



# Illinois State Board of Education

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Jesse H. Ruiz  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

October 2009

**TO:** Eligible Applicants

**FROM:** Christopher A. Koch, Ed.D.   
State Superintendent of Education

**SUBJECT: REQUEST FOR PROPOSALS (RFP):** FY 2010 Illinois K-12 School-Based Learn and Serve America Grants

## General Information

**Eligible Applicants:** Applicants are eligible to apply for grants to **implement, operate or expand** service-learning initiatives if they are partnerships of one or more:

1. public school districts, Regional Offices of Education, Intermediate Service Centers, special education cooperatives, regional career and technical education programs, charter schools, or public university laboratory schools approved by the State Board of Education; **and**
2. qualified private nonprofit or public organizations, other educational agencies or private, for-profit businesses that:
  - have demonstrated expertise in the provision of services to meet educational, public safety, human, or environmental needs;
  - have been in existence for at least one year; and
  - will make their organizations available for the participation of student service providers or help facilitate the participation of students in service in the broader community.

A local partnership also may include a private for-profit business or private elementary or secondary school. A member of the partnership that is a local education agency must serve as the fiscal agent.

Applicants for grants to **plan for the implementation** of a service-learning initiative must be local education agencies as defined in item (1) above that have not received an award previously under the Illinois K-12 School-Based Learn and Serve America program. **Planning applicants** should consider the inclusion of organizations on their planning teams that meet the criteria listed in item (2) above.

An eligible applicant may participate in only one proposal for a service-learning project.

Applicants that have received Learn and Serve America funds in prior years are eligible to reapply, but justifications for another three years of funding must be included in the proposal. Such justifications may include plans to expand service-learning to additional classrooms or attendance centers, or evidence

of severe financial constraints which limit an applicant's ability to sustain a greater share of the costs of an existing program.

Priority consideration in the review process will be given to applicants proposing to serve a substantial number of students who are eligible for free or reduced-price lunches under the federal meals program (i.e., 50 percent or greater). See "Criteria for Review and Approval of Proposals" for further information.

**Grant Award:** It is anticipated that approximately 45 awards will be made. Planning grants will range from \$3,000 to \$5,000 each. The average FY 2010 implementation, expansion, and operation grants are expected to be \$10,000; however, the final grant award will be dependent upon the proposed activities and other special circumstances as defined in the approved proposal.

**Grant Period:** The grant period will begin no sooner than November 16, 2009, and will extend from the execution date of each grant until August 31, 2010. Funding for any grantee type will be available for two additional years, contingent upon receipt of sufficient funds from the federal Corporation for National and Community Service and the grantee's satisfactory progress in the preceding grant period.

**Application Deadline:** Mail the original proposal and six copies to the Curriculum and Instruction Division, Illinois State Board of Education, 100 North First Street, C-215, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:00 p.m. on November 6, 2009. **Facsimile copies and electronic submissions will not be accepted.**

Proposals also may be hand-delivered to the following locations:

Springfield Office  
Information Center  
1st Floor  
100 North First Street

Chicago Office  
Reception Area  
Suite 14-300  
100 West Randolph Street

**Bidders' Conference:** A bidders' conference will be held on October 19. Location information, agendas, and other specifics for the bidders' conference can be found at <http://www.isbe.net/curriculum/default.htm> or by contacting Jamey Baiter by telephone at (217) 557-7323, or by email at [jbaiter@isbe.net](mailto:jbaiter@isbe.net).

Should the conditions of this RFP change as a result of the bidders' conference, the State Board of Education will notify all recipients of the RFP of the changes at [http://www.isbe.net/curriculum/service\\_learning/default.htm](http://www.isbe.net/curriculum/service_learning/default.htm).

**Contact Person:** For more information on this RFP, contact Jamey Baiter, at (217) 557-7323, or by email at [jbaiter@isbe.net](mailto:jbaiter@isbe.net).

## **Background**

The Illinois State Board of Education is soliciting proposals for district-wide and regional planning, implementation, operation and expansion activities for school-based service-learning initiatives. Funds for the FY 2010 Illinois K-12 School-Based Learn and Serve America Program (LSA) will be awarded to the Illinois State Board of Education (ISBE) by the Corporation for National and Community Service

(CNCS) under authority provided by Public Law 108-447. Should ISBE's grant application not be approved, then no proposals submitted under this RFP will be funded.

The overall purpose of the program is to encourage the use of service-learning as a teaching methodology by supporting the development of high-quality service-learning projects in elementary, middle, and secondary schools. For purposes of this grant, service-learning is defined according to the interpretation provided in the National and Community Service Trust Act of 1993, as an educational method that:

- is conducted in and meets the needs of a community (e.g., nutrition education and community gardens; environmental projects; peer mentoring in science, technology, engineering and math (STEM) subjects of youth at risk of dropping out; testing and cleaning up local watersheds; identification of the unique needs of veterans and how to meet them);
- is coordinated with an elementary school or secondary school and with the community;
- helps foster civic responsibility;
- is integrated into and enhances the academic curriculum of the students; and
- provides structured time for the students to reflect on the service experience.

As part of its focus in this grant cycle, the Corporation for National and Community Service has identified the STEM objectives. The focus on STEM contributes to the Corporation's strategic goals of both increasing the proportion of students participating in service-learning opportunities and targeting subgrants to schools in which more than half of the students are eligible for free or reduced-price lunches under the federal meals program.

To meet these goals, the Corporation established the following key priorities:

- promoting the use of high-quality service-learning to address STEM objectives in middle schools with high percentages of youth from disadvantaged backgrounds;
- expanding the use of service-learning as a teaching strategy to increase students' motivation to learn, improve their community problem-solving skills, and maximize their readiness for careers and postsecondary education; and
- engaging students in meaningful service-learning activities that address community needs as a means to create healthier communities.

The FY 2010 Illinois K-12 School-Based Learn and Serve America Grants will focus on several areas in order to meet the priorities listed above.

1. **Economically Disadvantaged Students.** Priority consideration will be given to applicants that serve a substantial number of students who are economically disadvantaged (i.e., more than 50 percent eligible for free or reduced-price lunches).
2. **Student Leadership.** In order to promote academic engagement, applicants should consider using student leadership in planning service-learning projects. Student activities could include identifying community needs, designing service activities and establishing educational goals for their participation. Providing opportunities for student decision-making allows students to view their service activities as more meaningful, understand the real world value of what they are learning in the classroom, and to believe in their own efficacy.
3. **Job-shadowing.** Applicants are encouraged to establish opportunities for participants to experience appropriate job-shadowing in conjunction with their service-learning projects, especially in cooperation with their community partners. Job-shadowing enables students to see the potential, long-term value of what they are learning.

