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# Florida Learn & Serve 2006-2007 Awards, By Category

## State Totals

**67 projects    Projected Service Hrs: 946,058    Student Participants: 34,784    Districts: 41    Awarded: \$581,001    Ave. Award: \$8,671**

## One-Year Renewal Service-Learning Projects

*30 Projects    Proj. Service Hours =309,029    Student Participants= 6,561    Districts = 18    Total Awarded = \$187,763    Ave. Award= \$6,258*

District	Organization	Contact	Phone	City	Award Amt.	Project Description
Alachua	Horizon Center	Melinda Anderson	352-955-7250	Gainesville	7,750	Approximately 200 high-risk students in grades 6-12 spend each Wednesday on service-learning activities focusing on projects in the needy Duval Heights neighborhood, to include landscaping and minor home repair, nutrition, auto detailing, woodwork construction, and disaster preparedness. Students receive course credit in their Language Arts class. Participating students learn to work as a team to benefit the community. In addition, the project provides landscaping to construct outdoor furniture for House of Hope, a group residence for ex-offenders. Projected service hours: 10,000
Alachua	Loften High School	Paula Barrett	352-955-6893	Gainesville	5,080	25 students in grades 9-12 take part in an arts-based Drug and Violence Prevention program that utilizes improvisational theatre techniques and service learning to explore critical issues young people face while providing education on high-risk behaviors like substance abuse and violence. Students work with theatre and prevention specialists in a seven-week process to create performance workshops that students then conduct at area schools, community centers, juvenile justice facilities, and community events. These activities impact the students' reading and writing skills. Projected service hours: 400
Alachua	Newberry High School	Lee Lovingood	352-472-1101	Gainesville	6,500	400 students in grades 6-12 learn skills in communication, group dynamics, time management, and human relations through a Leadership Skills Development course. Skills acquired are demonstrated through service-learning projects. Students from Early I-III vocational courses assist in game designs and elementary activities in the implementation of a fun festival. Environmental Science students conduct studies of soil/water/invertebrates at Dudley Farm State Historic Site. Leadership Skills Development students assist students from the feeder middle school in growing vegetables to feed needy community residents. The course builds leadership skills and strengthens school and community ties. Projected service hours: 7,000
Bay	Chautauqua Learn & Serve	Cynthia McCauley	850-960-6880	Panama City	7,183	400 K-12 students take part in one of two service-learning tracks at the nation's only service-learning charter school for ESE students: (1) Second Nature and (2) Information, Inspiration and Advocacy. Second Nature pairs Chautauqua students (ESE and multiple disabilities) and Bay High mentors with community service agencies and educational facilities such as the library, Rescue Mission, Council on

	Charter School					Aging, Alzheimer’s Center, etc., to provide needed service. Students explore careers and learn job skills as they serve. Information, Inspiration and Advocacy—Local attorneys train students on appropriate intake strategies for participating in the Information and Referral Center of the Rescue Mission. Inspiration: The Philadelphia Museum of Art trains students and staff on the uses of distance learning. Advocacy involves all students and requires ongoing training and the development of self-determination. Projected service hours: 21,000
Brevard	Endeavor Elementary School	Barbara Wilcox	321-633-3545 X 5011	Viera	4,242	130 at risk students in K-2 <sup>nd</sup> grade participate in the ABC Butterfly Garden and Listening for Learning projects. ABC Butterfly expands and improves an existing garden. Kindergarten and Second grade book buddies meet weekly to read about plants, animals, and insects. Flowers and plants from the garden are given to a local senior center. Listening for Learning serves grades Pre-K-2 by providing various listening centers (books on tape). Kindergarten students write letters to designated community helpers requesting that they read books, on tape, which teach students about the community helpers’ jobs. The ABC/Butterfly garden enhances the reading and science programs and encourages community members to volunteer at the school. The Listening for Learning centers gives opportunities to invite community workers to the school creating reciprocal learning to build positive community support and provide interesting activities for primary grades. Projected service hours: 7,995
Duval	Douglas Anderson School of the Arts	Bonnie Harrison	904-346-5620	Jacksonville	7,150	34 students in grades 11 and 12 are enrolled in a year-long Issue-based theatre course at this National Service-Learning Leader School. The course uses students’ natural interest in the arts to help transmit information and mentor targeted students in their community. The project goal is to create a safe space where students can gain knowledge about critical teen issues they face. Students utilize higher thinking to synthesize their learning and create the performance workshop tour. Projected service hours: 4,930
Flagler	Flagler Palm Coast High School	Bobby Bossard	386-437-7540	Bunnell	8,250	25 10 <sup>th</sup> -12 <sup>th</sup> grades at risk students apply a service-learning based curriculum that is centered on environmental issues that Flagler County is facing. The students have a choice of Ecology, Environmental Science, or a Leadership class that meets for 85 minutes every day. Students provide interpretive educational materials for Flagship Harbor Preserve and Gamble Rogers and North Peninsula State Parks. The materials are placed in kiosks throughout the parks. Students are involved in all aspects of the project. Projected service hours: 5,100
Hillsborough	Broward Elementary School	Kathy McCrory	813-276-5592 X 240	Tampa	3,647	80 students in grades 1, 2 and 5 participate in a year-long writing-tutoring-buddy program. Students create and publish a community newsletter highlighting services provided by local businesses. Once a week, 5 <sup>th</sup> graders tutor 2 <sup>nd</sup> graders, and 2 <sup>nd</sup> graders tutor 1 <sup>st</sup> graders to scaffold the writing process. Student lead the project and mentor younger students. Through communication, previously disrespectful students build a positive reciprocal relationship with a previously angry group of adults. Another goal is to improve reading and writing scores. Projected service hours: 5,400
Hillsborough	Stewart Middle School	Lynn McDaniell	813-276-5791	Tampa	3,411	40 7 <sup>th</sup> grade students in the Math Research and the Science Research classes learn about earth and space science through reading non-fiction and fiction literature, individual field studies of local habitats and mentoring from experts outside the classroom. Mentors are from NASA, Hillsborough River Board,

