



Florida | **Campus Compact**

Request for Proposals

Impact Projects

FY06-07/FY07-08

OVERVIEW

Background

Florida Campus Compact (*FL|CC*) is affiliated with a national coalition of almost 1,000 college and university presidents committed to the civic purposes of higher education. *FL|CC* promotes learning through service that develops students' citizenship skills and values; encourages collaborative partnerships between campuses and communities; and assists faculty who seek to integrate public and community engagement into their teaching and research. These activities, detailed further in the following pages, are referred to as the scholarship of engagement.

Consultative services include: access to the latest publications and electronic resources; training and technical assistance; site visits; updates on national service policies, programs, and activities; access to a state and national network of collegiate faculty and staff; and access to prospective funding opportunities.

FL|CC seeks to serve campuses and communities with the latest research and training. Although we are not primarily structured as a funding source, we do pursue opportunities that allow us to provide limited financial resources to further the scholarship of engagement through service-learning, community-based research, civic engagement and student volunteerism.

Availability of Funding:

This round of Impact Projects will fund one or two (1 or 2) projects up to \$35,000; three (3) projects at \$20,000; and five to ten (5-10) projects at \$5,000-\$10,000 each.

One hundred percent of the funding is made possible by Congressionally-directed appropriations through the U.S. Department of Education, Fund for the Improvement of Postsecondary Education, CFDA 84.116Z:

PR/Award Number P116Z040133 - \$497,050, September 1, 2004 to December 31, 2007

PR/Award Number P116Z050236 - \$446,400, September 1, 2005 to December 31, 2008

Member institutions in good standing may submit one application in one of the following five categories:

- 1) Institutions that are engaged at an advanced or intermediate level, seeking to enhance service-learning, community-based research, community impact and/or civic engagement programs at their own institution;
- 2) Emerging institutions that are striving to become more engaged by strengthening novice level service-learning, community impact and/or civic engagement programs at their own institution;
- 3) Research projects to enhance the field of service-learning/civic engagement in higher education;
- 4) A coalition of institutions and/or multi-campus-community partnerships that seek to advance the scholarship of engagement through campus-community collaboration in a particular geographic region of the state; or
- 5) A state-wide project or program designed to advance the scholarship of engagement (academic service-learning, applied research, civic engagement, collegiate volunteerism) at institutions of higher education and in communities across Florida.

Purpose of Funding Overview:

Florida Campus Compact funds “Impact Projects” for the purpose of increasing the quality, impact and sustainability of the scholarship of engagement through service-learning, civic engagement, applied research, and campus-community collaboration in Florida. Proposals are considered in regard to their anticipated impact on:

- 1) **Building campus, regional, and national infrastructure in higher education** to diversify opportunities for the scholarship of engagement; expanding institutional support for the scholarship of engagement; and producing research on the efficacy of the scholarship of engagement.
- 2) **Increasing college access and success in traditionally underrepresented populations** by engaging college students with disadvantaged and vulnerable youth (or related issues); expanding service-learning in teacher education programs, particularly those that target low performing K-12 schools; and improving academic experiences as to increase retention and graduation rates of minority college students.
- 3) **Fostering, expanding, and enhancing campus-community collaboration**, especially by establishing new service partnerships with private, for-profit businesses to expand corporate citizenship and philanthropic portfolios; addressing the state’s critical shortages in teacher and healthcare professions; engaging scholars to work with local stakeholders to produce community-based research, particularly where real community needs can be addressed; and collaborating with volunteer organizing entities to engage students in volunteer opportunities, such as mentoring and intergenerational activities.

Effective applications will address at least one of these topics and provide information on how the project will be sustained after the funding cycle has ended. Page four is a listing of major *FL|CC* initiatives. Applicants are not expected to incorporate any of these initiatives into their Impact Project proposal. It is to serve as a resource for applicants interested in enhancing their campus efforts by utilizing pre-existing programming and receiving additional support by *FL|CC* for implementation.

