this form and indicate the item to which each comment refers.

Return Date Stamp

Narrative

Rating Guidelines:

- Excellent- Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.
- Good - General, but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses.
- Fair - Sketchy and non-specific. Criteria appear to be minimally met, but limited information is provided about approach and strategies. Lacks focus and detail.
- Poor - Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how the criteria are met.
- N/A - Not Acceptable. Does not address the criteria or simply re-states the criteria.

Reviewers should enter a score in the “Your Score” at the right for each sub-category. Scores cannot exceed the maximum value for a subcategory. For example in A.1. below, the maximum score that the sub-category can earn is 10, then the reviewer can rate the category between 10-9 for Excellent, 8-7 for Good, 6-5 for Fair, 4 to 1 for Poor and 0 for Not Acceptable.

1. Need for Program: (20 points)

Needs Statement:

The overall primary statewide focus or need is to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/childhood obesity.

Program applicant indicates how their service learning activities will address this primary need within their school(s), district(s), or regional network(s). Program applicant may also describe other unmet educational, public safety, human, environmental or homeland security need(s) that their program intends to address and provide evidence of its compelling nature and how these local needs were assessed. Such evidence may include census data, crime statistics, or community needs assessments. Community assets are also important and should be noted as they relate to the area of need. The absence of service-learning should not be cited as a need since it is the method by which to address the needs.

Excellent	Good	Fair	Poor	N/A	Your Score
10	8	4	2	0	

Strategy:

The applicant described their strategy for meeting those needs and the rationale for the strategy.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Sustainability:

Applicant describes how the program will work to institutionalize Service-Learning within the program’s school(s) district (s) /and/or regional network(s) and integrate it into the districts K-12 curricula. Making service-learning an integral part of the applicant’s organizational mission and policies and building support at the local levels is an important and proven strategy for increasing program sustainability. In order to make service-learning an integral part of the organization, the applicant should include how they will work with local and regional school and district leaders and others to influence policy decisions around support for service-learning at all levels.

Evidence of successful institutionalization that LEA’s can plan to support and/or implement might include:

- a. Support for service-learning in school/ district policy documents;
- b. Institution staff funded and dedicated to carrying out these service-learning policies;
- c. Community partnerships that grow in number and scope every year;

- d. Outside funding sources in place and under development;
- e. Programs that feature public displays or community education elements, with media coverage for such events;
- f. Training and professional development programs for staff that involve both orientation and ongoing efforts, and that use service-learning practices when possible (e.g.: experiential learning, reflection, other community resource people);
- g. Evaluation plans that provide evidence of impact on participants, agencies and staff, and other community partners and; efforts to collect and publicize compelling program stories from staff and agencies

Applicant provides a letter(s) of support (as part of the attachments) or other documents from the principal, Superintendent of Schools, Local Advisory Board and/or Board(s) of Education, that documents existing or new program efforts to institutionalize service-learning in the applicant’s school(s) or school district(s).

Adult Volunteers: Applicant describes how they will generate additional adult volunteers to support or help coordinate your efforts. Applicants describe how they will involve adult volunteers in service or coordination of service-learning to help foster an ethic of service in agencies, communities, and at home. Particular attention is paid to the potential roles of ‘baby boomers’ that may have broad skill sets and abilities to serve in direct and indirect service roles.

Applicant includes the number of volunteers they will recruit.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Reviewer Comments:

Total Score for Need for Program: ____ / 20

2. Program Design: (15 points)

Goals, Objectives and Performance Measures

Applicant defines their specific programmatic goals, objectives, and performance measures as related to the New York State Learning Standards to be accomplished within the 12-month funding cycle for the program year. **The program must include and address these statewide performance measures but may also include other performance measures related to academic improvement, improved attendance or reduction in at-risk behaviors.**

Community Needs Outcomes –

The applicant describes how they will implement, each year of the three year grant, student driven childhood anti-obesity/good nutrition/healthy lifestyle choices SL based educational programs that will have a positive impact on this community issue as evaluated by a community partnership survey.

The applicant also describes their plan to ensure that at the end of each year 85% of the local partner organizations will indicate that the student’s service learning activities have helped them ensure an adequate and nutritional food supply for their community.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Participant Development Outcomes -The applicant describes how they plan to evaluate 10% of their K-12 student participants each year and how they will ensure that at the end of the third year 85% of these students will demonstrate an improvement in their civic engagement skills.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Strengthening Community Outcomes- The applicant describes their plan to ensure that at the end of each year the projects will exhibit how they have initiated community partnerships with three community based organizations to implement service learning activities. By the end of year three 85% of staff representatives of the identified community partners involved in service learning projects will indicate positive improvements in school and community relationships, older adult and student interactions and their views of students as change agents in the community and have developed mutually beneficial long term relationships. .

