

Learn and Serve America Higher Education Individual Sample Grant Application

This example of a successful grant application is provided as a model and can be useful to help you determine:

- an acceptable structure of a grant application, including all of the requested elements
- an appropriate style, including level of formality, language usage, and format
- an appropriate level of detail for the application.

It is important to note that the sample grant applications were not submitted for the current NOFO and several changes have been made. Learn and Serve America cautions against the following:

- borrowing content from these grant application examples because the grant guidelines have changed from those in effect when these were submitted
- designing your grant application exactly like one of these models because each grant proposal has aspects relevant only to that proposal
- limiting the content of your program to the issues and services described in the samples as Learn and Serve is interested in issues and programs as described in the current NOFO.

PART I - FACE SHEET

Narratives

Executive Summary

The University/Community Partnership to Reduce Gang Activity (PARTNERSHIP) was created to bring the knowledge, concern, personal attention and people power of hundreds of students from State University (SU) into early prevention after school programs for youth at risk of joining gangs, coordinated by the City Coalition on Gangs. SU is an active member of the Coalition, which includes legislators, police, faith-based organizations, the school district, businesses, and community-based organizations. The Coalition was formed as a community-wide response to the escalating gang activity that has resulted in record numbers of crimes and personal tragedies.

This program addresses the fourth strategic initiative by encouraging the connection of education and service. The proposed Partnership will create a Service-Learning class in the Department of Sociology to teach 40 Work-Study students per semester about gangs. Each student will provide 300 hours of service per year in an after-school program offering a Partnership of early prevention services to over 200 potential gang members per year. In addition, SU students from across the curriculum will participate in the Partnership as a result of their participation in other service-learning courses and co-curricular activities. The program, run by the WHEEL Foundation in partnership with Anyplace Police Department (APD), currently serves at risk youths who are referred by Coalition members after incidents that display warning signs of gang affiliation.

SU students will provide 36,000 hours of tutoring, mentoring and enrichment activities each day at each after-school site. All are designed to offer the teens positive activities that demonstrate that courage transcends fighting and violence. Our goals are: (1) decreased negative contact with law enforcement, (2) increased school attendance and grade point averages, (3) increased participation by caregivers in counseling programs, (4) increased

interest in extracurricular activities as measured by a daily point accumulation system, and (5) active participation in community-based civic engagement projects. Graduate students in the Educational Psychology and Counseling Department will also assist in caregiver therapy sessions, co-teach 10 week parenting classes, and facilitate individual and group therapy sessions.

Narratives

Summary of Accomplishments

The Service-Learning Office has been a sub-grantee of the Whole State University system for a Learn and Serve America grant since 2000-2001. We are proud to report that a faculty/community/student committee has developed and implemented a campus Action Plan over the past 2 1/2 years that has accomplished nearly every Strategic Planning goal and step.

Our Service-Learning Center opened in 1998 and has supported faculty in the creation of over 100 new service-learning classes that provide service opportunities for more than 3,000 students annually, 60% of whom serve in K-12. We collect course data each semester from an identifiable field in the WSU's primary course identification data base. Our interactive website allows students, faculty members and community partners to post and access service opportunities (www.SU.edu/volunteer). Over 70 Faculty Development Grants of \$1000-\$1500 supported the creation of new courses by individuals and departments, and all grant recipients attended at least 8 hours of pedagogical training. The Visionary Community Service-Learning Award of \$1000 has been given to an outstanding faculty practitioner for three years. Students have their own service award. The Faculty Senate is actively pursuing ways to increase recognition of Service-Learning in retention, tenure and promotion. In 2002, over 500 individuals attended a Community Service Summit that spurred development of community advisory panels, handbooks and workshops, co-taught by community partners. We conduct assessment of student learning outcomes each semester and have conducted one community-wide assessment. The Volunteer Program and student clubs work closely with the Center to provide a continuum of service for all SU students. Our faculty regularly publish and present service-learning research and practice at national and international conferences.

Needs and Service Activities

Gang activity and all its associated heartbreak in terms of lost lives, lost property, lost hope, and lost youth, is one of the most serious concerns facing our community today. Anyplace leads the nation with close to 8,000 gangs and 250,000 gang members. The Anyplace Police Department (APD) reports the number of city-wide gang-related homicides at 350, with 726 attempted homicides, 3430 felony assaults, 2808 robberies and 849 cases of witness intimidation occurring in 2002. The City Valley, the service area for this proposal, is home to 80 different gangs and 15,000 gang members. Located in suburban Anyplace, the Valley is comprised of affluent areas in close proximity to pockets of extreme poverty. Many social, cultural, and economic barriers exist which prevent young people from succeeding in education or receiving training that will lead to employment that will improve their status and quality of life. The community where the proposed program will primarily occur is an under-served socioeconomic suburb of Anyplace (Southeast Valley--APD Southern Division), which has a student population that is 97.7% Latino, 1% African American, .3% Asian/Pacific Islander, and .6% white. With the exception of the charter schools, the schools in this community score a '1' (on a scale of 1 to 10, with 10 being the highest) on the statewide Academic Performance Index (API). Thirty-four percent of the area's youth and 25.4% of the total population live below the poverty line, 59% of

the students are Limited English Proficient, 93.7% are eligible for the Federal Lunch Program, and only 52.2 % of the adult population graduated high school.

