



NATIONAL

Excerpted from the WOMEN'S JOB TRAINING AGENDA

DISPLACED

HOMEMAKERS

NETWORK

Jobs created through a national service corps program should provide significant training and lead to permanent, unsubsidized employment in a job that will yield economic self-sufficiency. Women and other disadvantaged groups of all ages must have equal access to the jobs that are created.

Policies governing allocation of funds must provide for enforcement of equal access requirements. It should be required that affirmative steps be taken to train and place women in non-traditional jobs. Quality, affordable dependent care which would make employment feasible for those with family responsibilities should be provided.

1625 K STREET

NORTHWEST

Service corps participation should be open to adults of all ages. Many women, such as displaced homemakers, enter the labor market for the first time well after their high school years are past. Service corps jobs represent an ideal opportunity for these women to gain needed training and work experience.

SUITE 300

WASHINGTON

Wherever possible, subsidized job creation efforts should reach beyond work and wages to create model work environments. On-site dependent care, transportation and other services should be part of the effort to create jobs that will yield economic self-sufficiency for the workers.

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202-467-NDHN

The creation of service corps jobs must not displace existing workers or undermine union contracts. Contractual job rights, such as seniority and rights of laid off workers should not be adversely affected by the hiring of subsidized workers.

BX 202-467-5366

**PHOTOCOPY
PRESERVATION**

Options Paper: The National Service System

The National Service system that will accompany the Higher Education Trust Fund proposed by President-elect Clinton has the potential to transform the nation by rebuilding our communities, revitalizing the spirit of citizenship, and providing opportunities for people of all backgrounds and abilities to improve their lives. Because of the pressing national need, public expectations created by the campaign, and the time needed to implement the program on a large scale, work must begin in the first 100 days of the Clinton Administration. This memo outlines existing service programs that may be incorporated into the national service system and addresses the decisions that must be made for the service part of the Higher Education Trust Fund to move forward.

I. Existing Programs.

In existence are a strong base of federal and non-federal programs that can provide the foundation for the national service system. Federal programs include:

- The National and Community Service Act (NCSA). This landmark legislation, initiated by Senate Democrats and enacted in 1990, funds full- and part-time service programs run by schools, colleges, local and state government, and non-profit organizations. The Act also includes funding for programs that may serve as models for large-scale national service.
- VISTA. Established as a Great Society program in the 1960s, VISTA currently engages more than 3,000 adults in full-time service through community-based organizations each year.
- Peace Corps. The hallmark of the Kennedy Administration, the Peace Corps currently supports 6,000 adults in service to developing countries and fledgling democracies around the world.
- Older American Volunteer Programs. Created in the 1960s and early 1970s, the OAVP programs include Foster Grandparents, Senior Companions, and the Retired Senior Volunteer Program.

Non-federal programs, many of which are supported by the NCSA, include:

- State and Local Youth Corps. Based on the Civilian Conservation Corps of the 1930s, youth corps have made a come-back in the last decade, providing full-time and summer service opportunities for more than 25,000 youth aged 15 to 24 each year.
- School- and Campus-based Programs. During the 1980s and 1990s, schools and colleges across the country greatly expanded programs for millions of

students to become engaged in service as part of the educational process or through extracurricular activities.

- Programs Run by Youth Organizations. Community-based youth organizations, such as YMCAs, Girl Scouts, and 4-H, provide significant service opportunities for school-age youth after school and during the summer.

In addition, national, regional, and state non-profit organizations have provided technical support and leadership to the national and community service field over the last decade and could be an important resource for the Clinton National Service system. Because an insufficient number of service slots currently exist to implement the National Service Trust Fund on the scale contemplated, these organizations and others capable of building the needed infrastructure are critical to the success of the program.

II. Decisions Needed for National Service Trust Fund to Move Forward

In this section, we focus on decisions needed to implement the part of the national service system in which service participants receive loan forgiveness (or other benefits) in exchange for a substantial commitment to service. Other types of service programs, including programs for school-age youth, college students, and senior citizen volunteers, should also be part of the larger system. These programs are discussed in part III of this memo.

1. Who is eligible?

Recommendation: We recommend that the three types of participants discussed below be included in the Trust Fund payback system, with slots divided roughly equally between pre-college/non-college and post-college service.

1) **Post-college:** Any individual who has taken out either a subsidized or unsubsidized student loan may seek a service placement qualifying for loan forgiveness. Based on the existing loan programs, this would include students at community colleges, four-year colleges, and trade schools (proprietary schools).

2) **Pre-college:** Any young person who meets the entrance requirements for programs selected for inclusion in the program and obtains a placement may have the opportunity to earn a **scholarship** equal to the amount of loan forgiveness provided to post-college participants. Scholarships could be used to pay for future education or job training incurred at a community college, four-year college, trade school, approved apprenticeship programs, or other job training opportunities.

3) **Non-college:** Because of the important benefits of youth corps programs for disadvantaged non-college bound youth, this population should be allowed to participate on equal terms with pre-college youth and have the opportunity to earn the same benefits. Some members of this group will ultimately go on to higher education as a result of the program; others will gain skills that will help them obtain future

employment. We recommend that a high school diploma be required in order to "graduate" from the program, but not to enroll.

2. What types of service will qualify participants for loan forgiveness?

Recommendation: We urge that all of the types of service discussed below be supported through the Trust Fund, at least on a test basis, and qualify participants for service payback. This system will allow for experimentation, optimum matching of participants with service opportunities, and the greatest possibility that the program will be judged a success in future years.

A. Youth Corps.

Although the majority of funding comes from state or local sources, the federal government supports these programs primarily through the American Conservation and Youth Service Corps and National Service demonstration programs of the National and Community Service Act. Most corps programs are carefully structured to promote esprit de corps by organizing participants into supervised crews; however, some place participants in individual assignments, bringing them back together for joint education or other activities. Because the majority of existing corps programs primarily involve economically and educationally disadvantaged youth, these programs generally offer GED, literacy, or other education benefits, job skills training linked to the service performed, and post-service scholarships. However, corps may also be designed for post-college and college-bound youth, or to involve diverse participants.

Youth corps have attracted widespread support for several reasons: their proven success with a disadvantaged population for whom few options exist; ability to pay ancillary benefits such as increased educational attainment, jobs skills development, self-esteem, cooperation, teamwork, and community-building; creation of opportunities for leadership development for corps members within the corps structure; and ability to meet local needs while generating local support.

This year, Congress enacted legislation for a federally run corps that may provide some of the same benefits. However, a federally run, as opposed to federally supported, program will require the hiring of a significant number of new federal employees and could undermine support for the state and local programs now underway. Nonetheless, it is a model worth testing, as long as the size of the federally run program does not dwarf state and local corps.

We recommend that the corps option include a federally run corps of modest size, state and local programs supported by the National and Community Service Act, and comparable corps that receive no federal funds. In order for state and local programs receiving no federal funds to qualify, they must be certified to meet the corps standards authorized under the National and Community Service Act.

Pros: Corps are proven programs with significant benefits for non-college bound youth as well as college graduates. Substantial expertise exists within the field to

ensure high quality.

Cons: Because of the many added benefits and attention to supervision and support services, corps programs tend to be relatively expensive (as much as \$10,000 per participant, exclusive of stipend and loan forgiveness).