Examples of Academic Service-Based Initiatives --- the Scholarship of Engagement

Course-based Service-Learning: a teaching tool which reinforces SPECIFIC CLASSROOM LEARNING, meets community needs, and fosters civic responsibility. A service project will be used as a part of a class assignment to help students DISPLAY ACHIEVED LEARNING as part of their grade.

Co-curricular Service-Learning: a teaching tool which reinforces GENERAL AND/OR SPECIFIC PARTICIPANT LEARNING, meets community needs, and fosters civic responsibility. The service project is voluntary and not associated with specific course competencies.

Community-based Research: takes place in the community and involves community members in the design and implementation of research projects that build community programming, assets and resources. Community members help define research objectives, have influence on project direction, and are a part of the analysis, interpretation, and dissemination of the data. Community-based research should be part of a lasting partnership that spans beyond the research project.

Service Internships: an intensive teaching tool which reinforces CUMULATIVE STUDENT KNOWLEDGE. Students are placed in a professional field gaining supervised practical experience while serving the community. The placement will typically be with a non-profit, civil service/government, or charitable organization.

Community Federal Work Study: linked to Federal Work Study (FWS), this is a paid position in which students work with non-profit and government agencies on community-based projects while students expand their professional and personal skills, earn work-study dollars, and gain actual work experience. This work is not tied to a specific class or major, and can focus on a variety of issues such as: literacy training, social services, housing and neighborhood improvement, public safety, recreation, "at-risk" youth, and community improvement.

IDEAS FOR APPLICANTS AND PROGRAMMING
FLORIDA CAMPUS COMPACT MAJOR PROJECTS AND INITIATIVES

Guardian ad Litem: The Florida Guardian ad Litem (GAL) Program is a partnership of community advocates and professional staff providing a powerful voice on behalf of Florida's abused and neglected children. Most of these children have been removed from their homes for alleged abuse, abandonment and/or neglect. GAL works with the courts to help ensure a safe, stable and permanent environment for the child. In an attempt to engage greater numbers of college students in this important and meaningful work, Florida Campus Compact is working with Guardian ad Litem (GAL) to offer a variety of service opportunities that can range from serving as a court appointed advocate for a child to serving as a GAL case or special projects assistant.

Presidents' Focus on Achievement: The Presidents' Focus on Achievement Mentoring Program places collegiate mentors in high minority middle schools, with a curriculum focused on college readiness. To assist campuses with program design and to diversify and increase the number of mentors in this program, Florida Campus Compact has structured multiple opportunities for the mentoring initiative to be implemented on college campuses around the state. This includes course-based and co-curricular Service-Learning activities, Community Federal Work Study (CFWS), and individual volunteer outreach.

Service-Learning Leadership Academy: A non-partisan academy for students to develop civic skills to leverage positive change in the systems which affect public policy, media communications and philanthropic sectors. Activities can range in duration from 1-2 hour town hall forums to two-semester service-learning course supplements and are aimed at building a bridge between special interests and (1) political leaders, (2) businesses/corporations, (3) the media, and (4) philanthropy.

To implement the Leadership Academy, Florida Campus Compact will offer curriculum and delivery methods in civic education: Strategic Communications, Media, and Community Outreach; Public Policy Development; Philanthropy, Volunteer Leadership, and Non-Profit Management; Community Demographics, Research, and Professional Practice.

Experts in each of these categories will be recruited to share their expertise with students. In turn, students will utilize knowledge shared in service-learning activities related to their program of study

Corporate Partnerships: The benefits of forming sound service partnerships with the private sector are infinite and include: creating working environments that will encourage students to serve after graduation; "friend building" that can result in in-kind and monetary support of campus initiatives; strengthening communities by increasing our state and national volunteer base; revitalizing civil society through increased levels of engagement; improved alumni relations; and the creation of intergenerational activities that truly promote life-long engagement and will provide much needed assistance to underserved populations.

Florida Campus Compact will assist campuses with establishing and/or growing partnerships with community and governmental organizations as well as within the private sector. Particular attention will be provided to growing Florida's Employee Volunteer Programs (EVPs) through partnerships with Pre-K-HE service-learning initiatives.

