


APPLICATION FOR FEDERAL ASSISTANCE

OMB Approval No. 0348-0043

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED 	Applicant Identifier
		3. DATE RECEIVED BY STATE 	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY 	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name: The School Board of Broward County, Florida		Organizational Unit: Department of Community Involvement	
Address (give city, county, State, and zip code): 600 Southeast Third Avenue Fort Lauderdale, FL 33301		Name and telephone number of person to be contacted on matters involving this application (give area code) Merrie Meyers-Kershaw (954) 765-6970	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 59-60000530		7. TYPE OF APPLICANT: (enter appropriate letter in box) <input checked="" type="checkbox"/> H A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify) _____	
8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other(specify): _____		9. NAME OF FEDERAL AGENCY: Coporation For National and Community Service	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE:		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Broward County Special Volunteer Program	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): Broward County, Florida			
13. PROPOSED PROJECT		14. CONGRESSIONAL DISTRICTS OF:	
Start Date 9/01/02	Ending Date 8/30/02	a. Applicant 19,20,22, 23	b. Project 19,20,22,23
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$ 188,305	a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____	
b. Applicant	\$.00	b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
c. State	\$.00		
d. Local	\$.00		
e. Other	\$.00		
f. Program Income	\$.00		
g. TOTAL	\$ 188,305	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Type Name of Authorized Representative Franklin L. Till, Jr.		b. Title Superintendent of Schools	c. Telephone Number (954) 765-6271
d. Signature of Authorized Representative 		e. Date Signed	

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1. Special Volunteer Programs		\$	\$	\$ 188,305	\$ 18,000	\$ 206,305
2.						
3.						
4.						
5. Totals		\$	\$	\$ 188,305	\$ 18,000	\$ 206,305

SECTION B - BUDGET CATEGORIES

Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
a. Personnel	\$ 51,480	\$	\$	\$	\$ 51,480
b. Fringe Benefits	14,526				14,526
c. Travel	18,800				18,800
d. Equipment	2,500				2,500
e. Supplies	38,000				38,000
f. Contractual	- 0 -				- 0 -
g. Construction	- 0 -				- 0 -
h. Other	57,500				57,500
i. Total Direct Charges (sum of 6a-6h)	182,806				182,806
j. Indirect Charges	5,499				5,499
k. TOTALS (sum of 6i and 6j)	\$ 188,305	\$	\$	\$	\$ 188,305
7. Program Income	\$ - 0 -	\$	\$	\$	\$ - 0 -

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8. Special Volunteer Programs	\$	\$	\$ 18,000	\$	\$ 18,000
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)	\$	\$	\$ 18,000	\$	\$ 18,000

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	FUTURE FUNDING PERIODS (Years)			
		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 188,305	\$ 47,076	\$ 47,076	\$ 47,076	\$ 47,076
14. Non-Federal					
15. TOTAL (sum of lines 13 and 14)	\$ 188,305	\$ 47,076	\$ 47,076	\$ 47,076	\$ 47,076

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.	\$	\$	\$	\$	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$	\$	\$	\$	

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges:	
22. Indirect Charges:	
23. Remarks:	

SPECIAL VOLUNTEER PROGRAM BUDGET NARRATIVE
The School Board of Broward County, Florida

<u>Item</u>	<u>Request</u>	<u>In-kind Match</u>
PERSONNEL		
Full-time Project Manager @ \$51,480	\$51,480	
Subtotal, Personnel	\$51,480	-0-
FRINGE BENEFITS		
1. Variable Fringe – 22% of salaries for permanent staff	\$11,326	
2. Fixed Fringe - \$3,200 (health) for new positions	3,200	
Subtotal, Fringe	\$14,526	-0-
TRAVEL		
Student Transportation @ \$47/hr. X 400 hrs.	\$18,800	
Subtotal, Travel	\$18,800	-0-
SUPPLIES & MATERIALS		
1. Production of Student Volunteer Guide.	\$18,000	\$6,000
2. Project support materials (i.e., software, office supplies, posters, incentives, recognition awards, surveys, postage, etc.	\$20,000	
Subtotal, Supplies	\$38,000	\$6,000
EQUIPMENT		
Computer	\$2,500	
Subtotal Equipment	\$2,500	-0-
OTHER		
1. Consultant to provide training/site visits follow-up; team planning, action research, etc.	\$20,000	
2. External Evaluator	\$12,500	
3. Support for participating agencies to include costs associated with implementation of activities (i.e., purchase & installation of smoke detectors, etc.) @ \$500/activity for 40 activities	\$20,000	
4. Marketing	\$5,000	
5. Facility space		\$5,000
6. Microsoft data system		\$5,000
7. Agency preparation		\$2,000
Subtotal, Other	\$57,500	\$12,000
Total Direct Costs	\$182,806	\$18,000
Indirect Cost (3.05%) less equipment	\$5,499	
Total	\$188,305	\$18,000