			X 246			and the University of South Florida. The students then serve two 5 <sup>th</sup> grade classes at nearby high-poverty elementary schools. Through the Science Technology and Aerospace Readers (STARS) project, 7 <sup>th</sup> graders apply their studies and research to design lessons and activities for 5 <sup>th</sup> grade classes to expand their educational experiences in math, science and technology while motivating them to read informational texts. The 7 <sup>th</sup> graders are positive role models for the younger students and gain leadership experience. Projected service hours: 5,280
Jackson	Hope School	Yvonne Melzer, Lottie Sims	850-482-9616	Marianna	4,500	20 trainable mentally handicapped students in grades 8-12 meet social and assistance needs of residents at an assisted living facility as they learn reading, writing, social and vocational skills needed to be successful in post secondary employment through Job Preparatory Education, Functional Living, Personal Home Skills, and Academic Skills for Functional Living classes. The students maintain the lobby and other public areas, clean residents' apartments, and maintain plants and the apartment grounds. Projected service hours: 1,080
Lake	East Ridge High School	Cynthia Fails	352-242-2080	Tavares	7,567	1,500 students grades K -12 in the Service Learning Youth Council and the Voluntary Public Service classes offer mini-workshops for students within the academic service-learning classes preparing them for service projects. Youth council member teams then assist teachers with project implementation. Service-learning mini-grants are offered to teachers within their feeder schools, thereby increasing the size and scope of needs addressed by integrating student-driven service-learning activities. Goals are for students to increase leadership skills, civic participation and reading scores as they facilitate projects that meet identified needs. Projected service hours: 13,500
Lake	Tavares High School	Coranelle Glass	352-343-8885	Tavares	7,046	50 9 <sup>th</sup> -12 <sup>th</sup> grade members of the Service-Learning Youth Council class design and facilitate 5 projects with more than 25 activities. The projects include emphases on Literacy, Environmental, Career Exploration, Recycling, and Intergenerational issues. Projected service hours: 9,810
Lee	Bonita Springs Charter School	Stacey Strell	239-992-6932	Ft. Myers	5,322	90 7 <sup>th</sup> and 8 <sup>th</sup> graders in the Leadership Academy (an expansion of the leadership class from 05-06) continue with 4 highly successful projects from last year in the areas of bullying prevention, tutoring, conflict mediation, and career planning. Students assist in the design of the service-learning project, which includes illustrating brochures for children, artistically painting benches to raise money for charity, mediating student disputes, and giving presentations to classes. Projected service hours: 16,200
Lee	J. Colin English Elementary School	Sheryl Terepka	239-995-2258	Cape Coral	8,700	180 students in grades 1-5 comprise a Youth Council that chose an environmental project and work to raise awareness of water conservation by sharing a wetland model at nature festivals and community centers. They also work to restore a Conservation 20/20 parcel by removing exotic plants, planting native trees, and cleaning up the area. Students receive partial science and math credit. Projected service hours: 28,050
Lee	South Fort Myers High	Gina Sabiston	239-337-7796	Ft. Myers	8,956	238 students in grades 9-12 participate in (1) Sea Grass Roots Restoration or the (2) Youth Leadership Council. Students oversee, organize, and implement aquatic and urban renewal projects in conjunction with private, city, county, non-profit and businesses. The Youth Council helps integrate service learning across the curriculum through mini-grants to individual teachers and classes. Council

	School					members also monitor projects and give community presentations. Projected service hours: 5,950
Miami-Dade	Miami Douglas MacArthur Senior High - South	Janis Klein-Young	305-279-5422	Miami	4,910	409 <sup>th</sup> -12 <sup>th</sup> graders are trained to revive lost arts traditions of a community leveled by the most powerful Hurricane in Florida history (Andrew, 1992). The students are trained at Art South, a cultural arts facility. Students receive course credit in their current Art classes for this project. After being trained, the students teach art techniques to local disabled populations including physically/emotionally handicapped youth and senior citizens. Through their weekly workshops students befriend an unfamiliar population while enlightening them in textiles, painting, woodcarving, mosaics, and pottery. The disabled partners discover new skills while benefiting from companionship of their student mentors. Projected service hours: 1,200
Miami-Dade	Miami Springs Middle School	Ms. Sandy Witt	305-887-5807	Miami	6,040	30 8th grade students visit the Easter Seals' Elderly Therapeutic Day Care facility each month for two hours. Students pair with an adult from the Hialeah-Miami Rotary Club who acts as a mentor and addresses any fears the students have about working with Alzheimer's patients. Students read to the Alzheimer patients, as reading is a proven strategy to help reduce memory loss. Reading also helps increase the students' vocabulary and fluency skills. The students relay their experience with the elderly with an informative brochure to be distributed to families, libraries and other adult centers. Projected service hours: 1,800
Miami-Dade	Office of Community Services	Dr. Ramona Frischman	305-995-1212	Miami	9,000	1,000 high schoolers from several Miami-Dade schools address school and community safety and life safety awareness for community elders. Activities include student-led bullying prevention workshops for students; hurricane preparedness, response, and recovery neighborhood awareness campaigns; and a senior safety crime prevention festival for elders. Through public issue forums, these projects promote advocacy and interaction among youth, elders, law and fire officials and community leaders. It is anticipated that these activities will result in the students' greater participation in the democratic process and the creation of more engaged citizens.
Monroe	Coral Shores High School	David Makepeace	305-853-3222 X 327	Tavernier	6,155	35 11 <sup>th</sup> and 12 <sup>th</sup> graders participate in five sub-projects within the service learning/project based Marine Studies at Coral Shores, a National Service-Learning Leader School: (1) Shipwreck Biological Assessment, (2) Coral Reef Restoration, (3) Seagrass Restoration, (4) Reef Assessment, and (5) Artificial Reef Habitat Monitoring. Students enrolled in the 2 credit program pursue a Science credit and either a Research or Television Production credit. The students also produce documentary videos and PowerPoint presentations that are given to the public to raise knowledge and awareness of local environmental issues. Projected service hours: 1,864
Orange	Colonial High School	Rose Cooper	407-482-6300 X 4208	Orlando	7,902	30 K-3 graders serve in an ongoing program to encourage and improve reading and writing skills and FCAT performance. The students tutor and encourage reading habits and improved reading and writing skills for 60 elementary school students. Students partner with the Retired Senior Volunteer Program (RSVP) to increase interaction between local seniors and youth. Student mentors receive instruction from language arts teachers in developing appropriate reading strategies for younger students. Projected service hours: 1,440

Orange	Howard Middle School	Samantha Robinson	407-245-1780 X 275	Orlando	6,947	100 10th graders who are in danger of not passing the FCAT are trained to become effective mentors and reading tutors of 3rd graders who are reading below grade level. The training is offered through an Academic Service Learning/Literacy class. The mentors develop and deliver lessons that incorporate fluency, phonics, phonemic awareness and comprehension. The project goal is to increase student FCAT reading scores by at least one level for both the elementary and high school students. Projected service hours: 10,920
Orange	Lakeville Elementary School	Janet K. Buchan	407-814-6110	Orlando FL	1,250	200 students in grades K-5 research butterfly habitats and establish a butterfly garden for a hands-on approach to learning a cyclic system of nature. The students receive credit in their Language Arts and Science classes. This project develops students' scientific inquiry, critical thinking, reading and writing skills. Projected service hours: 6,000
Orange	Timber Creek High School	Wendy Doromal	321-235-7800 X 6631	Orlando	8,423	A Service Learning Council oversees mini-grants to help spread service learning district-wide. Over 1,000 students are involved in 50 or more service learning projects. Every project has a required reading focus to meet school needs and all projects address community needs. The academy is expanding previous projects such as the Reading buddies tutoring program and its focus on poverty in the community. Students receive credit in their core service learning classes for the projects. Projected service hours: 80,000
Orange	Winter Park Tech	Claude Fleurimond	407-622-2900 X 2236	Orlando	5,079	80 students in grades 11 and 12 continue and expand on their 05-06 project, focusing on the lack of computer and Internet access of underprivileged community members. This year's project includes more computer training sites, a printed manual to give to community members, more community partners and blogs/websites for sharing opinions and information about the project. Students in this program are dual-enrolled in the Computer Systems Technology program at Winter Park Tech. Projected service hours: 3,200
Osceola	New Beginnings Educational Complex	Terri Inwood	407-348-4466	Kissimmee	6,408	25 students in grades 9 -12 create a vegetable/fruit garden, food from which is harvested and donated to the Council on Aging for its kitchen that serves seniors in need. Seniors from the Osceola County Council on Aging meet with students, and together they research the nutritional needs of the elderly and the students in the area. The students then choose items that that are feasible for a school garden versus a farm or family garden. They work with Agricultural Extension Services to learn about crop rotation, spacing, and soil needs. Through the different phases of the garden students learn many aspects of reading, writing, research and math as well as information about crops that give them credit for their crops and plants technology class. Projected service hours: 12,600
Palm Beach	Christa McAuliffe Middle School	Linda Morgan	561-374-6600	Boynton Beach	2,250	130 advanced art class students in grades 7 <sup>th</sup> and 8 <sup>th</sup> develop artistic talents and writing skills & provide a service to the community by creating a Florida Wildlife Activity book for a local elementary school with at-risk 3 <sup>rd</sup> graders. The book excites and encourages the 3 <sup>rd</sup> graders to read as well as helps raise their FCAT scores. The art students also partake in an Empty Bowl Banquet. They research and learn about hunger awareness and those living below the poverty line in their neighborhood by visiting and working in a local soup kitchen. The students then implement a banquet at which they auction off their

