

December 29, 1987 through December 12, 1988, the audit revealed shortages in the Respondent's accountability of controlled substances. These audit results were confirmed by a second audit conducted by DEA in 1989.

On November 22, 1989, a civil complaint was filed in the United States District Court for the District of Maryland against Respondent, based on the findings of the 1988 investigation. Following a bench trial on June 15 and 16, 1992, the court found that Respondent failed to comply with recordkeeping requirements of the Controlled Substances Act. On June 23, 1992, the court found Respondent liable for civil penalties in the amount of \$24,000 for violations of 21 U.S.C. 827(a)(3) and 21 U.S.C. 842(a)(5). The court's decision was upheld by the U.S. Court of Appeals for the Fourth Circuit on February 18, 1993.

In her opinion of June 7, 1994, Judge Bittner noted that the Deputy Administrator may revoke a DEA Certificate of Registration and deny any pending application for such registration if he determines that the continued registration would be inconsistent with the public interest pursuant to the following factors set forth in 21 U.S.C. 823(f):

(1) The recommendation of the appropriate State licensing board or professional disciplinary authority.

(2) The applicant's experience in dispensing or conducting research with respect to controlled substances.

(3) The applicant's conviction record under Federal or State laws relating to the manufacture, distribution, or dispensing of controlled substances.

(4) Compliance with applicable State, Federal or local laws relating to controlled substances.

(5) Such other conduct which may threaten public health and safety.

Judge Bittner stated, as a threshold matter, the Deputy Administrator may properly rely on any one or a combination of the five factors set forth in Section 823(f) and give each factor the weight he deems appropriate. *See Henry J. Schwartz, Jr., M.D.*, 54 FR 16422 (1989). She further stated that all five factors under 21 U.S.C. 823(f) were relevant in determining whether Respondent's continued registration would be inconsistent with the public interest.

Judge Bittner held that the evidence provided by the Government clearly established the shortages in Respondent's accountability of controlled substances, and that, although Respondent offered various documents into evidence, none of them offered any plausible or coherent

explanation for the discrepancies found in the investigation. She further found that the Respondent, throughout the course of his previous litigation, as well as the instant case, continuously had been defensive, hostile, and uncooperative and had insisted on clouding the issues with tangential arguments and rhetorical allegations of political wrongdoing. Judge Bittner concluded that Respondent currently was not in a position to properly discharge the obligations of a DEA registrant, and, therefore, Respondent's continued registration would not be in the public interest. The administrative law judge recommended that Respondent's DEA Certificate of Registration be revoked and any pending applications should be denied.

The Deputy Administrator adopts the opinion and recommended decision of the administrative law judge in its entirety. The Respondent's Motion to Remand and Reopen the Record is denied. During the course of this administrative hearing, Respondent put forth extensive argument, raised countless objections, and submitted numerous motions in full support of his cause. The Deputy Administrator does not find any support for Respondent's contention, as outlined in his motion, that his medical condition had a deleterious effect on Respondent's ability to represent himself throughout the course of this proceeding. This matter has been fully and fairly litigated and there is no need to relitigate this case.

Based on the foregoing, the Deputy Administrator of the Drug Enforcement Administration, pursuant to the authority invested in him by 21 U.S.C. 823 and 824, and 28 CFR 0.100(b) and 0.104 hereby orders that DEA Certificate of Registration AT2444711, previously issued to Ellis Turk, M.D. be, and it hereby is, revoked, and that any pending applications for registration be denied. This orders is effective May 8, 1995.

Dated: March 30, 1995.

Stephen H. Greene,

Deputy Administrator.

[FR Doc. 95-8403 Filed 4-5-95; 8:45 am]

BILLING CODE 4410-09-M

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

SUMMARY: All the information required to submit a proposal is contained in the announcement. The U.S. Department of Labor (DOL), Employment and Training Administration (ETA), announces the availability of funds for demonstration projects to replicate and formally evaluate a successful model by the Ford Foundation, known as the Quantum Opportunities Project (QOP). The U.S. Department of Education may also provide funds for this demonstration. The project is directed specifically toward at-risk youth entering the ninth grade. The objectives of the project are to enable participants to complete high school, and to improve their rate of entering and succeeding in post-secondary education.