Funding Period and Match

The funding cycle for this round of Impact Projects will begin on or after July 1, 2006 and may run until June 30, 2008. Various beginning and ending dates may be contemplated. Funded proposals may enter a multi-year single award agreement by a subcontract with Florida Campus Compact, through Florida State University. Funding is contingent upon satisfactory progress towards meeting targeted performance measures established by the applicant, timely and accurate reporting, the availability of funds, and any other criteria established in the award agreement.

Funds will be reimbursed on a quarterly schedule and applicants should provide a proposed timeline of expenses for all activities. If funded, amendments to this timeline must be made in writing and approved by *FL|CC/FSU* prior to the close of the fiscal quarter in which the expense is scheduled to be incurred. Failure to do so will put the funded project into non-compliance and *FL|CC/FSU* reserves the right to refuse reimbursement of incurred quarterly expenses and discontinue the award agreement.

There is a required match of 100% (cost sharing), which can be made from cash or in-kind sources such as salary and fringe benefits for faculty or staff that will be administering the project, unrecovered F & A, other direct costs, e.g. travel, lab supplies, equipment, F & A on cost sharing as defined in OMB Circular A-21 and should conform to other applicable provisions of OMB Circular A-110. Please direct all questions on this topic to Luciano Ramos at luciano@floridacompact.org.

Institutions in good standing as members of Florida Campus Compact are eligible to apply. Institutions who are not currently members may join by June 30, 2006 to be eligible to apply.

Reporting and Invoice Cycle

Recipients will be required to submit quarterly progress reports along with invoices including appropriate documentation for reimbursement. All reports will be submitted electronically through the Florida Campus Compact website at www.floridacompact.org/programs/impact.html

Funded projects will be provided with an invoice template to submit to our fiscal agent Sponsored Research Accounting Services, Florida State University, and will be required to submit an invoice even if no expenses have been incurred for the quarter. The reporting and invoice cycle will be:

July 1 – September 30, 2006
October 1 – December 31, 2006
January 1 – March 31, 2007
April 1 – June 30, 2007

July 1 – September 30, 2007
October 1 – December 31, 2007
January 1 – March 31, 2008
April 1 – June 30, 2008

It is anticipated that the amount of time to complete reporting and invoicing will be directly proportionate to the amount of funding received (i.e. projects receiving less than \$10,000 will require less reporting time than those receiving \$20,000 or more.) Florida Campus Compact may specify additional deliverables, to be outlined in detail with a delivery schedule prior to execution of the subcontract.

COMPLIANCE REQUIREMENTS FOR APPLYING

The 2006-2008 Impact proposals will be administered through a new eGrants program found at www.floridacompact.org/programs/impact.html. The deadline for applying is 5:00 p.m. Eastern Standard Time on June 30, 2006. Applicants are required to submit the application by the posted deadline and adhere to the character limits listed in the narrative section below.

If the applicant is unable to submit an application via the eGrants system, a paper application can be submitted with justification. If submitting a paper application the applicant must:

- Submit one unbound, single-sided original paper application.
- We also ask that you voluntarily submit a CDR in order to expedite processing. The CDR version must be an exact duplicate of the paper original and will be used to copy and paste your application information into eGrants. (Facsimiles or email versions of your application will not be accepted.) Paper applications must arrive at Florida Campus Compact by 5:00 p.m. Eastern Standard Time on June 30, 2006. Submit to:

**Florida Campus Compact
325 John Knox Road
Bldg. F, Suite 210
Tallahassee, FL 32303**

- Type and double-space the application in Times New Roman, 12-point font size with one inch margins.
- Adhere to the character limits listed in the narrative section below and number the pages.
- Include a cover memo explaining why you were unable to submit via eGrants so we can continue to make improvements to the system.