The City Special Enforcement Unit (SEU) of the APD reported 1340 gang-related crimes in this area last year. The individual costs of gang life are even more distressing: 90% of gang-affiliated youth will be arrested by age 18; 60% will be in prison or dead by age 20; and 95% will drop out of high school.

But statistics alone do not always reflect all the personal tragedies associated with gangs. Just last month, on February 5, 2003, the Anyplace Times reported that John Smith, a 17 year-old youth was killed in a gang-related, car-to-car shooting just blocks from where 27-year old John Doe of Palace City was killed three days earlier. A month earlier, the Daily News of Anyplace reported that an explosion of gang violence in the City resulted in the execution-style deaths of two young men who were sitting in a car. They were not gang members. In fact, one of them, Joe Jones, was a 20-year old community college student with dreams of attending a university and going on to teach art. Even more tragic, if that is possible, are the deaths of the youngest of innocent victims, such as 3-year old Susie Cohen, who was 'shot to death as she rode with her family down a dead-end street.'

Gangs have heightened the public's anxiety about uncontrollable youths. Several suppression and punitive solutions have recently been enacted by local lawmakers, including increased prison time for gang-related offenses, deployment of special gang enforcement units and widespread use of anti-gang injunctions to prevent youths from congregating in select neighborhoods. Law enforcement officials such as the Anyplace County Sheriff display an uneasy mix of hope and cynicism about the gang problem. He recently stated, '97% of the youths involved in gangs can likely be pulled away from the destructive and violent gang culture. As for the other three percent,' he vowed, 'we're going to get you.'

The sheriff's optimism is echoed by a recent community-wide effort to shift the emphasis from punishment to prevention. The City Coalition on Gangs, a multi-disciplinary partnership, was formed in 2002 with goals of assembling and coordinating community resources to better address deterrence, intervention and suppression of gang crime throughout the City. State University (SU) was part of the Coalition and its collaborative processes, from its inception. Other members include: the APD; the Anyplace County Probation Department; the City Attorney's Gang Unit; the Anyplace Unified School District (AUSD); the mayor and ten local elected officials; faith-based organizations such as the Christian Center and Anyplace Church; business organizations such as the Chamber of Commerce, the City Child and Family Guidance Center, and Info Line of Anyplace; and several community-based organizations including Communities in Schools, I-CAN, Inc., New Directions for Youth, Victory Outreach, East Valley PALS and the WHEEL Foundation. The WHEEL Foundation has been selected to function as an umbrella organization that will match resources to the needs of all participating groups that deliver services.

Strategy - SU joined the Coalition because its leadership believes that one of the University's primary missions is to train future community leaders who are committed to and capable of addressing complex community problems, such as the prevention of gang violence. The University's mission and values strongly endorse partnerships with the community that advance the quality of life and the educational, intellectual, artistic, civic, cultural and economic aspirations for all those living or working in our neighboring communities. The mission of the University's Office of Service-Learning, which will administer the proposed program, is to inspire, encourage and support students and faculty in their pursuit of academic excellence

through involvement in pedagogies that combine explicit academic learning objectives, preparation and reflection with meaningful service activities in the community.

The WHEEL Foundation, mentioned above, is a non-profit foundation that was originally part of APD. It is currently coordinating the Coalition's early gang intervention programs. Two City Valley APD officers, shocked by 26 gang murders in their own Southern Division, founded WHEEL in 1989 as a focal point for community outreach programs. The officers made presentations to schools, community groups, and faith-based organizations to enlist widespread neighborhood support for anti-gang programs. WHEEL became an independent non-profit foundation in 1991 after severe citywide budget cuts curtailed its support by APD. It still maintains a close relationship with APD, which remains very active in its after-school early intervention programs. At the present time, two APD police officers supervise youths, skeletal staff and meager numbers of volunteers in each of the WHEEL program's four after-school programs throughout the Valley. All but one of its facilities are inadequate-- two after-school programs do not have their own sites, but meet at police stations or temporary APD bungalows. WHEEL is under-staffed, under-funded and underdeveloped.