Initial grants of \$200,000 will be made to five local areas. Pending availability of funds, these grants will be renewed at the same level for three additional years to cover the four years of high school of participating students. To receive these funds, local sites will need to agree to participate in an evaluation in which eligible youth will be randomly assigned to receive or not to receive QOP services.

These grants will be limited to service delivery areas (SDAs) under the Job Training Partnership Act (JTPA). To apply for these grants, SDAs will need to have the local public school district as a co-applicant, and identify a community-based organization (CBO) to operate the demonstration. Matching funds in the amount of \$200,000 a year will be required to operate a Quantum Opportunity Project. Additionally, local sites will need to commit to provide summer jobs for QOP participants for the three summers in which the participants are in the program. This demonstration is aimed at schools with high dropout rates. Target schools will need to have at least 40 percent fewer graduating seniors in June of 1994 than entering ninth graders in September of 1990 (For example, if a school had 300 entering ninth graders in September 1990, the graduating class in June of 1994 must have been 180 or fewer).

DATES: The closing date for receipt of applications will be May 15, 1995 at 2:00 p.m. (Eastern Time) at the address below.

ADDRESSES: Applications shall be mailed to the U.S. Department of Labor, Employment and Training Administration, Division of Acquisition and Assistance, Attention: Brenda M. Banks, Reference: SGA/DAA 95-005,

DEPARTMENT OF LABOR

Employment and Training Administration

Job Training Partnership Act: Dropout Prevention

AGENCY: Employment and Training Administration, Labor.

Room S-4203, 200 Constitution Avenue N.W., Washington D.C. 20210.

FOR FURTHER INFORMATION CONTACT: Brenda Banks (202-219-7300) in the Division of Acquisition and Assistance. This is not a toll-free number.

SUPPLEMENTARY INFORMATION: This announcement consists of four parts and appendices. Part I describes the authority and purpose of this demonstration. Part II is the Statement of Work (responsibilities of grantees). Part III describes the application process and guidelines for applying for these grants. Part IV identifies and defines the selection criteria which will be used in reviewing and evaluating applications. Appendix No. 1 provides a more detailed description of the QOP program. *There is no separate application package.*

Part I. Background

A. Authority

Section 452 of the Job Training Partnership Act authorizes the Secretary of Labor to establish pilot and demonstration programs.

B. Purpose of this Demonstration

There is a large and growing gap in this country between the employment and earnings of these individuals who have dropped out of high school, those that have graduated from high school but have not gone on to college, and those that have graduated from college. In many inner-city high schools today, over 50 percent of entering ninth graders drop out of school prior to graduation. Further, the proportion of students from inner-city high schools who go on to post-secondary education remains very low.

The Ford Foundation has recently announced the results of its Quantum Opportunities Project (QOP) demonstration. In this demonstration, 100 entering ninth graders in inner-city high schools were joined together in groups of 25 at four sites and assigned to the same adult coordinator. The students stayed with the same group and adult counselor throughout their four years of high school, receiving basic skills remediation, participating in group community service activities and cultural enrichment and youth development activities, visiting college campuses, and "job shadowing" professionals. The students earned two sets of stipends—one in cash and the second reserved in an "opportunity account" to be used for post-secondary education.

Entering ninth graders were randomly assigned to the QOP program, and a control group was also followed. The

Ford Foundation evaluation of the program showed that QOP had been able to cut dropout rates in half and double the college entrance rate of participants.

Ideally, the development of new approaches to serving youth occurs in several stages—(1) an idea or model is developed; (2) the idea is put into practice at one site, and then perhaps at a second site with some modifications; (3) the model program is then pilot-tested at several sites; (4) the model program then enters a demonstration stage in which it is formally evaluated using random assignment of program applicants at several sites; and (5) if the random-assignment evaluation results come out positive, the model program is replicated widely across the country. This grant is part of stage (4) of this process.

C. Demonstration Policy

1. Eligible Applicants. Eligible applicants under this solicitation are Service Delivery Areas (SDAs) under the Job Training Partnership Act.

2. Funding. DOL expects to make approximately five awards. It is anticipated that individual grant awards will be \$200,000 for the first year of the project.

3. Matching Requirements. In order to receive a grant award, an applicant must include a 100% match. These matching funds can come from JTPA Title II-C, Education for the Disadvantaged School-Wide Programs (ESEA Title I), general school district funds, local foundations and private corporations, or other sources.