In addition, all applications should:

- **Indicate** a commitment to the proposed project from at least two (2) administrators (see Application Instructions and Review Criteria).
- **Articulate** ways in which proposal is aligned with your institution's mission/priorities/goals. Demonstrate a plan of sustainability for the project by your institution beyond the funded period.
- **Describe** how it will collect and submit data relevant to the project, which can include:
 1. Artifacts such as newspaper articles and other publicity, student reflection papers, faculty reflections;
 2. Information from student-generated, service-learning project activity, such as objective summaries, outcomes, number of students involved, number of hours of service provided, beneficiaries of service;
 3. Information verifying collaborations with partners or community-based organizations;
 4. Information indicating successful accomplishment of project objectives;
 5. Assessment, evaluation and dissemination of data;
 6. Results from a pre/post survey of students in the school/department examining their attitudes toward their educational experience, civic engagement and civic interest.

- **Plan to attend** at least one (1) *FL|CC* technical training and assistance event (it is recommended that the application team leader fulfill this requirement). Travel funds should be built into the proposal and budget. A highly recommended training event to attend is the Florida Service-Learning Institute to be held Fall 2006.
- **Plan to host** at least one campus visit from *FL|CC* staff or a member of the Florida Campus Compact Consulting Corps. This visit should include a professional development activity for campus faculty and staff. Applicants in the Emerging Campus category are encouraged to host at least one faculty workshop with a recognized service-learning practitioner.
- **Be a member** of Florida Campus Compact in “good standing” by 6/30/06. This includes being current in payment of membership dues and completion of the annual survey from National Campus Compact.
- **Prepare a process for submitting** fiscal reports, including documentation of the grant and match expenditures, and progress reports, including information on major challenges and successes, public awareness activities, professional development activities, and the number of people involved in service along with the number of hours of service provided (report forms will be provided).

APPLICATION INSTRUCTIONS AND REVIEW CRITERIA

Reviewers will use the following criteria and scoring system to rate proposals. Address all applicable components, in the order listed, and using category headings to identify each section.

1-6. Title Page

Complete “Attachment A” and affix as first page of completed proposal. This page can be completed, scanned as a PDF, and emailed to Florida Campus Compact at luciano@floridacompact.org.

7. Project Narrative—65 points, up to 10,000 characters in length (about 3 pages single-spaced)

Describe the proposed project in one of the following areas:

- A. Building campus infrastructure in higher education** to diversify opportunities for the scholarship of engagement; expanding institutional support for the scholarship of engagement; producing research on the efficacy of the scholarship of engagement.
- B. Increasing college access and success in traditionally underrepresented populations** by engaging college students with disadvantaged and vulnerable youth (or related issues); expanding service-learning in teacher education programs, particularly those that target low performing K-12 schools; and improving academic experiences as to increase retention and graduation rates of minority college students.
- C. Fostering, expanding, and enhancing campus-community collaboration**, especially by establishing new service partnerships with private, for-profit businesses to expand corporate citizenship and philanthropic portfolios; addressing the state’s critical shortages in teacher and healthcare professions; engaging scholars to work with local stakeholders to produce community-based research, particularly where real community needs can be addressed; and, collaborating with volunteer organizing entities to engage students in volunteer opportunities, such as mentoring and intergenerational activities.

As previously mentioned, all narratives should include information on how funded proposals will be sustained after the funding period ends. One-time or short-term activities designed to build infrastructure, such as workshops, planning groups, and conferences are exempt from this requirement. For assistance and questions, please contact Luciano Ramos at luciano@floridacompact.org.

8. Performance Measure Targets – 10 points

This should include: (1) the approximate number of students involved, (2) the approximate number of faculty members involved, (3) the approximate number of community partners involved, and (4) the possible outcomes associated with the project (i.e., new service-learning classes, campus-wide service events, assessment activities, and additional funding needed).

9. Budget—20 points

The budget will consist of two parts: (1) Budget Narrative (no more than three pages), and (2) Budget Summary (See “Attachment B” for format). Budget Narrative should outline a line-item narrative of the resources requested to support the project. Provide justification for all categories and large requests. Please detail the 100% match, both cash and in-kind, in the budget narrative. If funds are used for salaries, the budget narrative should indicate how the position would be funded beyond the funding period. Consultant or trainer costs are NOT considered as salary. Indirect costs are strongly discouraged. Though they are not prohibited, the following congressional language applies: "...the conferees remain committed to maximizing federal resources for direct educational services, as opposed to paying for administrative and other indirect costs..." The fiscal agent may charge 5% in indirect costs. Competitive applicants will maximize program costs with little or no indirect cost, not to exceed 5%.