B. Individual Placements with Non-Profit or Other Direct Service Organizations

This option, which involves the placement of individual participants in service openings, differs from the corps, where participants work together on projects. Under the individual placement model, the program (which may be run by federal, state, or local government or a non-profit organizations) provides participants with stipends, places participants in service positions, and may conduct special activities such as training, regular meetings, or other group functions. This model works best where host organizations have need of additional staff but no resources to pay for an additional full-time worker. It is also most appropriate for post-college servers, although certain types of placements could be suitable for younger participants.

An example of this type of program is VISTA. Non-profit direct service organizations seeking a VISTA volunteer apply through their federal regional ACTION office. Volunteers may be recruited in two ways: nationally, with an 800 number and national placement bank, and locally, by the organization approved for a VISTA slot. The administrative cost of this system is about \$6,000 per placement. VISTA volunteers receive a living allowance of about \$7,000 a year plus health insurance and training from the federal government. Although it may be possible to require that organizations hosting the volunteer contribute a portion of the stipend (25 percent) plus health insurance, in order to decrease the cost to the federal government, organizations currently receiving VISTA volunteers are not required to do so. However, neither do they receive additional federal funding to cover costs of supervising the volunteers.

Another example could involve a private, non-profit organization that recruits, trains, and places participants with other non-profit agencies in a sort of private-sector VISTA. The federal government might make a grant to the placement organization to cover a share of administrative expenses and provide stipends (or a portion of the stipend) and health insurance for the participants.

In still another example, individual public and private non-profit organizations could create new jobs that would qualify as placements based on criteria set by the federal government. Such organizations might pay the full cost of the stipend and health insurance and absorb their own administrative costs. The cost to the federal government other than loan forgiveness would be marginal. However, it is unclear how many of these types of new jobs would be created, even at below market wages, if the full costs had to be borne by the host organization.

Finally, a model we would particularly like to see would involve placing post-college participants in schools to serve as youth service coordinators. These

individuals would assist teachers in organizing service-learning programs, through which elementary and secondary school students would perform service as part of their education. Participants in this program would be trained over the summer by state education agencies, placed in local school districts, and meet once a month for in-service training and support. Stipends would be paid by the federal government. Such a program would have a significant impact by greatly expanding the number of schools providing service opportunities to younger students. It could be extended to college campuses and community based youth organizations as well.

Pros: Provides an important human resource to organizations seeking additional assistance.

Cons: Individual placement system may be administratively cumbersome.

C. Individual Placements in Regular Jobs Supported by Employers

In this model, which is most appropriate for post-college participants, the government sets criteria for jobs qualifying for loan forgiveness. Salaries and benefits and costs of training and supervision are borne by the employer. Positions may be existing jobs that are hard to fill, or new positions created by the sponsor. The participant and the employer must certify that they have met the requirements necessary for the loan discharge; these may include income ceilings; work in a specific field or for a specific type of employer (such as a non-profit organization or a state or local governmental agency); jobs in certain locations (such as enterprise zones); or hard to fill positions where there is a shortage of qualified and willing candidates.

Several variations on this theme are worth considering. Although the general model would leave participants to locate their own job placements, state or local government or non-profit organizations could establish programs that would place qualified individuals with employers and provide recruitment, training and a support system, as in a corps program. Salaries or stipends would, however, still be paid by the employer. This model works best where there is a shortage of qualified individuals available to fill a position that is already funded. Teach for America, which recruits, trains, and places recent college graduates in teaching positions, and Public Allies, which recruits, trains, and places young adults in community jobs with non-profit organizations, both at a cost of approximately \$6,000 per placement, are examples of non-stipended programs.

Another example is based on the ROTC system. Certain types of jobs, such as police work, nursing, child care, or teaching, may require specialized training that could be obtained during college. Individuals could be enticed into these fields during their first or second year of college with the promise of scholarships or enhanced loan forgiveness. They would agree to take a specified curriculum that would prepare them for the specific career, would perform internships or other forms of service to supplement their classroom learning during the school year and over the summer, and would agree to work in the specified career field for a minimum number of years following graduation. While this model would involve higher program costs and loan

forgiveness, the salaries and benefits of participating individuals would be paid by their employers. **The proposed Police Corps is an example of this model.**

Pros: Salaries do not have to be paid by the federal government, thereby lowering the per placement cost. Administrative costs are also lower than under other program options. Large numbers of individuals may participate if they are able to find suitable qualifying employers. May be a way to fill jobs in geographic areas (enterprise zones) or career fields where it is difficult to find willing and qualified workers. By using programs to place individuals (as in the Teach for America and ROTC models described above), many of the benefits of corps-type service can be realized.

Cons: This model is most beneficial if there is a shortage of workers, rather than a shortage of funds to pay those workers. To the extent that this model addresses skills shortages, it may be hard to involve large numbers of noncollege-bound youth. It is difficult to design a list of qualifying jobs that does not create inequities by excluding similar jobs or that would not, if implemented on a large scale, create incentives for individuals to leave one type of socially useful employer for another that qualifies. If qualifying jobs are limited by salary, the program may depress wages for other workers. If a programmatic approach is taken, it may be unfair to reward with loan cancellation a participant in, for example, Teach for America, but not the teacher down the hall who is in all other respects similar. There is also significant potential for fraud and abuse without significant federal oversight of placements. There would need to be strict job nondisplacement requirements and a regulatory system to approve placements.

D. Public Service Entrepreneurs

A limited number of particularly talented young people may seek to design their own placements -- perhaps starting a new organization, conducting an independent project, or filling a need in a community that they themselves identify. These individuals should be supported because they hold particular promise as future leaders. However, there is a significant risk of fraud and abuse, and even when young people have the best of intentions, they will require more experienced advisors to guide them. For this reason, these young entrepreneurs may need to be supported through a programmatic structure that can provide advisors and technical assistance.

Pros: This model allows for talented youth to put their best ideas into practice; fosters innovation.

Cons: Only a limited number of placements should be made in this category, due to the significant risk involved, potential for abuse, and need to screen candidates carefully.

3. Must service be full-time? Would part-time service qualify?

Recommendation: While most qualifying slots would be full-time, part-time programs should also be developed, particularly to accommodate non-traditional older students

whose family responsibilities may otherwise preclude them from opting for the service payback. The National and Community Service Act supports several model part-time programs in which participants receive education scholarships or loan forgiveness in exchange for a minimum number of hours of service. Part-time (or full-time summer) service may also be tested as a means to enable students to pay back loans while they are in school.

4. Will the system be decentralized or will it be run by the federal government?

Recommendation: We strongly recommend that the National Service system be decentralized, with important roles played by national non-profit organizations and state and local programs.

1) **Federally run system.**

The advantage of a federally run system is that it may provide a common experience to all participants.

The disadvantages of a federally run system include: requires massive federal bureaucracy; could undermine state and local efforts to build community-based programs; highest cost alternative, because no local matching funds built in; difficult to innovate; and lack of community control.

2) **Decentralized system.**

The advantages of a decentralized program include: allows for public/private partnerships, and leverages federal dollars with those from state and local sources; builds on expertise within the field; enables young people with diverse needs and interests to be matched with optimum placements; minimizes federal bureaucracy; allows for local community, rather than federal government, to set priorities; and provides for maximum innovation.

The disadvantages of a decentralized program include: takes extra effort to make participants feel that they are part of a unified national effort; and will require federal monitoring against fraud and abuse and for quality control.

