The Michigan Community Service Commission in Partnership with the
Michigan Department of Education Announces

2011 – 2012
LEARN AND SERVE – MICHIGAN SCHOOL-BASED APPLICATION GUIDELINES

APPLICATIONS MUST BE RECEIVED BY:
5:00 p.m. – March 11, 2011
Fax and electronic versions will not be accepted

Michigan Community Service Commission
Learn and Serve – Michigan
1048 Pierpont, Suite 4
Lansing, Michigan 48913
(517) 335-4295
www.michigan.gov/mcsc

I. Learn and Serve - Michigan Overview

Learn and Serve - Michigan is a statewide grant program that supports service-learning programs in schools that help students from kindergarten through twelfth grade meet community needs while improving their academic skills and learning the habits of good citizenship. Learn and Serve - Michigan grants are used to create new programs or to expand existing programs as well as to provide training and development of staff, faculty, students, and volunteers. This grant program is federally funded by the Corporation for National and Community Service (CNCS) and administered by the Michigan Community Service Commission (MCSC) in partnership with the Michigan Department of Education (MDE). The grants are designed to support the integration of service-learning in Michigan school districts.

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. These programs help youth see beyond the classroom, and into the community, where they learn by addressing community needs and solving real-life problems in the areas of education, health, energy, job preparedness and financial stability, the environment, and safe and affordable housing, and veterans. Students benefit as they learn more about the world around them, comprehend academic content and apply their knowledge in contributing to their community's well being.

Learn and Serve - Michigan promotes partnerships between community agencies, institutions of higher education, and public/private schools. Local programs are built around local community needs and interests and involve diverse partners including nonprofit organizations and social service agencies. Community involvement in such programs not only increases the visibility of community service and the school district but also provides an opportunity to address concerns that previously were beyond one organization's scope of action.

A. 2011-2012 Learn and Serve - Michigan School-Based Goals

Learn and Serve - Michigan School-Based grants are intended to assist schools in developing high quality sustainable service-learning programs. The long-range goal of the grant is to integrate service-learning into the instructional methodology of school districts to expand the breadth and depth of service-learning and to provide greater learning opportunities for all students. The MCSC has established the following goals for the Learn and Serve - Michigan School-Based program:

Learn and Serve - Michigan K-12 program grants are intended to assist schools in developing high quality service-learning programs that are sustained beyond the life of the grant. The long-range goal of the grant is to integrate service-learning into the instructional methodology of school districts and to provide greater learning opportunities for all students. The MCSC has established the following goals for the Learn and Serve - Michigan K-12 program:

1. School districts will provide students with sequential high-quality service-learning experiences so that, at a minimum, all students have at least one service-learning experience at the elementary, middle, and high school levels.
2. All service-learning activities will incorporate the K-12 Service-Learning Standards for Quality Practice.

3. School districts will connect the service-learning initiative to other school efforts such as school improvement plans; Coordinated School Health and Safety Programs, Comprehensive School Reform and Re-Imagining Education in Michigan.
4. School districts will design service-learning programs to address core and non-core curriculum standards and offer service-learning programming that is connected to Science, Technology, Engineering and Math courses.
5. School districts will link service-learning to state standards, assessments, and accountability.
6. School districts will provide the necessary support for service-learning so that programs will be self-sustaining after receiving six years of Learn and Serve - Michigan funds.
7. School districts will regularly provide teachers and administrators with professional development opportunities that include training in the philosophy and pedagogy of service-learning.
8. School districts will involve youth as active partners in the design, implementation, and evaluation of the service-learning initiative.
9. School districts are expected to design programs that will engage a significant number of youth living in poverty in service-learning to meet the pressing needs of their community.
10. Districts should intentionally encourage students to develop a lifetime commitment to service and civic responsibility.
11. School districts will assess students' understanding of content standards and civic responsibility.
12. School districts will regularly conduct program evaluations and/or participate in research studies in order to investigate and improve the efficacy of service-learning as a teaching methodology and a strategy to improve academic performance.
13. Service-learning practitioners will initiate and engage in dissemination efforts such as in-services, conference presentations, and publications in order to foster best practice and to increase awareness of service-learning.
14. School districts will plan activities of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact.
15. School districts will develop partnerships with higher education institutions, K-12 schools, and community-based organizations in order to support the implementation and institutionalization of service-learning.

B. Grant Period, Types, Amount, Match Requirements, and Terms of Grants

1. Grant Period, Types, and Amount

The MCSC will award a total of $614,000 to fund high quality Learn and Serve - Michigan programs for the period of **September 1, 2011 – August 31, 2012**. In order to meet the varying needs of school and school districts, three types of grants are available: Implementation, and Institutionalization. The grants are designed to meet local needs and may be used for program development, program implementation and institutionalization.

Funding for this grant competition is contingent on the enactment of the FY 2011 budget for CNCS.

a. Planning Grants

The MCSC provides planning grants to school districts and public school academies that have never received Learn and Serve - Michigan funding in order *to develop a plan* to establish service-learning throughout the district. Applicants are asked to organize systems and stakeholders who will spend the year developing broad goals for implementing quality service-learning practice in the following year. Applicants are required to pilot one service-learning activity at each building level (i.e. one elementary, one middle school and one high school) by the end of the planning year. The MCSC will arrange training and technical assistance to help grantees in the development of this project. Funds may be used for, but are not limited to, advisory board development, professional development, peer exchanges, resource procurement, conference attendance, staffing, and/or hiring consultants.

b. Implementation Grants

The MCSC provides grants to *implement* service-learning in Michigan school districts and public school academies. Districts applying in this category must demonstrate knowledge of and experience with service-learning. The primary goal of the implementation grants is the expansion of existing service-learning practice to every school building in the school district. Applicants in this category are asked to articulate goals for advancing service-learning district-wide in order to ensure all students have at least one service-learning experience at each grade span. Applicants must also prepare one-year plans in the areas of quality practice; professional development; advisory board development; connection to school and community; assessment; evaluation; dissemination; and program sustainability**.**

c. Institutionalization Grants

The MCSC provides grants to *institutionalize* service-learning in Michigan school districts and public school academies. Institutionalization grants may be awarded for up to two years. Districts must have implemented service-learning for a minimum of three years to be eligible for this grant. The primary goal of these grants is the sustainability of quality service-learning practice. Applicants in this category are required to articulate goals for growing and sustaining service-learning district-wide, and must prepare one-year plans in the areas of quality practice, professional development, advisory board development, school and community collaborations, dissemination, student civic engagement, assessment, evaluation, and program sustainability.

Grants will be awarded based on the categories previously mentioned and on classification of the school district by pupil enrollment.