						handmade ceramic bowls to raise money for a local hunger organization. Projected service hours: 4,050
Palm Beach	Gold Coast Community School	Jessica Shalvey	561-640-5091	West Palm Beach	7,500	250 students in grades 2-8 research, plan, plant and cultivate a community vegetable garden that is used to prepare food for senior citizens, the homeless, the hungry and shut-ins throughout the community. Meals are prepared twice a month by students, business partners and faculty staff and then delivered to various sites throughout the county. Students get credit in their general education classes for the service performed. This project includes a focus on environmental concerns, as students create compost bins to recycle cafeteria waste, research native plants and to utilize xeriscaping and create habitats for native birds and butterflies. This project will help develop community conscious students as well as equip students with the necessary employability and academic skills. Projected service hours: 10,000
Pasco	Gulf High School	Vicki Mudry	727-774-3300	New Port Rich ey	6,992	550 students in grades 9-12 conduct research and receive training in disaster preparation. Following the training, students produce informational materials on hurricane preparation for dissemination to senior citizens and children in local elementary schools. Students improve their comprehension skills by researching literature in hurricanes. Students also reinforce writing skills by using the knowledge they have gained to create hurricane brochures and books to educate the community. Students receive credit in their Language Arts and Science classes. This project raises community awareness of disaster preparation, specifically for the elderly. Projected service hours: 26,750
Pinellas	Southside Fundamental Middle School	Holly Atkins	727-893-2742	Largo	5,350	95 students in grades 6-8 in a playwriting class use reading writing, visual arts, video, instrumental music and song to celebrate the voices and perspectives of the primarily African-American residents of Midtown St. Petersburg, helping rejuvenate and revitalize the community. Students interview local residents to create radio plays, and participate in productions of the plays at community venues. A heightened sense of community among students and residents will result from this project. Students also increase knowledge of local history. Projected service hours: 1,900
Polk	Compass Middle Charter	Amy Q. Blocher	863-534-7415	Bartow, FL	2,178	9 8 <sup>th</sup> graders in an Advanced Reading class tutor low-achieving readers in phonics, phonemic awareness, oral reading, and comprehension. The tutoring encompasses helping struggling readers improve their self-esteem and self-confidence, as well as their ability to read better and learn to like reading. Each tutor works many hours with the Reading Coach and in pairs to prepare for the tutoring and learns many tutoring techniques for oral reading/fluency practices and record keeping. Projected service hours: 360.
Suwannee	Suwannee Elementary School	Roberta Richmond, NBCT	386-364-2865	Live Oak	6,075	42 gifted students in grades K-12 produce oral histories on DVD publish a book about the history of Suwannee County and the famous Suwannee River, and produce and present plays/skits based on historical facts they collect. Project goals are to increase student achievement in reading and writing, encourage and promote tolerance, and provide art-related experiences throughout the year. Students also develop interpersonal skills while meeting the needs of their non-gifted peers and the elderly citizens in their community. Projected service hours: 5,250

## 2006-2007 One-Year Pilot Service-Learning Projects

*21 Projects Projected Service Hours: 84,440 Student Participants: 3,110 Districts: 13 Total Awarded: \$69,249 Average Award: \$3,298*

<b>District</b>	<b>Organization</b>	<b>Contact</b>	<b>Phone</b>	<b>City</b>	<b>Awd. Amt.</b>	<b>Project Description</b>
Alachua	Wiles Elementary	Carolyn Turner	352-955-6955	Gainesville	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.
Brevard	Andrew Jackson Middle School	Catherine Denman	321-269-1812	Viera	2,597	25 struggling readers in grades 7 and 8 work with children from Head Start to do reading and related activities. The students also assemble activity bags for the children to be sent home to help encourage family participation in reading. The bags contain materials and instructions for activities that connect art, science, math, and other curricula. Children's literature provides the teens an opportunity to practice fluency within comfort zones as well as gain a better understanding of the reading process as they teach it. Projected service hours: 1,650
Brevard	Kennedy Middle School	Theresa Barnewall	321-633-3500	Viera	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.
Broward	Broward South Plantation High School	Allan Phipps	754-323-1982	Fort Lauderdale	6,000	45 students in grades 11 and 12 deploy artificial reefs at Oleta River State Park to help restore coral reefs. Students create, distribute and teach coral reef curricula at middle schools and local events. Participants at these outreach events construct reef balls for the reef. The project infuses real-world, hands-on, project-based learning into the existing curriculum and also allows students to educate the public on effective land and waterway management. Projected service hours: 2,400
Citrus	Academy of Environmental Science	Ben Stofcheck	352-795-8793	Crystal River	2,550	90 students in grades 10-12 research, compose, and illustrate environmental children's books. The students' art, science, and language art classes collaborate in writing and illustrating the books. This project raises awareness about the unique local environment and the importance of preserving it for future generations as well as enhances academic performance in reading and writing. Projected service hours: 2,430
Columbia	Fort White High School	Irene Johannesen	386-497-5952	Ft. White	4,946	740 6 <sup>th</sup> -8 <sup>th</sup> graders experience outdoor classroom laboratories at Ichetucknee Springs State Park. After receiving instruction in water quality issues, springs restoration, and macro-invertebrates, all 6-8 grade students experience 6-9 curricular-related field investigations, emphasizing ecology and diversity of living things resulting in the propagation and planting of the native "coontie" palm, algae/nitrate studies, water lettuce evasion, and resulting in a promotional brochure and website development for the school and park. Projected Service hours: 21,710
Hillsborough	Bay Crest Elementary	Jennifer Melnick-Wolf	813-872-5382	Tampa	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.