To build a unified system using a decentralized approach, a number of steps could be taken. First, any individual accepted into the program could be given a handbook that emphasizes civic values, along with a pin or other item with the program logo. Second, a training module could be developed that every participant would go through. The training could be conducted regionally by teams of national trainers in conjunction with local program operators. Third, quarterly gatherings by region could be arranged in which all participants in the region receive additional training, participate in a service project, and engage in team-building and other activities. Finally, steps could be taken to support an alumni association of former participants. However, funds must be budgeted for these activities.

5. What services would be performed?

Recommendation: We suggest that service in any of the following areas qualify: human service (including child care, health care, services for the elderly); education; public safety; and the environment. In most cases, except in service-specific models discussed below, priorities would be determined by the local community. Second-year participants could be used to help supervise the service programs, which would make the programs less expensive and allow for participants to assume increasing responsibility.

Examples of service-specific models may include:

- Police Corps, in which college graduates are recruited and trained to serve as police in communities having difficulty recruiting new officers. (Model could be adapted for teachers, nurses, child care workers, etc.)
- Public Safety Corps, in which young people work in the areas of drug education, mediation, and crime prevention.
- School-age Child Care, in which older students staff after-school and summer programs for younger students requiring supervision while their parents work.
- Youthbuild, in which out-of-school youth learn building trades while they build or renovate housing for the homeless.

Examples of broad-based service programs include:

- Youth Service Corps, in which a variety of community projects are undertaken.
- School-age Service Programs, in which college graduates organize school-age children to participate in a variety of service activities.

Prohibited types of service should include: religious activities (although nonsectarian service in religious organizations would be permitted); activities to promote or deter union organizing; and partisan political activities.

6. How much will loan forgiveness be worth?

Recommendation: We recommend a combination of two approaches discussed below. For example, for each year of service, a participant might accrue loan forgiveness worth \$5,000 (close to two years of tuition and fees at a public college) or half of the individual's undergraduate loan indebtedness, whichever is less. Legislation may ensure that loan forgiveness is non-taxable, thus further increasing its value.

- 1) **Fixed amount.** This is the approach taken by the National and Community

Service Act, which provides full-time volunteers roughly \$5,000 in scholarship funds per year of service. If this approach is taken, the amount may be keyed to average undergraduate indebtedness (\$9,000); four-year cost of tuition and fees at public colleges (\$20,000); the GI Bill (\$9,900 minimum benefit for two years of non-combat service with \$1,200 of the total paid by the soldier); or another amount. **Advantages:** simplicity; ability to control costs (because the cost per individual would not vary); and provision of equal benefits to those performing equal work. **Disadvantage:** individuals with a great deal of debt must work longer than those with smaller loans in order to pay them back.

2) **Percentage of total loan debt.** This is the approach taken under existing federal loan forgiveness programs, which provide that 15% of the loan is forgiven in each of the first and second years of service, 25% in each of the third and fourth years, and 30% in the fifth year. **Advantage:** individuals with different amounts of debt work the same number of years to wipe out their debt. Therefore lower-income individuals are not forced to serve longer than higher-income individuals. **Disadvantage:** difficult to estimate costs from year to year, since each year of service would be worth a different amount for each individual.

7. May service qualify individuals for post-service benefits other than loan forgiveness?

Recommendation: We suggest that participants be eligible to receive scholarships (in essence, a prepayment of loans before they are incurred) and that the scholarships be used for higher education (including community colleges and trade schools) or certain types of job training (including apprenticeships). Other alternatives have been suggested, including allowing a cash option, housing benefit, or funds to set up a small business. While these possibilities may be explored in the future, the program should focus initially on education and training.

8. What level of stipends and benefits should be provided to full-time participants?

Recommendation: In order to enable youth from low-income families to participate, stipends should be high enough to live on in a subsistence style. We suggest providing a stipend of, for example, \$5,000 per year, and allowing programs to supplement the stipend with local funds. Stipends in existing programs include \$100 a week (City Year); the poverty line (VISTA); minimum wage (Wisconsin Conservation Corps). The actual value of the stipend will vary depending on whether the stipend is taxable and whether it will affect a family's means tested benefits, such as AFDC. As will be discussed later, additional benefits should be provided in some fashion, such as child care and health care.

9. How many slots will be available?

Recommendation: Because establishing the program as an entitlement would be excessively costly and impossible to start up quickly (sufficient program slots would have to be available at the outset to accommodate as many as 2 million students,

although we believe a more realistic estimate of the numbers of students who will take the service option at any one time to be approximately 500,000), we recommend that the National Service Trust Fund establish a set number of openings that will be available each year. As noted earlier, we suggest that an equal number of slots be set aside for post-college and pre-college/non-college youth.

10. How will slots be allocated and participants matched with slots?

Recommendation: In general, with a decentralized system of service options and students from all across the country seeking a limited number of positions, a system is needed to match students and positions. Four options are possible: 1) select slots in programs that would then select participants; 2) select participants who would then select slots; 3) preselect both slots and participants; or 4) use a combination approach. We recommend the fourth option.

1) **Select slots.** Programs or employers would apply for a number of certified placements. These programs might be listed on a national database that could be accessed by students seeking placements. [A student seeking a position could also put his or her resume into the database along with any preferences (type of service, location, etc.) so that organizations across the country could locate qualified applicants.] Local recruiting would be encouraged as well, so that existing programs could continue their efforts to recruit individuals from the communities in which service would be performed. As there will likely be more students than positions, this system would reward the student who is eager to serve and therefore contacts a broad range of organizations. Depending on the type of placement, preference could be given to students on a competitive basis, or, if an applicant meets the qualifications for a specific slot, he or she could be selected in any of the following ways, depending on the program: on a first-come first-served basis, at random, or consistent with diversity criteria.

2) **Select students.** Students are accepted for loan forgiveness by meeting set criteria, at random, or on a first-come, first-served basis and are guaranteed positions. However, because there could be significantly more placements than participants, and placements would be selected by participants, programs would be unable to plan for a specific number of participants. Youth corps, in particular, would be vulnerable, and could go out of business.

3) **Select both.** While an inexact science, it could be possible to estimate the number of participants who would need to be given placements in order to fill a designate a number of slots. The simplest way to select participants would be at random, perhaps through a lottery that occurs twice a year. These participants would be guaranteed slots, but would have to select from among a limited number of pre-selected placements. In this case, programs would be forced to compete for the best participants, and there could be some poor matches, as the last participants find their positions.

4) **Combination.** Program slots, including youth corps and programs in

which special qualifications are needed, would be preselected. These programs would be able to recruit any individual (pre-college/non-college or post-college) who meets the qualifications the program sets for itself. In this way, programs can be generally assured of filling slots. Employer slots, on the other hand, would be certified as acceptable placements, but not guaranteed participants. A specified number of participants, presumably in the post-college category, would be selected based on a lottery that ensures diversity. These participants would be able to select any approved slot for which they are qualified. Employers would, of course, have the ability to reject any participant, although they would have a strong incentive not to do so, as they would not be guaranteed another qualifying applicant.

11. What other issues must be addressed?

A. Child care. In order to make it possible for students with parental responsibilities to participate, some provision must be made for child care. An individual earning a poverty-level stipend will not be able to pay the market rate for child care and should not be forced to choose substandard care in order to serve. They should have access to vouchers or government-funded centers and to resource and referral programs that will help them locate child care providers.

B. Health care. Full-time service participants must be included in the new health insurance system.

C. Displacement of Paid Workers. An important premise of the program is that participants will provide needed services that would not otherwise be provided. This will not be the case if paid workers lose their jobs to the volunteers. In order to protect paid workers, the anti-displacement provisions of the National and Community Service Act should be incorporated in any new legislation. Further, potential for displacement of paid workers should be a primary consideration in the determination of which positions qualify for loan forgiveness.