4. Period of Performance/Options. The period of performance for these Grants will be twelve months from the date of execution by the Government. Pending satisfactory performance and availability of funds, these awards will be extended for an additional three years (three one-year options). The idea is to cover the entire four years of high school of students served.

5. Eligible Participants. All entering ninth graders who rank in the bottom half of their class according to the previous year's grades will be eligible for the QOP program, and then will be randomly assigned to receive or not receive QOP services.

6. Allowable activities. Grantees will conduct activities consistent with the QOP program described below.

7. Cost limitations. Demonstration grants are not subject to the cost limitations in JTPA Title II. However, \$50,000 to be used for the overall program coordinator at each site should be considered the administrative costs for this demonstration.

Part II. Statement of Work (Responsibilities of Grantees)

Applicants should take into account the responsibilities listed below. The local school system will be responsible for identifying the target high schools and students; the CBO will be responsible for hiring the adult coordinators; and the SDA will be responsible for administering the Grant and providing summer jobs for the youth.

A. Identification of target high schools. Target high schools should have a rate of at least 40 percent of entering ninth graders dropping out before graduation to qualify for this grant—that is, if the graduating class in June of 1994 was 180 then the entering 9th grade class in September 1990 must have been 300 or more. The target high schools can be small or large, but they should have a combined expected enrollment of at least 560 entering ninth graders this coming fall in order to divide the class in half by grades from the previous year, and then to provide for two groups of 140 from the bottom half for non-treatment and QOP participation. The school district will need to identify during the summer the bottom half of the entering ninth graders at these schools, as ranked by grades.

B. Develop and implement the QOP model. The local QOP project shall be comprised of the following features:

- Groups of 20 entering ninth graders will be assigned to two half-time adult counselors. Students will stay with the same group and the same counselors throughout their time in high school.
- The QOP counselors will have office space at the high schools.
- Each site will hire an overall coordinator overseeing each of the QOP counselors.
- QOP activities will include each year 250 hours educational enrichment; 250 hours of cultural and development activities, including visits to college campuses; and 250 hours of community service activities. The educational enrichment activities can occur either at the school or at a separate CBO site.
- QOP students will be able to receive up to \$500 a year in stipends based on attendance at program activities. Counselors are responsible for tracking and recording stipend-related activities for those individuals in their charge. The stipends for QOP participants are to be put into a bank account to be used only for post-secondary educational expenses once the individual completes (or leaves) the QOP program.

- QOP students will receive summer jobs during their three summers in high schools. Offerors should be able to identify the person within the SDA who will be in charge of linking school to summer work activities and ensuring that each participant is employed during the summer. The jobs can be provided through JTPA Title II-B if the students are eligible for JTPA and if Congress continues the Title II-B program; otherwise summer jobs will need to be found for the students. Preferably, jobs provided to QOP participants should be at the same worksite each summer, with increasing levels of responsibility each new year.
- The salaries of QOP counselors and the overall site coordinator will include incentives for keeping students in the QOP program.
- Group cohesion will be emphasized throughout the program. Students cannot be dropped from the program, even for non-attendance. An inactive student can return to the group at any time. Replacement students will not be added.

C. Coordination of evaluation activities.

In conjunction with the Department's evaluation contractor, the eligible entering ninth graders will be randomly assigned during the first week of school in September to one of two groups, those who "enter" or "do not enter" the QOP program. For example, City A selects two high schools as its target schools for this demonstration. Each target high school has had a recent dropout rate of over 40 percent, and each is expecting an entering enrollment of 300 ninth graders—a combined total of 600 entering ninth graders. The school district will identify the bottom half of these entering ninth graders, or 300 youth. In turn, the school district will work with the Department's evaluation contractor to randomly select 140 of the eligible youth who report the first week of school to be part of the QOP program. There will be no eligibility requirement for the QOP program other than being ranked in the bottom half of the entering ninth grade class.

D. Use of funds and matching commitments.

Grantees are required to provide a \$200,000 local match for each year of the project. The \$200,000 grant and \$200,000 matching funds are expected to be sufficient to serve 140 youth at each site. These funds will allow for hiring fourteen half-time adult coordinators at \$17,500 (salaries plus fringe benefits included); stipends of \$500 a year to each youth; an overall coordinator at \$50,000 (salary plus

fringe benefits); with some funds left over for other project activities. Matching funds cannot be in-kind to simply use existing school counselors. JTPA Title II-C funds, Education for the Disadvantaged School-Wide Programs (ESEA, Title I) funds, local foundations, and local corporations are all appropriate sources for matching funds. Compensatory education funds outside of school-wide projects may not be an appropriate source of matching funds, because of possible conflict between random assignment and statutory requirements in these compensatory education funds.

