

DEPARTMENT OF LABOR**Employment and Training
Administration****DEPARTMENT OF EDUCATION****Office of Vocational and Adult
Education****Job Training Partnership Act: School-
To-Work Opportunities; Indian
Program; Application Procedures**

AGENCIES: Employment and Training Administration, Labor. Office of Vocational and Adult Education, Education.

ACTION: Notice of availability of funds and solicitation for grant applications (SGA).

SUMMARY: This Notice contains all of the necessary information and forms needed to apply for grant funding. This notice announces a competition for Indian Program Grants to enable local partnerships to begin development or implementation of School-to-Work Opportunities initiatives that serve Indian youth and involve schools funded by the Bureau of Indian Affairs (BIA). The School-to-Work Opportunities initiatives funded under this competition will offer Indian youth access to School-to-Work Opportunities programs that will prepare them for first jobs in high-skill, high-wage careers and further postsecondary education and training.

DATES: Applications for grant awards will be accepted commencing March 15, 1995. The closing date for receipt of applications is May 15, 1995, at 2 p.m. (Eastern Time) at the address below. Telefacsimile (FAX) applications will not be honored.

ADDRESSES: Applications shall be mailed to: U.S. Department of Labor, Employment and Training Administration, Division of Acquisition and Assistance, Attention: Ms. Laura Cesario, Reference: SGA/DAA 95-002, 200 Constitution Avenue NW, Room S-4203, Washington, D.C. 20210.

FOR FURTHER INFORMATION CONTACT: Ms. Laura Cesario, Division of Acquisition and Assistance, Telephone: (202) 219-7300 (this is not a toll-free number).

SUPPLEMENTARY INFORMATION:**Section A. Purpose**

This competition will award grants to local partnerships for School-to-Work Opportunities initiatives that serve Indian youth and involve Bureau-funded schools. Approximately \$500,000 is available for awards under

this notice. The Departments expect to award approximately 8 development grants of about \$30,000 and up to 5 implementation grants ranging in amount between \$50,000 and \$100,000 under this notice. Grants under this competition will be financed under Title IV of the Job Training Partnership Act and will be used to implement activities that are consistent with Title II, Subtitle C of the School-to-Work Opportunities Act of 1994.

Local Partnerships may apply for either a development grant, an implementation grant or both. The competitions have been structured to allow those partnerships which have been engaged in planning and development activities to apply for an implementation grant without jeopardizing their opportunities for receiving a development grant. However, local partnerships which intend to apply for consideration under both the development and implementation grant competitions must submit separate applications for each competition. The amount of any award will be based on a number of factors, including the scope, quality, and comprehensiveness of the proposed initiative and the size of the population to be served.

The Departments intend to conduct subsequent competitions for Indian Program Grants, on an annual basis, under the recently enacted School-to-Work Opportunities Act of 1994. A local partnership may receive only one (1) development or implementation grant under this notice, with grant renewals for up to five years to be awarded depending upon fund availability and maintaining satisfactory progress.

Section B. Application Process**1. Eligible Applicants**

An entity that meets the definition of "eligible partnership," as defined in section B.7 of this notice, proposes to serve Indian youth, and involves Bureau-funded schools is eligible to apply for an Indian Program Grant for either development or implementation of School-to-Work Opportunities initiatives.

2. Submission of Application

Applicants must submit an original and four (4) copies of the application. The application shall consist of four distinct parts: budget and certifications, abstract, program narrative and appendices. To ensure a comprehensive and expedient review, the Departments strongly suggest that applicants submit an application formatted as seen below:

*Table of Contents***I. Budget and Certifications**

Part I shall contain the Standard Form (SF) 424, "Application for Federal Assistance," and SF 424A, "Budget" (Appendix A). All copies of the 424 Form must have original signatures of the designated fiscal agent and must indicate in item 11 whether the application is to be considered for development or implementation funding. In addition, the budget shall include—on a separate page(s)—a detailed cost break-out of each line item on Budget Form 424A. Assurances and Certifications (Appendix B) shall also be included in this part.

II. Abstract

Part II shall consist of a one page abstract summarizing the essential components and key features of the partnership's plan.

III. Program Narrative

Part III shall contain the program narrative that demonstrates the applicant's plan and capabilities in accordance with the Statement of Work in Section C. The Departments strongly advise applicants to describe their plan in light of each of the Selection Criteria in Section E of this notice. No cost data or reference to price shall be included in this part of the application. The Departments strongly request that applicants limit the program narrative section to no more than 40 double-spaced pages, on one side only.

IV. Appendices

All applicable appendices including letters of support, resumes and organizational charts should be included in this section. The safeguard assurance, as required under Part III, Section D, "Safeguards", of this notice, should be included in all applications as Appendix A. The Departments recommend that all appendix entries be cross-referenced back to applicable sections in the program narrative.

3. Late Applications

Any application received after the exact time specified for receipt at the office designated in this notice will not be considered, unless it is received before awards are made and it—

(a) Was sent by registered or certified mail not later than the fifth calendar day before the date specified for receipt of applications (e.g., an application submitted in response to a solicitation requiring receipt of applications by the 20th of the month must have been mailed/post marked by the 15th of that month); or

(b) Was sent by the U.S. Postal Service Express Mail Next Day Service to addressee not later than 5:00 P.M. at the place of mailing two working days prior to the date specified for receipt of applications. The term "working days" excludes weekends and Federal holidays.

The term "post marked" means a printed, stamped, or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service.

4. Hand-Delivered Applications

It is preferred that applications be mailed at least five days prior to the closing date. To be considered for funding, hand-delivered applications must be received by 2:00 P.M., Eastern Time, on the closing date. Telegraphed and/or Faxed applications will not be honored. Failure to adhere to the above instructions will be a basis for a determination of nonresponsiveness. Overnight express mail from carriers other than the U.S. Postal Service will be considered hand-delivered applications and must be received by the above specified date and time.

5. Period of Performance

The period of performance will be twelve (12) months from the date of award by the Department of Labor. Since all awards must be made by June 30, 1995 under this competition, the Departments recommend that all applicants use July 1, 1995–June 30, 1996 as both budgetary and project award periods.

6. Option to Extend

These Indian Program Grants may be extended for up to four additional years at the discretion of the Federal Government, based upon the availability of funds and the demonstrated progress of the grantee in implementing a School-to-Work Opportunities initiative.

Consistent with the School-to-Work Opportunities Act, the Departments expect that over time, the amount of federal funds, if any, that are added to this grant, awarded under this notice, will decrease. Funds awarded under this notice are considered "venture capital" for the establishment of School-to-Work Opportunities systems serving Indian youth. Likewise, local partnerships will eventually assume responsibility for maintaining School-to-Work Opportunities systems with other Federal, State and local resources.

7. Definitions

As used in this notice—

"All aspects of an industry" means all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to that industry or industry sector;

"Bureau-funded school" as defined in Section 1139 (3) of the "Education Amendments of 1978" means:

(a) A Bureau school—a Bureau of Indian Affairs-operated elementary or secondary day or boarding school or a BIA-operated dormitory for students attending a school other than a Bureau school.

(b) A contract school—an elementary or secondary school or a dormitory that receives financial assistance for its operation under a contract or agreement with the BIA under Section 102, 103 (a), or 208 of the Indian Self-Determination and Education Assistance Act.

(c) A school for which assistance is provided under the Tribally Controlled Schools Act of 1988.