III. Other Service Programs That Should be Supported

A. Programs for School-age and College youth.

The National Education Goals recognize the importance of community service participation as a means of achieving the citizenship goal. Participation of elementary and secondary school-age children in these programs will not only lay the groundwork for future participation in community service, but will pay additional dividends by:

- Teaching young people from the earliest grades that they have the power to make a difference in their communities and a responsibility, as citizens, to do so.
- Improving student achievement by making learning meaningful and reengaging student turned off by traditional teaching methods;

- Increasing young people's connection to their communities, thereby reducing antisocial behavior such as drug use and crime;
- Providing many hours of needed services at minimal cost; and
- Helping young people develop self-esteem and skills of teamwork, leadership, and problem-solving.

The federal program that supports service by school-age youth is "Serve-America," part of the National and Community Service Act. Federal funding for service by college students is provided through "Higher Education Innovative Projects," also authorized under the Act, and the "College Work Study Program." Because these programs are part-time and generally do not provide stipends for the young volunteers, they are relatively low-cost.

Participation in these programs would generally not qualify students for loan forgiveness. However, they could provide placements for 25,000 full-time national service participants who would help organize the younger students in service activities. In addition, we recommend that support continue to be made available through Serve-America, Higher Education Innovative Projects, and College Work Study. Additional funds should be authorized to train teachers a year to integrate service into the curriculum.

B. Older American Volunteer Programs

Given the growing number of older citizens and their increasing expected life span, retirees are an important resource for communities. The three Older American Volunteer Programs, now administered by the ACTION agency, should be expanded and additional opportunities created for this older population. In addition, intergenerational components should be incorporated into many of the youth-targeted programs discussed above.

IV. Federal and State Roles and Administrative Structures

A. Federal

Several options exist for a federal structure for administration of the National Service system. Rather than an existing department already charged with a mission other than service (such as the Education, Labor, or Defense departments), the administering agency should be one whose purpose is service. Under any federal structure, we assume that the Department of Education would house the Higher Education Trust Fund which would administer the loan program.

Currently three federal agencies administer the major federal service programs: the Commission on National and Community Service, the ACTION agency, and the Peace Corps.

The Commission, which is governed by a 21-member board of directors appointed by the President, administers the National and Community Service Act programs. Designed to be a small, non-bureaucratic agency, (currently it has only 17 employees to administer \$75 million in programs) the Commission has no field structure, working instead through state lead agencies identified by governors. The Commission, created by Democratic legislation in 1990, has been characterized by innovation and a close working relationship with the field. Although the Board is currently composed of individuals appointed by President Bush, members are eager to work with the new President. There are currently four openings on the Board, with an additional seven positions opening up in September. Therefore, within the year, President Clinton will have appointed an effective majority of Board members.

ACTION was created in 1971 to administer federal volunteer service programs. In recent years, it has suffered under poor political leadership and a demoralized civil service staff. Currently ACTION employs over 400 people to run VISTA and the Older American Volunteer Programs. It has a regional and state field structure.

The Peace Corps has a relatively small regional field structure within the United States. Because the Peace Corps deals with overseas rather than domestic service, we have ruled out including it in any reorganization.

Recommendation: We recommend that the service aspects of the National Service Trust Fund be administered by a single agency, preferably created by folding ACTION into the Commission on National and Community Service and making modifications to the Commission's governance structure to allow for greater Presidential control. This new agency would allocate service slots and program funds among states based on a formula that includes incentives for high quality and other factors, provide training and technical assistance, make grants to build an infrastructure of service opportunities, and fund model programs out of a special innovation fund. It would have a strong Inspector General to ensure against fraud and abuse.

Options for a federal administrative structure include:

1) **Service Federation -- maintain two agencies**

In order to give the service programs better coordination and visibility, the two federal agencies that administer the major domestic service programs could be loosely federated as "sister agencies" with ACTION charged with administering VISTA and the Older American Volunteer Programs and certifying individual placements and the Commission charged with supporting the National and Community Service Act programs, new programs specially targeted on post-college youth, and certifying programs. An individual who is both a good administrator and a national leader with service program experience would be appointed to head ACTION. Vacancies on the Commission board would be filled by individuals with knowledge of the service field, including young people who have participated in service programs. The ACTION field structure would be retained, and would be charged with national recruitment for the loan forgiveness program, as well as VISTA. Both agencies should coordinate closely

with the Peace Corps, particularly on recruitment.

Pro: Allows time for planning and quick start up of programs; reorganization could take place at any time in the future. Preserves positive aspects of both agencies.

Con: Coordination of functions between two agencies could be difficult. Preserves negative aspects of both agencies.

2) Fold ACTION programs into the Commission

Under this option, the Commission would absorb ACTION programs and, possibly, its field structure, and all aspects of the National Service system would be under one roof.

Pro: The bi-partisan nature of the Commission's governing board, as well as the staggered term appointments, allow for long-term stability and continuity. Building on a small, non-bureaucratic agency known for innovation would create a good precedent for reinventing government. The Commission's primary experience is in the field of youth service, also the target of the Clinton national service system. Because the agency is still relatively new, it could be easily reshaped to fit the new system. The Commission works well with the field, including the state and local programs likely to play a major role in the new system, and has developed a good system for drawing on the technical expertise of individuals in the private sector. It enjoys strong support in Congress.

Con: The Commission is new and has relatively limited experience. Absorbing the ACTION programs would require a major expansion of the agency. The Commission has little experience with senior volunteer programs and those involving individual placements.

3) Fold the Commission programs into ACTION

Under this option, the Commission board would be eliminated or placed under the Director of ACTION, and ACTION would run the National Service system.

Pro: ACTION has long experience with domestic service programs and its regional and state offices could be an asset. ACTION is Presidentially controlled. It is experienced with individual placements through VISTA and with senior volunteer programs.

Con: ACTION is an old-style bureaucracy, heavy on federal personnel, and with a history of being resistant to change. It has been subject to the political winds and has been a dumping ground for unqualified political appointees who have driven out many good civil servants. It has very little experience with youth service programs. When the Commission was created, Congress explicitly decided not to put the new programs in the ACTION agency for these reasons.

4) **Merge the two agencies**

Under this option, the two agencies would be merged into a new agency.

Pro: Could be a visible way to show the President is serious about elevating national service on the national agenda. Builds in the expertise of both agencies. Would allow the President to eliminate a federal agency, thereby creating the appearance of reducing bureaucracy.

Con: Slow start-up. The Commission was intended to be this new agency, one which could expand at a time when Congress and the President were willing to put new resources into service.

5) **Scrap both, start a new agency**

Pro: Again, a visible way to elevate service.

Con: Even slower start-up. Lose the experience of both ACTION and the Commission.

B. State

Recommendation: Each state would be asked to designate a lead agency, which will likely be the agency already designated under the National and Community Service Act. However, governors would also be required to appoint a State Commission on National Service, which would include a broad representation of non-profit organizations, unions, business, youth, educators, etc. The state commission would ensure accountability and play a major policymaking role. States would be charged with allocating service slots and program funds within their states, and would be accountable to ensure against fraud and abuse.