4. **Environmental Focus.** Programs funded under this competition are encouraged to emphasize and support service-learning projects that address environmental issues. Environmental projects provide rich opportunities for student learning and their appeal to students' concerns about the health of the planet have the potential to enhance the effect of the service-learning projects on academic engagement.
5. **Truant Students and Potential Dropouts.** Service-learning can be an effective strategy to promote student academic engagement, as measured by student attendance rates, program participation, and school completion, for students at risk of becoming chronic truants or dropping out of school. Each applicant will be required to include in its proposal specific steps to ensure participation of this population in the proposed service-learning program. School districts with programs funded under the state Truants' Alternative and Optional Education Program are encouraged to work with those programs in developing service-learning activities.

Applicants are advised to keep in mind these CNCS strategic goals, new K-12 Service-Learning Standards for Quality Practice located at <http://nylc.org/objects/publications/StandardsDoc.pdf> and ISBE's commitments when drafting their applications for FY 2010 LSA funding.

A full description of the CNCS strategic goals is available at [http://nationalservice.gov/about/focus\\_areas/index.asp](http://nationalservice.gov/about/focus_areas/index.asp). A wealth of additional service-learning information and resources is available from the National Service-Learning Clearinghouse at <http://www.servicelearning.org/> and CNCS's general website at <http://www.nationalservice.org/>.

Applicants are advised to visit these sites and make use of these resources in developing their proposals for LSA funding.

### **Program Specifications**

Applicants may request funds to **plan, implement, operate, or expand** K-12 school-based service-learning initiatives.

- **Planning** would include involving teachers, administrators, students, and community members in the design of a service-learning project that meets identified needs of the students and community. These grants will run for three years, however, districts will implement the grant during the final two years of the project. Planning proposals also could include staff development and student preparation activities tied to successful implementation of the program.
- **Implementation** would include integrating service-learning activities into the school curriculum, providing related professional development for school staff, and establishing service partnerships with public or private community organizations.
- **Operation** would include the continuing involvement of students in community service projects and the ongoing teaching and learning related to those service activities.
- **Expansion** could include the introduction of service-learning in additional schools or classrooms within the applicant's district or region, or the provision of training or technical assistance in support of program development, expansion or improvement elsewhere in the state.

An applicant's proposal should address service-learning projects at all attendance centers to be involved in the initiative.

Each proposal for FY 2010 LSA funding should reflect best practices in the field, which include the standards on page 9 of the guidebook titled, *Students in Service to America: A Guidebook for Engaging*

*America's Students in a Lifelong Habit of Service*, found at <http://www.studentsinservicetoamerica.org/download/guidebook.pdf>.

ISBE also requires that applicants for the FY 2010 LSA grants:

- Establish learning objectives for their service-learning projects that align with the Illinois Learning Standards. Programs may also address Illinois Career Development Competencies, Illinois Social/Emotional Learning Standards, individualized education programs, or individual optional education plans (see Attachment 3);
- Include provisions for continuous program improvement in terms of the criteria established in the *Illinois Service-Learning Readiness Rubric* (see Appendix A);
- Include budgetary provisions for staff and students to participate in ISBE-sponsored service-learning conferences and workshops, including the annual Illinois State-Wide Service-Learning Conference; and
- Agree to cooperate with ISBE in meeting its reporting responsibilities by participating in online surveys in spring and fall as well as any other reports or external evaluations that the federal government requires of the grant.

While not required, proposed programs whose local boards of education have endorsed service-learning as an approved instructional strategy will be given greater consideration in the proposal review process. Samples of resolutions endorsing service-learning as an approved instructional strategy can be found on the Education Commission of the States' (ECS) website at [http://www.ecs.org/ecsmain.asp?page=/html/ProjectsPartners/nclc/nclc\\_main.htm](http://www.ecs.org/ecsmain.asp?page=/html/ProjectsPartners/nclc/nclc_main.htm) in the ECS publication about service-learning policies titled, Service-Learning Policies and Practices: A Research-Based Advocacy Paper, on pages 9 through 16.

### **Needs and Activities**

Service-learning proposals should reflect the compelling needs of the students and the community in which the project will be implemented. These identified needs will, in turn, determine the specific activities that will be undertaken and the performance measures that will be used to evaluate their impact on the students and the community.

Applicants are required to identify the learning needs of the students and the service needs of the community that will be addressed in their service-learning project, the methods used to identify and prioritize those needs, and the extent to which federal funds are required to support this initiative.

The application must include a description of the program model that will be used in designing and implementing the initiative, and support the choice of this approach on the basis of available research and knowledge of best practices in the field of service-learning. It must also describe how:

- service-learning will be incorporated as an essential component in curriculum and instruction;
- service-learning will be aligned with Illinois Learning Standards or students' individualized education programs;
- service-learning will be provided for students, teachers and adult volunteers to collaborate in program planning, implementation and evaluation; and
- the impact of the service-learning project on student learning and community needs will be documented and measured.

Applicants considering environmental service-learning projects could address topics such as reduction of air pollution and green house gas emissions; waste reduction and recycling; energy conservation; sustainable development; watershed management; protecting and restoring lakes, rivers and other waterways; protecting endangered species; park protection and restoration; and community clean-up and beautification.

In addition, each applicant must address how it will promote service on Dr. Martin Luther King, Jr., Day (third Monday in January) as part of the “A Day On, Not a Day Off” celebration. Applicants are advised to review the toolkit and other resources available about this event at [www.mlkday.gov](http://www.mlkday.gov).

### **Strengthening Communities**

According to CNCS, community involvement in all phases of a local program is critical to its success. High-quality programs are characterized by a “reciprocal partnership” between the school and the community. Community partners should be actively involved, to the greatest extent possible, in all phases of project planning, operation and evaluation.

An applicant for implementation, operation or expansion grants is required to identify each of its partner organizations and their specific roles in the project, indicate how this initiative will serve to strengthen the capacity of the schools and the community partners to achieve their respective missions, describe the process that will be used to engage broad-based community support for the service-learning initiative, and include time-specific strategies by which the schools and their community partners will ensure that the initiative can be sustained beyond the LSA grant period.

### **Developing Participants**

Service-learning is an excellent method of promoting students’ academic development because it provides them with opportunities to apply what they are learning in the classroom to problems in the real world. But it can also have the important benefit of preparing students for active and effective citizenship. Service-learning initiatives should be designed to instill in students an enthusiasm for civic engagement and leadership and to provide them with the requisite civic knowledge and skills. These competencies include knowledge of their own rights and responsibilities; democratic principles and the structure and function of government; and skills, such as interpersonal communication, public speaking, mediation, conflict resolution, team-building, meeting management, group problem-solving and group decision-making.