All of these outcomes and any other proposed outcomes will reflect the impacts of students completing service-learning activities at the local and/or regional levels to address unmet community needs. Evaluation instruments for each of the required outcomes will be provided to sub-grantees by the program office.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Reviewer Comments:

Total Score for Program Design: _____ / 15

3. Program Activities (25 points) (35 points if regional network activities section applies)

Description of Activities:

Applicant describes their proposed Service Learning activities for each of the areas below and how they support the program goals and objectives. The activities in which the service-learning participants will be engaged should correspond directly to the identified state need to ensure adequate community and nutritional food supplies and the related issues of hunger, nutrition education and/childhood obesity and other locally identified needs, and build on community assets. Applicant includes a detailed description of the service-learning activities that will provide a productive and meaningful educational experience for participants, while ensuring that youth are the primary providers of service. Applicant describes the reflection activities that are ongoing, regularly scheduled, creatively structured opportunities for students to think, talk, write, and reflect on their service experience and its impact on themselves, others and the community.

The described activities should be implemented for a minimum period of ten months during the 2009-2010 funding year, and all activities must be completed within the funding period (September 1, 2009 – August 31, 2010). Programs are expected to provide a variety of service opportunities across grade levels and various curricula. Students should perform a minimum of 40 hours of service per year.

If the applicant has received previous LSA funds applicant must also include a brief summary of any evaluation results that demonstrate the effectiveness and impact of their program activities at local and/or regional levels.

New applicants provide documentation and evidence of their past success in implementing a community service /service-learning program.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Developing Participants:

School Participants are defined as youth aged 5-17 engaged in service through the program. Applicants indicate how they will develop service-learning activities that maximize participant outcomes. Research suggests that service activities should be of sustained or significant duration to engage students in effective reflection, and be available many times throughout the student's program involvement in order to have significant impact. Applicants address who will coordinate service activities whether they are staff, participants, adult volunteers or the agency representatives and how coordinators will be trained and supported. Applicant provides number of first year student participants-minimum number is 400 students.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Support:

Applicant describes plans for involving participants in the program planning as well as training, supervising, developing and recognizing participant efforts. Applicants ensure that their activities include opportunities for youth voice and leadership. Participants have a decision-making role in all aspects of the program, from conception through evaluation.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Citizenship:

Applicant describes a plan to ensure participants in your program develop civic responsibility; attaining new levels of citizenship knowledge, skills and attitudes and developing life long habits of service.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Disadvantaged Youth:

Applicant describes strategies for engaging and serving disadvantaged youth in your program model.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Diversity:

Applicant describes how their program will promote respect and tolerance by providing opportunities for participants and volunteers to serve together with people of different backgrounds (such as ethnicity, race, religion, socioeconomic status, age, and physical ability.)

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Strengthening Communities to Support Service Learning:

Community Partnerships: Applicant describes the community partnerships the program intends to develop, including well defined roles for private schools, faith and/or community based organizations and institutions of higher education. High quality service-learning programs feature reciprocal partnerships between the agency and the community. Applicant identifies local, state and/or national partnerships that are in place.

Applicant ensures that community partners are included in training activities and events. Applicant provides a description of the level of involvement and role of the host institution, at least one community-based organization and at least one postsecondary institution and any other partners that will be involved in implementing this LSA program. Applicant discusses how their service-learning program collaborates or will collaborate with other local state and national programs or agencies in the development and implementation of service learning program activities. Collaboration might include providing volunteers, service sites for students, transportation assistance, curriculum materials, guest speakers and/or other kinds of fiscal and human resources.

Applicant describes the status of this program's Learn and Serve America Program Advisory Committee and its role in program development. Applicant provides evidence of community participation in the planning and development of this proposal and your proposed or existing service learning program.

Applicant provides a signed Memoranda of Agreement (MOA) between the school and a minimum of one primary community based organization and one institution of higher education that delineate specific LSA program activities, responsibilities, and fiscal arrangements.

Excellent	Good	Fair	Poor	N/A	Your Score
5	3	2	1	0	

Total Score for Program Activities: ____ / 25

Regional Network Applicants ONLY:

Applicant describes how the program will conduct and evaluate regional network activities that will include professional development activities, curriculum and resource sharing, peer mentoring, dissemination and/or other collaborative efforts that will expand existing learning opportunities or provide support for new teachers, schools or districts within the regional network that wish to develop new service learning programs to meet their identified community needs.

Excellent	Good	Fair	Poor	N/A	Your Score
10	8	6	4	0	

Reviewer Comments:

Total Score for Regional Network Activities: ____ / 10

4. Evaluation Plan (10 points)

The applicant’s evaluation plan contains the strategies grantees will use to track progress toward reaching program performance goals and objectives. Applicant allocates ample resources for program evaluation.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2.5	2	1	0	

Applicant discusses how their program will work with colleges and universities or private consulting firms to help design data collection and evaluation systems.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Applicant describes the evaluation plan that will be implemented to assess their program’s effectiveness in achieving the described goals, objectives and local and regional performance measures. The plan indicates how data and feedback would be obtained from teachers, service participants and recipients, parents, school personnel, and/or community based organizations (CBO) staff regarding their perceptions of program effectiveness and impact of student service on the participants and their communities. Sources of data might include student report cards and portfolios, attendance records, student records of service, research based surveys and questionnaires, standardized test scores, etc.