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Hillsborough	Just Elementary School	Debbie Leslie	813-310-2845	Tampa	4,566	20 5th grade students serve 3 <sup>rd</sup> grade students through class demonstrations and paired learning. The 5 <sup>th</sup> grade students design a mobile science lab for interactive demonstration lessons for third graders. Paired learning explorations build social interaction skills as well as increase academic interest. Community partners give 5 <sup>th</sup> graders a seminar on tutoring and presentation skills. Projected service hours: 800
Holmes	Graduation Assistance Program	Jean West	850-547-0470	Bonifay	5,000	40 6 <sup>th</sup> -12 <sup>th</sup> graders in English and Life Skills classes tutor Pre-K students through reading, book talks, singing, puppet shows, and presentations of books to take home. Graduation Assistance Program (GAP) students also create/publish a storybook for each student about the children and their families. The students choose and purchase pamphlets for parents of the Head Start students. GAP students receive instruction in developmentally appropriate reading strategies for younger students and conduct practice tutoring sessions. This project seeks to improve academic performance, behavior and attendance of all students. Projected service hours: 1,800
Lake	Astatula Elementary	Kristen Sears, Cathy Cutter	352-343-1334	Tavarens	5,606	50 students in grades 9-12 who are members of the Service-Learning Youth Council class design and facilitate 5 projects with more than 25 activities. The projects will include emphasis on Literacy, Environmental, Career Exploration, Recycling and Intergenerational issues. 9,810
Lee	Cape Coral High School	Marguerite Huseby	239-940-1784	Ft. Myers	5,170	67 students in grades 10-12 in the Student Council On Cultural Awareness organize cultural projects for Lee County, targeting school-aged students. The projects consist of movies, murals, and art shows demonstrating cultural differences and stressing the need for respect of other cultures. The students seek to unite all cultures by focusing on activities that all cultures use as a medium to express themselves. Students receive credit in their Language Arts class. Projected service hours: 3,308
Leon	Hartsfield Elementary School	Faith Kirn, Meghan Wilkey	850-488-7322	Tallahassee	3,650	600 students in grades K-5 develop relationships with a local retirement community. Weekly activities include letter writing, book club, gardening, geography and history lessons, and social etiquette. Students learn fundamentals of letter writing and become pen pals with seniors. Students choose books from their reading list to read and discuss with their "grand friend". Projected service hours: 11,232
Miami-Dade	Miami-Park Elementary	Debbie Divich	305-691-6361 X120	Miami	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.
Orange	Evans High School	Y. Amana Levi	407-522-3400	Orlando	5,046	50 students in grades 9-12 write a series of essays and create photo essays to share their experiences with younger students to help them avoid bad decision-making. Community elders lend their guidance, and seniors' ideas are incorporated into the companion guide. This guide is also translated into Spanish and Creole. This project seeks to improve the behavior of

						participating students, increase class attendance and improve academic progress in Reading and Language arts/English classes. Projected service hours: 2,880
Orange	Glenridge Middle School	Wilma Baez-Flores	407-623-1415	Orlando	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.
Orange	Meadowbrook Middle School	Orvie Mizzell-Bullock	407-296-5130 X 2261	Orlando	5,368	400 students in grades 6-8 tutor ESE/ESOL students who scored lower than Level 3 for 55 minutes per week in reading. They also work with the students to create and publish a storybook and a large publication that incorporates all of the students' stories. The tutors receive training and instruction in developmentally appropriate reading strategies before being paired with a needy peer. Students also conduct practice tutoring sessions. This project aims to improve student reading achievement through cooperative learning. Projected service hours: 15,000
Orange	Princeton Elementary School	Shayne Grove	407-245-1840	Orlando	6,000	100 10th grade students tutor/mentor 3rd graders. Edgewater High trains and prepares students who are currently in danger of not passing the FCAT so that they are effective mentors and tutors. The overall program goal is to increase student FCAT reading scores by at least one level for both the high school and elementary students. Projected service hours: 10,920
Orange	Rio Grande Charter	Gregg Hall	407-649-9122	Orlando	1,500	The school received a planning grant to participate in the statewide grantee meeting/training, and for teachers to meet to plan future curriculum-based service learning.
Palm Beach	Hammock Pointe Elementary School	Bridget Bonczyk	561-852-6980	Boca Raton	3,750	25 English Language Learners in grades 3-5 mentor bilingual students in grades K-2 one day a week in Language Arts classes. The younger students need help learning to read and speak English, while the older students need to practice oral speaking and reading with other bilingual students. The older students are trained using oral presentation strategies, and tutoring takes place in small-guided reading groups where new vocabulary is presented and comprehension questions are asked. Projected service hours: 500
Suwannee	Suwannee Middle School	Melissa Cameron	386-364-2730	Live Oak	4,775	105 students in grades 6-8 will learn and serve in the Performing Arts Cadre. Half of the students' are at risk and struggling while half are very capable academically. The latter will serve as peer mentors to the former. These students' have proven that they can work independently, and have strong writing and acting skills. Through Drama Journalism and Graphic Arts classes. A highly qualified Art teacher will improve the reading, writing, memorization, critical thinking and leadership skills of the students'. Two stage plays will be created by the students which will be performed for other students at Black history programs, talent shows and pageants. The three classes will serve as a resource for the acting cadre. Projected Service hours: 9,450

## 2006-2007 Non-competitive, Multi-Year Service-Learning Projects

16 Projects Proj. Service Hours = 552,589 Student Participants= 25,618 Districts =11 Total Awarded = \$305,989 Ave. Award \$19,124

Dist rict	Organiz ation	Project Title	Conta ct	Pho ne	City	Awar d Amt.	Project Description
Bay	Bay District Schools	District Infrastructure	Denise Doyle	850-872-4897	Panama City	18,000	1,500 students in grades Pre-K -12 students participate in service-learning projects supported by mini-grants. Bay District has two National Service-Learning Leader Schools. The district coordinator provides ongoing recruitment and training for service-learning coordinators and teachers through workshops and in-service trainings. A district service-learning action plan and service-learning manual have been developed as well as a resource center for teachers. A district-wide student service-learning council awards award mini-grants to teachers who use service learning in their classrooms. Projected service hours: 67,500
Flagler	Mantanzas High School	Model School—Princess Place Legacy	Brian Tuttle	386-446-7615	Bunnell	7,940	50 at-risk 10 <sup>th</sup> -12 <sup>th</sup> graders travel each day to the Princess Place Preserve for a three-block period of time (255 minutes). At Princess Place, students maintain the preserve through monitoring estuary water quality, inventory of plants and publishing interpretive signage for trails and butterfly gardens. This project uses an interdisciplinary curriculum to include math, ecology, and biology. An 8 <sup>th</sup> grade environmental studies class also participates—8 <sup>th</sup> graders are instructed by the high school students. Projected service hours: 11,000
Lake	Lake County Schools	District Infrastructure	Evelyn Robison	352-253-6589	Tavarens	18,000	3,325 K-12 students throughout the district help to expand on ongoing efforts to provide service-learning opportunities for every student in the district. Youth service-learning councils anchored at district high schools offer teacher training and mini-grants for service-learning projects in their feeder patterns. The result is dozens of service-learning projects, multiple trainings, program and project brochures as well as a semi-annual newsletter to distribute to stakeholders. Students will also conduct state and national trainings. Projected service hours: 36,270
Lake	South Lake High School	Model School—South Lake Eagle Serve	Chuck Guenther	352-394-2100 X 269	Tavarens	9,000	788 students in grades K-12, led by the South Lake High School Youth Service-Learning Council (75 students) will expand on 8 projects to include art, math, reading, community service and construction. South Lake is a National Service-Learning Leader School. The projects range from tutoring other students to pouring concrete for a nursing home and are linked to a variety of courses: Visual arts, Leadership, Math, Reading, etc. Youth council members collaborate with teachers from the Service-Learning Executive council on PowerPoint presentations to community organizations, faculties, school advisory councils and administration in the South Lake community. Projected service hours: 17,344
Lake	Umatilla High	Model School	Lyn Smith	352-669-	Tavarens	9,000	625 K-12 students, including the Umatilla High Youth Service-Learning Council, participate in 3 projects dealing with literacy/domestic violence, poverty, and science. The students serve