INDEPENDENT
SECTOR



NEWS RELEASE

For More Information, contact
John Thomas or Paula Shoecraft
202-223-8100

NEW INDEPENDENT SECTOR SURVEY SHOWS TEEN VOLUNTEERING AND GIVING ON THE RISE

Numbers Even Higher Than Earlier Study as 61 Percent
Volunteer and 50 Percent Contribute Money

Washington, D.C., December 3, 1992 -- If the volunteering and giving habits of teenagers are an indication, the future support of America's charities and causes is bright. INDEPENDENT SECTOR's second biennial survey, "Volunteering and Giving Among American Teenagers, 12 to 17 Years of Age," released today, reports numbers even higher than the impressive first study released in 1990.

Sixty-one (61) percent of teens volunteered an average of 3.2 hours per week in 1991 and 17 percent of this group volunteered five or more hours each week. This is up from the 58 percent of teens 14 to 17 years of age volunteering in 1989. The new survey indicates that teens gave an estimated 2.1 billion hours in 1991.

"This survey is optimistic indeed," said Virginia Hodgkinson, INDEPENDENT SECTOR's Vice President for Research. It tells us that the earlier young people get involved the more they volunteer as teens and later, as adults." One third of all teens reported that they started volunteering before age 11.

Teens continue to support causes with money as well as time. In 1991, 50 percent of teenagers contributed, with an average contribution of \$56.

Fifty-three (53) percent of teen volunteers reported that they were currently volunteering more hours than three years ago. Like adults, being asked is a very strong factor in teen volunteering. Among the 57 percent of respondents who reported that they were asked to volunteer in the past year, 90 percent volunteered. Among the 41 percent who reported that they were not asked, only 23 percent volunteered.

A NATIONAL FORUM TO ENCOURAGE GIVING, VOLUNTEERING AND NOT • FOR • PROFIT INITIATIVE
1828 L Street, N.W. • Washington, D.C. 20036 • (202) 223-8100
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As was the case with the 1990 survey, schools and religious institutions have a marked influence on teen volunteering. Among the 55 percent of respondents who reported that their schools encouraged volunteering, 75 percent actually volunteered. Among the 74 percent of teen respondents who reported that they were members of religious institutions, 67 percent volunteered.

"This influence of religious congregations, schools and other youth serving organizations and the interest of teenagers in helping people and causes make clear that these already impressive levels of participation can be increased," noted INDEPENDENT SECTOR President, Brian O'Connell. "It is also obvious how much this participation means to the development of our communities and of the young people who are involved."

Benefits from volunteering most frequently cited by teens as very important were: 1) they learned to respect others (48%); 2) they gained satisfaction from helping others (46%); and, 3) they learned to be helpful and kind (45%).

Other survey highlights include:

- A. The three reasons teenagers most frequently cited as most important for their volunteering were: a) they felt it is important to help others (59 percent); b) they felt compassion toward people in need (49 percent); and, c) they could do something for a cause that seemed important (46 percent).
- B. The two reasons teens most frequently cited for continuing to volunteer were: they were doing something useful to help others (55 percent) or they enjoyed doing the work or felt needed (39 percent).
- C. Among the 58 percent of teenagers who reported doing some kind of volunteer work in their childhood, 84 percent volunteered.
- D. Among the 65 percent of teenagers who reported that they were members of a youth group as a child, 72 percent volunteered.
- E. Among the 50 percent who reported that they went door to door to raise money for a cause or organization as a child, 72 percent volunteered.
- F. Among the 20 percent who reported that they were active in student government as a child, 77 percent volunteered.
- G. Among the 76 percent of teenagers who reported that they saw someone in their family help others as a child, 65 percent volunteered.

- H. Among the 31 percent of teenagers who agreed strongly that if we all volunteer time and effort, social problems like poverty and hopelessness can be overcome, 72 percent volunteered.
 - I. Among the 27 percent of teenagers who agreed strongly that they have a moral duty to help people who suffer, 72 percent volunteered.
 - J. Among the 15 percent who agreed strongly that it was in their power to do things that improve the welfare of others, 76 percent volunteered.
-

INDEPENDENT SECTOR is a nonprofit coalition of over 800 corporate, foundation and voluntary organization members with national interest and impact in philanthropy and voluntary action. The organization's mission is to create a national forum encouraging the giving, volunteering and not-for-profit initiative that help all of us better serve people, communities and causes.

Survey Methodology: From April 30 to May 26, 1992, the Gallup Organization conducted in-home personal interviews with 1404 teenagers 12 to 17 years of age. The error rate for the total sample is plus or minus 4 percent. This survey was greatly expanded from the experimental national survey of 300 teens in 1990.

(Complimentary copies of the full survey report are available to working media from INDEPENDENT SECTOR (202-223-8100). Copies are available to the public at \$20.

TO: Pat Mathis
FR: Johnnetta B. Cole
DA: December 14, 1992
RE: Attached Memorandum

I am pleased to respond to your request by submitting the Education Cluster's Interim Status Memo. You will note that we have outlined more than the requested five issues and/or problems in two sections of this document. We have done so because this is a consolidated report for the entire agency which has been contributed to by each of our five task force coordinators.

TO: Pat Mathis
FR: Johnnetta B. Cole
Education Cluster Team
DA: December 14, 1992
RE: Briefing Book Interim Status Memo

I. PROBLEMS ENCOUNTERED IN RETRIEVING INFORMATION

We have encountered three roadblocks in our attempts to obtain information from the Department of Education (ED):

- A. Difficulty in obtaining clearance of transition personnel for entry into the Department of Education, thus enabling access to the Department's key personnel and records;
- B. Unnecessary delays in the delivery of requested documents to task force coordinators (e.g. certain materials compiled by the Office of Student Financial Assistance pursuant to Clinton transition requests have yet to be cleared and delivered); and,
- C. Conflict of interest restrictions placed on task force members thereby preventing contacts with certain offices within the Department, particularly the Office of Student Financial Assistance. The Agency's General Counsel's Office chooses to define "conflict" in the broadest sense, arguing that anyone "employed" by a college has a "conflict" and thus should be denied access to all non-public documents related to student financial aid. The continued denial of access to non-public documents presents special concerns for the Cluster Coordinator and the Post Secondary Task Force Coordinator, who are both college presidents. Department precedent allows for waivers in certain instances; however, no such waiver process has been instituted for transition personnel.

II. OTHER PROBLEMS AFFECTING COMPLETION OF DOCUMENT

At this time, we do not foresee any delay in the completion of our briefing report.

III. COORDINATION WITH PERSONNEL AND BUDGET SPECIALISTS

A. Personnel Issues

General. Members of our five task forces have been in direct and continued contact with our personnel specialist, Paula Bagasao. Ms. Bagasao will continue to coordinate efforts with the Office of Personnel, specifically working with Maria Echaveste. We expect all aspects of the personnel component will be completed on time.

B. Budget Issues

General. We have established contact with our budget specialist, John Weintraub, and received his request for information on the FY 1994 budget for the agency. The request has been submitted to the Department of Education for response.

The Department of Education team has identified certain key budget problems for FY 1993 and FY 1994 as indicated in 4(d) below. The need for additional assistance on the preparation of the budget section of our report will be determined after receipt of requested information.

IV. MAJOR ISSUES

A. Threshold Policy Issues

1. Develop legislative initiative on national goals, K-12 education and job training standards, system restructuring, and urban education. This bill, which is being planned by the education policy team, will establish the agenda for K-12 education reform for the Clinton/Gore administration. It should be introduced and passed in the first 100 days. In order for the Clinton/Gore education program to have an effect before school year 1994-95, this bill may require a FY 1993 supplemental appropriation as well as use of existing \$90 million in the Secretary's one-time "Excellence in Education" discretionary account.