The University/Community Partnership has eight main goals in addition to providing meaningful service-learning and civic engagement opportunities for SU students. They are: 1) To reduce gang affiliation in WHEEL youths by 25% as measured by decreased contact with law enforcement, when compared to the number of law enforcement contacts that occurred prior to enrollment in WHEEL; 2) To increase school attendance by 10% by the conclusion of each 24-week segment of the youth's participation in WHEEL; 3) To increase the overall grade point average (GPA) of each WHEEL youth by at least .2 during each semester of participation in the after-school program; 4) To increase caregiver participation in the 10-week 'mandatory' education, counseling and support group program by 20% each semester; 5) To have each WHEEL youth demonstrate increased interest in an enrichment activity by accumulating a designated number of daily points for participation and completion. Additional points can be earned by attending field trips to SU and other colleges, youth conferences, or other planned recreational, educational or cultural activities; 6) To have each teen join in the required community service/civic engagement activity that benefits their community in such areas as emergency preparedness, homeland security or an activity that they design; and 7) To use SU's nationally recognized expertise and resources from the Office of Service-Learning, Volunteer Program and academic departments to hold workshops and publish materials for all service-providers in order to provide the training and technical assistance necessary to provide a high quality experience; and 8) To utilize SU student, faculty and service-learning resources to identify the needs of each WHEEL site and to design and implement programs that address those needs and better serve the teens.

The program is designed to engage students in service-learning, thereby connecting their education with service as emphasized in the strategic plan of the Corporation for National and Community Service. The Partnership recognizes the importance of integrating citizenship activities such as service into the education of youth at all levels. Though the primary emphasis is on getting college students involved in service, the program activities will also engage the youth in the WHEEL programs in service as well. It is the expectation of the partnership that the college students will model service to the WHEEL youth with whom they interact and exemplify the responsibility each person has to being a part the solution to community problems.

Description of Activities - The proposed 'University/Community Gang Reduction Partnership,' the title of this program proposal, will support WHEEL and the Coalition's other community-

based organizations by providing 40 SU Federal Work-Study service-learning students to tutor, mentor and provide enrichment and/or vocational training, assist with counseling and/or provide research in WHEEL's four after-school programs. Each SU student will serve for 300 hours per academic year, thus providing a minimum of 12,000 service hours to help at-risk community youth. The University/ Community Gang Reduction Partnership will be an interdisciplinary effort coordinated by the campus Service-Learning Office, and involving a new service-learning class for Work-Study students taught by professors from the Department of Sociology and a mentor specialist from the Department of Communication Studies. Approximately 25 additional volunteers from the campus Volunteer Program, and 150 service-learning students, from several other academic departments such as Art, Photography and English (creative writing) will also be recruited each semester to perform specific enrichment or civic engagement activities. Students who perform the requisite number of hours will also be eligible to receive awards from the AmeriCorps Help Program and will be able to take part in additional training from the new Mascot Leadership Development Office, which includes units on team-building, civic engagement, and career development. In essence, SU students and faculty will be working with APD officers to expand existing learning programs and to create new activities that will connect with the youth's interests and challenge their ideas about what the world holds for them. The attendance and active participation of each youth will be closely monitored and measured by a system that rewards daily points for each completed academic or enrichment activity at the after-school site or during special events, such as participation in National Days of Service, campus tours and college information sessions, or field trips that expose the teens to culture, careers, recreation or other positive life choices.

The WHEEL program also mandates counseling for the primary caregivers and holds them accountable for their child's success. Many caregivers have needs that our students will attempt to assess and link to other social service agencies. Some of these needs are rooted in language barriers, the difficulties of navigating the school system, and the challenges of providing affordable opportunities for their children. By bringing the families into the circle, WHEEL and SU hope to provide valuable social support and advocacy. Currently, caregivers must attend a mandatory 10- week class that covers topics such as building self-esteem, improving communication, achieving consistent supervision, providing positive feedback and managing conflict. Additional support groups and individualized counseling are available, although at the present time, only one MFCC therapist is available, six hours per week, to provide all these counseling services. As part of the University/Community Partnership, SU students, especially graduate students in Educational Psychology and Counseling, will be invited to assist WHEEL counselors in conducting these classes and group sessions.

The proposed University/Community Gang Reduction Partnership poses a positive approach that will embolden youth on the periphery of gangs to remain in school and develop a vision of themselves and their futures that go beyond the lure and excitement of 'kickin' it, fighting, and defending the neighborhood from violence caused by conflicts with other gangs. WHEEL's after-school program already enrolls challenged youths who are referred by Coalition members. These referrals usually occur after minor incidents, such as truancy or commission of misdemeanors, which indicate a young person is displaying warning signs of possible gang affiliation. These youths are sometimes called 'wannabees' or 'baby gangsters' because, while they may 'kick it' with friends or relatives who are active gang members, they can more easily be connected to a positive program that demonstrates that courage transcends fighting and violence.