District Size	Planning Grant Amount	Implementation Grant Amount	Institutionalization Grant Amount
Up to 2,500 students	$6,000	$15,000	$15,000
From 2,501 to 19,999 students	$8,000	$24,500	$24,500
20,000 or more students	$10,000	$40,000	$40,000

2. Match Requirements

Applicants are required to provide a one and a half to one match; therefore, applicants must provide $1.50 of match for every $1.00 requested. The match funds may be cash or in-kind and

may come from non-federal or federal sources so long as they are not from the Corporation for National and Community Service (CNCS).

3. Eligible Applicants

Local public school districts, intermediate school districts, and public school academies are eligible to apply for Learn and Serve - Michigan funds.

C. Other Requirements

1. Federal Financial Management and Grant Administration Requirements

As with all Federal grant programs, it is the responsibility of all Learn and Serve programs to ensure appropriate stewardship of federal funds entrusted to them. Under the CNCS regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the Learn and Serve program. To meet this requirement, programs must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures. As of June 30, 1996, recent revisions to the Single Audit Act and OMB Circular A-133 require all organizations to have financial audits if they annually expend $300,000 or more under federal awards. This requirement applies to the organization's total expenditures each fiscal year under all of its federal awards, not just a Learn and Serve grant.

2. Overview of Key Budget Requirements

Program requirements, including requirements on match, are located in the Learn and Serve – Michigan application guidelines and summarized below.

- Equipment costs must not exceed 10% of the total federal share.
- Administrative costs must not exceed 5% of the total Corporation funds requested.
- 2011-2012 applicants must provide a one and a half -to-one match; therefore, applicants must provide $1.50 of match for every $1.00 requested. This is an increase from the previous grant year.
- Each Grantee shall provide for the remaining share of the cost of carrying out a funded program through payments in cash or in-kind, and may provide for such share through State, Local, or Federal sources other than funds made available under National Service Laws.

Note: The Corporation's legislation permits the use of non-Corporation federal funds as match for the grantee share of the budget. However, it may be advisable to discuss your intention to report expenditures as costs on both grants with the other agency (matching on the CNCS grant and direct on the other agency's grant).

Consistency of treatment: To be allowable under this award, costs must be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the applicant. Furthermore, the costs must be accorded consistent treatment in both federally financed and other activities as well as between activities supported by different sources of federal funds.

3. Program Monitoring Responsibilities

Learn and Serve - Michigan grantees are responsible for managing the day-to-day operations of the grant activities to assure they are in compliance with applicable Federal requirements and achieve their performance goals. Monitoring must include each project site, function and/or activity. Programs are responsible for ensuring high quality standards including: having a significant impact on the identified community need, ensuring participants complete the

suggested number of hours in the appropriate time frame, ensuring participants are not performing prohibited activities, and ensuring participant activities are consistent with those described in the approved application. Each program should develop systems for close tracking and monitoring of these issues.

4. Program Reporting

Learn and Serve - Michigan programs must comply with all reporting required by MCSC, including semi-annual narrative reports, monthly Statement of Expenditure Reports, semi-annual Federal Financial Reports (FFR), and an annual Learn and Serve Online Reporting System (LASSIE) report.

5. Learn and Serve - Michigan Grantee Meetings

Grantees are required to participate in all Learn and Serve - Michigan meetings and conference calls. The MCSC will hold a minimum of one meeting and three conference calls. **Grantees should also budget a minimum of $300.00 to attend the Annual Institute: Service-Learning and Civic Engagement**. A calendar of dates will be disseminated at the start of the grant year.

6. MCSC Trainings and Special Events

Learn and Serve - Michigan grantees are encouraged to participate in other MCSC training activities and special events. This includes, but is not limited to, participating in the National Service - Learning Conference, the National Community Service Conference, National Service Cross Stream events, MCSC Regional/Cluster meetings and the Governor's Service Awards.

7. Email Capability

Learn and Serve - Michigan grantees are required to have email capability and will be required to subscribe to the Learn and Serve - Michigan listserv and encouraged to subscribe to the National Learn and Serve listserv. An annual (LASSIE) report must also be completed online.

8. Evaluation Requirements

All grant recipients are required to conduct ongoing evaluation in order to assess program performance and continually improve program quality. In addition, programs must agree to participate in all MCSC or CNCS research and evaluation efforts.

9. Prohibited Service

Program activities funded under the Learn and Serve - Michigan program may not include:

- Providing religious instruction, conducting worship services or engaging in any form of proselytizing;
- Assisting, promoting, or deterring union organizing;
- Financing, directly or indirectly, any activities designed to influence the outcome of an election to any public office; or
- Impairing existing contracts for services or collective bargaining agreements.
- International travel or projects where the primary beneficiaries of an activity are outside the United States.

II. APPLICATION SUBMISSION INSTRUCTIONS

Your Learn and Serve - Michigan application must follow the order outlined in the following instructions. The application must not exceed the page limitations specified for each section. You must number the pages of the narrative section. **The application must be typed, double-spaced with one-inch margins, single-sided, and printed in 12-point font.** The title page, program summary, budget form, and budget narrative are not included in the narrative page limitation. An unstapled original and five stapled copies of your application must be mailed to arrive by the deadline. An electronic copy must also be submitted in Word to salasa@michigan.gov by the deadline.

Learn and Serve - Michigan applications must be received no later than 5:00 p.m. on March 11, 2011 at the Michigan Community Service Commission, 1048 Pierpont Drive, Suite 4, Lansing, Michigan 48913. Copies may be mailed or hand-delivered. **Facsimiles will not be accepted. All application packets must contain the following:**

A. Title Page (One page)

Complete the form located in the Appendix. THIS FORM MUST BE SIGNED. The original copy must have an original signature.

B. Executive Summary (300 word maximum)

Provide a clear overview of the proposed program. Be succinct and as comprehensive as possible. Include a summary of the program design and the expected impact of the program. The program design should, at a minimum, summarize how the program will achieve the expected goals.

C. 2010-2011 Summary of Accomplishments (Implementation and Institutionalization Applicants ONLY) (One single-spaced page)

Your summary of accomplishments must address progress toward 2010-2011 service-learning goals. The summary should include:

- The number of schools, teachers, students, additional volunteers and community partners involved in your programs.
- The number of disadvantaged students engaged as participants and recipients of services.
- Briefly describe the progress made in developing and/or expanding the implementation of service-learning in your school and district this period.
- Briefly describe professional development and networking opportunities provided. Include the number of meetings and/or training sessions, topics covered, type of audience and number attending.
- Describe the strategies you have identified for developing support for service-learning within your school district this period.
- Describe significant events or projects that demonstrate the accomplishments of your program.