10. Letters of Campus Leadership Support

Email or mail letters of support from:

- 1) University/College President, CEO or Vice President
- 2) Chief Academic Officer, academic Dean of the college or department chair
- 3) “Alternate Applicant”: if unforeseen events occur which prevent the Project/Team Leader from overseeing the project activities, the responsibility will be assumed by the “Alternate” (this should be one of the team members listed on the Title Page). By submitting the letter of support, the alternate assumes this responsibility.

Letters of support should be addressed to Dee Dee Rasmussen, Executive Director, Florida Campus Compact. They can be mailed to ddr@floridacompact.org or:

325 John Knox Road
Bldg. F, Suite 210
Tallahassee, FL 32303

BUDGET GUIDELINES

Payment will be made on a cost reimbursement basis upon receipt and acceptance of the deliverables and invoice with supporting documentation as specified in the subcontract.

Acceptable expenditures include the following activities:

- Receiving or providing training in service-learning.
- Creating and delivering courses that integrate service-learning into curricula.
- Expendable/raw materials for service-learning activities.
- Research, evaluation, and dissemination of data collected during implementation.
- Travel/trips to participate in training, conduct service, familiarize students with service sites, conduct site visits, or provide instruction to directly prepare students for service-learning activities.
- Planning, teaching, substitute, release, and coordination time related to program implementation.

Funds may not be used for:

- Assisting, promoting, or deterring union organizing.
- Financing, directly or indirectly, any activity designed to influence the outcome of an election to any public office.
- Impairing existing contracts for services or collective bargaining agreements.
- Replacing other funding streams that are currently used for these activities.
- Subcontracting to other organizations.
- Stipends, allowances, or other financial incentives for student participants or service beneficiaries except to reimburse transportation or other reasonable out-of-pocket expenses directly related to program participation. However, college faculty and students who are helping coordinate efforts may receive a stipend.
- “Off-the shelf” gifts for service recipients (food, clothing, flowers, cards, etc.) or promotional items.

Exceptions:

- Funds cannot support the purchase of equipment (cameras, TVs, VCRs, computers, printers, etc.) unless the three criteria below are met:
 1. The request or item is critical to the project; the project cannot succeed without it.
 2. Evidence is provided that there is no other way to obtain or use the item from another source.
 3. The dedicated use of the item will be for service-learning. For equipment, the permanent use of the item must be to support service-learning.

Cash and In-Kind Match Requirements

Effective proposals will include a 100% cash and/or in-kind match for the total performance period. Reporting is required on the degree to which such contributions are met. Applicants must provide evidence that they have successfully identified resources or have the ability to meet the match requirements. Cash match is funds contributed or dedicated to the project. In-kind match is services, goods, expertise, coordination, or materials contributed to the project. Claimed cash and in-kind match must be directly applied to the proposed project.

Suggested use of funds

Although funds may be used to facilitate the cost of staff and program supervision, it is strongly advised that the large majority of funds go toward programming. Campuses that have used temporary project dollars to initially cover staff salary without having a plan for sustainability have found it difficult to continue the program. Although it is a short-term solution, using time-limited funds to pay for staff, without a tangible plan for sustainable funding, eventually puts the focus on sustaining the position rather than the program. Successful proposals will have a greater focus on programs and services rather than salary staff support.

Notice of funding

All funding estimates are projections for the guidance of potential applicants and publication of this announcement does not obligate Florida Campus Compact to award any specific number of grants or to obligate the entire amount of funds available, or any part thereof, for grants under Florida Campus Compact.

Florida Campus Compact anticipates making funding announcements by July 7, 2006 and establishing subcontract awards by August 2006. Since the funding cycle begins on July 1, 2006, requests from successful applicants for pre-award spending authority will be considered after the funding announcements are made.