2. Develop Youth Apprenticeship legislation in conjunction with the Labor and Commerce Departments and the White House economic team. The definition, governance, structure, funding and timing of the President's Youth Apprenticeship initiative will require the Secretary's immediate attention. Related policy issues include: a) development of a vision for Federal Education policy which accentuates the Clinton/Gore priority regarding the "Forgotten Half" of our school-age youngsters; and b) redesign of Federal program regulations and policies to lead to integration of programs at the state and local levels to facilitate a comprehensive workforce development system. These efforts will influence the FY 1994 budget.

3. Develop and submit Hawkins-Stafford Act Reauthorization for all major department elementary and secondary education programs. This is the Administration's major opportunity to shape federal education legislation. Hawkins-Stafford includes roughly \$9 billion dollars of

programs including the major elementary/secondary programs for students living in high poverty areas, the Bilingual program, Indian Education, and improvement programs for mathematics and science education, drug-free schools, and over 40 other programs. The House Education and Labor Committee has requested proposals and draft legislation from constituent groups and is drafting amendments to the existing legislation. Hearings will begin in early Spring. It is critical for the new administration to begin as soon as possible to draft its own legislative proposals and to work with Congress so that the Administration's proposals are the vehicle used when the House, and later the Senate begin the mark-up process. This bill will not be amended again in a major way until 1998. If passed this year, the bill's amendments will significantly impact the FY 1994 budget.

4. Develop and submit legislation to establish a National Education Trust and a National Service Program. The goal is to provide a less costly, more efficient loan program and alternative forms of payback through both national service and income contingent repayment of loans. The National Education Trust will replace the present complex network of loan programs and establish direct lending with income contingent repayment. It is necessary to insure that the current Direct Loan Pilot be structured so that it can be useful in Developing The National Trust. Very strong capabilities in data processing and management will be necessary. Also, the National Service Corps should be coordinated with existing federal and non-federal service programs such as VISTA and campus based activities. Furthermore, it is essential that the current shift from grants to loans for low-income students be reviewed.

5. Economic Stimulus Package -- High Tech and Facilities. Any Administration Economic Stimulus Package for January, 1993 should include investment in learning technologies for restructuring schools, colleges, libraries, and other education institutions. The program should build telecommunications infrastructure and include support for the most serious school and college facility construction needs that must be met to provide equitable opportunity for learning across the nation. Funds should be used for construction of school/Community centers, particularly for areas of high enrollment growth and to replace 19th century inner-city schools.

6. Reauthorize the Office of Educational Research and Improvement (OERI). OERI reauthorization was not achieved in 1992 and will be a priority for the new Congress. It is essential that the new administration prepare its own proposal. OERI will be a major source of discretionary funding for the Clinton-Gore education agenda and the realization of the Education Goals. A decision must be made about whether to seek inclusion of OERI in the pending Hawkins-Stafford reauthorization.

7. Redirect the Office of Civil Rights. The mission needs to be redefined to reflect the dramatic change in commitment on Civil Rights of the new Administration. Twelve years have been spent thwarting the original goals of Title VI. Particular and immediate attention needs to

be paid to the issues of race-specific scholarships and the review of higher education desegregation cases (Fordice, et al). A strategy needs to be developed to manage the huge backlog and growing percent of Section 504 cases.

8. Develop a comprehensive Early Childhood Program. The Clinton/Gore commitment to early childhood must include an aggressive program to meet the spirit and language of the first Education Goal -- school readiness. The program should assure that all children have the opportunity for appropriate pre-school experiences and are served with comprehensive child care, health, social service and education programs. This will require an expanded compartmental capacity and a careful integration of federal, state and local programs for health and pre-school services especially for at-risk children.

9. Strengthen Equity and Diversity. To achieve the Clinton-Gore vision of an Administration reflecting "America's diversity," policies, plans and practices need to be implemented which reverse the past Administrations' obvious and pervasive indifference to the attainment of this goal. This should include all Departmental work including provisions in legislation, policy development, staffing, programming and in the Department's stated goals and objectives.

10. Establish a Clinton/Gore Strategy to Achieve National Education Goals. The President-Elect is committed to advancing the National Education Goals. A strategy must be established to convert the energy, activity and the label "American 2000" into a Clinton/Gore program that captures current community, business and state activities and links them with new legislation (see 1 above) which drives a new approach throughout the Department.

11. Delay the negotiated rulemaking process for the Higher Education Amendment. Negotiations for the rulemaking process for the Higher Education 1992 reauthorization regulations are scheduled for early January and early February, 1993. The regulations will have significant and long term impact on the whole area of post secondary aid and on the ability of the incoming Administration to implement reforms mandated in the 1992 Act. This whole procedure should be delayed.

12. Delay the final regulations of the 1986 Reauthorization of the Higher Education Act. These regulations were signed by the Secretary last week. Their effect may be to force guaranty agencies, secondary markets and services to expend major funds to reprogram software and retain personnel. These efforts would severely diminish the ability of these agencies to assist in making direct lending or any new financial aid delivery system work. These regulations should be delayed to enable full analysis of their impact related to new regulations needed for the 1992 Higher Education Act reauthorization.

13. Delay Age Discrimination guidelines. Guidelines for the 1979 Act are awaiting the Secretary's signature. They should be delayed until they can be reviewed.

B. Administrative/Management Issues

1. Improve Department Capacity for Policy Analysis and Development. To develop and implement the Department initiatives stated above, it is essential to improve the capacity of the agency for policy analysis and development. The agency does not have a coherent design linking evaluation, analysis, planning, budgeting and legislation because the agency essentially has reacted to Congressional and other initiatives for the last 12 years.

2. Improve Interagency and Intergovernmental cooperation. The Department, particularly the Office of Intergovernmental and Interagency Relationships, must abandon its past function as a largely single issue vehicle for America 2000 and lead essential connections of education and related services. Particular focus must be given to interagency connections for achieving the National Education Goals (e.g. early childhood development, school readiness (Health and Human Services and Agriculture), community services/school support (Health and Human Services, Energy, and NSF), employment training and retraining (Labor, Commerce and Defense), and civil rights (Justice and Health and Human Services)).

3. Improve Management in the Office of Post Secondary Education. Leadership is absent; good people have left in great numbers; technology is lacking. In this office 100% of deadlines for issues regulations have been missed in the last twelve years. There is very little capability for forecasting, planning or oversight of the financial aid program.

4. Improve Management of the Direct Loan Pilot Program. Management of this program must be given highest priority. It is a complex task of data processing, contracting, relations with schools and developing entirely new financial management techniques. The Department has limited and unsuccessful experience in electronic funds transfer, sophisticated auditing and reconciliation procedures, and coordinating with the Treasury Department and I.R.S. Leadership and management of this program needs immediate attention.

5. Build "New" Department of Education Headquarters. The ED building, FOB 6, at 400 Maryland Avenue S.W. is inadequate and must be rehabilitated. For three years, GSA has been working with the Department on a project to renovate FOB 6 and provide the ED a state-of-the-art headquarters large enough to consolidate all 3,500 local employees and activities into a single location. The ED is the only Cabinet office without an identifiable building headquarters.

During renovation, starting October 1993, staff will be relocated to Federal Office Building 10B, directly across Maryland Avenue, and the Portals Building. GSA estimates the entire project will be completed by September 1996 for reoccupancy of the Department's Headquarters.