D. 2011-2012 Program Narrative (Varying Page Limitations)

The narrative should address the statements and questions listed below. The questions are intended to guide you in writing your proposal. Please respond to all of the questions but do not feel limited in your responses. You may provide information that is not specifically addressed by the questions. In writing the program narrative you will want to refer to the specifics detailed

throughout Section I, the Learn and Serve - Michigan Overview. The narrative must be organized in the same format as the Grant Narrative Questions Section that follows.

1. Planning Grant Narrative Questions
(Planning Grant Narratives may not exceed 10 pages)

Planning Grant Requirements
During the planning grant year, grantees must ensure the following:
- At least one teacher is identified from each building level to conduct a required pilot service-learning activity that must be completed by the end of the year.
- A minimum of one teacher conducting the pilot project(s) must attend service-learning training sessions offered by the MCSC.
- A minimum of two representatives from the district must attend all service-learning training and technical assistance sessions provided by the MCSC during the planning grant year.
- Service-learning needs assessments must be completed within the first six months of the grant cycle.
- A service-learning advisory board must be formed and must convene at least two times by the end of the year.
- Develop a plan for implementing service-learning district wide within four years.

Your application narrative should address the topics listed under Program Design and Organizational Capacity.

a. Program Design (70%)
Describe your plans and timeline for developing service-learning for implementation during the 2011-2012 school year. Your description should include, but not be limited to:

Need
- Provide a needs statement that reflects the compelling need for service-learning in your district. (We ask you to focus on one or more compelling need so that you can assess the results of your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as poverty, literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service–learning should not be cited as the need.)

Participants
- How will you identify teachers, administrators, schools, and community partners to be engaged in service-learning activities?
- What role will your curriculum director play in the development of your service-learning program?
- How will you ensure youth are involved in program design, implementation, and evaluation?
- How will you engage disadvantaged youth as participants and/or as recipients of service?

Program Preparation and Evaluation

- What forms of needs assessment will you perform to determine teacher-training needs, community needs, student academic needs, financial needs, and staffing needs for your service-learning program?
- How will you develop a plan to provide students with sequential high quality service-learning experiences so that at a minimum students have at least one service-learning experience at the elementary, middle, and high school levels?
- Describe the process you will use to create a professional development plan that supports inexperienced and advanced service-learning practitioners.
- Describe how you will monitor the progress toward accomplishing the goals of the program. Also describe how you will obtain feedback from program stakeholders and use that feedback to make any necessary program adjustments.

Service-Learning Activities

- How will you develop a process to integrate curriculum standards into your service-learning activities across grade levels?
- How will you design service-learning projects to address core and non-core curriculum standards?
- How will you cultivate service-learning experiences that are linked to Science, Technology, Engineering and Math (STEM) course?
- How will you connect service-learning with other school initiatives such school improvement plans; Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan?

Support

- How will you develop support for service-learning within the district? Include your plans to develop communication with key stakeholders such as the superintendent, school board, school administrators, and parent-teacher organization.
- Describe the process you will use to form a service-learning advisory board comprised of teachers, students, parents, administrators, community partners, and other key stakeholders?
- How will you engage adult volunteers in supporting your program?
- How will you develop a plan for sustaining service-learning in your school district?

b. Organizational Capacity (30%)

- Describe the organizations' past experience and current capacity to operate or coordinate the proposed program.
- Describe how you will meet the financial match requirements for this grant.
- Include the background, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organization's past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

1. Implementation Grant Narrative Questions

(Implementation grant narratives may not exceed 15 pages)

Implementation Grant Requirements:
By the end of the three year implementation phase, grantees in this category must ensure the following:

- Sequential service-learning opportunities are available for students at each grade span.
- School districts will connect the service-learning initiative to other school efforts such as school improvement plans; coordinated school health and safety programs, comprehensive school reform and re-imaging education in Michigan.
- Service-learning is linked to core and non-core curriculum standards.
- Service-learning is linked to state standards, assessments, and accountability.
- Service-learning is included annually as a part of the established professional development plan.
- Youth are consistently included in the design, implementation and evaluation of the service-learning initiative.
- All service-learning activities are of a sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester.

Your application narrative should address the topics listed under Program Design and Organizational Capacity.

a. Program Design (80%)

Background

Describe your service-learning program for the 2010-2011 school year. Your description should include, but not be limited to:

- How many students, teachers, administrators, schools, and community partners were involved in service-learning activities? How many subject areas were included in your service-learning activities?
- How many teachers were trained in service-learning methodology?
- How many teachers utilized service-learning as a teaching methodology?
- Were core and non-core curriculum standards integrated into your service-learning activities? If so, please describe how you integrated the standards.
- Was service-learning connected with any other school initiatives such as school improvement plans; Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan.

Need

- Provide a needs statement that reflects the compelling need for continued service learning in your district. We ask you to focus on one or more compelling needs so that you can assess the results your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service–learning should not be cited as the need.

Implementation

Briefly describe your plans to **expand** the implementation of service-learning activities in your school and district in 2011-2012. (Please answer the questions below in reference to expansion.)

- For service-learning activities, how will student, school, and community needs be identified?
- What will be the scope of your program in 2011-2012? Include the number of students, teachers, administrators, schools, and community partners who will be involved in service-learning activities and in which subject areas?
- How will you engage adult volunteers in supporting your program?
- What leadership role(s) will youths have in your service-learning activities?
- How will you engage disadvantaged youth as participants and/or as recipients of service?
- What are your plans to integrate core and non-core curriculum standards into your service-learning activities across grade levels?
- How will you cultivate service-learning experiences that are linked to Science, Technology, Engineering and Math courses?
- What assessment methods will be used to document student learning, personal/social development, and civic engagement?

Professional Development

- Please complete and insert the professional development tracker to show your comprehensive plans for providing professional development opportunities for teachers, administrators, and other school staff in 2011-2012. Include projected dates, topics to be provided, training format, expected number of attendees and expected results.

Date of Event	Topic	Delivery Mechanism	Anticipated Audience	Desired Number of Attendees	Intended Outcomes
Example: 9/1/11	S-L 101	2 hour session at new teacher orientation	new teachers	10	Improved awareness of s-l and grant
Example: 10/17/11	S-L in ELA	30 minute session at department meeting	12 ELA staff from the district	12	All ELA staff members have already attended S-L 101. This session will help them develop projects linked to their curriculum

- What are your plans for providing teachers and other key staff with on-going opportunities to network within and outside their schools in order to refine their service-learning practice?