Each applicant is required to describe the specific goals and activities of its initiative that are intended to foster civic mindedness and develop student leadership competencies, including the process for engaging broad-based student participation in the project’s planning, implementation, operation and evaluation. The narrative must also include plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings.

All services and programs provided under this grant must be made available to students (as well as their teachers, if appropriate) who attend private or home schools within the area served by the grantee (see Attachment 7).

### **Organizational Capacity**

Applicants for implementation, operation and expansion grants are required to list the staff responsible for project management and coordination, the specific role of each and the qualifications and experience they bring to these positions.

The proposal should also describe the plan for coordinating the activities of all the teachers, students and community representatives involved in project planning and implementation, the steps that will be taken to prepare them to assume their roles, and any previous accomplishments of the organization in developing service-learning or school-community partnerships.

### **Sustainability**

The intention of ISBE in managing this grant program is to promote the implementation and institutionalization of high-quality service-learning initiatives in as many schools as possible throughout the state. However, it is not the intention of ISBE, nor would it be feasible given the limited LSA funds available, to continue to support each project at the same level beyond the three years of this funding cycle. Applicants are required, therefore, to include in their proposals plans to sustain an increasing share of the costs beyond the third year from local resources or alternative sources of external support.

Established initiatives that are funded beyond three years will be expected to serve in the role of mentors to newly established projects and to provide experienced staff and student leaders for the state cadre of service-learning trainers and technical advisors.

### **Evaluation**

Each grantee must conduct ongoing evaluations of its program to assess performance and to improve quality. The data collected and the methods used should allow the grantee to assess the effectiveness of the program's management, the quality of services provided, and the satisfaction of both the participants in and recipients of the service.

The grantee may conduct this evaluation itself or arrange for an independent evaluator to complete the work. CNCS suggests that grantees use evaluation methods such as community advisory councils, participant advisory councils, peer reviews, quality control inspections, and service recipient and participant surveys to:

- ascertain progress toward meeting the objectives of the program; and
- collect data, such as number of and demographic information about the participants (e.g., sex, age, economic background, education level, ethnic group, disability classification and geographic region).

Applicants' plans should describe the performance measures that will be used to document success of their efforts towards the achievement of learning and service outcomes. The measure(s) should address identified community needs, services to be provided, and advancements in student learning, attitudes and leadership. The chosen measures must be aligned with district or regional assessments of student learning and program improvement. Sample survey instruments can be found at [http://www.servicelearning.org/lsa/lsa\\_page/instruments.php](http://www.servicelearning.org/lsa/lsa_page/instruments.php).

A statewide evaluation of the Illinois K-12 School-Based Learn and Serve America program also will be conducted in order to determine the extent to which service-learning programs involved their communities, increased the academic learning of participants, enhanced civic education and fostered

continued community involvement. In addition, the statewide evaluation will be used to determine the effectiveness of the service-learning models implemented by the grantees.

Each grantee will be expected to participate in the statewide evaluation, as directed by the State Board of Education or an independent evaluator hired by the agency. Evaluation of the Illinois LSA Program will be guided by five evaluation questions:

1. To what extent does participation in Illinois LSA projects have an impact on students' academic engagement?
2. To what extent does participation in Illinois LSA projects have an impact on student dropout, attendance, and truancy rates?
3. To what extent does participation in Illinois LSA projects have an impact on student academic learning?
4. To what extent does participation in Illinois LSA projects have an impact on students' social-emotional learning?
5. What demographic and quality program factors serve to moderate and/or mediate outcomes?

### **Fiscal Information**

For purposes of compliance with Section 511 of P.L. 101-166 (the “Stevens Amendment”), applicants are advised that 100 percent of the funds for this initiative at the state level are derived from federal sources. The total amount of federal funds available for grants is approximately \$522,000.

All applicants must provide a local match of at least a \$1.20 for every \$1.00 of the grant award. For example, a proposal requesting \$10,000 in grant funds should include at least \$12,000 in local matching funds. Verification of the matching dollar amount shall be the responsibility of the applicant. The local share may be made through a payment in cash or in-kind, including facilities, equipment, or services. No other Corporation for National and Community Service (CNCS) funds may be used for matching; however, non-CNCS federal funds may be used in the local match where such funds are earmarked to support the service-learning activities.

Limitations on the use of grant funds also apply to the use of the local match funds.

As examples, funds provided under this grant may be used for:

- development and conduct of teacher and student training in service-learning;
- development, implementation, and integration of service-learning with Illinois teaching and learning standards;
- formation of broad-based, school-community partnerships to develop diverse school-based service-learning initiatives;
- supervision of student service providers by qualified individuals (e.g., certified teachers and teacher aides) while these students are engaged in service-learning activities;
- costs of hiring substitute teachers to replace regular teachers involved in the service-learning project;
- consultant services, not to exceed \$300 per day, inclusive of indirect expenses, travel, supplies, etc.;
- in-state travel; or
- reimbursement for student service provider travel, food, and other reasonable out-of-pocket expenses directly related to participation in the project.

As examples, funds provided under this grant may **not** be used for:

- the purchase of equipment (nonexpendable property having a useful life of more than two years) exceeding \$500 in total costs for all components;
- stipends, allowances, or other forms of financial support to students;
- supplanting local public funds that had been used to support initiatives or projects of the type eligible to receive funding under this program;
- duplicating services that are already available in the locality of the project or duplicating activities that are substantially equivalent to activities provided by a local government agency in the locality in which the project will be implemented;
- administrative costs; or
- indirect costs recovery.

The proposed budget must include sufficient travel funds for the grantee’s project director or designee to attend a one-day grantee meeting in fall 2009 in Chicago or a one-day grantee meeting in spring 2010 in Springfield. The budget must also include sufficient travel funds for grantee representation at the annual Illinois State-Wide Service-Learning Conference. The 2009-2010 conference is scheduled for October 2009 in Peoria.

### **Proposal Format**

All proposal information requested on provided forms must be typed on the forms unless otherwise indicated. A single typeface must be used throughout and should be no smaller than Arial 10. Proposal text should not include acronyms and jargon that readers may not know without defining these on first usage.

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal. **Incomplete proposals will not be reviewed.** Applicants will **not** be allowed to correct deficiencies and resubmit their application for consideration.

Please ensure that all pages requiring a signature(s) are signed by the appropriate individual(s). Assemble the proposal in the order each section is presented below, and number pages (starting with the cover page) sequentially. When completed, staple the proposal in the upper left corner (no covers or bindings).