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Franklin L. Till, Jr.	TITLE Superintendent of Schools
APPLICANT ORGANIZATION 	DATE SUBMITTED

EXECUTIVE SUMMARY

The proposed program will address the need to help improve the disaster preparedness among Broward County's senior citizen population. Florida census data indicated that more than 321,662 Broward County residents was 65 years of age or older. This represents 20% of the population, or one in every 5 people. In October 2001, Florida International University (FIU), working in concert with Broward County Department of Human Services Division of Elderly and Veteran Services, presented an Action Plan for delivering services to this segment of the community. The plan, which was based on extensive research within the senior population, the agencies that serve them and other key stakeholders was developed as a quality improvement initiative and a blue print for the community to follow. Some of the research findings include:

- Available resources are not adequate to meet the needs of older adults.
- Available services need to be organized and connected differently to improve effectiveness and stability.
- Consumers cannot easily find and access help.
- Available services are not culturally responsive to the growing older population from minority cultures.

To meet the purposes of program, Volunteer Broward, the community's Volunteer Action Center, will partner with the School Board of Broward County, and many of the area's non-profit organizations, to create and conduct programs that help seniors become more secure. To meet graduation requirements each student must volunteer community services. This school board policy will enable the proposed project to harness of the resources of the 40,000 students currently enrolled in the county's public high schools and mobilizing them to work for agencies currently serving senior citizens. Despite the little amount of time required, many students still do not enter their senior year with the requirement fulfilled. One of the reasons for this is that students often lack transportation to volunteer sites and an adult support system to guide them through the process. By partnering with Volunteer Broward and its community agency network, the needs of both senior communities will be met.

Activities of the proposed project include (1) identifying those agencies that service the senior citizen population; (2) conducting an inventory of service and needs that currently are not delivered or not delivered adequately; (3) determining which of those services and needs both lend themselves to using student volunteers and address the need to increase the safety and security of the senior population; (4) developing and delivering a training program for community agencies interested in working with student volunteers, so that expectations are met for agencies and participants; (5) compiling information into a format that students and advisors can easily access and understand, including a paper guide and a web-based directory; (6) marketing the volunteer opportunities to students through presentations at student clubs and associations, video taped and on-site tours of agencies, printed materials, training and matching events such as agency-student volunteer expositions, distribution of volunteer opportunity directories; and initiating a matching program between students and agencies.

Outcomes achieved through these activities include increased service-learning activities for students, mobilization of community volunteers, enhanced security for senior citizens, improved communication and intergenerational understanding through dissemination of information. Outcomes will be measured through information collected as part of this program and will be used to document the flow of delivering services to senior citizens. Averages will be tabulated between the numbers of contacts that are needed, the numbers of people who are recruited/trained and placed and the actual weight of the services provided to the elderly. This information will help the non-profit agencies gauge what efforts are needed to deliver an effective volunteer program in the community. The estimated length of time needed to complete the project is one year.

INTRODUCTION

Broward County, the second most populated county in the state, is located in Southeast Florida between Palm Beach and Miami-Dade counties and is home to 1,522,783 residents. The Broward County School District is the *fifth largest* school system in the United States with 260,892 students (Pre K-12) enrolled in 210 schools and centers, including 127 elementary, 33 middle, and 24 high schools. The school district provides services to all 28 municipalities and unincorporated areas in the County. The 24 high schools served by Broward County collectively enroll 65,140 students in grades nine through twelve. Of these students, 56% are minorities, 18% are from low-income families (FRL), 10% have exceptionalities (ESE), and 8% are Limited English Proficient (LEP).

NEEDS AND ACTIVITIES

SPECIFIC NEEDS PROJECT WILL ADDRESS

The proposed program will address the need to help improve the disaster preparedness among Broward County's senior citizen population. Florida census data indicated that more than 321,662 Broward County residents was 65 years of age or older. This represents 20% of the population, or one in every 5 people. Additionally, this is an under served population and like the county's overall population, continues to grow at a rate that exceeds the country's average.