Advisory Board

- What are your plans to expand an advisory board to better represent influential sectors of the school and community such as students, teachers, administrators, parents, businesses, faith-based organizations, and nonprofit agencies? Please describe the function and responsibilities of advisory board members.
- What role will the advisory board play in implementing and advancing service-learning in the district?

Connection to Community and School

- How are you purposefully connecting your service-learning program with other school initiatives such as school improvement plans; Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan.

- What are your plans to develop and expand reciprocal partnerships with community organizations? What will be the role of each partner?

Program Evaluation

- Describe your plans for program evaluation. Include how you will evaluate activities, assess the impact of the program on participants, evaluate the impact on the community, evaluate progress toward accomplishing the program's objectives and goals, and obtain regular feedback from participants and partners.
- Describe systems, timeline and tools you will use to monitor the progress of your program development. Describe how results from program evaluation will be used to improve the overall quality of the program.

Dissemination and Public Relations

- How will you keep participants, interested individuals, and organizations informed about program activities and current issues in the service-learning field?
- How will you educate key leaders about the benefits and impacts of service-learning?
- How will you develop support from key leaders for your program?

Sustainability

Please provide information that demonstrates efforts to build community support, both financially and programmatically.

- How will you meet the financial match requirements?
- Describe the tangible support you receive from partners within and outside the district for this program.
- How will your school continue the proposed program beyond the grant term?

b. Organizational Capacity (20%)

- Describe the organizations past experience and current capacity to operate or coordinate the proposed program.
- Include the backgrounds, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organizations past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

3. Institutionalization Grant Narrative Questions

(Institutionalization Grant Narratives may not exceed 18 pages.)

Institutionalization Grant Requirements:

In addition to the grant requirements listed under the implementation category, by the end of the two-year institutionalization period, grantees in this category must work toward the following:

- Service-learning is addressed in school policies and hiring practices.
- Service-learning is incorporated in school improvement plans and other critical educational initiatives such as Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan.
- District funds are specifically allocated for service-learning.
- Staff time is devoted to service-learning**.**
- Service-learning practices are documented and disseminated for replication.
- Ongoing partnerships are developed with higher education and community-based

organizations to regularly conduct evaluations, research and/or professional development.
- Service-learning is evaluated on an annual basis in order to inform sustained program practice.
- Schedules, routines, and procedures are in place to support service-learning.

a. Program Design (80%)

Background

Describe your service-learning program for the 2010-2011 school year. Your description should include, but not be limited to:

- How many students, teachers, administrators, schools, and community partners were involved in service-learning activities? How many subject areas were included in your service-learning activities?
- How many teachers were trained in service-learning methodology?
- How many teachers utilized service-learning as a teaching methodology?
- Were core and non-core curriculum standards integrated into your service-learning activities? If so, please describe which standards were addressed.
  Was service-learning connected with other school initiatives such as school improvement plans; Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan?
- Describe how you have built support within the district to institutionalize service-learning. For example, does your school or district have policies or other forms of support for academic service-learning (e.g., staff position devoted to academic service-learning; funds allocated specifically for academic service-learning; release time for teachers; academic service-learning is a component of staff performance evaluation; academic service-learning is incorporated into school improvement plans)? Please provide a copy of any school and/or district policies.

Need

- A needs statement that reflects the compelling need for continued service-learning in your district. We ask you to focus on one or more compelling needs so that you can assess the results your service-learning efforts on the identified need. Your needs statement may identify educational concerns within the student population, such as literacy, civic knowledge and participation, drop out rates or risky behavior, or you may cite needs in other issue areas. Please note that the absence of service–learning should not be cited as the need.

Implementation

Briefly describe your plans for expanding and sustaining service-learning activities in your school and district in 2011-2012.

- For service-learning activities, how will student, school, and community needs be identified?
- What will the scope of your program be over in 2011-2012? Include the number of students, teachers, administrators, schools, and community partners who will be involved in service-learning activities and in which subject areas?
- How will you engage adult volunteers in supporting your program?
- What leadership role(s) will youths have in your service-learning activities?
- How will you engage disadvantaged youth as participants and/or as recipients of service?
- What are your plans to further integrate core and non-core curriculum standards into your service-learning activities across grade levels?

- How will you cultivate service-learning experienced that are linked to Science, Technology, Engineering and Math courses?
- What assessment methods will be used to document student learning, personal/social development, and civic engagement?

Professional Development

- Please complete and insert the professional development tracker to show your plans for providing professional development opportunities for teachers, administrators, and other school staff in 2011-2012. Include projected dates, topics to be provided, training format, expected number of attendees and expected results.

Date of Event	Topic	Delivery Mechanism	Anticipated Audience	Desired Number of Attendees	Intended Outcomes
Example: 9/1/11	S-L 101	2 hour session at new teacher orientation	new teachers	10	Improved awareness of s-l and grant
Example: 10/17/11	S-L in ELA	30 minute session at department meeting	12 ELA staff from the district	12	All ELA staff members have already attended S-L 101. This session will help them develop projects linked to their curriculum

- What are your plans for providing teachers and other key staff with on-going opportunities to network within and outside their schools in order to refine their service-learning practice?

Advisory Board

- What are your plans to expand your advisory board to better represent influential sectors of the school and community such as students, teachers, administrators, parents, businesses, faith-based organizations, and nonprofit agencies? Please describe the function and responsibilities of advisory board members.
- What role will the advisory board play in implementing and advancing service-learning in the district?

Connection to Community and School

- What are your plans to continue to connect your service-learning program with other school initiatives such as school improvement plans; Coordinated School Health and Safety programs, Comprehensive School Reform and Re-Imaging Education in Michigan?
- What are your plans for expanding your partnerships with community organizations in order to provide a relationship among students, schools, partners and community partners?

Program Evaluation

- Describe your plans for program evaluation. Include how you will evaluate activities, assess the impact of the program on participants, evaluate the impact on the community, evaluate progress toward accomplishing the program's objectives and goals, and obtain regular feedback from participants and partners.

- Describe systems, timeline and tools you will use to monitor the progress of your program development. Describe how results from program evaluation will be used to improve the overall quality of the program.

Dissemination and Public Relations

- How will you keep participants, interested individuals, and organizations informed about program activities and current issues?
- How will you educate key leaders about the benefits of service-learning?
- How will you develop support from key leaders for your program?

Sustainability

Please provide information that demonstrates efforts to build community support, both financially and programmatically.