Applicants will note that there are some differences between the QOP model that will be implemented in this demonstration and the original QOP pilot project described in the Appendix No. 1. The model that will be implemented under this demonstration will have 20 rather than 25 youth in each group; it will not be restricted to minority youth or youth in families receiving welfare; and it does not include cash stipends. Additional funds may be made available to grantees at a later time to provide cash.

E. Project Description. 1. Describe the need for the QOP project in the target high school or schools. What percentage of youth who entered the 9th grade in September of 1990 in these schools have dropped out prior to graduation? (You can simply show the number of entering 9th graders in September of 1990 and the number of students graduating in June of 1994). How many students are expected to enter the 9th grade at these schools this coming September? What is the poverty rate of the neighborhoods served by the schools? You may also discuss other factors that may reflect need, for example, teen pregnancy rates and crime rates in the neighborhoods served by the schools.

2. Describe your plan for implementing the QOP program this coming September. How will the 140 QOP slots be apportioned among the target high schools that have been identified? When during the summer will you be able to provide a list of entering ninth graders who rank in the bottom half of their class? Who in the school system will be responsible for providing this list, and what is their telephone number during the summer? What community-based organization (CBO) will carry out the QOP program? How was this CBO selected? What is the hiring plan of the CBO to make sure that the overall coordinator and 14 half-time counselors will be hired by September? Can you provide examples of likely candidates for these positions? What physical space will be provided to the

counselors at the target high schools? Who in the school system will be responsible for overseeing the QOP program? How will the school system and the CBO coordinate services provided under QOP? Describe the SDA's plans for providing summer jobs for the youth.

3. Describe the matching funds that will be provided.

Part III. Application Process

A. Submission of Proposals

An original and three (3) copies of the proposal shall be submitted. The proposal shall consist of two (2) separate and distinct parts.

1. Cost Proposal. Part I shall contain the cost proposal, consisting of the following items: Standard Form SF 424, "Application for Federal Assistance" (Appendix No. 2) and the "Budget Information" sheet (Appendix No. 3). Also, the budget shall include on separate page(s) a detailed breakout of each line item on the budget sheet. The Budget should provide for \$200,000 in grant funds and \$200,000 in matching funds.

2. Technical Proposal. The technical proposal shall be limited to *ten pages* (single-sided, single spaced). It should include the "assurance" provided below signed by the SDA director and the superintendent of schools, and answers to the three sets of questions and requirements included under Part II, Section E.

The following "assurance" should be signed by the local SDA director and superintendent of schools and included in the technical proposal: "The service delivery area (SDA) and school district of _____ are applying for a \$200,000 a year grant under the Department of Labor's Quantum Opportunities Project (QOP) demonstration for entering ninth graders. We understand that pending availability of funds the demonstration will continue throughout the 4 years of high school of participating students. We also understand that \$200,000 a year in matching funds are required for the project, and QOP students will be provided summer jobs for their three summers in high school. We also understand that participating in a random assignment evaluation of the program is a condition of award, and that eligible entering ninth graders will be randomly assigned to participate or not participate in QOP."

SDA Director

School District Superintendent

B. Hand-Delivered Proposals

Proposals should be mailed at least five (5) days prior to the closing date for the receipt of applications. However, if proposals are hand-delivered, they shall be received at the designated place by 2 p.m., Eastern Time on the closing date for receipt of applications. All overnight mail will be considered to be hand-delivered and must be received at the designated place by the specified time and closing date. Telephoned and/or faxed proposals will not be honored. Failure to adhere to the above instructions will be a basis for a determination of non-responsiveness.

C. Late Proposals

Any proposal received at the office designated in the solicitation after the exact time specified for receipt will not be considered unless it:

(1) was sent by the U.S. Postal Service registered or certified mail not later than the fifth calendar day before the date specified for receipt of the application (e.g., an offer submitted in response to a solicitation requiring receipt of applications by the 5th of May must have been mailed by the 1st of May); or

(2) was sent by U.S. Postal Service Express Mail Next Day Service—Post Office to Addressee, not later than 5 p.m. at the place of mailing two working days prior to the date specified for receipt of proposals. The term “working days” excludes weekends and U.S. Federal holidays.