The sociology professors and staff from the campus service-learning office will be conducting research to evaluate all aspects of these new programs, which we hope will become models for similar efforts throughout the nation. Results will be disseminated at service-learning

conferences, such as the International Conference on Service-Learning Research; higher education conferences, such as the American Association of Higher Education, and discipline-based conferences, such as the American Sociological Association. Articles will also be composed for submission to such publications as the Michigan Journal of Community Service-Learning. SU faculty and Service-Learning staff have previously presented or published in all these peer-reviewed forums in the past few years.

Community Partnerships - As stated above, the University/Community Gang Reduction Partnership proposed here, is an outgrowth of the City Coalition on Gangs, which in itself is a broad-based community partnership with a primary focus on early intervention. Currently, WHEEL receives at-risk youth referrals from APD, LAUSD, and members of each precinct's faith based Clergy Councils that meet monthly. Upon referral and screening, the youths are enrolled in an after-school program at one of WHEEL's four youth centers, which are in various stages of development and operation. The youth center in Southern is fully operational and serves 45 youths each day with homework assistance, literacy training, and individual and group counseling that centers on anger management and conflict resolution. Additional activities include basketball, dance, martial arts, sailing, computer instruction and chess. The Anytown youth center serves 50 teens, but offers only tutoring, computer instruction and boxing. The East Valley site, housed in an APD bungalow, is currently searching for permanent quarters and is just beginning to offer programming. The State Hills WHEEL location provides a limited menu of after-school activities. None of the sites offer programs that focus on the interests and needs of the program's young women such as increasing self-esteem, exposing them to career and vocational opportunities, and locating positive male and female role models.

Many program improvements will be made possible by this Learn and Serve grant. Primarily, the understaffed WHEEL after-school programs, which normally consist of just two APD officers, will receive an infusion of SU Work-Study students and service-learning students who will provide a range of services that will be designed according to findings from a needs assessment conducted at each WHEEL site. Teams of approximately 10 Work-Study students will be available to serve at each site, but the final numbers and assignments will be determined in collaboration with WHEEL staff. If extra Work-Study students are available, beyond the needs of WHEEL, they will be directed through the WHEEL Umbrella to other community-based organizations serving community youth through the Coalition.

Underlying this Partnership is the philosophy that the University and community are full and equal partners in all aspects of program design and implementation. SU values its community partners as co-educators; staff members at SU's community partner organizations are often included in course instruction where they deliver guest lectures and/or provide critical components of the curriculum. Community partners also take part in reflection activities, for example by participating in role-playing activities that create scenarios in which students must think on their feet how to handle challenging situations with clients or family members. The partnership, in every respect is reciprocal, and built on mutual respect and an understanding that collaboration is essential to program success. In the words of Benjamin Franklin, SU agrees, 'We must all hang together, or most assuredly we will all hang separately.'

Capacity Building- This proposal's central focus is capacity building in four areas: (1) tutoring, (2) mentoring, (3) enrichment and (4) research. As stated previously, all SU Work-Study students will be enrolled in a service-learning class offered by the Department of Sociology that will provide curriculum related to each of these four areas as well as addressing the sociology of gangs and at-risk youth. Each WHEEL youth center is in desperate need of tutors to assist with homework and remediation. SU students will receive instruction in how to provide individualized attention or small group support to meet the learning needs of each WHEEL

participant. Very few of the WHEEL students are receiving passing grades in school, so tutoring, especially in math and literacy, will be a key assignment for the SU students. In conjunction with this proposal, professors will closely monitor the school attendance, classroom performance and grade point average of each WHEEL teen. These will all be critical performance measures of program success.

Equally important, SU students will serve as mentors and role models for the WHEEL teens. A Communication Studies professor with expertise in mentoring will teach a component of the service-learning class. Most SU students will be sociology majors with an interest in working with at-risk youth or first-time offenders. The majority of students in the new class have learned to place gangs in a macro context that recognizes that gangs are an outcome of broader socio-economic marginalization and 'being left out of mainstream society in practically every sense.' SU students, many of whom come from backgrounds similar to those of the WHEEL youths, will present viable options and resources to help them better their lives. Understanding marginalization and the major causes of gang involvement, as well as the individual youth's life chances, holds the key for successfully linking youths with the intervention that is most relative to their experiences.