- \_\_\_ **1. Cover Page (Attachment 1):** Must be signed by the school district superintendent or official authorized to submit the proposal.
- \_\_\_ **2. Partnership Member Information (Attachment 1A):** Include each participating member, including the LEA fiscal agent. Duplicate as needed.
- \_\_\_ **3. Participant Demographics and Proposal Abstract (Attachment 2):** Use only the form provided. The answers for Questions 3-10 should include participation information from nonpublic schools (see Attachment 7). Limit description for Question 10 to 300 words.
- \_\_\_ **4. Proposal Narrative (maximum of seven pages):** Respond to each of the “Proposal Narrative Requirements”, beginning on page 10.
- \_\_\_ **5. Local Match Budget Breakdown (Attachment 4):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must

include subcontract information, if applicable (see item 7 of the document titled “Certification and Assurances, and Standard Terms of the Grant,” Attachment 9).

- \_\_\_ **6. Budget Summary and Payment Schedule & Budget Summary Breakdown (Attachments 5 & 6):** Must be submitted on the forms provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.
  
- \_\_\_ **7. Nonpublic Schools Verification and Involvement Form (Attachment 7):** Use this form to list the nonpublic schools that serve the same geographical area and comprise the same grade levels as schools involved in the local school district or education region involved in the proposed initiative. If there are no such nonpublic schools, the superintendent or authorized official should indicate this at the top of the form.
  
- \_\_\_ **8. Certifications and Assurances (Attachments 8, 9 and 10):** Each applicant, *including each entity that is participating in the partnership*, is required to submit the certification forms attached (“Illinois Service-Learning Program-Specific Terms of the Grant,” “Certification and Assurances, and Standard Terms of the Grant” and “Certification Regarding Debarment”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.
  
- \_\_\_ **9. General Education Provisions Act (Attachment 11):** Include a statement of how the initiative will promote equity, including a description of the steps the applicant proposes to take to overcome barriers to equitable program participation for students, teachers, and other beneficiaries with special needs, as required under Section 427 of the General Education Provisions Act.

### **Proposal Narrative Requirements**

Applicants must provide the following information for a three-year plan in the order presented below. Applicants should note in their proposals, as applicable, the alignment of the proposed activities to the standards referenced in Attachment 3. Applicants should use pages 5 through 8, as well as the applicable scoring rubric in either Appendix B or C, when completing this section.

## I. PROGRAM DESIGN

### A. Needs and Activities

1. Need - Describe the learning and service needs addressed by this initiative. The description should include separately the learning needs of the students expected to participate in this initiative and the needs of the community to be served; the methods used (or that will be used, in the case of a *planning proposal*) to identify and prioritize these needs; and the extent of local need for federal funds to support the initiative.
2. Program Design - Describe the model or framework used (or that will be used, in the case of a *planning proposal*) to guide the development, implementation, and continuous improvement of the service-learning initiative. Include a summary of the research and knowledge used for incorporating service-learning into the school curriculum and instruction.

#### **Previous Recipients Only:**

Past recipients of Learn and Serve America funds must describe how the proposed program funding will be used to expand current efforts and advance the district-wide or regional implementation of high-quality service-learning.

3. Curriculum Integration and Alignment with Illinois Learning Standards – List the objectives that will incorporate service-learning as an essential component of the curriculum. Align the initiative with appropriate goals and benchmarks articulated in the ILS and/or describe how they are aligned to individualized education programs (IEP), or individual optional educational plans (IOEP). Include activities related to the recognition and demonstration of learning and service achievements and proposed opportunities to share with others the models and other resources developed, and lessons learned from this initiative, including how service will be promoted on Dr. Martin Luther King, Jr., Day as part of the federal "A Day On, Not a Day Off" celebration.

#### **Planning Participants Only:**

Planning applicants should present a plan of work for the planning process that includes objectives, specific activities, timelines, and a list of the persons to be involved along with their affiliations.

4. Collaboration - Provide an overview of the opportunities for students, teachers and adult volunteers to collaboratively plan, implement, and evaluate the service-learning initiative.
5. Performance Measures - Describe the plan for measuring and documenting achievement of learning and service outcomes. List the performance measures, which must address the community needs identified, services to be provided, and advancements in student learning, attitudes and leadership. Also describe how these performance measures will be aligned with local, regional or state assessments of student learning, and be used for ongoing program improvement.

## B. Strengthening Communities

1. Community Involvement – Describe the process to be used to engage broad-based community support in the planning, implementation, and evaluation of the initiative. Include a plan for ensuring that community members and groups are welcomed as full partners in helping to improve education.
2. Collaboration - Indicate how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community.
3. Sustainability – Describe time-specific strategies and goals, including the roles of school and community partners, to ensure that the service-learning initiative is sustained beyond the grant period. List resources, besides funding under this program, that will be contributed to this effort as part of the required local match.
4. Strategies for Assessing Sustainability – Describe strategies, including the roles of school and community partners, to assess the sustainability of the project once funding has ended. List the tools or procedures which will be considered or used during the planning of or implementation of the project to measure the potential for the project’s continuation after the initial grant period.

## C. Developing Participants

1. Civic and Personal Development - Describe the specific goals and activities of the initiative that are intended to foster civic mindedness and develop student leadership, including the frequency and length of service activities in which students will be involved.

*Planning applicants* should describe how civic and personal development issues will be addressed during the planning process and become part of the service-learning initiative to be implemented.

2. Student Engagement and Leadership - Describe the process for engaging broad-based student participation in the planning, implementation, operation and evaluation of the initiative. Describe how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects. Also include plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings.
3. Evaluating Academic Success - Describe the opportunities to be provided to students within the context of the academic curriculum to analyze and think critically about their service activities on an ongoing basis. Multiple (three or more) evaluation instruments should be used as part of the ongoing evaluation process.

## II. ORGANIZATIONAL CAPACITY

- A. Commitment to Service-Learning - Describe the commitment of the school board or governing board to support and advance service-learning through policy, fiscal and human resources, staff professional development, student civic leadership, and community partnerships. Address the genuine, active, and sustained organizational commitment to achieving academic excellence through serving the community. Attach to the proposal any resolution the school or governing board has adopted endorsing service-learning as an approved instructional strategy.

Describe the commitment towards service learning activities, including whether activities will run for an entire semester, indicating the number of hours (at least 20 hours) and years of operation (the program will continue throughout the entire education cycle of a student's time within the school).

Describe any previous accomplishments in developing service-learning or school-community partnerships to meet local needs. Applicants may refer to the Illinois Service-Learning Readiness Rubric in Appendix A when preparing this description.