In October 2001, Florida International University (FIU), working in concert with Broward County Department of Human Services Division of Elderly and Veteran Services, presented an Action Plan for delivering services to this segment of the

community. The plan, which was based on extensive research within the senior population, the agencies that serve them and other key stakeholders was developed as a quality improvement initiative and a blue print for the community to follow. Some of the research findings include:

- Available resources are not adequate to meet the needs of older adults.
- Available services need to be organized and connected differently to improve effectiveness and stability.
- Consumers cannot easily find and access help.
- Available services are not culturally responsive to the growing older population from minority cultures.

The objectives identified in the plan were selected to mobilize the entire community increased awareness about older adults and their needs, and improve access to services. In addition, the plan is designed to increase communication, strengthen partnerships, improve collaboration and support best practices for consumers and caregivers, while providing information to support advocacy for the future of the county's elders.

This proposal which addresses the criteria defined in the Neighborhood Security Grant Program, also directly supports the Broward County efforts to address the needs of this significant population group.

PROPOSED STRATEGY AND RATIONALE

To meet the purposes of program, Volunteer Broward, the community's Volunteer Action Center, will partner with the School Board of Broward County, and many of the area's non-profit organizations, to create and conduct programs that help

seniors become more secure. A key component to this proposal is the harnessing of the resources of the 40,000 students currently enrolled in the county's public high schools.

Three years ago, the SBBC added a community service component to its high school graduation requirements (Policy 6000.1). The number of hours each student must volunteer in the community has been increasing and now stands at 40. These hours can be given over one weekend or during a student's four-year high school career. Despite the little amount of time required, many students still do not enter their senior year with the requirement fulfilled. One of the reasons for this is that students often lack transportation to volunteer sites and an adult support system to guide them through the process. By partnering with Volunteer Broward and its community agency network, the needs of both senior communities can be met.

During the last several years, attempts have been made to create an intergenerational community service program. Some of the activities that have already been conducted in the past include: delivery of meals to shut ins, installation of house numbers and smoke detectors, medication inventories and postings in the home, phone mentoring, and recognition programs for the individuals involved.

While the individual programs proved successful, the success or failure of each initiative was dependent on a core group of individuals. As those programs are restarted, care will also be taken to expand the service capacity of participating agencies. In addition, steps will be taken to commit all procedures to writing, to insure sustainability and replicability over time and throughout the community.

The second strategy will be to reach out into the non-profit community to generate consensus on what new programs and services can be provided through the use

of youth volunteers. The county's action plan clearly defines what services are both highly desired by the target population and easily accessible through caregivers and agencies. What is missing is a series of activities that could be provided through in-kind support and volunteer efforts. Research will be conducted with service providers to address this question. A broad-based marketing campaign will also be employed with both groups of activities to generate high levels of student involvement

DESCRIPTION OF PROPOSED ACTIVITIES THAT RELATE TO NEEDS

This program will be developed in three major components.

- First, initiating existing programs that have a history of success will be restarted after developing a procedures manual for participating agencies and the training of all volunteer leaders and project volunteers.

- Second, additional services/needs will be identified and delivered through the following steps:

- (ii) Contact all agencies listed in the Volunteer Broward Network (these are agencies with a self-defined willingness to work with volunteers.)

- (ii) Identify those agencies that service the senior citizen population.

- (ii) Ask for an inventory of service and needs that currently are not delivered or not delivered adequately.

- (ii) Determine which of those services and needs both lend themselves to using student volunteers and address the need to increase the safety and security of the senior population. Based on Maslow's hierarchy of needs, it is understood that some of the activities will be those that prepare the individual to receive core services. For

example, prior to developing a storm/hurricane evacuation plan for seniors, trust must be established through other activities such as visitations.

(ii) Develop/deliver a training program for community agencies interested in working with student volunteers, so that expectations are met for agencies and participants.

(ii) Develop job descriptions for each appropriate volunteer activity.

(ii) Compile the information into a format that students and advisors can easily access and understand, including a paper guide and a web-based directory.

(ii) Market the volunteer opportunities to students through presentations at student clubs and associations, video taped and on-site tours of agencies, printed materials (Flyers, brochures), training and matching events such as agency –student volunteer expositions, distribution of volunteer opportunity directories.