"Career guidance and counseling" means programs—

(a) That pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities;

(b) That assist individuals in making and implementing informed educational and occupational choices; and

(c) That aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

"Career major" means a coherent sequence of courses or field of study that prepares a student for a first job and that—

(a) Integrates academic and occupational learning, integrates school-based and work-based learning, and establishes linkages between secondary schools and postsecondary educational institutions;

(b) Prepares the student for employment in a broad occupational cluster or industry sector;

(c) Typically includes at least two years of secondary education and at

least one or two years of postsecondary education;

(d) Provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;

(e) Results in the award of—

(1) a high school diploma or its equivalent, such as:

(A) a general equivalency diploma; or

(B) an alternative diploma or certificate for students with disabilities for whom such alternative diploma or certificate is appropriate;

(2) a certificate or diploma recognizing successful completion of one or two years of postsecondary education (if appropriate), and

(3) a skill certificate; and

(f) May lead to further education and training, such as entry into a registered apprenticeship program, or may lead to admission to a two- or four-year college or university.

"Elementary school" means a day or residential school that provides elementary education, as determined under State law.

"Employer" includes both public and private employers, as well as tribal businesses and school-based enterprises where appropriate;

"Eligible partnership" means an entity responsible for School-to-Work Opportunities programs funded under this competition and that—

(a) Consists of tribal organizations responsible for economic development, employment, job training, and education (such as tribal business councils, local chapters of tribal business councils, tribal departments of education), employers (including tribal businesses or school-based enterprises where applicable), representatives of Bureau-funded schools and local postsecondary educational institutions (including representatives of area vocational education schools and tribal colleges where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or nonmanagerial employee representatives, students and parents; and

(b) May include other entities, such as—

(1) Employer organizations;

(2) Community-based organizations;

(3) National trade associations

working at the local level;

(4) Industrial extension centers;

(5) Rehabilitation agencies and

organizations;

(6) Registered apprenticeship agencies;

(7) Local vocational education entities;

(8) Proprietary institutions of higher education (as defined in section 481(b) of the Higher Education Act of 1965 (20 U.S.C. 1088(b)) that meet the eligibility and certification requirements under Title IV of such Act (20 U.S.C. 1070 et seq.);

(9) Local government agencies;

(10) Parent organizations;

(11) Teacher organizations;

(12) Vocational student organizations;

(13) Private industry councils

established under section 402 of the Job Training Partnership Act (29 U.S.C. 1512);

“Postsecondary education institution” means an institution of higher education (as such term is defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088)) which meets the eligibility and certification requirements under Title IV of that Act (20 U.S.C. 1070 et seq.);

“Registered apprenticeship agency” means the Bureau of Apprenticeship and Training in the Department of Labor or a State apprenticeship agency recognized and approved by the Bureau of Apprenticeship and Training as the appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes;

“Registered apprenticeship program” means a program registered by a registered apprenticeship agency;

“School dropout” means a youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma;

“School site mentor” means a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related services personnel, and the employer of the student to design and monitor the progress of the School-to-Work Opportunities program of the student.

“Secondary school” means—

(a) A nonprofit day or residential school that provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12; and

(b) A Job Corps center under part B of Title IV of the Job Training Partnership Act (29 U.S.C. 1691 et seq.);

“Skill certificate” means a portable, industry-recognized credential issued by a School-to-Work Opportunities program under an approved plan, that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed

by the National Skill Standards Act of 1994, except that until such skill standards are developed, the term “skill certificate” means a credential issued under a process described in the approved School-to-Work plan;

“Workplace mentor” means an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.

Section C. Statement of Work

Part I. Background

The United States is the only industrialized nation that lacks a comprehensive and coherent system to help its youth acquire the knowledge, skills, abilities, and information about the labor market necessary to make an effective transition from school to career-oriented work. Three-fourths of America's high school students do not attain four-year college degrees. Many of them do not possess the basic academic and occupational skills necessary for entry into high-skill, high-wage careers in the changing workplace or to pursue further education.

The School-to-Work Opportunities Act of 1994 created a national framework for high-quality, statement school-to-work transition systems that enable young Americans to identify and navigate paths to productive and progressively more rewarding roles in the workplace. The funds used for the School-to-Work Indian Program grant competition were requested and appropriated prior to enactment of the School-to-Work Act. However, the Secretaries of Education and Labor have modeled the School-to-Work Opportunities Indian Grant Program on the Act.

Partnerships serving Indian youth face particular challenges in implementing School-to-Work Opportunities initiatives:

1. High unemployment and relatively few high-skill, high-wage employment opportunities often characterize the areas to be served, making it more difficult to secure employer participation, work-based learning opportunities, and career-track jobs for Indian youth who complete a School-to-Work Opportunities program. Therefore, creative strategies must be developed to make full use of the capacity of local institutions to include a variety of alternative work-based learning environments and to support intensive

efforts to enhance diverse employer involvement.

2. Dropout rates of schools in Indian communities are often high, and intervention to improve student performance needs to begin in the elementary or middle school years. School-to-Work Opportunities initiatives can offer alternative learning environments, creative approaches to academic and technical subjects and relevant and engaging school-based and work-based activities that can encourage Indian youth to remain in school until completion.

3. Economic and geographic factors may create uneven educational and employment opportunities among Indian youth, thus requiring that careful consideration be given to enhancing both the access and availability of opportunities. In particular, the extremely rural nature of many tribal communities requires innovative efforts in providing high-skill high-wage employment including but not limited to opportunities with tribal businesses, school-based enterprises, and entrepreneurial training.

Under this competition, federal funds will be used as “venture capital” to establish School-to-Work Opportunities systems serving Indian youth. Local partnerships applying for development grants should be ready to use funds to involve Bureau-funded schools in establishing cooperative linkages and planning innovative methods of providing School-to-Work services for Indian youth. Local partnerships applying for implementation grants should be ready to implement School-to-Work initiatives involving Bureau-funded schools by building on and enriching existing promising programs such as tech-prep education, career academies, youth apprenticeship, school-based enterprises, job training and previous related efforts funded by the BIA. However, the purpose of funding under the School-to-Work Opportunities initiative is not simply to augment existing programs, but rather to build systems that provide opportunities for all students to achieve the benefits and outcomes of the School-to-Work Opportunities initiative. Building comprehensive systems will likely involve a combination of enhancing existing programs, establishing linkages among them, and developing an effective framework that connects both existing and new programs in a meaningful way. Through involvement in the School-to-Work Indian Program Grants, tribal organizations are expected to build over time the kind of School-to-Work

Opportunities Systems that best meet their needs.

Part II. Program Description

a. Objectives

The School-to-Work Opportunities initiative provides for a substantial degree of State and local flexibility and experimentation, but all State systems, individual local initiatives and Indian Program initiatives will share several common features and basic program components as required by the School-to-Work Opportunities Act of 1994. A School-to-Work Opportunities initiative under this competition must include the following common features and basic program components:

1. The basis of the School-to-Work Opportunities system is—

- The integration of school-based learning and work-based learning;
- The integration of academic and occupational learning; and
- The establishment of effective linkages between secondary and postsecondary education.

2. School-to-Work Opportunities programs will—

(a) Provide participating students with the opportunity to complete career majors;

(b) Incorporate the program components described below (school-based learning, work-based learning, and connecting activities);

(c) Provide participating students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are preparing to enter; and

(d) Provide all students with equal access to the full range of such program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities, except that nothing in this notice shall be construed to provide any individual with an entitlement to services.