Excellent	Good	Fair	Poor	N/A	Your Score
4	3	2	1	0	

Reviewer Comments:

Total Score for Program Evaluation: ____ / 10

5. Organizational Capacity and Program Personnel (10 points)

Program/Fiscal Oversight

Applicant is capable of providing sound fiscal management and oversight. Fiscal and program oversight plans include the type and frequency of monitoring to assess their progress towards meeting performance measures.

Excellent	Good	Fair	Poor	N/A	Your Score
4	3	2	1	0	

Federal and/or State Grant Experience/Track Record

Applicant is able to provide evidence that they have had the experience and/or the capacity to manage federal and/or state grants.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Staff Roles and Experience

Applicant lists the key personnel who will oversee and/or implement the service-learning programs and describes their experience administering Federal and/or State grants. Applicant ensures that qualified personnel who have appropriate experience in service-learning and program and fiscal management are responsible for program operations.

Excellent	Good	Fair	Poor	N/A	Your Score
3	2	1.5	1	0	

Reviewer Comments:

Total Score for Program Evaluation: ____ / 10

6. Program Budget (20 points)

A complete program budget includes the following:

- a. Applicant includes a **Proposed Budget for the Operation of a Federal or State Program (FS-20 form) (Attachment F)** for the period September 1, 2009 through August 31, 2010 with an **original signature**.

Excellent	Good	Fair	Poor	N/A	Your Score
4	3	2	1	0	

- b. Applicant includes **Learn and Serve America 2006-2007 PROPOSED BUDGET Expenditures and Matching Funds (Attachment G)**. Document includes a Budget Narrative that elaborates on and corresponds with figures contained in Attachment G. The Budget Narrative is consistent with the goals and activities of the proposed program, appropriate for the services described and demonstrate how costs were calculated. Applicant describes how the expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

Excellent	Good	Fair	Poor	N/A	Your Score
4	3	2	1	0	

Applicant’s Budget Narrative reflects the applicant’s **required minimum 50 percent match of the total operational budget, not 50 percent of the LSA amount requested**. The grantee’s share is, **at a minimum, equal to** the State Education Department’s share, resulting in a **dollar for dollar match of LSA funds granted**. The match may be in-kind and derived from the LEA or other sources (community-based organizations, businesses, service organizations, etc.). The narrative describes proposed expenditures that are appropriate, reasonable and necessary to support the project activities and goals. The described expenditures and activities must be supplemental to and not supplant or duplicate services currently provided. Proposed expenditures clearly supports Project activities.

Applicant includes only proposed expenditures as detailed below

Allowable Expenses:

1. Salaries and benefits of program coordinators or directors;
2. Identification and recruitment of student participants
3. Training of program participants and staff;
4. Activities that enable students to participate in service-learning as part of their regular academic curriculum;
5. Activities that support the development and implementation of a service-learning curriculum;
6. Activities that encourage and promote the active involvement of adults in providing volunteer service with youth participants involved in service-learning;
7. Supplies and materials directly related to the service-learning activities;
8. Support for participants with disabilities (e.g., signers for the hearing impaired);

9. Reasonable transportation costs for students, faculty, and staff participating in service-learning activities;
10. Program planning and evaluation; and
11. Development and coordination of service-learning activities at local and regional network levels.

Funds may not be used for:

1. Salaries and benefits of agency administrators;
2. Capital expenditures;
3. Stipends for program participants;
8. Supplanting or replacement of existing staff;
9. Promotion of private enterprises or products, labor organizations, religious proselytizing, lobbying, or partisan political activity;
10. Equipment; or,
11. Indirect costs.

Excellent	Good	Fair	Poor	N/A	Your Score
12	9	6	3	0	

Reviewer Comments:

Total Score for Program Budget: ____ / 20

L.S.A. 2009-2010 Proposal Score Evaluation Summary

1. Needs for Program	20 Points	___/20
2. Program Design	15 Points	___/15
3. Program Activities	25 Points	___/25
4. Evaluation	10 Points	___/10
5. Organizational Capacity & Program Personnel	10 Points	___/10
6. Program Budget	20 Points	___/20
Total Points	100 Points	
Total Score Received		___/100

FOR REGIONAL NETWORK APPLICANTS ONLY

Regional Network Activities Section (3h.)	10 Points	___/10
Total Score including any Regional Network points		___/110

Please provide a summary of your reaction to the overall proposal (positive or negative).