The only acceptable evidence to establish the date of mailing of a late proposal sent either by the U.S. Postal Service registered or certified mail is the U.S. postmark both on the envelope or wrapper and on the original receipt from the U.S. Postal Service. Both postmarks must show a legible date or the proposal shall be processed as if mailed late. “Postmark” 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 and affixed by employees of the U.S. Postal Service on the date of mailing. Therefore, applicants should request the postal clerk to place a legible hand cancellation “bull’s eye” postmark on both the receipt and the envelope or wrapper.

The only acceptable evidence to establish the date of mailing of a late proposal sent by “Express Mail Next Day Service—Post Office to Addressee” is the date entered by the post office receiving clerk on the “Express Mail Next Day Service—Post Office to Addressee” label and the postmark on

both the envelope and wrapper and on the original receipt from the U.S. Postal Service. “Postmark” has the same meaning as defined above. Therefore, applicants should request the postal clerk to place a legible hand cancellation “bull’s eye” postmark on both the receipt and the envelope or wrapper.

F. Withdrawal of Proposals

Proposals may be withdrawn by written notice or telegram (including mailgram) received at any time before award. Proposals may be withdrawn in person or by an applicant or an authorized representative thereof, if the representative’s identity is made known and the representative signs a receipt for the proposal before a grant award is executed.

Part IV. Rating Criteria for Award

Applicants are advised that the selection of grantees for awards is to be made after careful review by a panel. Applicants are advised that discussions may be necessary in order to clarify and inconsistencies in their application. The panel results are advisory in nature to the Grant Officer. The Grant Officer will make final awards based on what is in the best interests of the Government as determined by the Grant Officer. The rating criteria for award are the following:

1. *Need in Target High Schools.* This corresponds to questions and requirements raised in Part II, Section E.1. The proposal should provide information on the high schools, including the overall enrollment at the schools and the proportion of entering ninth graders who graduate from the school. The neighborhoods served by the schools should be described. (30 points).

2. *Development and Implementation Plan.* This corresponds to questions and requirements raised in Section E.2 and 3. This criteria covers plans for recruiting and hiring of the QOP counselors and overall coordinator; the availability of office space in the target high schools for QOP coordinators; the summer jobs that will be made available to QOP students through JTPA Title II-B; how jobs will be provided to QOP students not income-eligible for JTPA; the experience of the CBO in operating programs for at-risk youth; and the availability of matching funds. (70 points).

Signed at Washington, D.C., this 31st day of March, 1995.

Janice E. Perry,
ETA Grant Officer.

Appendix 1 Description of Original QOP Program

Note: This Appendix is provided as background information on the original QOP program which the Ford Foundation funded. As discussed above, the QOP model that sites will be implementing under this grant announcement differs in slight ways from the original QOP program. Where differences occur, applicants should follow the model described in the main text of the grant announcement rather than in this Appendix.

Quantum Opportunities Program: An Overview

Background

The Quantum Opportunities Program (QOP) was initiated as an experiment to test whether impoverished young people could make a “quantum leap” up the ladder of opportunity if an intensive array of coordinated services, coupled with a sustained relationship with a peer group and a caring adult, were offered to them over their four years of high school.

The program also tested a system of incentive payments for participants, staff and delivery organizations to encourage participation and retention in the program and to provide some money for college, technical training or other education upon completion.

The program designer recognized that a variety of education, training, employment, development and service opportunities were already available to poor teenage youth through programs of government agencies and nonprofit organizations. These, however, were neither coordinated nor sequenced in a continuum that recognized the developmental needs of maturing youth. Lacking coordination and continuity, their cumulative impact was diluted.

The Quantum Opportunities Program adopted an investment mentality. It tested whether comprehensive services could be sequenced effectively, whether a single coordinator could broker services efficiently, whether eligible youth would participate if such opportunities were offered, and whether this approach and these investments would have a positive effect on the youth’s life chances.

Purpose

The program’s aim was to assist minority youth from solo-parent, welfare families in poverty neighborhoods graduate from high school and attend college. The Quantum Opportunities Programs sought to rewrite the future for these-at-risk teens.