SU sociology students, through their service-learning course will have an opportunity to gain firsthand experience in how to combat 'street socialization.' For example, students will learn that an individual's connection, or social bonds, with significant others ordinarily begin with the family and gradually extend to outside kinship networks. 'When family life and schooling fail to provide adequate social and psychological sustenance, the youth can turn to the street to fulfill the basic human needs of friendship and emotional support'. When street socialization replaces socialization by conventional caretakers, it becomes a key factor in developing not only different social bonds but different aspirations for achievement, levels and intensities of participation, and belief patterns'. Whom you associate with, what you strive for, how you spend your time, and why you embrace a belief system are strongly connected to the street subculture. Gangs, therefore, have become the primary influence sculptors of the youths targeted by this program.

Participation in the WHEEL program will provide a positive alternative that nurtures rather than destroys human potential. It will also enhance the SU students' awareness of their community, commitment to civic engagement, and decision to pursue a career that positively impacts the social fabric of their community and its people.

The third capacity building component is enrichment. Experience with other after-school service-learning programs has taught us that three hours of tutoring, after seven hours of school, can have the opposite of desired effects. At this time of day, high school students are burned out and need something different and exciting. Therefore, the SU students will divide all WHEEL participants into two groups; the first group receives tutoring for an hour and a quarter, and then takes part in an enrichment activity such as photography, art, music, recreation, sports, poetry, dance, or computer instruction.

The second group does these activities in reverse. In Year Two of the Learn and Serve grant, our goal is to add vocational education programs such as culinary arts, cosmetology, and/or automobile repair, in cooperation with Anyplace Trade Technical College. With the exception of Southern's recreation program, few enrichment and no vocational education programs are currently offered at any WHEEL sites.

The final capacity building component relates to research. APD WHEEL officers want college students to conduct process and outcome program evaluations that examine the effectiveness of

its current programs, that range from 24-week to unlimited stays, to determine what works, what is lacking, what is making students stay or leave, and what happens to students when they choose to leave or complete the program. Research about parent and family needs and how to accommodate them has also been requested. This research will help the Coalition identify and implement successful strategies for reaching their goals. This targeted research, which responds to a specific community request, will supplement the on-going assessment programs that will be detailed below.

Sustainability- The University/Community Gang Reduction Partnership will be the service component of a service-learning class that will be offered every semester within the Department of Sociology. Similarly, the University is committed to achieving President Bush's goal of having 50% of all Work-Study students serve in community-based organizations. The WHEEL foundation will provide the required match of Work-Study students funds as well. The collaboration between the Service-Learning Office and the campus Work-Study Office already exists, and has resulted, for example in enrollment of the maximum allowable number of students in the University's Jumpstart/Americorps program. As they did for Jumpstart, the SU Work Study office will link student Work-Study award announcement letters to an informational campaign that informs all Work Study students about the new service-learning class in Sociology. Letting students know about opportunities to perform their work-study in the University/Community Gang Reduction Partnership should alert hundreds of interested students to these new community service opportunities.

There will be no additional Faculty Development costs after curriculum related to the sociology of gangs, and effective tutoring and mentoring is developed. The Office of Service-Learning has never had difficulty in recruiting professors willing to incorporate service into course offerings that would be appropriate for the enrichment component of the program. Art, music, creative writing, and photography professors have already expressed interest in participating. The Service-Learning office will always be able to administer the grant and be responsible for logistics through an in-kind contribution.

One additional assessment project will review whether and in what ways the participation of SU students, faculty and volunteers affected the capacity of WHEEL and other participating Community-based organizations. A series of quantitative and qualitative measures will be developed to pre- and post-test the impact that SU students have on the quality and quantity of people served and programs delivered. Other assessment programs related to individual client outcomes are detailed below.

Support - Many disengaged youth are labeled as 'pariahs,' 'throw-aways,' or 'domestic terrorists,' and feel disconnected from accepted paths to achievement in our society. Just as their communities' needs are neglected through under-funded schools and recreational programs, lack of medical care, subsistence wages, overcrowded and dilapidated housing units, and racism and cultural repression, these youth often feel worthless and unimportant to society. Our program will address the vulnerability of unemployed, underemployed and detached youths by addressing their lack of vision, identity, and unity through curriculum and by engaging them in positive community service projects.

We recognize that different youths will be responsive to different change agents, thus we plan to offer a variety of opportunities for involvement. With the cooperation of the APD, for example, the WHEEL youth will have an opportunity to play an important role in the homeland security and disaster preparedness of their homes and communities. The teens will be able to survey their local neighborhoods, schools, faith-based organizations, public buildings, and community

centers to see which are in need of crisis plans that detail strategies for safety, food, shelter, medical care, counseling, and creating emergency kits for each classroom. Upon completion of this initial project, students will be able to conduct their own needs assessment regarding additional community projects in which they want to become involved.