- B. Program Management and Project Coordination - List the roles of staff responsible for the management and coordination of the initiative and project activities (*planning applicants* should list those that are anticipated to hold those positions). Include the qualifications and experiences required for the position(s) and provide information for any staff already identified to assume these roles. Project leaders should have backgrounds in both service learning and managing federal grants.
- C. Milestones for Program Implementation - The evaluation plan should contain the strategies grantees will use to track progress toward meeting the performance measures. Applicants are strongly encouraged to allocate ample resources for program evaluation.
- D. Continuous Improvement - The project should contain a reflection process that insures the program is constantly evaluated for efficiency and effectiveness.
- E. Roles within Project - Include the name and address of each partnering organization and group, and describe the specific role each partner will have in the planning and implementation of the initiative. Letters of support from partnering organizations and groups that describe contributions each will commit to this initiative are welcome.

### Criteria for Review and Approval of Proposals

Proposals will be reviewed and evaluated by an expert panel, according to the criteria listed below. The panel will consist of ISBE staff and external panelists with knowledge and experience in grants management and service-learning. The final determination on awards will be made by the State Superintendent of Education based on recommendations resulting from the review process.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the RFP (see "Contact Person" under "General Information".)

Total possible points for either a Planning or Implementation grant are 110 and are divided as follows:

- up to 60 points for the program design (25 points for needs and activities, 20 points for strengthening communities and 15 points for developing participants),
- up to 25 points for organizational capacity,
- up to 15 points for budget/cost effectiveness, and
- up to 10 points for priority considerations described below.

Further details about the criteria to be used can be found in Appendices B (planning proposals) or C (implementation proposals).

### **Priorities**

Programs proposing to involve a substantial number of students who are economically disadvantaged (i.e., 50 percent or more students eligible to receive free or reduced-price meals) will receive 10 additional points in the proposal review.

The deciding factor among proposals that are substantial similar in quality either will be:

- a focus on environmental projects, or
- local board of education adoption of a resolution endorsing service-learning as an approved instructional strategy.

## **Illinois Service-Learning Readiness Rubric**

### **A. POLICY DEVELOPMENT**

#### **SCHOOL BOARD RECOGNITION**

1. No official school board resolution or other recognition in support of service-learning program.
2. School board has occasionally acknowledged local service-learning activities.
3. School board has issued a strong resolution in recognition of the value of service-learning; receives and takes action on periodic reports on the service-learning initiative.

#### **LOCAL FINANCIAL SUPPORT**

1. Little or no financial support for the service-learning program from local funding sources.
2. Local funds allocated to provide some support for service-learning activities but no provisions to eventually support the program without federal assistance.
3. Local resources are allocated on an increasing annual basis to eventually culminate in the program's independence from federal funds.

#### **STAFF DEVELOPMENT**

1. Very limited provision for training or other administrative support for teachers involved in service-learning activities.
2. Staff training and support are provided but not on a consistent, ongoing basis.
3. Staff training is provided on a regular basis, consistent with best practices in the field.

#### **PROGRAM COORDINATION**

1. Independent service-learning activities across the school district. No service-learning coordinator or director.
2. Occasional coordination across the district but no central direction or planning.
3. Service-learning director or coordinator has been identified and provided with time and resources to effectively coordinate all service-learning activities.

#### **PARTICIPATION POLICIES**

1. District policies or lack thereof result in very limited student and teacher participation in service-learning activities.
2. District policies ensure substantial participation of students and teachers but only in selected courses, grade levels or attendance centers.
3. District policies ensure broad participation in service-learning across all grade levels, courses of study and attendance centers.

### **B. IMPACT ON LEARNING**

#### **BALANCE IN EMPHASIS ON SERVICE AND LEARNING**

1. Primary focus is on student service rather than student learning.
2. Student learning is acknowledged as an important purpose of the service-learning, but is still secondary to the concern with community service.
3. There is an excellent balance in the program's emphasis on community service and student learning.

#### **ALIGNMENT OF STUDENT LEARNING WITH ILLINOIS LEARNING STANDARDS**

1. Academic learning objectives are very general, not aligned with the Illinois Learning Standards.
2. Academic learning objectives have been linked to the Illinois Learning Standards, but not at the level of the specific benchmarks.
3. Academic learning objectives are closely aligned with the specific standards and benchmarks of the Illinois Learning Standards.

#### **CIVIC LEADERSHIP DEVELOPMENT AND SOCIAL GROWTH**

1. There are no clearly defined goals for student civic leadership development or social growth.
2. Some general goals for student civic leadership development and social growth have been identified.
3. A set of specific civic leadership and social competencies have been identified and targeted.

#### **STUDENTS' ROLE IN SERVICE PROJECT**

1. Students do not participate in assessing community needs or selecting the service project.
2. Students participate to a limited extent in assessing community needs or selecting the service project.
3. Students are fully engaged in every stage of the project: assessing needs, project selection, planning, implementation and evaluation.

#### **USE OF INQUIRY-BASED LEARNING**

1. Students do not experience inquiry-based learning as a result of participating in the service-learning program.
2. Inquiry-based learning is used at times in some service-learning projects or courses.
3. Service-learning teachers consistently use inquiry-based approaches to student learning.

#### **NUMBER OF STUDENTS IMPACTED**

1. Low levels of student participation limit the overall impact of the service-learning program on student learning in the district or region.
2. Substantial participation of students at selected grade levels or attendance centers broadens the impact of the service-learning in the district or region.
3. Participation of students in service-learning activities across all grade levels and attendance centers ensures maximum impact of the program on student learning.

### **C. IMPACT ON COMMUNITY**

#### **SCHOOL-COMMUNITY PARTNERSHIP HISTORY**

1. Teachers and students have only minimal experience with community partners and are just beginning to learn about community issues and resources.
2. Teachers and students have previous experience with community partners and have some knowledge of community issues, resources and history.
3. Teachers and students have developed a rich knowledge of community resources and issues and have exchanged ideas with a number of potential community partners.

#### **SCHOOL-COMMUNITY COMMUNICATIONS**

1. One-way communication or no clear line of communication between school district and community-based organizations.
2. Lines of communication are established and remain open during the project. Feedback and discussion are encouraged throughout.
3. Communication remains open during the project with continuing evaluation to respond to issues in a timely fashion.

#### **PARTNERSHIP ROLES AND RESPONSIBILITIES**

1. The teacher sets up the project and offers it to the community partner(s). Then students implement the service plan at the community partner site or with partner assistance. Community partners have little involvement in the educational aspects of the project.
2. The roles and responsibilities of school and community partners have been discussed and mutually accepted before the project begins, with increasing cooperation among school and community partners for both the service and learning components of the project.
3. Community partners see themselves as significant partners in improving education and the school partners accept their responsibility to improve their community. Community partners and the school have learned that students are a valuable community resource. Roles and responsibilities have been discussed and mutually accepted in the planning stages of the service project.