CHECKLIST

The completed application should contain the following:

- Title Page—See “Attachment A” or download at: www.floridacompact.org/programs/impact.html
- Project Narrative—10,000 character limit (approximately 3 pages single-spaced)
- Performance Measure Targets
- Budget Summary—See “Attachment B”
- Budget Narrative—Three-page limit
- Letters of collaboration and other relevant attachments (6 pages maximum)

TECHNICAL ASSISTANCE and RFP CLARIFICATION QUESTIONS

For the purpose of seeking *technical assistance* in the submission of an eGrant application, please contact **Kyle Molter**, Technical Assistant, Florida Campus Compact, by phone at 850-488-7782, by fax at 850-922-2928, or via email at kyle@floridacompact.org.

For the purpose of seeking *clarification of the RFP*, applicants must do so in writing. Contact **Luciano Ramos**, Associate Director, Florida Campus Compact, by fax at 850-922-2928, or via email at luciano@floridacompact.org. All questions will be answered in writing and will appear on the website for all applicants to view prior to the due date.

APPLICATION SUBMITTAL

The completed proposal must be received by 5:00pm June 30, 2006 (EDT) by eGrants submission or mailed to:

Florida Campus Compact
325 John Knox Road
Building F, Suite 210
Tallahassee, FL 32303

Mailed proposals received after 5:00pm June 30, 2006 (EDT) will not be read.

IMPORTANT

Applications received after the deadline will not be reviewed. If submitting a paper application, number all pages except attachments. Applications that exceed character/page limitations will have those extra pages removed prior to review. Please staple the proposal, **DO NOT BIND**. Faxed or emailed proposals will not be accepted unless prior approval is obtained from FL|CC staff. Email a copy of the Project Narrative to luciano@floridacompact.org.



Impact Projects

Florida Campus Compact – 2006-2008 Program

TITLE PAGE

Name of Institution: _____

Federal ID #: _____

Project/Team Leader:

	Name	Title
Campus Address (include city, ZIP): _____		

Phone: _____	Fax: _____	Email: _____
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Project/Team Members (if appropriate):

Name: _____	Discipline, School Affiliation or Organization: _____
_____	_____
_____	_____

“Alternate” Project Leader:

Name: _____	Title: _____	
Mailing Address: _____		
Phone: _____	Fax: _____	Email: _____

Subcontractor PI (if different than Project/Team Leader):

Name: _____	Title: _____	
Mailing Address: _____		
Phone: _____	Fax: _____	Email: _____

Financial Contact (who will prepare the invoices):

Name: _____ Title: _____

Mailing Address: _____

Phone: _____ Fax: _____ Email: _____

Authorized Official (i.e. authorized agent of Sponsored Research, Contracts & Grants, or similar – *person authorized on your campus to sign external grants*):

The applicant certifies to the best of his/her knowledge that the data in this Proposal is true and correct, and that the governing body of the applicant has duly authorized the filing of this Proposal, and that the applicant will comply with the assurances required of all grantees if the Proposal is approved for funding.

Name: _____ Title: _____

Mailing Address: _____

Phone: _____ Fax: _____ Email: _____

Signature: _____ Date: _____

This signature page may be scanned for the purposes of proposal submission by eGrants, but the originally signed document MUST be received by FL|CC within one week after the proposal submission deadline.

Line Item	Requested Funds	Matching Funds	Total Project Funds
A. Salary			
B. Fringe Benefits			
C. Consultant Services			
D. Travel			
E. Materials, Supplies, Expendables (Itemize)			
F. Publication & Duplicating			
G. Other (Itemize)			
H. Administrative Costs (5 % Indirect Costs)			
Total			

BUDGET SUMMARY (Required Format)**BUDGET NARRATIVE (Required Format)**

Line Item	Requested Funds	Matching Funds	Total Project Funds
A. Salary			
\$5,000 for Team Leader stipend		\$5,000	
Sub Total Salary			\$5,000
B. Benefits			
\$250 for Team Leader		\$250	
Sub Total Benefits			\$250
C. Consultant Services			
\$1,000 honorarium for consultant	\$1,000		
\$1,500 for 2 Professional Development workshops (costs include facilitators, room rental, materials, food, etc)	\$1,000	\$500	
Sub Total Consultant Services			\$3,500