With the help of SU students, they will be able to identify and implement their own service projects, which they design and carry out. This responsibility should empower them to understand that the student voice is powerful, and each person has the ability to make a difference. In addition, the WHEEL students will have an opportunity to work with additional college students as they are invited to join in various programs sponsored by the SU Volunteer Program. They will be invited to join SU faculty, students and staff in a variety of one-day events, such as National Days of Service, and will be encouraged to suggest their own community improvement projects for the SU team to tackle. The Volunteer experience can have a powerful effect on participants. At SU, we have found that many volunteers start out on a local walk, and then become involved in an organizing committee, and subsequently advance to working for one of our 500-plus non-profit partner agencies. The experience of contributing to people or organizations less fortunate than one's self can help put the world in a different light. For example, students working with a local environmental improvement organization in the Southern Division recently designed their own campaign to plant trees along one of their community's main streets. Now there is shade and beauty where there used to be only cement and litter. And they did it themselves!

Citizenship - SU students will strive to enhance the citizenship of the WHEEL teens through programs, such as those described above, which allow them to identify community concerns and create their own solutions toward addressing them. Giving them the opportunity to find and raise their own voices about issues that they identify and care about can replace negatives with positives. If the WHEEL youths are typical of other at-risk populations with whom the Center for Community Service-Learning has worked over the past six years, they will select projects that help pre-school or elementary students, many of whom will be family members in need of extra care and attention. By serving as well as being served, students begin to acquire the knowledge, skills, attitudes, and tools they need to become active and contributing community members.

None of these programs will succeed, however, without proper preparation by all participants. In the past few years, the Service-Learning Office has cooperated with the WSU system to develop a comprehensive orientation, training, risk management, and evaluation program that assures that all community personnel understand their roles and responsibilities in the University/Community Partnership. A special workshop will be given for all APD, WHEEL and other community-based partners to explain the Federal Work-Study program, Service-Learning and how it differs from volunteerism, orientation expectations, site supervision responsibilities and procedures, and evaluation procedures. Site supervisors will also be asked to nominate worthy students for appropriate awards and recognition, including the President's Student Service Awards. The Chancellor of the 10-campus Whole State University system also recognizes outstanding student service each year through the Students That Are Recognized for Service (STARS) awards.

Similarly, all WHEEL youth who meet certain daily point accumulation goals will receive special recognition and certificates. These help motivate and instill pride of accomplishment. The Center will also work with the campus Insurance and Risk Management office to assure that sites are safe, that adequate insurance exists, and that all FWS students receive required background checks and health screenings necessary when working with community youth. Service-Learning - The Service-Learning Office, which will be responsible for grant

administration, was established in 1998 to inspire, encourage, and support students and faculty in their pursuit of academic excellence through involvement in community service. The Center Director will assist all participating professors in designing a course curriculum that maximizes student learning through reflection and assessment. Service learning will allow the University/Community Gang Reduction Partnership students to apply sociological and civic engagement concepts to the 'real world' activities that they will design for the WHEEL teens.

In addition, the Center will supplement classroom curriculum with resources from civic education specialists such as the Constitutional Rights Foundation and Students in Service to America. All professors who work with the campus service-learning center must attend eight hours of training that includes pedagogical strategies to link explicit classroom learning objectives to meaningful community service through the process of reflection. College students will keep journals and engage in other creative endeavors that help them crystallize the relationships between service, democratic practices, and ideas as well as the historical significance of each. As part of their mentoring responsibilities, the college students, in turn, will ask the WHEEL youths to reflect on their own service. This 'cascading' service-learning technique has proven to be very valuable, as each participant becomes teacher and learner, server and served. The training emphasizes how to help students understand and appreciate citizenship, service and responsibility along with their roots in basic American democratic philosophies. It also infuses each student with pride in their own history as they learn about the specific contribution of each ethnic group to our nation's proud multi-cultural heritage. Similarly, they will learn about the common struggles of each new American immigrant movement. They will learn that they share experiences with others who may not look, sound or think exactly like they do.

Professors from additional departments such as Political Science and Chicano/a Studies will be asked to contribute additional civic engagement curriculum when appropriate.

Diversity - SU is the only four-year institution of higher education committed to responding to the multicultural community of the City. SU's faculty and student body echo the diversity of their community, with a student population that is 25% Latino, 9% African American and 10% Asian and Pacific Islander. Female students account for 58.9% of undergraduates, while males make up 41.1% of the student body. As a public university, SU attracts students of all ages; 18-year olds regularly share classes with senior citizens. SU is a federally designated Minority Serving Institution (MSI) and Hispanic Serving Institution (HSI). The University ranked 10th in the nation for conferring the most bachelor's degrees to minority students according to data from the U.S. Department of Education. Diversity is not a goal at SU; it is a reality and fact of everyday living. As the above statistics demonstrate, the student body at our campus is a model of diversity.