#### **EVALUATION SERVICE OUTCOMES**

1. The evaluation plan for the project is developed by the teacher near the end of the project or after the service is completed in order to comply with a request by the funding agency.
2. The evaluation plan is created before the project begins and students have significant input into the design of the plan and its implementation. Evaluation takes place during as well as after the service and is used to make needed improvements in the project as well as to make recommendations for future projects.
3. The evaluation plan is created before the project begins; students, community representatives as well as teachers have significant input into the design and implementation of the plan. The plan includes an evaluation of the impact of the service on those being served, as well as the impact on those doing the service. Evaluation results are shared with community groups, parents, school faculty and the general public.

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**Program Design - Needs and Activities (25 points)**

**Need**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The plan’s descriptions of the learning and service needs that will be addressed are thorough and include the learning needs of the students expected to participate in this initiative and the needs of the community to be served. The methods that will be used to identify and prioritize needs of both students and the community are thoroughly documented.	The plan’s descriptions of the learning and service needs that will be addressed are lacking some details. The descriptions include both the learning needs of the students expected to participate in this initiative and the needs of the community to be served. The methods that will be used to identify and prioritize needs of both students and the community are documented but lack some steps.	The plan has few or no details describing the learning and service needs that will be addressed. The learning needs of the students expected to participate in this initiative and the needs of the community to be served either have not been addressed or have few details. There are little to no methods identified for prioritizing both students and the community needs.

**Program Design**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The plan’s proposed framework is based entirely on accepted best practices and research findings in the field of service-learning.	The plan’s proposed framework is partially based on accepted best practices and research findings in the field of service-learning.	Accepted best practices and research findings in the field of service-learning were not used in the plan’s proposed framework.

**Curriculum Integration and Alignment with Illinois Learning Standards**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
A thorough plan of work for the planning process that includes objectives, specific activities, timeline, and a list of the people involved along with their affiliation to the project is provided. The plan will establish service-learning as a regular component of the applicant’s curriculum and instructional program starting in year two. The federal “A Day On, Not a Day Off” activities are thoroughly detailed.	A plan of work is provided; however, it is lacking details. The proposed program will establish service-learning as an intermittent component of the applicant’s curriculum and instructional program starting in year two. The federal “A Day On, Not a Day Off” activities are provided; however, a few details are missing.	The work plan is missing or if provided lacks most detail. The proposed program does <b><i>NOT</i></b> establish service-learning as a regular component of the applicant’s curriculum and instructional program starting in year two. Few or no activities are provided for the federal “A Day On, Not a Day Off” celebration.

**Collaboration**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposal provides a plan showing that students, teachers, adult volunteers and community partners will work together consistently to plan service-learning activities.	The proposal provides a plan showing that students, teachers, adult volunteers and community partners will work together on occasion to plan service-learning activities.	The proposal does not provide a plan showing that students, teachers, adult volunteers and community partners will work together consistently to plan service-learning activities.

**Performance Measures**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
A thorough data collection and assessment methodology that will produce a reliable evaluation of the initiative’s impact on students and the community that can be used for continuing improvement of the initiative has been proposed.	The proposed data collection and assessment methods are lacking a few items but should still produce a reliable evaluation of the initiative’s impact on students and the community that can be used for continuing improvement of the initiative.	Few or no data collection and assessment methods are proposed. It is questionable whether these will lead to a reliable evaluation of the initiative’s impact on students and the community that can be used for continuing improvement of the initiative.

**Program Design - Strengthening Communities (20 points)**

**Community Involvement**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The process to be used to engage broad-based community support in the planning of the initiative is thoroughly described. A detailed plan for ensuring that community members and groups are welcomed as full partners in helping to improve education is provided.	The process to be used to engage broad-based community support in the planning of the initiative is described but is lacking a few details. The plan for ensuring that community members and groups are welcomed as full partners in helping to improve education is lacking in some detail.	The process to be used to engage broad-based community support in the planning of the initiative has little or no description. A plan for ensuring that community members and groups are welcomed as full partners in helping to improve education either has few details or has not been provided.

**Collaboration**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The plan thoroughly indicates how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community.	The plan gives some indication as to how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community; however, a few details are missing.	The plan gives no or little indication as to how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community.

**Sustainability**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposed strategies and goals will result in an initiative that can be sustained and advanced independent of future grant funding.	The proposed strategies and goals are missing pieces; however, it should result in an initiative that can be sustained and advanced independent of future grant funding.	The proposed strategies and goals will <b><i>NOT</i></b> result in an initiative that can be sustained and advanced independent of future grant funding.

**Strategies for Assessing Sustainability**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposal provides thorough strategies for assessing the sustainability of the grant.	The proposal provides strategies for assessing the sustainability of the grant; however, it is missing some information.	The proposal has few or no strategies that show how the sustainability of the grant will be judged.

**Program Design - Developing Participants (15 points)**

**Civic and Personal Development**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
A thorough description of how civic and personal development issues will be addressed during the planning process and become part of the service-learning initiative to be implemented is provided.	A description of how civic and personal development issues will be addressed during the planning process and become part of the service-learning initiative to be implemented is provided; however, a few details are missing.	Little or no description of how civic and personal development issues will be addressed during the planning process and become part of the service-learning initiative to be implemented is provided.

**Student Engagement and Leadership**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
A thorough description of the process for engaging broad-based student participation in the planning of the initiative has been provided. A thorough description of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects has been provided. Plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings have been thoroughly detailed within the proposal.	A description of the process for engaging broad-based student participation in the planning of the initiative has been provided; however, a few details are missing. A description of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects appears to lack some detail. Plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings are provided; however, a few details are missing.	Little or no description of the process for engaging broad-based student participation in the planning of the initiative has been provided. Little or no description of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects has been provided. Few or no plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings were detailed within the proposal.

**Evaluating Academic Success**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
An ongoing evaluation plan to assess overall student academic performance is provided. Multiple (three or more) evaluation instruments have been proposed as part of the ongoing evaluation process.	An ongoing evaluation plan to assess student academic performance is missing some detail. Only two instruments will be used as part of the ongoing evaluation process.	An ongoing evaluation plan to assess student academic performance has few details or can't be found within the plan. Only one or no instruments will be used as part of the ongoing evaluation process.

**Organizational Capacity (25 points)**

**Commitment to Service Learning**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
The plan contemplates service activities that run at least 20 hours a semester, thoroughly engage students in effective reflection, and are available throughout a student's education in order to have significant impact on his or her academic achievement.	The plan contemplates service activities that run for more than half a semester (11 – 19 hours). Time for student engagement in effective reflection is provided but as proposed may not be effective. The activities are available somewhat through the student's education; however, a positive impact on his or her academic achievement is questionable.	The plan contemplates service activities that run under a half semester (10 hours or less). Time for student engagement in effective reflection is <b>NOT</b> provided. The activities are <b>NOT</b> available throughout a student's education and are unlikely to have a significant impact on his or her academic achievement.