3. School-to-Work Opportunities initiatives must incorporate three basic program components:

(a) School-Based Learning, that includes—

- Career awareness and career exploration and counseling (beginning at the earliest possible age, but not later than the 7th grade) in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity;

- Initial selection by interested students of a career major not later than the beginning of the 11th grade;

- A program of study designed to meet the same academic content standards established for all students, including, where applicable, standards established under the Goals 2000: Educate America Act, and to meet the requirements necessary to prepare a student for postsecondary education and the requirements necessary to earn a skill certificate;

- A program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies), and incorporates instruction, to the extent practicable, in all aspects of an industry, appropriately tied to the career of a participant;

- Regularly scheduled evaluations involving ongoing consultation and problem solving with students and school dropouts to identify their academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills; and

- Procedures to facilitate the entry of students participating in a School-to-Work Opportunities initiative into additional training or postsecondary education programs, as well as to facilitate the transfer of the students between education and training programs.

(b) Work-based learning, that includes—

(1) Mandatory activities—

- Work experience;

- A planned program of job training and work experiences (including training related to pre-employment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described above and are relevant to the career majors of students and lead to the award of skill certificates;

- Workplace mentoring;

- Instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and

- Broad instruction, to the extent practicable, in all aspects of the industry.

(2) Permissible activities—Such component may include such activities as paid work experience, job shadowing, school-sponsored enterprises, or on-the-job training.

(c) Connecting Activities, that include—

- Matching students with the work-based learning opportunities of employers;

- Providing, with respect to each student, a school site mentor to act as a liaison among the student and the employer, school, teacher, school administrator, and parent of the student, and, if appropriate, other community partners;

- Providing technical assistance and services to employers, including small- and medium-sized businesses, and other parties in—

(A) Designing school-based learning components as described above, work-based learning components as described above, and counseling and case management services; and

(B) Training teachers, workplace mentors, school site mentors, and counselors;

- Providing assistance to schools and employers to integrate school-based and work-based learning and integrate academic and occupational learning into the program;

- Encouraging the active participation of employers, in cooperation with local education officials, in the implementation of local activities described in this Part as school-based learning, work-based learning, or connecting activities;

(A) Providing assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program; or

(B) Linking the participants with other community services that may be necessary to assure a successful transition from school to work;

- Collecting and analyzing information regarding post-program outcomes of participants in the School-to-Work Opportunities initiative, to the extent practicable and appropriate for Indian programs, on the basis of socioeconomic status, gender, and disability, and on the basis of whether the participants are students with limited-English proficiency, school dropouts, disadvantaged students, or academically talented students; and

- Linking youth development activities under the School-to-Work Opportunities initiative with employer and industry strategies for upgrading the skills of their workers.

b. Examples of Allowable Activities

Funds awarded under this competition to a partnership serving Indian youth and involving Bureau-funded schools may be used only for activities undertaken to develop or implement the local partnership's plan that will provide opportunities for Indian youth to participate successfully in a School-to-Work Opportunities initiative.

Development Grants: Eligible partnerships that have not fully developed a plan for the implementation of a School-to-Work Opportunities system may apply for development grants. These funds may support a wide range of planning and development activities. These grants are designed for situations in which an eligible partnership may not be ready to move forward with implementation of a School-to-Work Opportunities initiative, but intends to compete for implementation grants in future rounds of competition. Eligible partnerships seeking development grants must describe the planning and development activities for the School-to-Work Opportunities initiative that the partnership proposes to undertake during the 12-month grant period. The plan should include activities funded from this grant as well as from other sources. Examples of development activities that may be conducted with funds awarded under an Indian Program Grant are—

1. Initiating a planning process aimed at building a School-to-Work Opportunities initiative;
2. Identifying or establishing an appropriate structure to administer a School-to-Work Opportunities initiative;
3. Further expanding eligible partnerships as defined in this notice to participate in the design, development and administration of the School-to-Work Opportunities initiative;
4. Building consensus among local stakeholders and supporting planning and development activities to provide guidance in creating the School-to-Work Opportunities plan;
5. Initiating pilot projects to test key components of program design such as designing and testing common intake systems for students participating in School-to-Work Opportunities initiatives, and determining methods to integrate program data bases;
6. Analyzing current statutory, regulatory and administrative impediments to the creation of a School-to-Work Opportunities initiative;
7. Assessing staff training and development needs for participation in a School-to-Work Opportunities initiative;
8. Preparing the strategic plan required for submission of a proposal for an implementation grant. The plan should describe the progress expected to be achieved in the planning and development process by the end of the 12-month grant period. This should include expected "next steps."

Implementation grants: Eligible partnerships that have developed and are ready to implement a plan for a

School-to-Work Opportunities initiative may apply for implementation grants. These funds may be used to support a wide range of activities providing School-to-Work Opportunities for Indian youth. Examples of implementation activities that may be conducted with funds awarded under an Indian Program Grant are:

1. Recruiting and providing assistance to employers, including small- and medium-sized businesses, tribal businesses and school-based enterprises, to provide the work-based learning components in the School-to-Work Opportunities initiative;
2. Establishing consortia of employers, including tribal businesses and school-based enterprises, to support the School-to-Work Opportunities initiative and provide access to jobs related to the career majors of students;
3. Supporting or establishing intermediaries (selected from among the members of the local partnership) to perform the connecting activities described above in Part II. a., "Objectives," and to provide assistance to Indian youth in obtaining jobs and further education and training;
4. Designing or adapting innovative school curricula that can be used to integrate academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education for all students in the area served;
5. Providing training to work-based and school-based staff on new curricula, student assessments, student guidance, and feedback to the school regarding student performance in connection with the School-to-Work Opportunities Initiative;
6. Establishing, in schools participating in a School-to-Work Opportunities initiative, a graduation assistance program to assist at-risk students, low-achieving students, and students with disabilities, in graduating from high school, enrolling in postsecondary education or training, and finding or advancing in jobs;
7. Providing career exploration and awareness services, counseling and mentoring services, college awareness and preparation services, and other services (beginning at the earliest possible age, but not later than the 7th grade) to prepare students for the transition from school to work;
8. Providing supplementary and support services, including child care and transportation, when such services are necessary for participation in a local School-to-Work Opportunities initiative;
9. Conducting or obtaining an in-depth analysis of the local labor market and the generic and specific skill needs

of employers to identify high-demand, high-wage careers to target;

10. Integrating school-based and work-based learning into existing job training programs for school dropouts;
11. Establishing or expanding school-to-apprenticeship programs in cooperation with registered apprenticeship agencies and apprenticeship sponsors;
12. Assisting participating employers, including small- and medium-sized businesses, tribal businesses and school-based enterprises, to identify and train workplace mentors and to develop work-based learning components;
13. Promoting the formation of partnerships between Bureau-funded schools and other elementary and secondary schools (including middle schools) and local businesses as an investment in future workplace productivity and competitiveness;
14. Designing local strategies to provide adequate planning time and staff development activities for teachers, school counselors, related services personnel, and school site mentors, including opportunities outside the classroom that are at the worksite;
15. Enhancing linkages between after-school, weekend, and summer jobs, career exploration, and school-based learning;
16. Obtaining the assistance of organizations and institutions that have a history of success in working with school dropouts and at-risk and disadvantaged youths in recruiting such Indian youth who are at-risk or school dropouts to participate in a local School-to-Work Opportunities initiative;
17. Conducting outreach to all students in a language and manner that most appropriately and effectively meets their needs and responds to the needs of their community;
18. Experimenting with providing work-based learning opportunities both inside and outside the Indian community;
19. Developing, in conjunction with Title I of the Elementary and Secondary Schools Act or other funds, improvements in the Bureau-funded and other elementary and middle schools that serve the Indian community in order to reduce the long-term dropout rate of Indian youth;
20. Developing and implementing techniques that will increase the college enrollment of Indian youth in the targeted area;
21. Utilizing complementary initiatives within the targeted area such as comprehensive sports and recreation programs, after-school programs, and community development activities;

22. Encouraging Indian youth to design and initiate innovative work-based learning activities operated within a school setting; and

23. Developing and implementing school-based and work-based learning and connecting activities that are related to the tribal organization's economic development plan.