- How will you meet the financial match requirements?
- What are your plans to secure policies and other forms of support for academic service-learning?
- Describe the tangible support you receive from partners within and outside the district for this program.
- How will your school continue the proposed program beyond the grant term?

b. Organizational Capacity (20%)

- Describe the organization's past experience and current capacity to operate or coordinate the proposed program.
- Include the backgrounds, experience, and relevant accomplishments of the principal staff and the percentage of time each staff member will dedicate to this program.
- Describe your organization's past experience with, or ability to, administer a federal grant.
- Describe the organization's track record of accomplishments.

E. Project Impact Form

Applicants must complete and submit the Project Impact Form located in the Appendix.

F. Budget Form and Budget Narrative

Budget Form

Applicants must complete and submit the budget form located in the Appendix. The budget form should reflect the expenses that are detailed in the budget narrative.

Budget Narrative

Please complete and attach a detailed budget narrative that is organized in the same order as the budget form and clearly identifies the requested CNCS funds and grantee share. The grantee share of specific items should meet at least the minimum requirements as set forth by the CNCS and MCSC. The narrative must be completed for funds requested from the CNCS and for all other matching funds. For each line item, a full explanation must be provided in the budget narrative that specifies the purpose, cost basis, and calculation.

G. Assurances and Certifications

Complete the form following the instructions in the Appendix. DO NOT FORGET TO GET THIS FORM SIGNED. The original copy must have an original signature.

H. Learn and Serve - Michigan Application Submission Compliance Checklist

Applicants should complete and submit, with their Learn and Serve - Michigan application, the checklist located in the Appendix. Please review the following checklist to ensure that your application meets the submission requirements. Each application will be reviewed for compliance. **Any application received by MCSC not in compliance with any item on the following checklist may be considered ineligible for review.**

I. Most Recent Audit

Applicants must submit one copy of their most recent independent audit to include financial schedules.

III. SELECTION PROCESS

A. Review and Selection

The review and selection of the Learn and Serve - Michigan planning grant application is a multiple-step process as described below.

1. Interested applicants must submit a Learn and Serve – Michigan Intent to Apply form by **March 01, 2011**.

2. Interested applicants must submit a Learn and Serve - Michigan application by 5:00 p.m. on **March 11, 2011.**

3. Applications will be reviewed by a panel of external peer reviewers. After the external peer review, the panel will make its recommendations based on the criteria listed in the application guidelines.

4. The MCSC staff will review the applications for requirements, priorities, and preferences (as detailed in the application guidelines). The staff will also consider:

   - **Geographic diversity** – The MCSC will ensure that the programs recommended for funding are geographically diverse and include projects in urban and rural areas.
   - **Geographic concentration** – The MCSC may recommend funding programs that will enable it to test the effect of concentrating a critical mass of participants in a specific geographic area.
   - **Diversity** – The MCSC seeks to fund a broad range of programs with various approaches to addressing community need.
   - **Past performance** – The MCSC will review past performance of previous grantees. Areas that will be reviewed include the timely submission of program and financial reports, participation in meetings, achievement of objectives, adequate growth of program.

5. Based on the peer and staff review, applicants may be asked to revise their applications. The revised applications are due to MCSC no later than 5:00 p.m. on **April 5, 2011.** MCSC staff will review the revised proposals.

6. 2011-2012 Learn and Serve – Michigan grants begin **September 1, 2011**.

Please note that funding for this grant competition is contingent on the enactment of the FY 2011 budget for CNCS.

B. Criteria

The Learn and Serve - Michigan applications will be evaluated on the quality of the content according to the general categories and relative weights listed below.

1. Planning Grants

a. Program Design (70%)

Need (5%)
Participants (20%)
Program Preparation and Evaluation (20%)
Service-Learning Activities (15%)
Support (10%)

b. Organizational Capacity (30%)

2. Implementation Grants

a. Program Design (80%)

Background (10%)
Need (5%)
Implementation (10%)
Professional Development (10%)
Advisory Board (10%)
Connection to Community and School (10%)
Program Evaluation (10%)
Dissemination and Public Relations (5%)
Sustainability (10%)

b. Organizational Capacity (20%)

3. Institutionalization Grants

a. Program Design (80%)

Background (10%)
Need (5%)
Implementation (10%)
Professional Development (10%)
Advisory Board (10%)
Connection to Community and School (10%)
Program Evaluation (10%)
Dissemination and Public Relations (5%)
Sustainability (10%)

b. Organizational Capacity (20%)

APPENDIX

Forms and Instructions

LEARN AND SERVE – MICHIGAN
SCHOOL-BASED PROGRAM
2011-2012
INTENT TO APPLY FORM

Applicant Organization: _____

Contact Person: _____

Address: _____

City: _____ **State**: _____ **Zip**: _____

Phone: _____ **Fax**: _____

Email Address: _____

I anticipate applying for:

❑ Planning Grant ❑ Implementation Grant ❑ Institutionalization Grant

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Please fax or email this form to the Michigan Community Service Commission at (517) 373-4977 or to gilmant@michigan.gov by March 01, 2011.
If you have any questions, please call Tara Gilman at (517) 241-2553.

LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2011-2012 TITLE PAGE

Date of Submission: _____

1. Legal Applicant

Name of Applicant Organization: _____

Contact Person: _____ **Title**: _____

Address: _____

City: _____ **State**: _____ **Zip**: _____

Phone: _____ **Fax**: _____ **Email:** _____

Summer Contact:

Name of Applicant Organization: _____

Contact Person: _____ **Title**: _____

Address: _____

City: _____ **State**: _____ **Zip**: _____

Phone: _____ **Fax**: _____ **Email:** _____

2. Employer Identification Number: _____

3. The total number of years your organization has received Learn & Serve – Michigan School-Based funds

_____

4. Grant Category: ☐ Planning Grant ☐ Implementation Grant ☐ Institutionalization Grant

5. Michigan and US Congressional Districts:

Michigan Senate District of area served: _____
Michigan House District of area served: _____
US Congressional District of area served: _____

6. Budget:

CNCS Share Requested: _____ **Grantee Share**: _____
TOTAL BUDGET: _____

7. Certification:

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filling of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the certifications and assurances required of applicants if this assistance is approved.

Name: _____ **Signature**: _____
Title: _____ **Date**: _____

LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2011-2012 TITLE PAGE INSTRUCTIONS

Item 1 **Legal Applicant**

- The Legal Applicant is the agency that takes formal responsibility and assumes the liability for the program.
- The point of contact is often the supervisor of the person who has the day-to-day responsibility for administering the program. We will send the notification of grant awards to this person at the address provided.
- Provide current contact and summer contact information for the point of contact.

Item 2 **Employer Identification Number**

- Enter the legal applicant's 9-digit Employer Identification Number (EIN) as assigned by the Internal Revenue Service.