**Program Management and Project Coordination**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The names are listed of the key personnel overseeing and implementing the service-learning programs. A thorough description of their experience administering federal grants and service-learning projects is provided. There is an assurance that the qualified personnel maintaining responsibilities for day-to-day program operations have sufficient experience to run the grant.	The names are listed of the key personnel overseeing and implementing the service-learning programs. Descriptions for some of the personnel showing experience administering federal grants and service-learning projects is provided. There is an assurance that there are qualified personnel that will be able to run the grant with some minor help.	Few or no names are provided of the key personnel overseeing and implementing the service-learning programs. A limited description is provided of their experience administering federal grants and service learning projects. The personnel running the day-to-day program operations do <b><i>NOT</i></b> have the expertise to run the grant.

**Milestones for Program Implementation**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The planned strategies to track progress towards meeting overall program performance are listed thoroughly. Ample resources (both monetary and personnel) are allocated for program evaluation.	The planned strategies to track progress towards meeting overall program performance are listed; however, a few details are missing. Limited resources (both monetary and personnel) are allocated for program evaluation.	The planned strategies to track progress towards meeting overall program performance are not listed or if found, appear to have little detail. Few or no resources (either monetary, or personnel) are allocated for program evaluation.

**Continuous Improvement**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The plan has a proposed reflection process that insures the program is constantly evaluated for efficiency.	The plan has a proposed reflection process; however, it appears that pieces are missing. There is some question about whether the plan is constantly evaluated for efficiency.	The project has limited or no reflection process that insures the program is constantly evaluated for efficiency.

**Roles within Project**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposed roles for project personnel are thoroughly described and make sense monetarily and for the scope of the project.	Descriptions are provided for some of the proposed roles for project personnel. It is questionable whether the roles make sense monetarily and for the scope of the project.	Little or no descriptions are provided for the proposed roles of the project personnel. There is little to no justification for the proposed roles either monetarily or for the scope of the project.

**Budget/Cost Effectiveness (15 Points)**

**Cost Effectiveness (Note: Reviewers will use the narrative as well as the budget section when reviewing.)**

<b>Exemplary (15–10 points)</b>	<b>Meets Standard (9-5 points)</b>	<b>Does Not Meet (4-0 points)</b>
The proposed budget is cost-effective, in terms of the nature, scope and duration of the planning activities proposed in relation to the numbers of individuals and the quantity of schools involved.	The proposed budget is somewhat cost-effective, in terms of the nature, scope and duration of the planning activities proposed in relation to the numbers of individuals and the quantity of schools involved.	The proposed budget is <b><i>NOT</i></b> cost-effective, in terms of the nature, scope and duration of the planning activities proposed in relation to the numbers of individuals and the quantity of schools involved.

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**Program Design - Needs and Activities (25 points total)**

**Need**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The description of and methods used to identify the targeted needs of both students and the community is compelling and thoroughly documented. Proposed methods are detailed and appropriate to identify and prioritize the needs.	The description and methods used to identify the targeted needs of both students and the community is provided but lacks a few details. Proposed methods are sketchy; however, they seem appropriate to identify and prioritize the needs.	The description and methods used to identify the targeted needs of both students and the community have few if any details. Proposed methods are vague making it questionable as to whether they are appropriate to identify and prioritize the needs.

**Program Design**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The framework of the program is based entirely on accepted best practices and research findings in the field of service-learning.	The framework of the program is partially based on accepted best practices and research findings in the field of service-learning.	Accepted best practices and research findings in the field of service-learning were not used in the framework of the program.

**Curriculum Integration and Alignment with Illinois Learning Standards**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposed program will establish service-learning as a regular component of the applicant’s curriculum and instructional program. The project’s educational objectives are thoroughly aligned with appropriate goals and benchmarks articulated in one of more of the following: Illinois Learning Standards, Illinois Career Development Competencies, Illinois Social/Emotional Learning Standards, individualized education programs, and/or individual optional educational plans. The federal “A Day On, Not a Day Off” activities are thoroughly detailed.	The proposed program will establish service-learning as an intermittent component of the applicant’s curriculum and instructional program. The project’s educational objectives are somewhat aligned with appropriate goals and benchmarks articulated in one of the following: Illinois Learning Standards, Illinois Career Development Competencies, Illinois Social/Emotional Learning Standards, individualized education programs, and/or individual optional educational plans. The federal “A Day On, Not a Day Off” activities are provided, however, a few details are missing.	The proposed program does not establish service-learning as a regular component of the applicant’s curriculum and instructional program. The project’s educational objectives have no alignment with appropriate goals and benchmarks articulated in any of the standards, individualized education programs, and/or individual optional educational plans. Few or no activities are provided for the federal “A Day On, Not a Day Off” celebration.

**Collaboration**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposed project provides a plan showing that students, teachers, adult volunteers and community partners will work together consistently to identify student and community needs, and to plan, implement and evaluate service-learning activities.	The proposed project provides a plan showing that students, teachers, adult volunteers and community partners will work together on occasion to identify student and community needs, and to plan, implement and evaluate service-learning activities.	The proposed project does not provide a plan showing that students, teachers, adult volunteers and community partners will work together consistently to identify student and community needs, and to plan, implement and evaluate service-learning activities.

**Performance Measures**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
A thorough data collection and assessment methodology will produce a reliable evaluation of the initiative’s impact on students and the community that can be used for continuing improvement of the initiative.	Data collection and assessment methods proposed are lacking a few items but should still produce a reliable evaluation of the initiative’s impact on students and the community that can be used for continuing improvement of the initiative.	Few data collection and assessment methods are proposed. It is questionable whether a reliable evaluation of the initiative’s impact on students and the community can be used for continuing improvement of the initiative.

**Program Design - Strengthening Communities (20 points)**

**Community Involvement**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The process to be used to engage broad-based community support in the planning, implementation, and evaluation of the initiative is thoroughly described. A detailed plan for ensuring that community members and groups are welcomed as full partners in helping to improve education is provided.	The process to be used to engage broad-based community support in the planning, implementation, and evaluation of the initiative is described but is lacking a few details. The plan for ensuring that community members and groups are welcomed as full partners in helping to improve education is lacking in some detail.	The process to be used to engage broad-based community support in the planning, implementation, and evaluation of the initiative has little or no description. A plan for ensuring that community members and groups are welcomed as full partners in helping to improve education either has few details or has not been provided.

**Collaboration**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The plan thoroughly indicates how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community.	The plan gives some indication as to how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community; however, a few details are missing.	The plan gives no or little indication as to how the school-community partnership and volunteer recruitment and management strategies will build the capacity of all parties to strengthen both the school and community.