	School			3131			through tutoring, plays and skits; creating a shopping day for underprivileged children with gently used toys; and through designing and conducting science workshops for younger students. The Council also awards teacher mini-grants. Projected service hours: 7,000
Miami-Dade	School Board of Miami-Dade County, Florida	District Infrastructure	Dr. Ramona Frischman	305-995-2532	Miami	28,000	4,000 students in grades 5-12 will be involved with activities that will continue, expand, and strengthen district-wide service-learning efforts. Activities will include a youth service-learning council that awards mini-grants to teachers, development of service-learning policy, ongoing teacher training, and a special focus on training and engaging National Board-Certified teachers in service learning and giving them seed grants to initiate projects and train their peers. Projected Service hours: 200,000
Monroe	Monroe County School District	District Infrastructure	Sunny Booker	305-293-1400 x 319	Key West	38,493	This program provides mini-grants to Service-Learning projects at all grade levels. The mini-grants fund a minimum of 32 projects that have 680 participants. The Service-Learning Advisory Committee (teachers, administrators, students, and community members) and the Regional Service-Learning Teacher Leaders work with district staff and school principals on strategies for integration of service learning into teaching. A district-level administrator has been added as the program coordinator. Projected service hours: 11,200
Orange	School Board of Orange County, Florida	District Infrastructure	Wendy Doromal	407-317-3303	Orlando	52,270	12,000 student's grades K-12 students participate in projects supported by this district infrastructure grant. A Youth Service-Learning Council awards service-learning mini-grants across the district. This program identifies and trains service-learning liaisons in schools across the district. The district coordinator meets with key administrators to provide the groundwork for creating district policy goals for service learning. The program is encourages projects to include intergenerational connections. Training is provided for National Board certification candidates and mini-grants are provided for 10-20 district National Board certification candidates to initiate service learning. Projected service hours: 100,000
Palm Beach	Palm Beach School District	District Infrastructure	Beth Lefler	561-982-0923	Boca Raton	9,000	This project supports the service learning efforts of 400 students grades K-12. The Service-Learning Coordinator is working to integrate an introduction to service learning within new teacher orientation district-wide. A youth service-learning council awards mini-grants for service-learning projects. Support is available for 7 <sup>th</sup> grade Civics teachers whose classes are required to include service-learning elements. Every 7 <sup>th</sup> grader in the county is engaged in service-learning through this initiative. Projected service hours: 8,000 hours
Pasco	Seven Springs Middle School	Model School—Lead the Pack	Matthew Gruhl, Cindy Tehan	727-774-6700	New Port Richey	8,000	700 students in grades 6-8, led by the school's Youth Service-Learning Council, engage in a variety of service-learning projects. As part of a leadership class, the council awards mini-grants to teachers for service-learning projects. The council also participates in its own service-learning mini-grant project so that it will have a full understanding of service learning. Projected service hours: 28,000
Polk	Lakeland Senior	Model School	Christy Paris	239-337-	Lakeland	9,000	1,400 students in grades 9-12 at this National Service-Learning Leader School participate. Students in the Leadership Class tutor K-3 students to improve their reading skills; the

	High			7796			leadership students visit the school on a bi-monthly basis for 45 minutes each session. Other students also address the needs of the elderly by volunteering bi-weekly at Volunteers in Service to the Elderly (VISTE). The Youth Service-Learning Council continues to award service-learning mini-grants district-wide to teachers addressing civics/history and drug/violence prevention. The Leadership class will complete a minimum of 270 service-learning hours each semester. Projected service hours: 12,750
Polk	The School Board of Polk County	District Infrastructure	Margaret Wheeler	863-534-0636	Bartow	45,736	This project supports the service learning efforts of 945 K-12 students. The District Coordinator trains the School Advisory Council chairs and principals to include service learning in their school improvement plan, develop partnerships with colleges of education, and include service-learning information in parent resource and business partnership guides. Workshops are provided for school-based service-learning coordinators, and orientation workshops are provided for new teachers. Projected service hours: 23,625
Volusia	Mainland High School	Model School	Kenneth Butler	386-255-6475 X 60128	Daytona Beach	9,000	50 students' grades 9-12 at this National Service-Learning Leader School will continue the grow and evolve the Rose Bay project, in which students from nearly every school discipline apply classroom learning through hands-on service at the Rose Bay County Park. Students will continue flora and fauna monitoring, water quality testing, trail construction, and providing community tours of the park. The will also work with a new weather station to conduct weather data analyses. Students will also work with Volusia County Environmental Health Lab to expand their water quality studies. Projected service hours: 2,000
Volusia	Volusia County School District	District Infrastructure	Louise Chapman	386-255-6475 X 60048	Daytona Beach	45,000	435 student's grades 3-12 will participate in service-learning activities supported by this project. This program focuses on the water/soil quality and monitoring native and non-native plants, animals and weather's effect on habitats at three environmental learning sites. Selected schools will bring their students to the three sites throughout the school year to engage in environmental service learning. Model schools chosen by the District Science Specialist lead training for other schools in the county. Curriculum and activities created by the District Coordinator and Environmental Teachers on Assignment will be distributed to schools to be used at the three sites. New schools are being trained in stewardship of the site locations. Projected service hours: 17,400
Wakulla	Wakulla County School Board	District Infrastructure	Tracy Dempsey	850-926-0065	Crawfordville	17,550	500 K-12 students participate in projects supported by this district infrastructure grant. The district coordinator continues to assist teachers in designing service-learning projects. The district Youth Service-Learning Council continues to review and award mini-grant proposals submitted by teachers. A service-learning contact person is established at each school to work closely with the district coordinator to monitor projects in place and disseminate service-learning information to parents and other teachers. The district coordinator is requesting the school board sign a statement supporting service learning in the district. All schools in the district participate, including Wakulla Middle School, a National Service-Learning Leader

							School. Projected service hours: 10,500
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Contact Information for Program Staff



Monica Brown, Training & Technical Assistance Coordinator  
(850) 488-2687  
mrbrown@admin.fsu.edu

Joe Follman, Director  
(850) 488-9661  
jfollman@admin.fsu.edu

Patricia Golay, Ed.D, Grants Manager  
(850) 414-7775  
pgolay@admin.fsu.edu

Carla Jackson, Administrative Assistant  
(850) 487-0262  
crjackson@admin.fsu.edu

Mellini Sloan, Deputy Director, CHESP & SPaRC  
(850) 922-2924  
msloan2@admin.fsu.edu

Florida Learn & Serve  
325 John Knox Road  
Bldg. F, Suite 210  
Tallahassee, Florida 32303  
[www.fsu.edu/~flserve](http://www.fsu.edu/~flserve)