Item 3 **Total Number of Years Funded**

- Enter the total number of years your organization has received Learn & Serve – Michigan School-Based funds.

Item 4 **Grant Category**

- Enter whether your organization is applying for an Implementation or Institutionalization Grant.

Item 5 **District**

- Enter your organization's Michigan Senate District of area served, your organization's Michigan House District of area served, and your organization's US Congressional District of area served.

Item 6 **Budget**

- Enter the total amount of CNCS funds requested and your Grantee funds. Add both the CNCS Share Requested and the Grantee Share to get the Total Budget. Please enter that amount in the Total Budget section.

ITEM 7 **CERTIFICATION**

- Enter the name and title of the official who has the authority both to commit the organization to accept Federal funding and to carry out the proposed program. Submit the original ink-signed copy of the authorizing official's signature. **Do NOT forget to have this form signed.**

Project Impact Form
2011-2014

LEA	Name/Title of Person completing this form

In which setting does your partnership operate? ☐ **Rural** ☐ **Suburban** ☐ **Urban** ☐ **Mixed**

CURRENT AND PROJECTED PARTICIPANT DATA

Student Participants	Total in District	Indicate the total number of projected participants for each year			
		11-12	12-13	13-14	14-15
Students in Grades K-5					
Students in Grades 6-8					
9-12 Students at Comprehensive High Schools					
9-12 Students at Alternative Settings					
Total Students					

School Participation	Total in District	Indicate the total number of projected participants for each year			
		11-12	12-13	13-14	14-15
Elementary					
Middle/Junior High					
High					
Total Schools					

School Employees	Total in District	Indicate the total number of projected participants for each year			
		11-12	12-13	13-14	14-15
Teachers					
Administrators/School Board Members					
Other School Staff					
Total School Employees					

Parents and/or Family Members	Total in District	Indicate the total number of projected participants for each year			
		11-12	12-13	13-14	14-15
Total Parents and/or Family Members					

Community Representatives	Total in District	Indicate the total number of projected participants for each year			
		11-12	12-13	13-14	14-15
From Community-Based Organizations					
From Public Agencies					
From Business					
AmeriCorps Members					
AmeriCorps VISTA					
Senior Corps (RSVP, Foster Grandparents, Senior Companion)					
Legislators and Community Officials					
Other					
TOTAL ALL PARTICIPANTS					

LEARN AND SERVE – MICHIGAN
SCHOOL-BASED PROGRAM
2011-2012
BUDGET FORM

Date Submitted: _____ ❑ **Original** ❑ Revision: _____
(Date of Revision)

Applicant Organization: _____

A. Staff	**CNCS Share**	**Grantee Share**	**Total**
Salaries			
Fringe Benefits			
Subtotal A			
B. Operational			
Travel/ Transportation			
Training			
Supplies/Printing/Mailing			
Subtotal B			
C. Other Program Expenses			
Subtotal C			
D. Administrative Expenses (5% cap)			
E. Total			

The applicant is required to provide a $1.5 for $1 match. The match funds may be cash or in-kind and may come from non-federal and federal sources other than the Corporation for National and Community Service.

MICHIGAN COMMUNITY SERVICE COMMISSION
LEARN AND SERVE - MICHIGAN
BUDGET NARRATIVE WORKSHEET

Program Name: _____ **Date:** _____

Section A. Staff / Personnel Operating Costs

Staff / Personnel: Salary

Position/Title	Qty	Annual Salary	% Time	**CNCS Share**	**Local Share**	**Total Amount**
			Totals			

Staff / Personnel: Fringe Benefits

Staff / Benefit Category	Calculation	**CNCS Share**	**Local Share**	**Total Amount**
	Totals			

SUBTOTALS: Section A			

Section B. Operational Costs

Travel/Transportation

Staff / Purpose	Calculation	CNCS Share	Local Share	Total Amount
	Totals			

Training

Personnel / Purpose	Calculation	CNCS Share	Local Share	Total Amount
	Totals			

Supplies / Materials/Printing/Mailing

Items	Calculation	CNCS Share	Local Share	Total Amount
	Totals			

SUBTOTALS: Section B			

Section C. Other Program Expenses

Misc. Expenses

Items	Calculation	CNCS Share	Local Share	Total Amount
	Totals			

SUBTOTALS: Section C			

Section D. Administrative Expenses

Administration

Note: 5% Cap of MCSC Funds	10% Cap of Total Grant Amount	CNCS Share	Local Share	Total Amount
	Totals			

SUBTOTALS: Section D			

	CNCS Share	Local Share	Total Amount
TOTAL:			

LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM 2011-2012 BUDGET INSTRUCTIONS

I. Budget Preparation Overview

Your proposed budget should be sufficient to allow you to perform the tasks described in your proposal narrative. Reviewers will consider the information you provide in the review of your grant.

Follow the detailed budget instructions, below, to prepare your budget.
As you prepare your budget:

- All the amounts you request must be defined for a particular purpose. Do not include miscellaneous, contingency, or other undefined budget amounts.
- Your detailed budget narrative must provide a full explanation of the proposed costs including their purpose.
- Present the basis for all calculations in the form of an equation.
- Do not include fractional amounts (cents).

Please refer to the relevant OMB Circulars on allowable costs for further guidance. The OMB circulars are online at www.whitehouse.gov/OMB/circulars.

- A-21 - Cost Principles for Educational Institutions, 2 CFR 220
- A-87 - Cost Principles for State, Local, and Indian Tribal Governments, 2 CFR 225
- A-122 - Cost Principles for Non Profit Organizations, 2 CFR 230

Programs must comply with all applicable federal laws, regulations, and OMB circulars for grant management, allowable costs, and audits, including providing audits to the A-133 clearinghouse if they expend over $500,000 in federal funds, as required in OMB Circular A-133.

II. Budget Instructions

Section A: Staff / Personnel Operating Costs

Personnel Expenses

Include the portion of principal staff time attributed directly to the operation of the Learn and Serve – Michigan program. List each staff position. Ensure that the column labeled "CNCS Share" and the column labeled "Grantee Share" equals the column marked "Total Amount".

Personal Fringe Benefits

Include costs of benefit(s) for your project staff. You can identify and calculate each benefit or show cost as a percentage of all salaries. Please note that the Fringe % cannot exceed the salary %. MCSC requires the grantee to show and breakdown all fringe benefit costs associated with the grant. (Social Security Maximum 6.20%, Medicare 1.45%, Unemployment and Worker's Compensation) In the event that staff is paid as contractors with no fringe benefits associated with the staff costs, budgets should include the statement "staff are paid as contractors with no fringe benefits associated with the staff costs" in this section. Unless specified in the approved budget, Unemployment and Worker's Compensation charges will be the responsibility of the grantee and will be covered by grantee funds outside of the grant. DHS/DCRS/MCSC will not

allow or approve adjustments relating to these costs if the grantee did not account for them in the original budget.