**Sustainability**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposed strategies and goals will result in an initiative that can be sustained and advanced independent of future grant funding.	The proposed strategies and goals are missing pieces; however, these should result in an initiative that can be sustained and advanced independent of future grant funding.	The proposed strategies and goals will <b><i>NOT</i></b> result in an initiative that can be sustained and advanced independent of future grant funding.

**Strategies for Assessing Sustainability**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The proposal provides thorough strategies for assessing the sustainability of the grant.	The proposal provides strategies for assessing the sustainability of the grant; however, it is missing some information.	The proposal has few or no strategies that show how the sustainability of the grant will be judged.

**Program Design - Developing Participants (15 points)**

**Civic and Personal Development**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
A thorough description of the specific goals and activities of the initiative that are intended to foster civic mindedness and develop student leadership, including the frequency and length of service activities in which students will be involved, has been provided.	A description of the specific goals and activities of the initiative that are intended to foster civic mindedness and develop student leadership, including the frequency and length of service activities in which students will be involved, has been provided; however, a few details are missing.	Little or no description of the specific goals and activities of the initiative that are intended to foster civic mindedness and develop student leadership, including the frequency and length of service activities in which students will be involved, has been provided.

**Student Engagement and Leadership**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
A thorough description of the process for engaging broad-based student participation in the planning, implementation, operation and evaluation of the initiative has been provided. A thorough description of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects has been provided. Plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings have been thoroughly detailed within the proposal.	A description of the process for engaging broad-based student participation in the planning, implementation, operation and evaluation of the initiative has been provided; however, a few details are missing. A description is included of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects; however, a few details are missing. Plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings are provided; however, a few details are missing.	Little or no description of the process for engaging broad-based student participation in the planning, implementation, operation and evaluation of the initiative has been provided. Little or no description of how student leaders will be identified and the specific roles they will have in the overall initiative and in local projects has been provided. Few or no plans for ensuring that students have opportunities to serve and learn in diverse student teams and diverse community settings were detailed within the proposal.

**Evaluating Academic Success**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
An ongoing evaluation is provided of the program to assess overall student academic performance. Multiple (three or more) evaluation instruments will be used as part of the ongoing evaluation process.	An ongoing evaluation of the program to assess student academic performance is missing some detail. Only two instruments will be used as part of the ongoing evaluation process.	An ongoing evaluation of the program to assess student academic performance has few details or can't be found within the plan. Only one or no instruments will be used as part of the ongoing evaluation process.

**Organizational Capacity (25 points)**

**Commitment to Service Learning**

Exemplary (5 points)	Meets Standard (4-3 points)	Does Not Meet (2-0 points)
The proposal provides for service activities that run at least 20 hours a semester, thoroughly engage students in effective reflection, and is available throughout a student's education in order to have significant impact in his or her academic achievement.	The proposal provides service activities that run for more than half a semester (11 – 19 hours). Time for student engagement in reflection is provided but as proposed may not be effective. The activities are available somewhat through the student's education; however, the impact on his or her academic achievement is questionable.	The proposal provides service activities that run under a half semester (10 hours or less). Time for student engagement in effective reflection is <b>NOT</b> provided. The activities are <b>NOT</b> available throughout a student's education in order to have significant impact on his or her academic achievement.

**Program Management and Project Coordination**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The names are listed of the key personnel overseeing and implementing the service-learning programs. A thorough description of their experience administering federal grants and service-learning projects is provided. There is an assurance that the qualified personnel maintaining responsibilities for day-to-day program operations have sufficient experience to run the grant.	The names are listed of the key personnel overseeing and implementing the service-learning programs. Descriptions for some of the personnel showing experience administering federal grants and service-learning projects is provided. There is an assurance that there are qualified personnel that will be able to run the grant with some minor help.	Few or no names are provided of the key personnel overseeing and implementing the service-learning programs. A limited description is provided of their experience administering federal grants and service learning projects. The personnel running the day-to-day program operations do <b><i>NOT</i></b> have the expertise to run the grant.

**Milestones for Program Implementation**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The strategies to track progress towards meeting overall program performance are listed thoroughly. Ample resources (both monetary and personnel) are allocated for program evaluation.	The strategies to track progress towards meeting overall program performance are listed; however, a few details are missing. Limited resources (both monetary and personnel) are allocated for program evaluation.	The strategies to track progress towards meeting overall program performance are not listed or if found, appear to have little detail. Few or no resources (either monetary or personnel) are allocated for program evaluation.

**Continuous Improvement**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The project has a reflection process that insures the program is constantly evaluated for efficiency. The program’s effectiveness is improved via incremental, continuous steps and not huge leaps that can <b><i>NOT</i></b> be achieved.	The project has a reflection process; however, it appears that pieces are missing. There is some question about whether the program is constantly evaluated for efficiency. The program’s effectiveness is improved via incremental steps; however, some of the steps are huge leaps creating concerns that improvements can <b><i>NOT</i></b> be achieved.	The project has limited or no reflection process that insures the program is constantly evaluated for efficiency. The program’s effectiveness has few or no incremental, continuous steps.

**Roles within Project**

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The staff responsible for the program is fully qualified and has multiple years of experience allowing them to provide effective fiscal and programmatic oversight of the project.	The staff responsible for the program has partial qualifications and some previous experience with the project. Their ability for fiscal and programmatic oversight of the project should be satisfactory.	The staff responsible for the program has no qualifications and no previous experience with the project. It is questionable as to whether they can provide effective fiscal and programmatic oversight of the project.

**Budget/Cost Effectiveness (15 Points)**

**Cost Effectiveness** (Note: Reviewers will use the narrative as well as the budget section when reviewing.)

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
The budget is thoroughly cost-effective, in terms of the nature, scope and duration of the activities proposed for the number of student participants.	The budget is somewhat cost-effective, in terms of the nature, scope and duration of the activities proposed for the number of student participants.	The budget is not cost-effective, in terms of the nature, scope and duration of the activities proposed for the number of student participants.

**Costs and Replicability** (Note: Reviewers will use the narrative as well as the budget section when reviewing)

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
Costs are reasonable and necessary and the project can be easily replicated.	Costs are somewhat reasonable and necessary and the project can possibly be replicated.	Costs are unreasonable and the project can not be easily replicated.

**Matching Support** (Note: Reviewers will use the narrative as well as the budget section when reviewing)

<b>Exemplary (5 points)</b>	<b>Meets Standard (4-3 points)</b>	<b>Does Not Meet (2-0 points)</b>
Matching support for the program is detailed and demonstrates how the funds relate to long-term institutional support for service-learning.	Matching support for the program is missing some detail but still demonstrates how the funds relate to long-term institutional support for service-learning.	Matching support for the program has little or no detail. The proposal does not demonstrate how the funds relate to long-term institutional support for service-learning.