## **Florida Learn & Serve 2006-2007 Project Timeline**

- September 1, 2006 – Project Period Begins
- November 6-8, 2006 – 12<sup>th</sup> Annual Service-Learning Institute, Orlando
- January 6, 2007 – Mid-year Match Update Due
- May 18, 2007 – Due date for 2007-2008 Florida Learn & Serve Proposal (tentative)
- July 31, 2007 – Online LASSIE report due to the Corporation for National and Community Service
- August 31, 2007 – Deadline for no-cost extension requests
- August 31, 2007 – Project Period Ends-all funds must be encumbered by this date unless the project has been extended.
- October 20, 2007 – Final Match Report, Final Fiscal Report and Project Evaluation Information Due
- October – November, 2007 – 13<sup>th</sup> Annual Service-Learning Institute, Date and Location, TBD
- **Fall Date** – Congress is in recess; members visit home districts
- **Spring Date** – Congress is in recess; members visit home districts

## SEASONS OF SERVICE AND SPECIAL EVENTS

- November 18, 2006 National Family Volunteer Day - [www.pointsoflight.org/organizations/nfvd.cfm](http://www.pointsoflight.org/organizations/nfvd.cfm)
- November 19-25, 2006 38TH ANNUAL National Family Week, [www.nationalfamilyweek.org](http://www.nationalfamilyweek.org)
- December 5, 2006 International Volunteer Day - <http://www.worldvolunteerweb.org>
- January 2007, National Mentoring Month - [www.whomentoredyou.org](http://www.whomentoredyou.org)
- January 15, 2007, Martin Luther King, Jr. Day - [www.mlkday.org](http://www.mlkday.org)
- February 12-18, 2007 Random Acts of Kindness Week - [www.actsofkindness.org](http://www.actsofkindness.org)
- March 28-31, 2007 The 18<sup>th</sup> Annual National Service-Learning Conference in New Mexico - <https://programs.regweb.com/metro/NYLC2007/registration/index.cfm?page=presenting>
- March 31, 2007, Cesar Chavez Day of Service-Learning - <http://www.chavezfoundation.org/cesarchavez-day.html>
- April 15-21, 2007, National Volunteer Week - [www.pointsoflight.org](http://www.pointsoflight.org)
- April 16-22, 2007 Act! Speak! Build, Week - <http://www.habitat.org/youthprograms/actspeakbuild>
- April 19-22, 2007, 19<sup>th</sup> Annual National and Global Service Day - [www.ysa.org/nysd](http://www.ysa.org/nysd), [www.gysd.org](http://www.gysd.org)
- April 20-22, 2007, Global Youth Service Day - <http://www.gysd.net/home/index.html>
- April 22, 2007, Earth Day - [www.earthday.org](http://www.earthday.org)
- May 5, 2007, Join Hands Day - [www.joinhandsday.org](http://www.joinhandsday.org)
- July 5-8, 2007, First International Conference on Service-Learning in Teacher Education - <http://www.clemson.edu/ICSLTE/conference/index.html>
- July 16-18, 2007, 2007 National Conference on Volunteering and Service - <http://www.volunteeringandservice.org>
- October 27, 2007, Make A Difference Day - [www.makeadifferenceday.com](http://www.makeadifferenceday.com)
- November 12-18, 2007 World Kindness Week - [www.actsofkindness.org](http://www.actsofkindness.org)

**Florida Learn & Serve 2006-2007 Projects  
 Mid-Year Summary/Documentation of Cash  
 and In-Kind Match Report (Sept. 1, 2006-Dec. 31, 2006)  
 Due January 6, 2007**

School and District \_\_\_\_\_

Project # \_\_\_\_\_

Contact \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Mail to: Florida Learn & Serve, 325 John Knox Road, Bldg. F, Suite 210, Tallahassee, FL 32303

Proposed and Actual Cash Match and/or In-Kind: Narrative Description	Proposed Cash Match	Actual Cash Match	Proposed In-kind Match	Actual In-Kind Match
<b>TOTALS</b>				

Attach supporting documents (logs of service hours; letters attesting to provision/ donation of goods, services, or other in-kind; receipts; etc.)

**Florida Learn & Serve 2006-2007 Projects  
Final Summary/Documentation of Cash  
and In-Kind Match Report (Jan. 1, 2007-Aug. 31, 2007)**

School and District \_\_\_\_\_

Project # \_\_\_\_\_

Contact \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Mail with final narrative report to:  
Florida Learn & Serve, 325 John Knox Road, Bldg. F, Suite 210, Tallahassee, FL 32303

Proposed and Actual Cash Match and/or In-Kind: Narrative Description	Proposed Cash Match	Actual Cash Match	Proposed In-kind Match	Actual In-Kind Match
<b>TOTALS</b>				

Attach supporting documents (logs of service hours; letters attesting to provision/ donation of goods, services, or other in-kind; receipts; etc.)

## Sub-Grant Adjustment and Amendment Guidelines

### **Amendment/Extensions/Budget Shifts Guidelines**

Florida Learn & Serve adheres to programmatic and fiscal regulations as published in the *Project Application and Amendment Procedures for Federal and State Programs*, or “Green Book.” You can view the Green Book and all of the forms mentioned below on the Florida Dept. of Education website (<http://www.firn.edu/doe/comptroller/gbook.htm>).

Grantees are instructed to contact Florida Learn & Serve staff before making any changes, adjustments, or amendments to their budgets, or before making any significant change/shift in activities from their approved proposal.

1. The “Green Book” states that a formal **program amendment** is required only to make changes in

- overall goals and objectives
- project evaluation scope
- deliverables
- major changes in work tasks
- adding different types of personnel
- obtaining the services of a third party

To request a program amendment, sub-grantees must first discuss the proposed change(s) with Learn & Serve staff, then submit a DOE 150 form signed by the district superintendent or authorized designee.

For program amendments, sub-grantees describe and justify the type of programmatic changes requested on the project amendment request form DOE 150 and cite each affected page of the approved project application.

2. A formal **budget amendment** is required to

- increase the total amount of a project
- increase the amount allocated under salary/benefits line items
- revise the budget to implement a formal program amendment

To request a budget amendment, sub-grantees submit **both** a budget amendment narrative (DOE 151 form) and a project amendment request (DOE 150 form); the DOE 150 form explains the amendment and is the form that is signed by the superintendent or designee.

3. A third type of amendment is termed a **Written request**; these amendments are submitted in the form of a letter or memorandum in order to

- revise the project period (no-cost extensions)
- change reporting dates
- decrease the grant total
- terminate a project before the approved end date

Signed original requests are required for these types of amendments—e-mail, fax, or photocopied requests cannot be processed.

4. **Other actions do not require an amendment.** If the above stipulations do not apply, funds may be shifted from one existing function/object code to another (or new function/object codes may be created) to

- better meet existing objectives
- respond to changing conditions that impact the project
- conduct additional activities that meet existing objectives (as when there are leftover funds in one area after objectives in that area have been met)
- correct errors in coding

As a general rule, grantees are authorized to make the above adjustments listed in the “other actions do not require an amendment” section without written approval from Florida Learn & Serve staff if the total adjustment does not exceed 10% of the total budget. You must notify Florida Learn & Serve staff of this shift and provide exact detail of categories and amounts being shifted, as well as the reason(s) for the shift.