Part III. Application Contents

All eligible applicants for development or implementation grants must submit an application which provides evidence of key descriptive components. Since applicants have been recommended to submit applications which describe their plan in light of the Selection Criteria defined in Section E, the Departments suggest that applicants provide evidence of the following as part of the applicable Selection Criteria addressed in the Program Narrative section of application. Applications must include the following:

a. A description of the composition of the eligible partnership as previously defined in Section B.7 of this announcement. Partnerships applying for either development or implementation grants must identify and provide evidence of the involvement of the members of the local partnership required to make the application eligible for consideration in the Indian Program. Partnerships applying for implementation grants must clearly outline the respective roles of each member of the partnership and how the partnership is organized to successfully implement the planned local School-to-Work Opportunities initiative. Given the particular needs in Indian communities, special efforts should be made to coordinate community services to successfully identify and address the special needs of the Indian youth.

b. A description of the targeted area to be covered, and its relationship to the surrounding labor market. Included in the description should be information on specific employer needs (including those of tribal businesses or school-based enterprises where applicable); industry and occupational growth projections; high-demand, high-wage careers to be targeted and the relationship of these factors to the tribal organization's economic plan (where applicable). The description should include information for the entire labor market area in which the Indian community is located.

c. A description of the short- and long-term goals and performance outcomes that the partnership has established and how the partnership will measure its progress in meeting these

goals for developing or implementing a system. In addition to goals related directly to School-to-Work Opportunities outcomes, such goals for Indian Program initiatives might include decreased dropout rates, decreased truancy rates, and increased college entry and entered employment rates. In addition to describing its own goals and outcomes, each local partnership awarded a grant under this notice must commit to assisting the Federal Government in carrying out a national evaluation that will track and assess the progress and effectiveness of the School-to-Work Opportunities initiative.

d. A description of the current and planned coordination between the local partnership's School-to-Work Opportunities initiative in the Indian community and the tribal organization's economic development, workforce development and education reform plans. Areas to be addressed include: the development of skill standards and processes for awarding skill certificates; the establishment of a system-wide evaluation process; the identification of emerging occupations appropriate for career majors; the development of new curricula; strategies for recruiting employers and providing paid work-based learning experiences; and providing professional staff development. Should the tribal organization and the Bureau-funded school not have a plan for developing skill standards and awarding skill certificates, the application should describe the local partnership's proposed activities concerning the investigation and adaptation of existing industry-recognized standards or existing processes for awarding industry-recognized certificates to incorporate the criteria established in the Goals 2000: Educate America Act. States and neighboring partnerships located near the area may serve as a source of information regarding skill standards and skill certificates recognized in the local labor market and in other parts of the State.

e. A timeline outlining the specific tasks to be undertaken related to development or to implementation of a School-to-Work Opportunities plan, with expected completion dates and stated outcomes to be achieved.

f. A designation of a fiscal agent to receive and be accountable for funds awarded under this notice.

Section D. Safeguards

The Departments apply the following safeguards to School-to-Work Opportunities programs funded under this competition:

1. No student in a School-to-Work Opportunities program shall displace any currently employed worker (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits.)

2. No School-to-Work Opportunities program shall impair existing contracts for services or collective bargaining agreements, and no program under this competition that would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and employer concerned.

3. No student participating in School-to-Work Opportunities program shall be employed or fill a job—

a. When any other individual is on temporary layoff, with the clear possibility of recall, from the same or any substantially equivalent job with the participating employer; or

b. When the employer has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created with a student.

4. Students shall be provided with adequate and safe equipment and safe and healthful workplaces in conformity with all health and safety requirements of Federal, State, and local law.

5. Nothing in this notice shall be construed so as to modify or affect any Federal or State law prohibiting discrimination on the basis of religion, gender, age, or disability.

6. Funds awarded under this competition shall not be expended for wages of students or workplace mentors participating in School-to-Work Opportunities programs.

7. The grantee shall implement and maintain such other safeguards as the Departments may deem appropriate in order to ensure that School-to-Work Opportunities participants are afforded adequate supervision by skilled adult workers, or to otherwise further the purposes of this program.

An applicant must provide an assurance, in the application appendices, that the foregoing safeguards will be implemented and maintained throughout all program activities.

Section E. Selection Criteria

Under the School-to-Work Opportunities Indian Program Grants competition announced in this notice, a careful evaluation of applications will be made by a panel constructed of (a) peer reviewers and (b) specialists within the Departments of Labor and Education. Each panelist will evaluate the applications against the criteria

listed below, with emphasis on the scope and quality of the proposed plan and with careful consideration of the effectiveness, rather than the presence, of each program component. The panel results are advisory in nature and not binding on the Grants Officer. Final funding decisions will be made based on the results of the panel review process and such other factors as: geographic balance, diversity of programmatic approaches, replicability, sustainability, and innovation. The Government will use the following selection criteria in evaluating applications for development grants:

Selection Criteria

Selection Criterion 1: Vision of a local School to Work Opportunities initiative incorporating the elements described in Part II of this notice.

Points: 30.

Considerations: In applying this criterion, reviewers will consider:

- * How well does the vision of an integrated delivery system for School-to-Work Opportunities incorporate the common features and basic program components described in Part II of this notice?

- * How clearly are the problems and/or inefficiencies of current programs and approaches understood and articulated?

- * How clearly does the partnership articulate how it envisions integrating promising existing programs into a comprehensive School-to-Work Opportunities system?

- * How well does this vision incorporate realistic strategies to ensure that "all students" have opportunities to participate in School-to-Work initiatives?

- * How well does the vision address the needs of the labor market within which the targeted area is located, including the tribal economic plan?

- * How well does the vision convey the partnership's connection between the proposed School-to-Work Opportunities system and overall education reform?

Selection Criterion 2: Approach to collaboration, planning and development.

Points: 30.

Considerations: In applying this criterion, reviewers will consider:

- * Whether the eligible partnership includes all of the required representatives as defined in section E.7 of this notice?

- * Whether other appropriate officials and organizations necessary to achieve the objectives of the application are also represented?

- * To what extent will employers and representatives of workers participate in the development of the plan?

- * Are the roles and responsibilities of each partner well articulated and substantive?

- * Is the plan likely to lead to a broad consensus about the design of the School-to-Work Opportunities system?

- * Is the proposal clear on who will have the day to day responsibilities for the grant and how major decisions will be made?

Selection Criterion 3: Feasibility and soundness of the development plan.

Points: 25.

Considerations: In applying this criterion, reviewers will consider:

- * Are the planned activities likely to prepare the eligible partnership to implement a School-to-Work Opportunities initiative?