(ii) Initiate a matching program between students and agencies

(ii) Establish reporting requirements for each participating agency that will monitor the numbers of students engaged in volunteering and the number of senior citizen contacts made.

(ii) Ask each student to report his or her own experiences in writing. (High school essay requirement.)

• Third, an evaluation, modification process will be put into place after the project period.

The purpose of the evaluation component is to determine if objectives are being accomplished (are seniors safer and more secure?), if program changes are needed (how can we do more?), and if organizational capacity and sustainability is being developed (can this be continued by the agencies after funding is retired?).

A conference will be held annually with student participants, agency members, school district staff and Volunteer Broward. The conference will tackle the above issues. An additional purpose of the conference is to help identify those students who have developed a sense of community trusteeship and civic responsibility, and use them as a core group for establishing the Student Youth Group for Volunteer Broward.

WORKPLAN AND TIMELINE FOR PROPOSED PROJECT

Project Work Plan	
Column A Goals and Objectives	Column B Dates(s)
Goal 1: To develop a collaborative relationship between students and cooperating agencies, to create and conduct programs that help seniors become more secure.	September 2002 - August 2003
Obj. 1: Meet with partner agencies involved in existing programs to develop calendar schedule for service delivery and determine which agencies would qualify for inclusion in proposed program	September 2002- October 2002
Obj 2: Inventory service needs. Develop training manual and develop/deliver training program for volunteer coordinators	September 2002- November 2002
Obj. 3: Develop job descriptions for volunteers and utilize direct agency involvement in recruitment and training of student/volunteers	September 2002 - December 2002
Obj. 4: Market and compile list of volunteer opportunities that can help deliver services and initiate matching program	October 2002 - July 2003
Obj. 4: Implement program	October 2002 - August 2003
Goal 2: To effectively monitor and evaluate program activities.	September 2002 - August 2003
Obj. 1: Monitor volunteering and collect data from agencies and students and modify program delivery where needed	October 2002 - July 2003
Obj. 2: Collect information on matches and senior contacts and part of formative evaluation process	November 2002 - June 2003
Obj. 3: Hold evaluation conference to support feedback and program continuation	August 2003

STRENGTHENING THE COMMUNITY

COMMUNITY PARTNERSHIPS

Both primary organizations for this proposed project have a history of achievement in their areas of responsibility.

- The School Board created its Partnerships Department in 1994 to assist organizations and individuals interested in getting involved in public education. Through this unit of the school system, individuals and organizations are more effectively directed to areas of need. A Community Involvement Forum is held three times a year to assist non-profits with grant making, after school programs, curriculum development, etc. It is open to all 501(C) 3 organizations.
- Volunteer Broward is recognized as the community leader in the area of IRR (Information Recruitment and Referral). Volunteer Broward has a Memorandum of Understanding with the Broward County Emergency Operations Center to serve as the organization that will match unaffiliated volunteer resources (individuals) with organizational needs. They established their credentials in this area when, in 1992, VB stepped in and coordinated the recovery effort in Miami-Dade County, when it was determined that Dade has no infrastructure in place for this purpose.
- Volunteer Broward has established its self as a facilitator of matching programs. It just received a grant from the Community Foundation of Broward County to assist in establishing a technology matching system, allowing corporations to deliver resources to the technology poor areas of the community.

- The School Board created its Partnerships Department in 1994 to assist organizations and individuals interested in getting involved in public education. Through this unit of the school system, individuals and organizations are more effectively directed to areas of need. A Community Involvement Forum is held three times a year to assist non-profits with grant making, after school programs, curriculum development, etc. It is open to all 501(C) 3 organizations.

- Volunteer Broward and the public schools have been working on increasing student volunteerism through the publication of the student Volunteer Guide for the last five years.

- The school system has been the founder or convenor of many non-profit forums on the community and has a well-established process for creating and maintaining community partnerships.

-BCPS was a founding member of the Mentor Connection, a consortium of agencies focused on increasing the mentoring of students, and the Corporate Volunteer Council (CVC) which networks those organizations interested in deploying employees into the community for volunteer efforts.

-The School Board also maintains an excellence relationship with the United Way of Broward County. A local school has been the site for the United Way's Day of Caring for the last four years. School system employees have been an integral part of the planning and development of these events. As a founding member of the Coordinating Council of Broward, the school system took a leadership role in compiling data on community needs and road mapping the current delivery of services. School board employees also helped to draft the first community-wide service benchmarks, which have

continued to establish levels of achievement and monitor a more efficient community wide system of service delivery. The Broward Information Network (BIN) was established- through assistance from the school system, to begin to create a climate for data sharing among the community's major health and human service providers.