For shifts of more than 10% of the total budget, grantees must consult with Florida Learn & Serve staff. For the shift to be approved, the Learn & Serve office will need exact detail of categories and amounts being shifted, as well as the reason(s) for the shift. Copies of revised budgets are to be submitted to Florida Learn & Serve Staff and a hard copy stamped file copy should be forwarded to Grants Management for their records.

*Important Exception: sub-grantees may not adjust their budgets to restore items that were deleted during the review and selection process. All such restorations, plus any requests to add equipment, must be approved by Florida Learn & Serve staff!*

Fill out and submit to our office (via mail, e-mail, or fax) the Florida Learn & Serve Budget Adjustment Form IN ADVANCE of making any budget shifts or changes in your project.

After consulting with Florida Learn & Serve staff, all amendments should be sent directly to the Florida Department of Education Grants Management Office.

# FLORIDA DEPARTMENT OF EDUCATION PROJECT AMENDMENT REQUEST

<p><b>Please return to:</b></p> <p>Florida Department of Education  <b>GRANTS MANAGEMENT</b>          Room _____ Turlington Building          325 West Gaines Street          Tallahassee, Florida 32399-0400          (850) _____</p>	<p><b>DOE USE ONLY</b></p> <p><b>Date Received:</b></p>
<p><b>A) Agency Name</b></p> <p>_____</p>	<p><b>B) Amendment Number</b></p> <p>_____</p>
<p><b>C) Amendment Type</b></p> <p><input type="checkbox"/> Program                      <input type="checkbox"/> Budget</p>	<p><b>D) Project Number                      TAPS Number</b></p> <p>_____</p>

### E) Amendment Request Contact Information

<p>Name:</p>	<p>Address:</p>
<p>Telephone:</p>	<p>SunCom:</p>
<p>Fax:</p>	<p>E-mail:</p>

### F) Required Signature

Superintendent/Agency Head \_\_\_\_\_

### G) Narrative



# Instructions Project Amendment Request DOE 150

- A.** Enter Agency Name.
- B.** Enter Amendment Number.
- C.** Enter Amendment Type – Refer to Project Application and Amendment Procedures for Federal and State Programs (Green Book) for definitions of Program and Budget amendments.
- D.** Enter Project Number and TAPS Number as listed on the original Project Award Notification.
- E.** Enter Amendment Request Contact Information for the person who is responsible for the project.
- F.** Complete Required Signature. **Note:** Amendment applications signed by officials other than the Superintendent, or President/Chairman of the Board, must have a letter of authorization to sign on the behalf of said official, attached to the DOE 150 when the amendment application is submitted.
- G.** Provide sufficient narrative to describe and justify the type of amendment being requested.

**Attach appropriate Budget Amendment Narrative Form (DOE 151, 152) or Budget Amendment Description form (DOE 153) corresponding to the form used in the original project application (DOE 101, 102, or 103), if this amendment requires budget changes.**





**Instructions**  
**Budget Amendment Narrative Form**  
**DOE 151**

**Use this form if the original project application  
used a DOE 101**

- A. Enter District/Agency Name.
- B. Enter Project Number of original project and corresponding TAPS Number.
- C. Enter chronological number of this Amendment Request.
- D. Enter the Total Project Amount Currently Approved.
- E. Enter the Total Project Amount resulting from this Budget Amendment.
- F. Provide a narrative description for each budget item by category to justify the requested Budget Amendment. List **ONLY** the budget lines that are being amended and/or new ones being created. For each budget line to be amended, indicate whether the amount will be increased or decreased in the appropriate column and record the adjusted amount being submitted for approval.

**THIS FORM MUST BE ACCOMPANIED BY AN  
APPROPRIATELY COMPLETED PROJECT  
AMENDMENT REQUEST FORM, DOE 150.**



## **Florida Learn & Serve 2006-2007 Final Report Dates and Guidelines**

Enclosed are the instructions for completing your final narrative report.

### **Deadlines**

- By August 31, 2007, all project funds must be spent or encumbered.
- By October 20, 2007, the final narrative report and copies of products or materials produced from the project must be submitted to Florida Learn & Serve at the address below.
- By October 20, 2007, all obligations must be liquidated and a financial report (DOE 399, attached) for the district must be sent to the Department of Education Comptroller's Office.

### **Instructions**

A narrative report is due, and is to be sent to the Florida Learn & Serve office. In addition, a close-out Final Disbursement Report (FA-3991) must be completed by the district finance office and submitted separately to the Florida Department of Education. See the bottom of these instructions for the addresses to which these reports and forms are to be sent.

The final narrative report has three sections:

1. Program Impacts
2. Attachments and Method of Measurement Attachments
3. Final Cash/In-Kind Match Form (attached)

### ***Planning grant awardees: Complete to the extent applicable.***

1. Program Impacts and Methods of Measurement

Based on the evaluation section of your proposal, please describe your outcomes:

- What is one quantitative academic or behavioral impact on student participants that is averaged/aggregated across the students serving, and how was this objective measured/assessed? (Examples include improvement in grades/in the course(s) involved, pre- and post-GPA or FCAT scores, skill mastery, or meeting of standards.)
- What is one project service impact (not a number) on the people, sites, needs, or organization(s) served by the project, and how was this objective measured/assessed? (Effective projects have students measure, or help measure, impacts of their service through surveys, interviews, focus groups, observations, and reports.)

2. Attachments

Enclose copies of materials produced, paid for, or otherwise derived from the project, to include the following:

- Newspaper articles about activities,
- Curricula or classroom materials,
- Activity, sign-up, assessment, rubric forms,
- Pre- and post tests and survey results of students and other participants,
- Photographic or printed records of activities (*please be selective*),

- Selected copies of service-learning products,
- Programs from special activities, and
- Letters from service recipients or partners.

3. Final Cash/In-Kind Match Form (see attached)

Please complete this form and submit it with your narrative report and product samples.

Send all three sections of your final narrative together to the following address *by October 20, 2007*.

Florida Learn & Serve  
325 John Knox Road  
Building F, Suite 210  
Tallahassee, FL 32303

Send the FA-399 *by October 20, 2007* to the following address:

Karen Mowry  
Office of the Comptroller  
Florida Department of Education  
325 W. Gaines Street, Suite 944  
Tallahassee, FL 32399-0400

## Florida Learn & Serve (FL&S) 2006-2007 Sub-Grantee Feedback Form

Please fill out the information below as it relates to your project's application, selection, and project periods.

### SUB-GRANTEE INFORMATION

Organization affiliation

Pre-K/Kindergarten

Elementary School

Middle School

High School

Other: \_\_\_\_\_

District Drug-Free Schools Coordinator

District Volunteer Coordinator

District Grants Coordinator

District Service-Learning Coordinator

### EVALUATION OF OVERALL GRANT ADMINISTRATION

Please circle your response to the right of each question.