- * To what extent has progress already been made?

- * Are staff development and training needs fully considered?

- * Does the development process fully take advantage of technology?

- * Whether the approach to identifying and overcoming anticipated barriers to the development of the partnership's School-to-Work plan is feasible?

- * Whether the management plan and related timeline of activities included in the application are appropriate to the goals and outcomes to be achieved?

- * Are key personnel to be used on the project qualified to undertake proposed activities?

Selection Criterion 4: Commitment to the planning and development effort.

Points: 15.

Considerations: In applying this criterion, reviewers will consider:

- * To what extent are Federal or other local resources being utilized to finance planning and development activities towards the development of a comprehensive School-to-Work system?

- * To what extent has the partnership provided in-kind support and resources towards the development of the system?

- * Whether resources available are adequate to support the activities proposed?

The Government will use the following selection criteria in evaluating applications for implementation grants.

Selection Criteria

Selection Criterion 1: Scope and Quality of the School-to-Work Opportunities Initiative.

Points: 25.

Considerations: In applying this criterion, reviewers will consider:

- * Is there an innovative and effective strategy for implementing a School-to-

Work Opportunities initiative serving Indian youth and involving Bureau-funded schools that integrates school-based learning and work-based learning, integrates academic and occupational learning, and establishes effective linkages between secondary and postsecondary education?

- * Does the application demonstrate an effective strategy for targeting high-demand, high-wage jobs and relate that strategy to the partnership's goals?

- * What steps will the local partnership take to generate paid high-quality, work-based learning experiences?

- * How effectively are the common features and basic program components described in Part II., a., of the Statement of Work included in the local School-to-Work Opportunities initiative?

- * Have promising existing programs been considered for adaptation?

- * Have new directions and approaches been planned to ensure that these programs include the common features and basic program components?

- * As the proposed School-to-Work Opportunities initiative becomes established within the targeted area, is there an effective long-range plan for integrating other existing school-to-work programs with the initiative?

- * Is the proposed local initiative effectively tied to a plan for educational reform?

Selection Criterion 2: Scope and Effectiveness of Indian Program Local Partnerships.

Points: 25.

Considerations: In applying this criterion, reviewers will consider:

- * Does the application demonstrate the strong commitment and support of tribal organizations (such as tribal business councils or local chapters of tribal business councils, tribal departments of education), employers (both within and surrounding the targeted area where applicable and including tribal businesses and school-based enterprises), representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools and tribal colleges, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or nonmanagerial employee representatives, parents and students and provide for their sustained and specific involvement?

- * Given the scope of the proposed School-to-Work Opportunities initiative, does the local partnership include other members appropriate to effective implementation, particularly community-based organizations and

others experienced in dealing with the distinctive needs of Indian youth?

* Are the rolls and responsibilities of the members of the local partnership clearly described, appropriate and likely to produce the desired changes in the way students are prepared for the future?

* Does the local partnership's plan include an effective and convincing strategy for obtaining the active and continued involvement of employers and other interested parties such as locally elected officials, secondary and postsecondary educational institutions (or related agencies), business associations, industrial extension centers, employees, labor organizations or nonmanagerial employees, teachers, related services personnel, students, parents, community-based organizations, rehabilitation agencies and organizations, registered apprenticeship agencies, local vocational educational agencies, vocational student organizations, State or regional cooperative education associations, and human service agencies in the implementation of local program(s)?

Selection Criterion 3: Student Participation.

Points: 20.

Considerations: In applying this criterion, reviewers will consider:

* Applying the definitions contained in Section B (7) of this notice as appropriate for programs serving Indian youth, does the plan propose realistic strategies to ensure that "all students" have opportunities to participate in School-to-Work Opportunities initiatives?

* Does the strategy recognize barriers to their participations and propose effective ways of overcoming them so that these students are prepared for high-skill, high-wage jobs, including—for young women—nontraditional employment?

* Does the plan provide for the direct delivery of services to significant numbers of Indian youth or propose an effective model for service provision to Indian youth in remote areas?

* Is there an effective strategy for assessing the academic and human service needs of students and dropouts and making improvements or adjustments as necessary to ensure their successful participation in and completion of School-to-Work Opportunities programs?

• What, if any, provisions are made for the participation of elementary and middle school Indian youth in school-to-work activities, such as career exploration and awareness?

Selection Criterion 4: Comprehensiveness.

Points: 15.

Consideration: In applying this criterion, reviewers will consider:

• To what extent has the local partnership considered the current and future occupational needs of the labor market areas within which the targeted area is located, including the tribal organization's economic plan?

• Does the membership representing employers in the local partnership reflect such current and future occupational needs?

• How is the strategy for implementing the School-to-Work Opportunities initiative likely to produce systemic change, rather than stand-alone program implementation?

• What evidence is provided that such systemic change will have substantial impact on the preparation of Indian youth for a first job in a high-skill, high-wage career and postsecondary education and training?

• Where appropriate, is there existing or planned collaboration among other school districts, States, employers, labor organizations, and community groups that will lead to an increasingly comprehensive local School-to-Work Opportunities system?

• Are related human services programs available within the community included in the partnership's plan for coordination?

• Are strategies in place to coordinate related Federal funding available to the Indian community?

• Does the local partnership's plan exhibit strong potential for maintaining School-to-Work Opportunities initiatives after Federal funding ceases?

Selection Criterion 5: Management plan.

Points: 15.

Considerations: In applying this criterion, reviewers will consider:

• What evidence exists to demonstrate the effectiveness of the local partnership and/or its key members in the delivery of comprehensive vocational programs with successful job placement rates through cooperative activities among local educational agencies, Local businesses, labor organizations, and others?

• Does the entity submitting the application on the part of the local partnership have the capacity to manage the implementation of the local School-to-Work Opportunities initiative?

• Does the management plan anticipate barriers to implementation and include a system for addressing them as they arise?

• Does the applicant limit administrative costs in order to

maximize the amounts spent on delivery of services to students enrolled in its School-to-Work Opportunities programs?

• Does the plan include methods for sustaining and expanding the partnership as the initiative expands in scope and size?

• Is there an effective strategy for identifying and utilizing other resources, including private sector resources, to maintain and expand School-to-Work Opportunities initiatives?

• Does the management plan reflect continuous improvement methodologies by building in specific, outcome-based, evaluative checkpoints and the mechanisms necessary to carry out improvements, redesigns, or mid-course corrections along the way?

• Are key personnel under the plan qualified to perform the required activities, including maintaining the essential partnership?

Section F. Reporting Requirements/Deliverables

The local partnership will be required to provide the following:

1. Quarterly and Final Reports

• Quarterly financial reports as required by the grant award documents;

• Quarterly narrative reports on progress made and problems encountered in implementing the proposed plan and that indicate, where relevant, the corrective action(s) proposed to address implementation problems; and

• Annual reports at year-end on the activities and accomplishments of the local partnership's School-to-Work Opportunities initiative.

2. Deliverables

• At a minimum, preparing an assessment of accomplishments and results at each program year-end suitable for dissemination to other Indian communities and partnerships.

• Acting as a host to outside visitors from other Indian communities or local partnerships interested in developing and implementing School-to-Work Opportunities initiatives in settings with similar characteristics.

Signed at Washington, DC, this 9th day of March 1995.

Doug Ross,

Assistant Secretary for Employment and Training, Department of Labor.