Section B. Operational Costs

Travel / Transportation

Describe the purpose for which program staff member will travel. Provide a calculation to include costs (broken out by each item) for airfare, transportation, lodging, per diem, and other travel-related expenses multiplied by the number of trips/staff. Where applicable, identify the current standard reimbursement rate(s) of the organization for mileage, daily per diem, and similar supporting information. Only domestic travel is allowable. *Be sure to include the costs associated with traveling to one Grantee Meeting in Lansing*. Applicants are also encouraged to include $175 for registration and funds to support travel and lodging to the annual Institute: Service-Learning and Civic Engagement.

NOTE: These costs cannot exceed the current State reimbursement rates located at http://michigan.gov/dmb/0,1607,7-150-9141_13132---,00.html or exceed a grantees normal travel rate.

Training

Include the costs associated with training of staff working directly on the program, especially training that specifically enhances program implementation and professional skills, i.e., project or financial management, team building, etc. Indicate daily rates of consultants, where applicable. Payments to individuals for consultant services under this grant may not exceed $540 per day (exclusive of any indirect expenses, travel, supplies, etc.). The $540 daily rate is a ceiling; we anticipate budgeted daily rates at considerably lower levels.

Supplies / Materials / Printing/ Mailing

Include the funds for the purchase of consumable supplies and materials, including project supplies and equipment. You must individually list any single item costing $1,000 (one thousand) or more. Costs for printing and mailing should include a per item cost estimate.

Section C: Other Program Expenses

Allowable costs in this budget category should include when applicable:

- Background checks of volunteers and grant-funded staff who have recurring access to vulnerable populations, i.e., children, the elderly, disabled, etc.
- Office space rental for projects operating without an approved indirect cost rate agreement that covers office space. For national office space, rental may be unallowable; check relevant OMB Circulars. If space is budgeted and it is shared with other projects or activities, the costs must be equitably pro-rated and allocated between the activities or projects. Office space must be listed on the budget as a total cost, cost per square foot and cost per month.
- Utilities, telephone, Internet and similar expenses that are specifically used for Learn and Serve programs, and are not part of the organizations indirect cost/admin cost allocation pool.
- Recognition costs for staff. List each item and provide a justification in the budget narrative. Gifts and/or food in an entertainment/event setting are not allowable costs. Gifts and/ or food are not allowable costs for staff.
- Costs for project evaluation activities; including additional staff time or subcontracts you did not budget under Section I A. Personnel Expenses, use of evaluation consultants, purchase of instrumentation and other costs specifically for this activity. This **does not** include the daily/weekly gathering of data to assess progress toward project objectives, but is a larger assessment of the impact your project is having on the community, as well as an assessment

of the overall systems and project design. Indicate daily rates of consultants, where applicable.

Section D. Administrative Expenses (choose either A OR B)

Administrative costs are general or centralized expenses of the overall administration of an organization that receives Corporation funds and do not include particular project costs. These costs may include administrative staff positions. For organizations that have an established indirect cost rate for federal awards, administrative costs mean those costs that are included in the organization's indirect cost rate agreement. Such costs are generally identified with the organization's overall operation and are further described in Office of Management and Budget Circulars A-21, A-87, and A-122.

Options for Calculating Administrative/Indirect Costs (choose either A. OR B.)

A. *Corporation Fixed Percentage Method*

The Corporation fixed rate allows you to charge administrative costs up to a cap without a federally approved indirect cost rate and without documentation supporting the allocation. If you choose the Corporation Fixed Percentage method you may charge, for administrative costs, a fixed 5% of the total of the Corporation funds expended for indirect costs. In order to charge this fixed 5%, the grantee match for administrative costs may not exceed 10% of all direct cost expenditures.

Multiply the total (both Corporation and grantee share) of Sections A, B and C by 10% (0.10) and enter this amount as the total amount for Administrative Expenses for Section D. This total amount can be distributed across the CNCS Share and Local Share as long as you do not exceed the 5% maximum in the CNCS Share.

B. *Federally Approved Indirect Cost Rate Method*

If you have a Federally Approved Indirect Cost (IDC) rate and choose to use it, the IDC rate will constitute documentation of your administrative costs including the 5% maximum payable by the Corporation. Specify the Cost Type for which your organization has current documentation on file, i.e., Provisional, Predetermined, Fixed, or Final indirect cost rate. Supply your approved IDC rate (percentage) and the base upon which this rate is calculated (direct salaries, salaries and fringe benefits, etc.). It is at your discretion whether or not to claim your entire IDC rate to calculate administrative costs. If you choose to claim a lower rate, please include this rate in the Rate Claimed field.

1. Determine the base amount of direct costs to which you will apply the IDC rate, including both the Corporation and Grantee's shares, as prescribed by your established rate agreement (i.e., based on salaries and benefits, total direct costs, or other). Then multiply the appropriate direct costs by the rate being claimed. This will determine the total amount of indirect costs allowable under the grant.

2. Multiply the sum of the Corporation funding share in Sections I and II by 0.0526. This is the maximum amount you can claim as the Corporation share of indirect costs.

3. Subtract the amount calculated in step b (the Corporation administrative share) from the amount calculated in step a (the Indirect Cost total). This is the amount the applicant can claim as grantee share for administrative costs.

LEARN AND SERVE – MICHIGAN SCHOOL-BASED PROGRAM

CERTIFICATION AND ASSURANCES

Certification Signature

Signature: By signing this Certification page, you certify that you agree to perform all actions and support all intentions in the Certification sections of this application. The three Certifications are:

- ❑ Certification: Drug-Free Workplace
- ❑ Certification: Lobbying Activities

Legal Applicant: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

ASSURANCE SIGNATURE ***Note:*** ***Sign this form and include in the application***.

Signature: By signing this assurances page, you certify that you agree to perform all actions and support all intentions in the Assurances section.