6. Create more efficient Rulemaking and Grant/Contract Administration. The Department is notoriously laggard in these functions. The reasons

are related partly to lack of competence (see IG reports) and partly to Congressional imposition of exceptional process controls to limit agency discretion during the past decade. These functions must be carefully analyzed for management changes and to establish, with Congress, a new working relationship to revise statutory impediments and enhance program implementation.

7. Increase Department Productivity. The Department has recently begun implementation of a Total Quality Management (TQM) program with involvement of civil service personnel. This is long overdue. Intense work on productivity measures, realigned decision-making, and staff development is essential to lift productivity and morale throughout the agency. Selected lead projects in information technology and grant/contract processing need to be pushed as models.

8. Review Regional Offices. The function, staffing and organization of Education Department regional offices has been a problem over the past three decades. Certain ED functions, such as OCR, must have regional structure. The overall role of the offices related to ED priorities must be reviewed from scratch.

9. Overhaul Communications and Information Services. The Department, which should provide a model of communication and information service, has a system which is two generations old. A complete overhaul -- including telecommunications, teleconferencing, desktop publishing and other technologies -- is essential.

C. Personnel Management Issues

1. Generate Personnel Capacity. Implementation of the Clinton/Gore Education Initiatives requires a major turn around in personnel capacity and commitment to a new ED mission, reversing twelve years of neglect, attempts to kill the agency, and ideological packing. Program and management capacity must be changed by aggressive recruiting. Overall morale must be raised through a series of incentives for civil service personnel to effectively address the new mission.

2. Train Personnel. The ED must design and implement comprehensive training programs for agency employees. Recent starts on projects in computer-assisted training must be greatly expanded.

3. Establish Employment Diversity. A top goal is to develop and implement an "employment diversity" vision and to move aggressively to eliminate under-representation of minorities and women in the professional positions, specifically at the SES and GS 14-15 levels. In March 1991, a Department employee filed an informal complaint alleging racial discrimination by the Department against African Americans in its promotion policies and practices. The complaint was filed on behalf of African American professionals, grades 14-15. The case is before the EEOC awaiting a decision regarding requested status as an administrative class complaint.

4. Examine Personnel Placements. There are a number of specific significant personnel placements which have been made in the previous year, or which will be pending prior to the inauguration, e.g. Bilingual Education, Adult Education, Indian Education, Special Education. There are about 24 of these placements pending.

D. Budget Issues

1. Pell Grants Shortfall. There is a 2 billion dollar shortfall in the Pell Grant program. The extent of this shortfall is of immediate concern in that a change in outlays can affect funding for all other education programs, including the new administration's priorities and new initiatives. A strategy for dealing with this shortfall must be included in the FY 1993 supplemental budget proposals and/or in the FY 1994 budget. Additional analysis should be done to verify the amount of shortfall, and measures must be taken to insure accurate forecasting ability in the future.

2. FY 1993 Funding will be required for the policy initiative (number 1) on the national goals, standards, restructuring, and urban education program. FY 1993 funding is essential for any federal initiative to begin by September 1993. Without FY 1993 funding of this new initiative, there will be no impact of the Clinton/Gore agenda until school year 1994-95. Funding for this should be realized both from the FY 1993 \$90 million dollar appropriation set-aside for "Excellence in Education" and from a supplemental appropriation.

3. FY 1993 Funding adjustment for FY 1993 for Chapter I (\$6 billion dollar program for disadvantaged) is needed to overcome a major reallocation of funds among districts and states that has been created by legislatively required use of 1990 census data. Depending on the policy adopted, the new funding required to make this change will range from \$0 to \$750 million dollars. New dollars will require a FY 1993 Supplemental Appropriation. The high figure represents a complete "save harmless" approach. Since the program is forward-funded, only ten cents on the dollar of appropriations is spent on outlays during the fiscal year of appropriation. The budget authority for a significant FY 1993 supplemental appropriation appears to exist.

4. Develop FY 1994 budget. The fiscal year 1994 budget should reflect the legislative and other programmatic initiatives indicated previously under section A. It also must contain a request for a S&E appropriation which is sufficient to provide agency capacity to carry through the Clinton/Gore legislative, programmatic, and management initiatives. Special attention should be paid to the administration of the student aid programs including the new Direct Loan demonstration and to the possible need for increasing the capacity of the Office of Civil Rights.

cc: Alexis Herman
Mark Gearan

3. ~~W. J. Galston~~
 - Allen Zuckerman
 Mary DeConia

Youth Corps

- increase ^{job} skills training
- education
- tie in with technology (Polly Ganset - at energy - energy lab working w/schools)
- lack of ~~skills~~ ^{Hispanics being served} w/ JTPA, Job Corps → JTPA doesn't work on dropouts, min. males
- expanded job info for kids
- transition out
- non-sexist training
- ~~supportive~~ services

Use of Voucher

- need to go beyond h. h. m. (S. C. C.)
- employer-subsidized training
 - when 100% free, only 16% take up
 - Only people who want it - bugging
 - Skills - employer disc
 - rewarding this is a bad idea
 - Private sector - NO!

- measure in terms of outcomes -
- information system w/ common definitions
- planning + support + oversight then info systems
- also extend to higher ed -
- counseling + assessment by people who vested interest in bringing student to their school

Targeted Jobs Tax Credit

questionable value - a fair amt of \$ just hanging around

- must also disagree
 Problem - how do you build specialized support system if unstable funding?
 need to build up front at least initially to build institution

How to assure that disabls are served in universal programs?
 Market place won't do it
 need clear statement about how to achieve diversity -
 Disability - low income
 Broad view

? Ability to Benefit

Faggart - Able to Benefit

Problem - voucher w/ no system - higher ed is there in a stable way, other inst aren't
 growth of above

RTP

Continuum
planned, systematic

jobs bank - career info
use of tech in ed

Joan Wills.

Same data system for oversight / program selection

Service → nurture professional development in helping professions
staff supervisors in service corps

Options Paper: The National Service System

The National Service system that will accompany the Higher Education Trust Fund proposed by President-elect Clinton has the potential to transform the nation by rebuilding our communities, revitalizing the spirit of citizenship, and providing opportunities for people of all backgrounds and abilities to improve their lives. Because of the pressing national need, public expectations created by the campaign, and the time needed to implement the program on a large scale, work must begin in the first 100 days of the Clinton Administration. This memo outlines existing service programs that may be incorporated into the national service system and addresses the decisions that must be made for the service part of the Higher Education Trust Fund to move forward.

I. Existing Programs.

In existence are a strong base of federal and non-federal programs that can provide the foundation for the national service system. Federal programs include:

- The National and Community Service Act (NCSA). This landmark legislation, initiated by Senate Democrats and enacted in 1990, funds full- and part-time service programs run by schools, colleges, local and state government, and non-profit organizations. The Act also includes funding for programs that may serve as models for large-scale national service.
- VISTA. Established as a Great Society program in the 1960s, VISTA currently engages more than 3,000 adults in full-time service through community-based organizations each year.
- Peace Corps. The hallmark of the Kennedy Administration, the Peace Corps currently supports 6,000 adults in service to developing countries and fledgling democracies around the world.
- Older American Volunteer Programs. Created in the 1960s and early 1970s, the OAVP programs include Foster Grandparents, Senior Companions, and the Retired Senior Volunteer Program.