Augusta Souza Kappner,

Assistant Secretary for Vocational and Adult Education, Department of Education.

Instructions for the SF 424

This is a standard form used by applicants as a required facesheet for preapplications and applications submitted for Federal assistance. It will be used by Federal agencies to obtain applicant certification that States which have established a review and comment procedure in response to Executive Order 12372 and have selected the program to be included in their process, have been given a opportunity to review the applicant's submission.

Item and Entry

1. Self-explanatory.
2. Date application submitted to Federal agency for State if applicable) & applicant's control number (if applicable).
3. State use only (if applicable).
4. If this application is to continue or revise an existing award, enter present Federal identifier number. If for a new project, leave blank.
5. Legal name of applicant, name of primary organizational unit which will undertake the assistance activity, complete address of the applicant, and name and telephone number of the person to contact on matters related to this application.
6. Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service.
7. Enter the appropriate letter in the space provided.

8. Check appropriate box and enter appropriate letter(s) in the space(s) provided:

- “New” means a new assistance award.
- “Continuation” means an extension for an additional funding/budget period for a project with a projected completion date.
- “Revision” means any change in the Federal Government's financial obligation or contingent liability from an existing obligation.

9. Name of Federal agency from which assistance is being requested with this application.

10. Use the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested.

11. Enter a brief descriptive title of the project, if more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

12. List only the largest political entities affected (e.g., State, counties, cities).

13. Self-explanatory.

14. List the applicant's Congressional District and any District(s) affected by the program or project.

15. Amount requested or to be contributed during the first funding/budget period by

each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing awards, indicate *only* the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 15.

16. Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process.

17. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.

18. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

BILLING CODE 4510-30-M

PART II - BUDGET INFORMATION**SECTION A - Budget Summary by Categories**

	(A)	(B)	(C)
1. Personnel	\$		
2. Fringe Benefits (Rate %)			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual			
7. Other			
8. Total, Direct Cost (Lines 1 through 7)			
9. Indirect Cost (Rate %)			
10. Training Cost/Stipends			
11. TOTAL Funds Requested (Lines 8 through 10)	\$		

SECTION B - Cost Sharing/ Match Summary (if appropriate)

	(A)	(B)	(C)
1. Cash Contribution	\$		
2. In-Kind Contribution			
3. TOTAL Cost Sharing / Match (Rate %)	\$		

NOTE: Use Column A to record funds requested for the initial period of performance (i.e. 12 months, 18 months, etc.); Column B to record changes to Column A (i.e. requests for additional funds or line item changes; and Column C to record the totals (A plus B).

(INSTRUCTIONS ON BACK OF FORM)

Instructions for Part II—Budget Information*Section A—Budget Summary by Categories*

1. *Personnel*: Show salaries to be paid for project personnel.
2. *Fringe Benefits*: Indicate the rate and amount of fringe benefits.
3. *Travel*: Indicate the amount requested for staff travel. Include funds to cover at least one trip to Washington, DC for project director or designee.
4. *Equipment*: Indicate the cost of non-expendable personal property that has a useful life of more than one year with a per unit cost of \$5,000 or more.
5. *Supplies*: Include the cost of consumable supplies and materials to be used during the project period.
6. *Contractual*: Show the amount to be used for (1) procurement contracts (except those which belong on other lines such as supplies and equipment); and (2) sub-contracts/grants.
7. *Other*: Indicate all direct costs not clearly covered by lines 1 through 6 above, including consultants.
8. *Total, Direct Costs*: Add lines 1 through 7.
9. *Indirect Costs*: Indicate the rate and amount of indirect costs. Please include a copy of your negotiated Indirect Cost Agreement.
10. *Training/Stipend Cost*: (If allowable)
11. *Total Federal Funds Requested*: Show total of lines 8 through 10.

Section B—Cost Sharing/Matching Summary

Indicate the actual rate and amount of cost sharing/matching when there is a cost sharing/matching requirement. Also include percentage of total project cost and indicate source of cost sharing/matching funds, i.e. other Federal source or other Non-Federal source.

Note: Please include a detailed cost analysis of each line item.

Appendix B—Assurances and Certifications

The Department of Labor will not award a grant or agreement where the awardee has failed to accept the Assurances and Certifications contained in this section. By signing the face sheet of this grant or agreement, the awardee is providing the certifications set forth below:

Assurances—Non-Construction Programs
Debarment and Suspension Certification
Certification Regarding Lobbying
Drug Free Workplace Certification
Certification of Non-Delinquency
Non-discrimination and Equal Employment Requirements Under JTPA

1. Assurances—Non-Construction Programs

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 costs) 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 nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 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 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 Uniformly Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91.646) which provides 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 with the provisions of the Hatch Act (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 (40.327–333), 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 flood plains 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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 Wide and Scenic Rivers Act of 1988 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wide 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 of 1984.

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

2. Certification Regarding Debarment, Suspension, and Other Responsibility Matters—Primary Covered Transactions

(1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated or otherwise criminally or civilly charged by a government entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and;

(d) Have not a three-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation of this proposal.

3. Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

By accepting this grant/agreement, the signee hereby certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be

paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in Connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

Instructions for Completion of SF—LLL, Disclosure of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal Action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Use the SF—LLL—A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subawardee recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawardees include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action

(item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number, grant announcement number, the contract, grant, or loan award number, the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF—LLL—A Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 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 (0348-0046), Washington, DC 20503.

BILLING CODE 4510-30-M

A & C CONTINUE:(6)

**DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET**

Reporting Entity:

Page _____ Page _____

A & C CONTINUE:(7)

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(see reverse for public burden disclosure)

<p>1. Type of Federal Action: _____</p> <p>a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: _____</p> <p>a. bid/offer/application b. initial award c. post-award</p>	<p>3. Report Type: _____</p> <p>a. initial filing b. material change For Material Change Only: year _____ quarter _____ date of last report: _____</p>
<p>4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if known:</p> <p style="text-align: center;">Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime.</p> <p style="text-align: center;">Congressional District, if known:</p>	
<p>6. Federal Department/Agency:</p>	<p>7. Federal Program Name/Description:</p> <p style="text-align: center;">CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$ _____</p>	
<p>10. a. Name and Address of Lobbying Entity (if individual, last name, first name, MI):</p> <p style="text-align: center;">(Attach Continuation Sheet(s) SF-LLL-A, if necessary)</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p> <p style="text-align: center;">(Attach Continuation Sheet(s) SF-LLL-A, if necessary)</p>	
<p>11. Amount of Payment (check all that apply):</p> <p>_____ actual _____ planned \$ _____</p>	<p>13. Type of Payment (check all that apply)</p> <p>_____ a. retainer _____ b. one-time fee _____ c. commission _____ d. contingent fee _____ e. deferred _____ f. other, specify: _____</p>	
<p>12. Form of Payment (check all that apply):</p> <p>_____ a. cash _____ b. in-kind; specify: nature _____ value _____</p>	<p>14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment indicated in item 11:</p> <p style="text-align: center;">(attach Continuation Sheet(s) SF-LLL-A, if necessary)</p>	
<p>15. Continuation Sheet(s) SF-LLL-A attached: _____ YES _____ NO</p>		
<p>16. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature _____ Print Name: _____ Title: _____ Telephone Number: _____ Date: _____</p>	

A & C CONTINUE:(8)

- 3. ***The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.***

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

4. DRUG FREE WORKPLACE:

Awardee certifies that it will provide a drug free workplace by implementing the provisions at 29 CFR 98.630. In accordance with these provisions please provide in the space below, a list of places where performance of work done in connection with this specific grant/agreement will take place. This information must be included with this signed document.