COMMUNITY RESOURCES

- Volunteer Broward maintains ongoing communication about more than 600 non-profit agencies through its web site and through a traditional marketing program. Major corporations receive mailings about upcoming volunteer opportunities. Press releases are sent to local media about each major Volunteer Opportunity. Daily and Weekly newspapers publish a listing of top volunteer opportunities in the paper. Non-Profit Agencies receive communication via meetings/training, mail, phone, fax and e-mail.
- The school system has an internal communication system that includes e-mail, mail delivery and regularly scheduled meetings. All principals meet each month. Student organizations also meet monthly and student activity coordinators meet separately at least three times a year. An annual calendar for completing high school graduation requirements has now been incorporated into 9th grade goal setting courses- which are required, as well as with BRACE (College Assistance) Advisors.

SUSTAINABILITY

This program will be continued through the establishment of systems and procedures that previously were not in place.

- The use of formalized "Train the Trainer" training programs for all participating agencies, will help better prepare these organization on the care and feeding of student volunteers.

- Creating a manual with Job Descriptions, Recruitment and Placement Procedures and Program Evaluation Forms for each agency will provide a blue print for continued operation.
- The gradual shifting of responsibilities from Volunteer Broward and the school system to a split with the agencies will also help to gradually build organizational capacity.
- Positioning this program as a solution to seniors needing to fulfill high school graduation requirements will also help to incorporate the program into the high school culture.
- Finally, great care will be taken to match students with organizations close to or in their community to reduce the requirements of students for travel. Also, it is anticipated that through involvement in their community, students will develop a greater sense of civic responsibility.

RECRUITING AND DEVELOPING VOLUNTEERS

RECRUITMENT

The School System and Volunteer Broward have successful programs for recruiting and placing volunteers in the community and in schools. Last year, Volunteer Broward referred 6,157 callers to area agencies. In addition, The Volunteer Broward web site received over 250,000 hits. As a recipient of community volunteers, the school system's volunteer ranks continue to grow. More than 37,000 individuals spent time in schools. This number has continued to increase through ongoing training of site coordinators. This tradition of successful training practices will be included in this program. The school system also maintains a network of communication with student

organizations and their advisors. The events and activities already scheduled as part of Student Life will be harnessed to communicate facets of this program.

VOLUNTEER SUPPORT

A comprehensive training program will be developed for each audience involved in this program, including:

- A Train the Trainer program for agencies interested in receiving student volunteers to help the agencies learn how to set realistic expectations for themselves and the students they will work with.
- A sensitization program will be developed for students interested in working with seniors, to help them better understand the problems and issues faced by the elderly.
- A marketing/Train the Trainer program will be developed and delivered to student advisors to educate them about all of the components of the program and how this will help student complete graduation requirements.

PROGRAM MANAGEMENT

PROJECT PERFORMANCE ASSESSMENT

Accomplishment of program objectives will be monitored through the establishment of four different reporting programs.

- First, a matching system will be instituted to pair up students with agencies. A random sampling of the matches will also be examined to determine if matches were followed through with and if not, why not.
- Second, Agencies that participate in this program will be required to self-report the student contacts and the number of senior citizens served.

- Third, students will be required to self-report volunteer hours to comply with graduation requirements. The school district will compile this information. Student will also be asked to reflect on their experiences in essay form. A random sampling of these essays will be reviewed- with student permission- to determine if this was a meaningful experience.
- Finally, an annual evaluation conference will be held with representatives of all participant groups to review and revise the program and collect anecdotal data.

INFORMATION AND DATA MANAGEMENT

Information collected as part of this program will be used to document the flow of delivering services to senior citizens. Averages will be tabulated between the numbers of contacts that are needed, the numbers of people who are recruited/trained and placed and the actual weight of the services provided to the elderly. This information will help the non-profit agencies gauge what efforts are needed to deliver an effective volunteer program in the community.