Number of participants: 40 Federal Work-Study students will tutor and mentor approximately 50 WHEEL teens at each of four sites. Five classes of Service-Learning students each semester will provide approximately 150 students to teach enrichment activities. Each SU Work-Study student will serve 300 hours during an academic year, an amount of time well in excess of what has been shown to be necessary to yield positive results for both student and community. Service-Learning students will work 20-40 hours each over each semester. An estimated 25 additional volunteers will donate their own time to assist with tutoring or enrichment activities. The SU Volunteer Program holds frequent seminars to help volunteers understand the value of service to their educational profiles and personal social responsibility indices.

Organizational Capacity - The State University Fund, a nonprofit auxiliary of SU, fiscally administers \$10 million in University contract and grant funds annually. The Fund has an excellent record in its fiscal administration of grants and contracts and is well adept at handling the intricacies of government, corporate and private grant and contract regulations.

SU has received numerous grants from the Corporation for National and Community Service in the past, including Learn and Serve America, AmeriCorps and Jumpstart. The Fund is subject to a comprehensive audit each year. Sean Jones, SU's Director of Research, is responsible for fiscal administration and Dr. Jane, Director of the Service-Learning Office, who is also a Professor of Journalism and an attorney, is responsible for all other aspects of grant operation and administration. Dr. Doe, Associate Professor of Sociology, received her doctoral degree from Notre Dame University, and specialized in courses related to criminal justice, juvenile justice and the sociology of gangs. She will co-teach the special section of the Sociology Internship class devoted to the University/Community Gang Reduction Program with Dr. Smith, Associate Professor of Sociology. Dr. Smith holds a Master of Social Work from the University of Southern California and a doctorate in Social Welfare from the University of California. He is a past president of the Service-Learning Office's Advisory Committee and currently manages a five-year \$1 million grant from the Anyplace County Probation Department to work with teens who are currently on probation in the juvenile justice system. Joan Eve, instructor in Communication Studies, will teach the special mentoring unit described above. Professor Eve, who holds a Master's in Speech Communication from SU, is a nationally recognized authority on college student mentoring with diverse populations.

In addition to the performance measures that are part of this application, several assessment instruments will be used to pre- and post-test critical target population. All SU students will be part of a SU-wide study each semester that measures attitudinal and behavioral changes regarding community involvement, community awareness, civic responsibility, sensitivity to diversity, communication skills, and career development. WHEEL families will take pre-and post-tests that measure perceptions of their teen's behavior. An instrument will be developed to measure WHEEL teen's attitudes toward school, community, gangs, families, violence and self-esteem. Their grade point averages, decreased association with gang members, decreased association with law enforcement, increase in cohesion, and attendance at school and in the after-school program will be charted. In addition to performing the research requested by the APD to gauge program challenges and successes, the Center will conduct research that measures the value of SU students to achieving the goals of the Coalition.

Budget - Because this Partnership grew out of a community coalition, community support from the Mayor, local politicians, the APD, local school districts, businesses, and community-based organizations already exists. This grant was developed in close consultation with many Coalition members, and it represents a way to provide major assistance to the Coalition's next steps in its early intervention programs. WHEEL needs more student power to provide tutoring and enrichment at all sites, and program development and design at its two less developed sites. The family counseling area also needs assistance, as it is soon going to expand its current Southern and Anytown services, offered only six hours a week, to the other locations. WHEEL and APD have committed staff members to the program that comprise a significant in-kind match. The WHEEL Foundation has also committed to funding at least the required 10% match to the Federal Work-Study Program. WHEEL conducts an aggressive fund-raising program as well as the after-school programs that are the focus of this grant and the recipient of all the proceeds. SU will support WHEEL's development efforts to the maximum extent possible.

In addition, because this program follows a service-learning model, SU will always be able to support faculty training in pedagogy and civic engagement, along with staff and resources to assure that all community partnerships go smoothly. SU's resources in this area are a major in-kind contribution and are always conducted at a high level due to the extensive training and technical assistance available from the staff of the Service-Learning Office, who are experienced national trainers who conducted service-learning workshops and seminars for Youth Service, the state commission on national and community service, the Whole State University system, and colleges and universities throughout the country.