5. CERTIFICATION OF NON-DELINQUENCY:

(PLEASE CHECK THE APPROPRIATE STATEMENT):

Not Delinquent on any Federal Debt

Delinquent on any Federal Debt

Nondiscrimination and Equal Opportunity Requirements of JTPA—29 CFR Part 34—Assurances

(1) As a condition to the award of financial assistance under JTPA from the Department of Labor, the grant applicant assures, with respect to operation of the JTPA-funded program or activity and all agreements or arrangements to carry out the JTPA-funded program or activity, that it will comply fully with the nondiscrimination and equal opportunity provisions of the Job Training Partnership Act of 1982, as amended (JTPA), including the Nontraditional Employment for Women Act of 1991 (where applicable); Title IV of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 34. The United States has the right to seek judicial enforcement of this assurance.

(2) The grant applicant certifies that it has developed and will maintain a "Method of Administration" pursuant to 29 CFR 34.33. This system must be in place by August 14, 1993.

(3) The grant applicant is attaching information pursuant to 29 CFR 34.24(a)(3)(ii) where applicable, including the name of any Federal agency other than the Department of Labor's Directorate of Civil Rights that conducted a civil rights compliance review or complaint investigation during the two preceding years in which the grant applicant was found to be in noncompliance; and shall identify the parties to, the forum of and case numbers pertaining to, any administrative enforcement actions or lawsuits filed against it during the two years prior to its application which allege discrimination on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, citizenship or participation in JTPA.

Note: ____ No findings of noncompliance in the last two years. ____ See attached information.

Appendix C—Goals 2000: Educate America Act—Legislative Summary

Overview

- The Goals 2000 Act provides resources to states and communities to develop and implement comprehensive education reforms aimed at helping students reach challenging academic and occupational skill standards.

Legislative Review

- On March 23, the House of Representatives approved the final Goals 2000 bill by a bipartisan vote of 306–121. On March 26, the Senate approved Goals 2000 by a bipartisan vote of 63–22.
- The President signed the bill into law March 31, 1994. (Public Law 103–227)

Timetable and Funding

- In 1994, \$105 million was appropriated for Goals 2000. First-year funds became available to the states on July 1, 1994. Congress has appropriated \$403 million in 1995.

- Funding will be formula-based. For first-year funding, states have been asked to submit an application that will describe how a broad-based citizen panel will develop an action plan to improve their schools. The application will also describe how subgrants will be made for local education improvement and better teacher preservice and professional development programs.

- During the first year, states will use at least 60 percent of their allotted funds to award subgrants to local school districts for the development or implementation of local and individual school improvement efforts, and for better teacher education programs and professional development activities.

- In succeeding years, at least 90 percent of each state's funds will be used to make subgrants for the implementation of the state, local and individual school improvement plans and to support teacher education and professional development.

- During the first year, local districts will use at least 75 percent of the funds they receive to support individual school improvement initiatives. After the first year, districts will pass through at least 85 percent of the funds to schools.

Components of the Goals 2000: Educate America Act

Title I: Setting High Expectations for Our Nation: the National Education Goals

- Formalizes in law the original six National Education Goals. These goals concern: readiness for school; increased school graduation rates; student academic achievement and citizenship; mathematics and science performance; adult literacy; and safe, disciplined, and drug-free schools. The Act adds two new goals that encourage parental participation and better professional development for teachers and principals.

Title II: Public Accountability for Progress Toward the Goals and Development of Challenging Voluntary, Academic Standards

- Establishes in law the bipartisan National Education Goals Panel, which will; report on the nation's progress toward meeting the goals; build public support for taking actions to meet the goals; and review the voluntarily-submitted national standards and the criteria for certification of these standards developed by the National Education Standards and Improvement Council.

- Creates the National Education Standards and Improvement Council, made of a bipartisan, broad base of citizens and educators, to examine and certify voluntary national and state standards submitted on a voluntary basis by states and by organizations working on particular academic subjects.

- Authorizes grants to support the development of voluntary assessment systems aligned to state standards, and for the development of *model* opportunity-to-learn standards.

Title III: Supporting Community and State Efforts to Improve Education

- The central purpose of the Goals 2000 Act is to support, accelerate, and sustain state and local improvement efforts aimed at

helping students reach challenging academic and occupational standards.

- Section 318 of the Act specifically prohibits federal mandates, direction and control of education.

Broad-Based Citizen Involvement in State Improvement Efforts

- The Governor and the Chief State School Officer will each appoint half the members of a broad-based panel. This panel will be comprised of teachers, principals, administrators, parents, representatives of business, labor, and higher education, and members of the public, as well as the chair of the state board of education and the chairs of the appropriate authorizing committees of the state legislature.

- States that already have a broad-based panel in place that has made substantial progress in developing a reform plan may request that the Secretary of Education recognize the existing panel.

Comprehensive Improvement Plan Geared to High Standards of Achievement

- The State Planning Panel is responsible for developing a comprehensive reform plan.

- States with reform plan already in place that meet the Act's requirements will not have to develop new plans for Goals 2000. The U.S. Secretary of Education may approve plans, or portions of plans, already adopted by the state.

- In order to receive Goals 2000 funds after the first year, a state has to have an approved plan or have made substantial progress in developing it.

- A peer review process will be used to review the state plans and offer guidance to the State Planning Panel. The U.S. Department of Education also will offer other technical assistance and support by drawing on the expertise of successful educators and leaders from around the nation.

In general, the plans are to address:

- Strategies for the development or adoption of content standards, student performance standards, student assessments, and plans for improving teacher training.
- Strategies to involve parents and the community in helping all students meet challenging state standards and to promote grass-roots, bottom-up involvement in reform.

- Strategies for ensuring that all local educational agencies and schools in the state are involved in developing and implementing needed improvements.

- Strategies for improved management and governance, and for promoting accountability for results, flexibility, site-based management, and other principles of high-performance management.

- Strategies for providing all students an opportunity to learn at high academic levels.

- Strategies for assisting local education agencies and schools to meet the needs of school-age students who have dropped out of school.

- Strategies for bringing technology into the classroom to increase learning.

Funds are also available to states to support the development of a state technology plan, to be integrated with the overall reform plan.

Broad-Based Involvement in Local Education Improvement Efforts

- Each local school district that applies for Goals 2000 funds will be asked to develop a broad consensus regarding a local improvement plan.
- Local districts will encourage and assist school in developing and implementing reforms that best meet the particular needs of the schools. The local plan would include strategies for ensuring that students meet higher academic standards.

Waivers and Flexibility

- State educational agencies may apply to the U.S. Secretary of Education for waivers of certain requirements of Department of Education programs that impede the implementation of the state or local plans. States may also submit waiver requests on behalf of local school districts and schools.
- The Secretary may select up to six states for participation in an education flexibility demonstration program, which allows the Secretary to delegate his waiver authority to State education agencies.
- The Act specifies certain statutory and regulatory programmatic requirements that may not be waived, including parental involvement and civil rights laws.

Title IV. Support for Increased Parental Involvement

- This title creates parental information and resource centers to increase parents knowledge and confidence in child-rearing activities and to strengthen partnerships between parents and professionals in meeting the educational needs of children. Parent resource centers will be funded by the U.S. Department of Education beginning in fiscal year 1995.