Data will be collected in the following formats:

- Diversity of Marketing and Outreach Strategies
- Numbers of Contacts with Students made
- Variety of volunteer positions developed
- Matches between students and agencies
- Logs from Agencies of Volunteers trained and placed into service programs
- Volunteer Hours of student participants
- Numbers of contacts with Senior Citizens
- Feedback from all participants regarding program worth

RESOURCES

Using the grant funded period as the pilot phase of the program, realistic budgets can be developed for each of the delivered services. Program expenses will be matched with program successes to develop proposals for community cash and in-kind support. Volunteer Broward and the school system will provide agencies with technical assistance on how to develop and market these programs. The school system has a demonstrated strength in this area, with outside funds being secured for most of the school system community partnerships.

By matching teenagers (who are a desirable demographic group) with senior citizens, the program will be able to attract interest among corporations and product manufacturers (e.g.; smoke detectors, home repair companies, medical supply firms) that do not already have an awareness in the young adult market. The program will be marketed from that perspective.

TRAINING AND TECHNICAL ASSISTANCE

Volunteer Broward continues to serve as the lead agency for training United Way funded programs. In addition, VB has been a collaborator with the Community Foundation of Broward County in working with the non-profit community. Drawing on this expertise, VB is able to support the agencies participating in the program through every aspect of volunteer management. The school system, through its network of student activity coordinators located at each high school, is able to train all of the students interested in the program on what to expect when working with this special population.

ORGANIZATIONAL CAPACITY

The Broward County Public School District has successfully planned, implemented, and offered programs that provide educational excellence, embrace diversity, and expand educational choices for thousands of students. As outlined in this section, the project staff who will be responsible for conducting project activities have both the qualifications and experience to ensure the successful project implementation.

SOUND PROGRAM AND FISCAL OVERSIGHT

Guidance and support for the program is an integral part of the project's design. Throughout the duration of the project, the school district's Community Involvement Department will provide ongoing support to participants. This will consist of inclusion of all stakeholders in the program design, facilitation of activities, and measurement of customer satisfaction. For successful implementation of the project staff will have knowledge of and/or sensitivity to the needs of senior citizens and students; demonstrated ability to work effectively with community agencies; ability to establish rapport with target population; and knowledge of community structure, needs, concerns, and resources that can assist in meeting project objectives.

The school district prepares comprehensive annual financial statements in accordance with government accounting standards. These statements encompass the entire district, inclusive of all schools, and are not prepared separately for each school. Each year, in compliance with Florida Statutes, the school district submits an audited Comprehensive Annual Financial Report to the State of Florida covering all funds administered by the school district in each fiscal year. The auditing firm for this report is Ernst and Young, LLP. Additionally, in conformity with OMB Circular A-133, the

district annually contracts with an external auditor to carry out the Single Financial Audit of federal funds. The auditing firm used for this report is KPMG, LLP.

EXPERIENCE TO ADMINISTER FEDERAL GRANTS

With a 20% increase in grant funding over the previous year, Broward County Public Schools reached a milestone in 2000-2001 with \$105,393,596 in grant funding received by the district. Thirty-three percent of funds, or \$325,294,115, were received through competitive grant applications for which the school district competed with other school districts, institutions of higher education and/or non-profit organizations on the local, state and national level.

The school district's Grants Administration Department provides post-award service and support for externally sponsored project activities. Specifically these services include providing guidance related to award monitoring in meeting expenditure expectations; serving as liaison with agency personnel concerning project requirements for programmatic reports, time extensions, and other related administrative issues; giving assistance in determining the need for formal amendments; providing notification for interim, annual, and final reporting deadlines, supporting formal budget revision requirements/submission; and processing general expenditures.

KEY STAFF POSITIONS

• Partnerships Specialist. The school district has identified its Community Involvement/Partnerships department as the unit for networking with community organizations. The Partnerships specialist will work closely with district and individual high school activity coordinators who in turn are lined to all student organizations. The specialist will disseminate information and market the community projects. It is anticipated that this

position would be the liaison from Volunteer Broward and the participating agencies to the students.

•Volunteer Broward Project Manager. Through involvement and support for the Mentor Connection, the Volunteer Broward project manager has already established a familiarity with the culture of the school system, and the non-profit agencies involved in supporting young people. This individual will now also serve as the liaison to the non-profit community. She will coordinate the agency survey and the development of all procedures and training programs.