5 = excellent    4 = very good    3 = fair    2 = poor    1 = unacceptable    N/A = not applicable

#### APPLICATION PROCESS

1. The instructions for the RFP and application were	5	4	3	2	1	N/A
2. The time allotted to apply was	5	4	3	2	1	N/A
3. The availability of project staff to answer application questions was	5	4	3	2	1	N/A

#### REVIEW AND SELECTION PROCESSES

4. The fairness of the selection process was	5	4	3	2	1	N/A
5. The use of reviewers from around the state was	5	4	3	2	1	N/A
6. Allowing applicants to serve as reviewers (they read no proposals from their area) was	5	4	3	2	1	N/A
7. The time between the application deadline and announcement of awards was	5	4	3	2	1	N/A
8. The timeliness of processing award letters was	5	4	3	2	1	N/A

#### ONGOING ASSISTANCE

9. The FL&S training/technical assistance opportunities have been	5	4	3	2	1	N/A
10. The availability of project staff to answer questions was	5	4	3	2	1	N/A
11. The service-learning resources mailed out have been	5	4	3	2	1	N/A
12. The service-learning related emails from L&S have been	5	4	3	2	1	N/A
13. The process for making project amendments has been	5	4	3	2	1	N/A
14. The overall helpfulness of project staff has been	5	4	3	2	1	N/A

#### SUMMARY

15. The overall administration of this grant has been	5	4	3	2	1	N/A
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-over-

16. What were the best/most useful things about the way the program has been administered?

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17. What do you suggest to improve the application and selection processes?

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18. What do you suggest to improve ongoing technical assistance?

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19. What other suggestions do you have for improving the administration of this project?

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20. How would you improve the FL&S website ([www.fsu.edu/~flserve](http://www.fsu.edu/~flserve))?

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## PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT INSTRUCTIONS

### PROJECT BUDGET SUMMARY

Complete Items (A), (B), (E), (F), (I) and (J) if not preprinted. Leave Items (C), (D), (G), and (H) blank. Mark (x) in the box provided below the title to indicate that this is a Project Budget Summary.

- Columns
- (1) - (2) *School District Applicants:* Use the four digit function and three digit object numbers as required in Financial and Program Cost Accounting and Reporting for Florida Schools. The first two digits of each function and object number must be the same as those required in exhibits I and II. Examples are: 5000 - 100: 6100 - 200: 5000 - 310; 6300 - 640.
- (2) *Community College Applicants:* Use the five digit object codes as described in the Accounting Manual for Florida's Public Community Colleges. The first two digits of each object code must be the same as those required in the expenditure chart of accounts. Examples are: Salaries/Benefits - 50000; Travel - 60000; Professional Fees - 65000; Furniture and Equipment - 71000.
- (2) *University/State Agency Applicants:* Use the six digit object codes as described in the State of Florida Automated Management Accounting Subsystem. The first two digits of each object code must be the same as those required in the expenditure object classifications. Examples are: Salaries/Benefits - 10000; Other Personal Services - 130000; Travel - 260000; Operating Capital Outlay - 510000
- (2) *Other Agency Applicants:* Use the object codes/account codes as described in the agency's expenditure chart of accounts.
- (3) *School District Applicants:* Use the account titles provided in exhibits I and II for the required function and object numbers.
- (3) *Community College Applicants:* Use the account titles for the required object codes.
- (3) *University/State Agency Applicants:* Use the account titles for the required object codes.
- (3) *Other Agency Applicants:* Use the account titles for the required object codes in the agency's accounting system.
- (4) For each account name, indicate the budget amount requested for funding under this project.
- Rows
- (8) - (10) Provide the total for Column (4) on the last page in Rows (8) - (10). Federal projects only must complete Rows (9) and (10).
- (11) Leave Blank.
- Item
- (12) The Finance Officer or authorized representative must certify and date the Project Budget Summary on the last page.
- (5) - (7) Leave blank.

### DISBURSEMENT REPORT

Complete Items (A) through (I). Mark (X), in the box provided below the title, to indicate that this is an interim or a final report (a final report is that report which closes out the project).

- Federal Programs:* Submit two copies by the 20th of each month following the month of disbursement to: Comptroller's Office, Florida Department of Education, 944 Ralph Turlington Building, Tallahassee, Florida 32399-0400, (850) 487-2460, Suncom 277-2460.
- State Programs:* Do not submit monthly disbursement reports unless instructed to do so by the Comptroller's Office or the state grant program.

- Columns
- (1) - (4) Use the latest approved copy of Project Budget Summary as amended.
- (5) Complete by reporting total project disbursements as of the date indicated at the top of the column.
- (6) Complete by subtracting Column (5) from Column (4).
- (7) Complete by reporting all current disbursements. Enter the difference between the amount shown in Column (5) on the previous disbursement report and Column (5) of this report.
- Rows
- (8) - (10) Complete Rows (8) - (10) only on last page. The totals for Columns (4) - (7) must represent the complete project status. Federal projects only must complete Rows (9) - (10).
- (11) In Column (4), report as federal program income only proceeds from the sale of equipment and income from user fees or other tangible personal property. In Column (5), complete by reporting total disbursements from program income as of the date indicated at the top of column (5). In Column (6), complete by subtracting Row (11), Column (5) from Row (11), Column (4). In Column (7), complete by reporting current disbursements from program income. Enter the difference between Row (11), Column (5) on the previous disbursement report and Row (11), Column (5) of this report. A transfer of expenditures shall be made by a reduction of Lines (8) and (10), Columns (5) and (7), and an increase of Line (11), Columns (5) and (7). A footnote should be added to indicate the source of the income.
- Item
- (12) The Finance Officer or authorized representative must certify and date the project disbursement report on the last page.



## **Florida Learn & Serve Other Service-Learning Resources**

Florida Learn & Serve  
<http://www.fsu.edu/~flserve>

Learn and Serve America  
<http://www.learnandserve.org/Default.asp>

Corporation for National and Community Service  
<http://www.nationalservice.org>

Corporation for National and Community Service Presidential Freedom Scholarship  
[http://www.nationalservice.org/about/programs/initiatives\\_pfs.asp](http://www.nationalservice.org/about/programs/initiatives_pfs.asp)

Corporation for National and Community Service Online Catalog  
<http://www.nationalservicecatalog.org>

LASSIE Online Reporting  
<http://lsareports.org/login.aspx?ReturnUrl=%2fdefault.aspx>

National Service-Learning Clearinghouse  
<http://www.servicelearning.org>

National Service Learning Partnership  
<http://www.service-learningpartnership.org/site/PageServer>

State Farm Florida Service Learning & Home Safety Initiative  
<http://www.fsu.edu/statefarminitiative/apply.htm>

USA Freedom Corps for Kids  
<http://www.usafreedomcorpskids.gov>

Florida State University Service Scholars  
[http://www.fsu.edu/~service/opp/sch\\_awards/service\\_scholar/index.htm](http://www.fsu.edu/~service/opp/sch_awards/service_scholar/index.htm)

Volunteer Florida  
<http://www.volunteerflorida.org>

Governor's Points of Light Award  
[http://www.volunteerfloridafoundation.org/pol\\_about\\_award.php](http://www.volunteerfloridafoundation.org/pol_about_award.php)

Common Cents  
<http://www.commoncents.org/>

18<sup>th</sup> Annual National Service-Learning Conference  
<http://programs.regweb.com/metro/NYLC2007/registration/>