Organization Name: _____

Project Name: _____

Name and Title of Authorized Representative: _____

Signature: _____

Date: _____

CERTIFICATIONS AND ASSURANCES FORM INSTRUCTIONS

Instructions
By signing and submitting this application, as the duly authorized representative of the applicant, you certify that the applicant will comply with the Certifications and Assurances described below.

a) Inability to certify
Your inability to provide the certifications or assurances listed below will not necessarily result in denial of a grant. You must submit an explanation of why you cannot do so. We will consider your explanation in determining whether to enter into this transaction. However, your failure to furnish an explanation will disqualify your application.

b) Erroneous certification or assurance
The certifications and assurances are material representations of fact upon which we rely in determining whether to enter into this transaction. If we later determine that you knowingly submitted an erroneous certification or assurance, in addition to other remedies available to the federal government, we may terminate this transaction for cause or default.

c) Notice of error in certification or assurance
You must provide immediate written notice to us if at any time you learn that a certification or assurance was erroneous when submitted or has become erroneous because of changed circumstances.

d) Definitions
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 the rules implementing Executive Order 12549. An applicant shall be considered a "prospective primary participant in a covered transaction" as defined in the rules implementing Executive Order 12549. You may contact us for assistance in obtaining a copy of those regulations.

e) Certification requirement for subgrant agreements
You agree by submitting this proposal that if we approve your application you 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 us.

f) Certification inclusion in subgrant agreements
You agree by submitting this proposal that you will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions," provided by us, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

g) Certification of subgrant principals
You may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless you know that the certification is erroneous. You may decide

the method and frequency by which you determine the eligibility of your principals. You may, but are not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

h) Non-certification in subgrant agreements
If you knowingly enter 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, we may terminate this transaction for cause or default.

i) Prudent person standard
Nothing contained in the foregoing may be construed to require establishment of a system of records in order to render in good faith the certifications and assurances required. Your knowledge and information is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

CERTIFICATIONS

Certification – Debarment, Suspension, and Other Responsibility Matters

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

A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:
   - Is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency.
   - Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other 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 or records, making false statements, or receiving stolen property.
   - Is 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 (1) (b) of this certification, and
   - Has not, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;

B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

Certification – Drug-Free Workplace
This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

B. Establishing a drug-free awareness program to inform employees about—
   - the dangers of drug abuse in the workplace,
   - the grantee's policy of maintaining a drug-free workplace.
   - any available drug counseling, rehabilitation, and employee assistance programs, and
   - the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);

D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will:
   - abide by the terms of the statement, and
   - notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;

F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted—
   - Taking appropriate personnel action against such an employee, up to and including termination; or
   - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

Certification – Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

I. No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;

II. 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 contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

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

ASSURANCES

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

I. Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application.

II. 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.

III. Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

I. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

II. Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686). which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

III. 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.

IV. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

V. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

VI. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

VII. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

VIII. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

IX. 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 (16U.S.C. 469a-l et seq.).

X. 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.

XI. 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.

XII. 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.

XIII. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

XIV. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

XV. Will keep such records and provide such information to us with respect to the program as may be required for fiscal audits and program evaluation.

XVI. Will not use the assistance to replace state and local funding streams that had been used to support programs of the type eligible to receive Corporation support. For any given program, this condition will be satisfied if the aggregate non-federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.

XVII. Will develop an age-appropriate learning component for participants in the program that includes a chance for participants to analyze and apply their service experiences.

XVIII. Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.

XIX. Will comply with the Notice, Hearing, and Grievance Procedures found in § 176 of the Act.

XX. Will, prior to the placement of a participant, consult with the appropriate local labor organization, if any, representing employees in the area who are engaged in the same or similar work as that proposed to be carried out by the program, to prevent the displacement and protect the rights of those employees.

XXI. Will comply with the nondisplacement rules found in § 177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (1) would otherwise be performed by an employee as part of the employee's assigned duties, (2) will supplant the hiring of employed workers, (3) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures; or (4) have been performed by or were assigned to any presently employed worker, an employee who recently resigned or was discharged, an employee who is on leave, an employee who is on strike or is being locked out, or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.

XXII. Will comply with the ineligible service provisions found in section 132 of the Act. Specifically a program may not use assistance or any approved national service position to perform service that provides direct benefit to any: (1) business organized for profit; (2) labor union; (3) partisan political organization; (4) organization engaged in religious activities (unless such service does not involve the use of assistance or participants to give religious instruction, conduct worship services, provide instruction as part of a program that includes mandatory religious education or worship, construct or operate facilities devoted to religious instruction or worship, or engage in any form of proselytization); or (5) nonprofit organization that fails to comply with the restrictions contained in section 501 (c) (3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)). However, the provisions of section 132 of the Act shall not be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative.

LEARN AND SERVE - MICHIGAN
COMPREHENSIVE PROPOSAL APPLICATION
SUBMISSION REQUIREMENTS CHECKLIST

Please review the following checklist to ensure that your application meets the submission requirements. Each application will be reviewed for compliance. **Any application received by MCSC not in compliance with any item on the following checklist will be considered ineligible for review.** The application will be returned to the applicant.

Please complete and submit the checklist along with your Learn and Serve - Michigan application. This checklist should be placed on top of your application. Do not staple the checklist to the application. Only one copy of the checklist needs to be submitted.

Applicant Organization: _____

Applicants must submit one unbound original and five (5) copies of a completed application package that includes:

- ☐ **TITLE PAGE**
  - ☐ Original copy of the application must have an original signature.
  - ☐ Applicants must use the form provided in the Appendix.
  - ☐ The form must be typed.

- ☐ **EXECUTIVE SUMMARY**
  - ☐ The single-spaced page must be typed.

- ☐ **PROGRESS SUMMARY (RENEWAL GRANTEES ONLY)**
  - ☐ Typed.
  - ☐ Single-spaced and in not less than 12-point font size.
  - ☐ One-inch margins.

- ☐ **PROGRAM NARRATIVE**
  - ☐ Typed.
  - ☐ Double-spaced and in not less than 12-point font size.
  - ☐ One-inch margins.
  - ☐ Planning Grant Narratives may not exceed 10 pages. Implementation Grant Narratives may not exceed 15 pages. Institutionalization Grant Narratives may not exceed 18 pages.
  - ☐ The narrative must follow the narrative format and include headers for each section.

- ☐ **PROJECT IMPACT FORM**
  - ☐ Applicants must use the form provided in the Appendix.
  - ☐ The form must be typed.

- ☐ **BUDGET FORM**
  - ☐ Applicants must use the form provided in the Appendix.
  - ☐ The form must be typed.

- ☐ **BUDGET NARRATIVE**
  - ☐ The narrative must follow the order of the budget form. (The budget narrative may be single-spaced).

- ☐ **CERTIFICATIONS AND ASSURANCES FORM**
  - ☐ Applicants must use the form provided in the Appendix.
  - ☐ The original must have an original signature.
  - ☐ The pages must be numbered.

- ☐ **MOST RECENT AUDIT (NEW GRANTEES ONLY)**

- ☐ **APPLICATION WAS SENT BY EMAIL to salasa@michigan.gov**