SIMILAR EXPERIENCES

- During the last two years, the school system's Community Involvement Department has managed a multi-faceted program funded by the Governor's Mentoring Initiative. Twenty schools received funding through this grant. District staff served as the liaison between the schools, and other department in the school system, such as Special Projects Accounting, as well as the link between the schools and the Governor's Office.
- Similarly, the Governor's Office has once again asked the department to provide technical assistance for a Front Porch Initiative grant awarded to three schools in the community. Once the grant was awarded to these schools, it was determined that the Community Involvement department was needed to help the staff accomplish program objectives through interfacing with non-profits in the community.
- The school district also maintains an ongoing relationship with the TRIAD, which is a partnership between the Broward County Sheriff's Office, the Broward County Chiefs Association, and the American Association of Retired Persons (AARP) to encourage student service to the elderly.

- Volunteer Broward has been involved in developing volunteer opportunities for students through its student volunteer guide, which is published each January. As a part of this process, the agency has develop interest surveys for non-profit organizations and sample volunteer job descriptions.

SELF ASESMENT, EVALUATION AND CONTINUOUS IMPROVEMENT

Evaluation activities will be both formative and summative and will be conducted throughout the three-year project. The evaluator will work with the Research and Evaluation Department, Department of Community Involvement/Partnerships, Project Manager, to collect data and make recommendations for revisions throughout the duration of the project.

Upon funding, the evaluator will review baseline data, objectives, and implementation steps established in the proposal. The evaluator will work with stakeholders to collaboratively develop a schedule for data collection, including the administration of data collection instruments developed specifically for the project. Each quarter, the evaluator will collect information to determine if the project is carrying out activities as planned. Sample questions include: Have project staff been hired? Has outside technical assistance been secured and have training activities been scheduled? Have the appropriate materials been purchased or provided? Is Volunteer Broward conducting activities and strategies in accordance with the plan and the requirements of the program? If not, are the changes described with a clear rationale? Is the management plan and timeline being followed as developed? What modifications can be made to ensure the continuous improvement of the program?

Based on feedback received and data collected, program modifications will be made as appropriate. If data fail to show expected changes, the information will be used to “fine-tune” the project. The progress evaluation will also form the basis for the summative evaluation (final report) to be conducted at the conclusion of the project.

CAPACITY OF APPLICANT TO PROVIDE COORDINATING ROLE, CAPACITY OF OTHERS.

During the 2000/01 school year, the District has approximately 2,300 partnerships. Of those, nearly 200 were district-wide and 2,100 were individual, school-based partnerships. Additionally, during the same year 37,084 volunteers logged 1,195,480 hours. That translates into nearly \$18 million in hourly contributions! This is an increase from the previous year of nearly 4,000 volunteers.

The Department of Community Involvement and Partnerships and Volunteer Broward will take the lead role in facilitating collaboration of partners to fulfill their roles and responsibilities. Each has extensive experience in identification, recruitment and recognition of partners; management of people and information resources; community involvement, special program development, communication and training; supporting partners and stakeholders on an ongoing basis; collecting data, developing agreements, brokering resources and services, designing and delivering workshops, disseminating information, planing and implementing special events, raising funds and managing screening processes. The Department of Community Involvement and Partnerships also places mentors, volunteers and business partners with compatible students, schools and communities, with staff serving on community boards and committees.

LINES OF AUTHORITY

The school district will be responsible for fiscal management of the grant, and for establishing the protocols for contact and involvement of students in the program. Volunteer Broward will be responsible for developing relationships with the agencies, and collecting information about volunteer opportunities. Volunteer Broward will facilitate the student agency matches. Both organizations will be involved with collecting data –in their respective areas- and in evaluating the program.

BUDGET/ COST EFFECTIVENESS

The school district has committed numerous resources, beyond those funded through the grant, that will contribute to the successful implementation of the Special Volunteer Program. Broward County Schools has established partnerships with numerous community organizations, groups and governmental agencies. These partnerships provide the school district with an array of services with a long-term focus on keeping students in a productive educational environment. Hence, after the grant period support from these partnership agreements will include the use of facilities; personnel for counseling or mentoring; access to telephone, fax and copy machines; and a variety of other ancillary services unique to individual programs. The proposed budget includes costs for staff, instructional resources/supplies, software, staff training, participant transportation, admissions fees for enrichment activities, and travel. This budget, with additional resources contributed from the District and partnering organizations, will support the delivery of multiple, non-traditional intervention strategies to improve homeland security and will facilitate a myriad of activities that address the needs of an

underserved population of adults. More importantly, the budget supports the basic rights of senior citizens to live in a safe environment.