Title V. National Skill Standards Board

- This title creates a National Skill Standards Board to stimulate the development and adoption of a voluntary national system of occupational skill standards and certification. This Board will serve as a cornerstone of the national strategy to enhance workforce skills. The Board will be responsible for identifying broad clusters of major occupations in the U.S. and facilitating the establishment of voluntary partnership to develop skill standards for each cluster. The Board will endorse those skill standards submitted by the partnerships that meet certain statutorily prescribed criteria.

Relationship of Goals 2000 to Other Federal Education Programs

- State participation in all aspects of the Goals 2000 Act is voluntary, and is not a precondition for participation in other Federal programs.
- The Goals 2000 Act is a step toward making the Federal government a better partner and a supportive partner in local and state comprehensive improvement efforts aimed at helping all children reach higher standards. The proliferation of many sets of rules and regulations for different federal education programs has often interfered with local school, community or state efforts to improve schools. The Goals 2000 Act is designed to be flexible and supportive of

community-based improvements in education.

- Other new and existing education and training programs will fit within the Goals 2000 framework of challenging academic and occupations standards, comprehensive reform, and flexibility at the state and local levels. The aim is to give schools; communities and states the option of coordinating, promoting, and building greater coherence among Federal programs and between Federal programs and state and local education reforms.

- For example, the School-to-Work Opportunities Act will support state and local efforts to build a school-to-work transition system that will help youth acquire the knowledge, skills, abilities, and labor-market information they need to make a smooth transition from school to career-oriented work and to further education and training. Students in these programs could be expected to meet the same academic standards established in states under Goals 2000 and will earn portable, industry-recognized skill certificates that are benchmarked to high-quality standards.

- Similarly, the reauthorization of the Elementary and Secondary Education Act (ESEA) allows states that have developed their own standards and assessments under Goals 2000 to use them for students participating in ESEA programs, thereby providing one set of standards and assessments for states and schools to use for their own reform needs and, at the same time, to meet Federal requirements.

For more information, contact 1-800-USA-Learn.

Appendix D—Questions and Answers About School-to-Work Indian Program Grants

What is the purpose of the SGA?

The Solicitation for Grant Award (SGA) announces a competition or Indian Program Grants to enable eligible partnerships to begin development or implementation of School-to-Work Opportunities initiatives serving Indian youth and involving schools funded by the Bureau of Indian Affairs.

Are public comments being sought?

No. The SGA was developed in concert with key organizations including the Bureau of Indian Affairs, the National Advisory Council on Indian Education, and Indian programs within the Departments of Education and Labor. This work group provided input into the development of the SGA. In accordance with DOL procurement policy and the desire to get funds to the field as soon as possible, the SGA was published in the final format.

Why School-to-Work Opportunities?

The United States is the only industrialized Nation that lacks a comprehensive and coherent system to help its youth acquire the knowledge, skills, abilities, and information about the labor market necessary to make an effective transition from school to career-oriented work. The School-to-Work Opportunities Act of 1994 created a national framework for high-quality, school-to-work transition systems that enable young Americans to identify and navigate paths to productive and progressively more rewarding roles in the

workplace. School-to-Work Opportunities initiatives funded under this competition will offer Indian youth access to School-to-Work Opportunity programs that will prepare them for first jobs in high-skill, high-wage careers and further post-secondary education and training.

When are applications due?

Applications are due 60 days after the publication of the SGA.

When will awards be made?

All awards must be made by June 30, 1995.

How should I format my application?

The Departments recommend that applications be formatted as suggested in Section B.2 of the SGA. Applications should include: an abstract, budget, program narrative and appendices. Applicants are strongly urged to submit applications that comprehensively address the selection criteria as described in Section E of the SGA.

Who will review my application?

Under this application, a technical review panel consisting of peer reviewers and specialists with the Departments of Labor and Education will review applications for both development and implementation grants.

What will the review of my application be based on?

a. Inclusion of required elements.

All applications must include:

1. Evidence that the applicant meets the definition of an eligible applicant.
2. An assurance that the grantee will abide by the safeguards as stated in the legislation.
3. Evidence of the key descriptive components as required in Part III, *Application Contents*, of the SGA.

b. Quality and comprehensiveness of the program narrative.

Panelists will evaluate all applications against the criteria listed in Section E of the SGA for the development and implementation grant competitions. Emphasis will be placed on the scope and quality of the proposed plan and with careful consideration of the effectiveness, rather than the presence, of each program component. Final funding decisions will be made based on the results of the panel review process and such other factors as: geographic balance, diversity of programmatic approaches, replicability, sustainability, and innovation.

Who may apply for these grants?

A partnership which proposes to serve Indian youth and involves Bureau of Indian Affairs funded schools is qualified under this competition to apply for either a development or implementation grant. To be eligible to apply, a partnership must include:

1. Tribal organizations responsible for economic development, employment and job training, and education (such as tribal business councils, local chapters of tribal business councils, tribal departments of education and tribal school boards).
2. Employers (including tribal businesses or school-based enterprises where applicable).
3. Representatives of Bureau-funded schools and local postsecondary educational institutions (including representatives of area vocational education schools and tribal colleges where applicable).
4. Local educators (such as teachers, counselors or administrators).

5. Representatives of labor organizations or nonmanagerial employee representatives.

6. Students and parents, and may include other appropriate entities. Examples of these entities are contained in section B.7 of the SGA.

What funding is available?

This SGA offers \$500,000 in FY94 funds under JTPA Title IV for activities that are consistent with Title II, Subtitle C of the School-to-Work Opportunities Act of 1994. Future year appropriations are authorized under the School-to-Work Opportunities Act. The statute that 1/2 of 1% of all future appropriations shall be set aside for STWO Indian Program Grants. Based on current budget levels, \$1.25 million in FY95 funds will be available for the next competition.

How many grants are anticipated?

The Departments anticipate awarding:

- Approximately 8 development grants of \$30,000 each; and
- Up to 5 implementation grants ranging in amount between \$50,000 and \$100,000.

The final amount of each award will be based on a number of factors, including the

scope, quality, and comprehensiveness of the proposed initiative and the size of the population to be served.

How long is the project period?

The award period for this competition will be 12 months. However, grants may be continued for five years based on satisfactory progress and the availability of federal funds.

Can I apply for both a development and implementation grant?

Eligible partnerships may apply for either a development grant, an implementation grant or both. The rationale is to allow those partnerships which have been engaged in planning and development activities to apply for an implementation grant without jeopardizing their opportunities for receiving a development grant. However, partnerships that intend to apply for consideration under both the development and implementation grant competitions must submit separate applications for each competition. A local partnership may receive only one (1) grant under this competition, either a development grant or an implementation grant.

What are the reporting requirements?

Reporting requirements include quarterly financial and narrative reports and an annual report on project accomplishments.

What other grant programs have been implemented under the STWO Act?

The U.S. Departments of Labor and Education are jointly conducting separate competitions for grants to *States* that are prepared to implement statewide School-to-Work Opportunities systems, to *local partnerships* that are prepared to implement local School-to-Work Opportunities initiatives, and to *local partnerships that serve high poverty areas of Urban and Rural constituencies* and that are also prepared to develop and implement local School-to-Work Opportunities initiatives. Planning and development grants have been awarded to all States and Puerto Rico. Development grants will be awarded to the seven U.S. Territories by June 1995.

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