Budget Narrative: Whole State University Gang Prevention

Section I. Program Operating Costs

A. Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount
Program Coordinator - will coordinate the planning and implementation of all program components: - 1 person(s) at 25000 each x 100 % usage	25,000	0	25,000
Student Assistant: - 1 person(s) at 2298 each x 100 % usage	2,298	0	2,298
CATEGORY Totals	27,298	0	27,298

B. Personnel Fringe Benefits

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Program Coordinator: 25%	6,250	0	6,250
Student Assistant: 8%	183	0	183
CATEGORY Totals	6,433	0	6,433

C. Monitoring and Other Travel

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Bus Passes: \$30/mo x 8 mo x 5 students	1,200	0	1,200
Buses for field trips: \$250/bus x 10 days	2,500	0	2,500
CATEGORY Totals	3,700	0	3,700

D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
CATEGORY Totals	0	0	0

E. Supplies

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Software and materials: \$1,000 per site (4) per semester (2)	8,000	0	8,000
TB tests for participating students: 148 students x \$5/test	740	0	740
CATEGORY Totals	8,740	0	8,740

F. Curriculum Development

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Professor Training: \$1,750 per class x 5 classes	8,750	0	8,750
Non-profit organizations:	3,500	0	3,500
CATEGORY Totals	12,250	0	12,250

G. Training and Technical Assistance

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Sociology Professor, J. Herman will develop curriculum and teach a Service-Learning section of an internship class: 1 person at \$70,572 x 12.36% usage plus 14% fringe	9,944	0	9,944
Sociology Professor, Kassie Smith will develop curriculum and teach a new Service-Learning section of an internship class: 1 person at \$64,440 each x 6.77% usage plus 14% fringe	4,974	0	4,974
Mentor Specialist - will develop and deliver curriculum related to mentoring at-risk teens: 1 person at \$16,209 each x 26.92% usage plus 14% fringe	4,974	0	4,974
Family Counseling Coordinators at 4 sites: \$45/hr x 277.33 hours plus 14% fringe	14,227	0	14,227
Police Officers - Will contribute an in-kind match of \$130,130 for 2 police officers to supervise and conduct after-school programs at 4 sites: 2 persons at \$65,065 each x 100% plus 28.12% fringe	0	166,723	166,723
CATEGORY Totals	34,119	166,723	200,842

H. Evaluation and Research

Item/ Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Evaluation – Program Evaluator will be hired for \$3,000 to perform assessments on youth, their parents, and participating Whole State University college students:	3,000	0	3,000
CATEGORY Totals	3,000	0	3,000

I. Other Program Operating Costs

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
Travel to CNCS-Sponsored Meetings:	2,000	0	2,000
Dissemination:	2,000	0	2,000
Outreach:	3,000	0	3,000
CATEGORY Totals	7,000	0	7,000

J. Participant Stipends

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount
Work-study salaries – Whole State University work-study office will provide an in-kind match of \$60,000 for participant stipends: - 40 x 1500	0	60,000	60,000
CATEGORY Totals	0	60,000	60,000

K. Sub-grants

Item/Purpose -Calculation	CNCS Share	Grantee Share	Total Amount
WHEEL: For Site Development	16,214	0	16,214
CATEGORY Totals	16,214	0	16,214
SECTION Totals	118,754	226,723	345,477
PERCENTAGE	34%	66%	

Section II. Administrative/Indirect Costs

A. Corporation Fixed Percentage

Item -Calculation	CNCS Share	Grantee Share	Total Amount
Corporation Fixed Amount:	0	0	0
CATEGORY Totals	0	0	0

B. Federally Approved Indirect Cost Rate

Calculation -Rate - Rate Claimed -Cost Basis -Cost Type	CNCS Share	Grantee Share	Total Amount
Predetermined: Total Direct Costs: 35.7% of \$345,477 with a rate of 35.7 and a rate claimed of 35.7	6,246	117,089	123,335
CATEGORY Totals	6,246	117,089	123,335
SECTION Totals	6,246	117,089	123,335
PERCENTAGE	5%	95%	

BUDGET Totals	125,000	343,812	468,812
PERCENTAGE	27%	73%	

Source of Funds

Section	Description
Section I. Program Operating Costs	Police Department will contribute an in-kind match of \$166,723 for 2 police officers to supervise and conduct after-school programs at 4 sites - 2 persons @ \$65,065 each plus 28.12% fringe benefits. WHEEL and Whole State University will contribute an in-kind match of \$3,000 for supplies. The Federal government will contribute, through Whole State's work-study office, an in-kind match of \$60,000 for participant stipends - 40 x \$1,500/ea.
Section II. Administrative/Indirect Costs	Whole State University will contribute an in-kind match of \$117,089 which is the difference between the federally negotiated rate of 35.7% and the 5% maximum rate allowed by the Corporation.