Sites

The multi-faceted QOP model was successfully implemented in four of the five demonstration sites: Oklahoma City, Philadelphia, Saginaw and San Antonio. The delivery organizations were OIC affiliates—community organizations offering a variety of education, training and self-sufficiency programs. Each also operated a ‘Learning

Opportunity Center" equipped with computers, books and audiovisual equipment and materials for self-paced and competency-based learning in academic, employability and life skills.

There was variation among the four sites as to how each operated the program. Two negotiated with their local high schools to schedule time in the school day. In one case, a *daily* class period for participating students was set up in each of the four school years. This school time was used for group meetings, discussions and development activities; other program activities took place outside of the school day in the community organization. In the second site, the local school provided a space for the program and released students for daily meetings. Two sites conducted the program entirely outside of school hours and facilities.

Youth Eligibility

Participating students, the "Opportunity Associates" were each:

- entering the 9th grade;
- attending a public high school in a poverty neighborhood;
- a member of a racial minority; and
- from a solo-parent family receiving welfare payments.

Recruitment

Each site enrolled 25 participants at the start of the 1989-1990 school year:

1. The participating public high school produced a list of all entering freshman meeting the eligibility criteria.
2. From the list, 25 students were selected at random for invitation to participate in the program. Another 25 students were selected, also at random, as a control group.
3. Selected students were contacted through mailings, school counselors and teachers, orientation meetings with parents and students, home visits and peers.
4. All contacted students were automatically enrolled. There was no screening out or special selection.

Program Design

A youth developmental model was tested in the Quantum Opportunities Program. The program was organized in four cycles spanning the four high school years, including summers.

In *each* yearly cycle, the Opportunity Associates attended high school and participated in three activity components of up to 250 hours each for a maximum of 750 hours per yearly cycle.

These activity components were organized by an Opportunity Coordinator at each site.

The Coordinator both brokered and directly delivered services in the three activity components, which were:

Learning Opportunities—250 hours per year of self-paced and competency based basic skills and enrichment study outside of regular school hours. Reading, writing, math, science, and social studies were covered. Opportunity Associates completed these extra hours of learning in the existing OIC Learning Opportunity Center in their community.

Development Opportunities—250 hours per year of cultural enrichment and personal development. Students attended plays and concerts, explored the visual arts, visited museums and new locations, read and discussed current affairs and the Great Books, learned about their own rich history and culture, dined in restaurants, and "job shadowed" with professionals. Each Opportunity Associate received a personal subscription to Time Magazine. They learned how to set goals, manage their time, and choose behavior appropriate for varying situations. They developed life skills needed in the home, at work and in the marketplace. They learned about themselves and how to get along with others.

Service Opportunities—250 hours per year of community service connected Opportunity Associates to their communities and provided opportunities to develop many of the skills needed for work—reliability, following through on tasks, and working cooperatively. Service projects ranged from tutoring elementary students, to neighborhood cleanup, to volunteer work in hospitals, nursing homes, libraries and human service agencies.

Key Features

The critical elements of Quantum Opportunities Program design were:

- Group cohesion—By design, each group of 25 Opportunity Associates remained constant through the four high school years. Students could not be dropped from the group, even for non-attendance. An inactive student could return to the group at any time over the four years; the promise of opportunity was never withdrawn. New students were not admitted to the group.
- Continuity with a caring adult—at each site, the same Opportunity Coordinator was to stay with the group for the four years. (There was turnover in some test sites.)
- "Front line" accountability—Each Opportunity Coordinator was responsible for recruiting students, encouraging active participation, brokering all service activities, counseling students, communicating with

families, assisting with college financial aid applications, and tracking activities.

Incentives

Financial incentives were structured to encourage participation, completion and long range planning. Opportunity Associates received:

- an hourly stipend of \$1.33 for each hour of participation in the education, development and service activities;
- a completion bonus of \$100 for *each activity component completed during each of the four yearly cycles*, for a possible total of \$300 in bonuses, and;
- an Opportunity Account, created by *matching*, on a dollar basis, all hourly stipend and bonuses earned by the Associate over the four years of the program. At the end of the four years, the funds accrued in Opportunity Accounts, including interest earned, were available to Associates for approved college, job and technical training, or continuing education.

The Coordinator's incentive payments, as well as those to the OIC affiliate, were also tied directly to participation hours and completion rates. QOP Coordinators received the same amount, and the delivery organization received double the amount, of the stipends and bonuses of their Opportunity Associates.

Research

Brandeis University is evaluating the program using a random assignment, control group methodology. Progress during the school years and post-program outcomes are being compared for Opportunity Associates and a matched group of people who did not participate.

Early results are quite positive. The year after expected high school graduation, Opportunity Associates were more likely to have graduated from high school, to have enrolled in four-year colleges, to have enrolled in any post-secondary education, and to still plan college completion. They were less likely to have dropped out, to have become a solo parent or to have been arrested.

Cost

The average cost per participant—covering all costs—was \$11,250 for the four years (half the annual costs of prison). Two-fifths of this cost was in direct payments to participants in the form of stipends, bonuses and the Opportunity Account.

BILLING CODE 4130-30-M

Appendix No. 2

APPLICATION FOR
FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION Application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		3. DATE RECEIVED BY STATE	Applicant Identifier State Application Identifier
				4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
5. APPLICANT INFORMATION					
Legal Name:			Organizational Unit:		
Address (give city, county, state, and zip code):			Name and telephone number of the person to be contacted on matters involving this application (give area code):		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>					
7. TYPE OF APPLICANT: (enter appropriate letter in box) <input type="checkbox"/> A. State <input type="checkbox"/> B. County <input type="checkbox"/> C. Municipal <input type="checkbox"/> D. Township <input type="checkbox"/> E. Interstate <input type="checkbox"/> F. Intermunicipal <input type="checkbox"/> G. Special District <input type="checkbox"/> H. Independent School Dist. <input type="checkbox"/> I. State Controlled Institution of Higher Learning <input type="checkbox"/> J. Private University <input type="checkbox"/> K. Indian Tribe <input type="checkbox"/> L. Individual <input type="checkbox"/> M. Profit Organization <input type="checkbox"/> N. Other (Specify): _____					
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____					
9. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 1 7-249					
10. DESCRITIVE TITLE OF APPLICANT'S PROJECT: TITLE: _____					
11. PROPOSED PROJECT:		12. CONGRESSIONAL DISTRICTS OF: a. Applicant			
Start Date	Ending Date	a. Applicant		b. Project	
13. ESTIMATED FUNDING:			14. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? b. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____		
a. Federal	\$ _____ .00	b. NO. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW			
b. Applicant	\$ _____ .00				
c. State	\$ _____ .00				
d. Local	\$ _____ .00				
e. Other	\$ _____ .00				
f. Program Income	\$ _____ .00	15. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input type="checkbox"/> No			
g. TOTAL	\$ _____ .00				
16. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED					
a. Typed Name of Authorized Representative		b. Title		c. Telephone number	
d. Signature of Authorized Representative					
e. Date Signed					

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 an opportunity to review the applicant's submission.

Item:	Entry:	Item:	Entry:
1.	Self-explanatory.	12.	List only the largest political entities affected (e.g., State, counties, cities).
2.	Date application submitted to Federal agency (or State if applicable) & applicant's control number (if applicable).	13.	Self-explanatory.
3.	State use only (if applicable).	14.	List the applicant's Congressional District and any District(s) affected by the program or project.
4.	If this application is to continue or revise an existing award, enter present Federal identifier number. If for a new project, leave blank.	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 award, indicate <u>only</u> 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.
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.	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.
6.	Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service.	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.
7.	Enter the appropriate letter in the space provided.	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.)
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.		

Appendix No. 3

BUDGET INFORMATION - Non Construction Programs

Catalog of Federal Domestic Assistance		Estimated Unobligated Funds		New or Revised Budget	
CFTA NUMBER		FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL
1.		\$ _____	\$ _____	\$ _____	\$ _____
2.		\$ _____	\$ _____	\$ _____	\$ _____
COST CATEGORY		FEDERAL FUNDING			
DIRECT COST		CURRENT FEDERAL BUDGET	REVISED FEDERAL BUDGET	CURRENT AWARDEE BUDGET	REVISED AWARDEE BUDGET
REVISED AND/OR EXTENSIONS					
(A) PERSONNEL					
(B) FRINGE BENEFITS					
(C) TRAVEL & PER DIEM					
(D) EQUIPMENT					
(E) SUPPLIES					
(F) CONTRACTUAL					
(G) OTHER					
TOTAL DIRECT COST					
INDIRECT COST					
TOTAL ESTIMATED COST					

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