Non-federal programs, many of which are supported by the NCSA, include:

- State and Local Youth Corps. Based on the Civilian Conservation Corps of the 1930s, youth corps have made a come-back in the last decade, providing full-time and summer service opportunities for more than 25,000 youth aged 15 to 24 each year.
- School- and Campus-based Programs. During the 1980s and 1990s, schools and colleges across the country greatly expanded programs for millions of

students to become engaged in service as part of the educational process or through extracurricular activities.

- Programs Run by Youth Organizations. Community-based youth organizations, such as YMCAs, Girl Scouts, and 4-H, provide significant service opportunities for school-age youth after school and during the summer.

In addition, national, regional, and state non-profit organizations have provided technical support and leadership to the national and community service field over the last decade and could be an important resource for the Clinton National Service system. Because an insufficient number of service slots currently exist to implement the National Service Trust Fund on the scale contemplated, these organizations and others capable of building the needed infrastructure are critical to the success of the program.

II. Decisions Needed for National Service Trust Fund to Move Forward

In this section, we focus on decisions needed to implement the part of the national service system in which service participants receive loan forgiveness (or other benefits) in exchange for a substantial commitment to service. Other types of service programs, including programs for school-age youth, college students, and senior citizen volunteers, should also be part of the larger system. These programs are discussed in part III of this memo.

1. Who is eligible?

Recommendation: We recommend that the three types of participants discussed below be included in the Trust Fund payback system, with slots divided roughly equally between pre-college/non-college and post-college service.

1) **Post-college:** Any individual who has taken out either a subsidized or unsubsidized student loan may seek a service placement qualifying for loan forgiveness. Based on the existing loan programs, this would include students at community colleges, four-year colleges, and trade schools (proprietary schools).

2) **Pre-college:** Any young person who meets the entrance requirements for programs selected for inclusion in the program and obtains a placement may have the opportunity to earn a **scholarship** equal to the amount of loan forgiveness provided to post-college participants. Scholarships could be used to pay for future education or job training incurred at a community college, four-year college, trade school, approved apprenticeship programs, or other job training opportunities.

3) **Non-college:** Because of the important benefits of youth corps programs for disadvantaged non-college bound youth, this population should be allowed to participate on equal terms with pre-college youth and have the opportunity to earn the same benefits. Some members of this group will ultimately go on to higher education as a result of the program; others will gain skills that will help them obtain future

employment. We recommend that a high school diploma be required in order to "graduate" from the program, but not to enroll.

2. What types of service will qualify participants for loan forgiveness?

Recommendation: We urge that all of the types of service discussed below be supported through the Trust Fund, at least on a test basis, and qualify participants for service payback. This system will allow for experimentation, optimum matching of participants with service opportunities, and the greatest possibility that the program will be judged a success in future years.

A. Youth Corps.

Although the majority of funding comes from state or local sources, the federal government supports these programs primarily through the American Conservation and Youth Service Corps and National Service demonstration programs of the National and Community Service Act. Most corps programs are carefully structured to promote esprit de corps by organizing participants into supervised crews; however, some place participants in individual assignments, bringing them back together for joint education or other activities. Because the majority of existing corps programs primarily involve economically and educationally disadvantaged youth, these programs generally offer GED, literacy, or other education benefits, job skills training linked to the service performed, and post-service scholarships. However, corps may also be designed for post-college and college-bound youth, or to involve diverse participants.

Youth corps have attracted widespread support for several reasons: their proven success with a disadvantaged population for whom few options exist; ability to pay ancillary benefits such as increased educational attainment, jobs skills development, self-esteem, cooperation, teamwork, and community-building; creation of opportunities for leadership development for corps members within the corps structure; and ability to meet local needs while generating local support.

This year, Congress enacted legislation for a federally run corps that may provide some of the same benefits. However, a federally run, as opposed to federally supported, program will require the hiring of a significant number of new federal employees and could undermine support for the state and local programs now underway. Nonetheless, it is a model worth testing, as long as the size of the federally run program does not dwarf state and local corps.

We recommend that the corps option include a federally run corps of modest size, state and local programs supported by the National and Community Service Act, and comparable corps that receive no federal funds. In order for state and local programs receiving no federal funds to qualify, they must be certified to meet the corps standards authorized under the National and Community Service Act.

Pros: Corps are proven programs with significant benefits for non-college bound youth as well as college graduates. Substantial expertise exists within the field to

ensure high quality.

Cons: Because of the many added benefits and attention to supervision and support services, corps programs tend to be relatively expensive (as much as \$10,000 per participant, exclusive of stipend and loan forgiveness).

B. Individual Placements with Non-Profit or Other Direct Service Organizations

This option, which involves the placement of individual participants in service openings, differs from the corps, where participants work together on projects. Under the individual placement model, the program (which may be run by federal, state, or local government or a non-profit organizations) provides participants with stipends, places participants in service positions, and may conduct special activities such as training, regular meetings, or other group functions. This model works best where host organizations have need of additional staff but no resources to pay for an additional full-time worker. It is also most appropriate for post-college servers, although certain types of placements could be suitable for younger participants.

An example of this type of program is VISTA. Non-profit direct service organizations seeking a VISTA volunteer apply through their federal regional ACTION office. Volunteers may be recruited in two ways: nationally, with an 800 number and national placement bank, and locally, by the organization approved for a VISTA slot. The administrative cost of this system is about \$6,000 per placement. VISTA volunteers receive a living allowance of about \$7,000 a year plus health insurance and training from the federal government. Although it may be possible to require that organizations hosting the volunteer contribute a portion of the stipend (25 percent) plus health insurance, in order to decrease the cost to the federal government, organizations currently receiving VISTA volunteers are not required to do so. However, neither do they receive additional federal funding to cover costs of supervising the volunteers.

Another example could involve a private, non-profit organization that recruits, trains, and places participants with other non-profit agencies in a sort of private-sector VISTA. The federal government might make a grant to the placement organization to cover a share of administrative expenses and provide stipends (or a portion of the stipend) and health insurance for the participants.

In still another example, individual public and private non-profit organizations could create new jobs that would qualify as placements based on criteria set by the federal government. Such organizations might pay the full cost of the stipend and health insurance and absorb their own administrative costs. The cost to the federal government other than loan forgiveness would be marginal. However, it is unclear how many of these types of new jobs would be created, even at below market wages, if the full costs had to be borne by the host organization.

Finally, a model we would particularly like to see would involve placing post-college participants in schools to serve as youth service coordinators. These

individuals would assist teachers in organizing service-learning programs, through which elementary and secondary school students would perform service as part of their education. Participants in this program would be trained over the summer by state education agencies, placed in local school districts, and meet once a month for in-service training and support. Stipends would be paid by the federal government. Such a program would have a significant impact by greatly expanding the number of schools providing service opportunities to younger students. It could be extended to college campuses and community based youth organizations as well.

Pros: Provides an important human resource to organizations seeking additional assistance.

Cons: Individual placement system may be administratively cumbersome.

C. Individual Placements in Regular Jobs Supported by Employers

In this model, which is most appropriate for post-college participants, the government sets criteria for jobs qualifying for loan forgiveness. Salaries and benefits and costs of training and supervision are borne by the employer. Positions may be existing jobs that are hard to fill, or new positions created by the sponsor. The participant and the employer must certify that they have met the requirements necessary for the loan discharge; these may include income ceilings; work in a specific field or for a specific type of employer (such as a non-profit organization or a state or local governmental agency); jobs in certain locations (such as enterprise zones); or hard to fill positions where there is a shortage of qualified and willing candidates.

Several variations on this theme are worth considering. Although the general model would leave participants to locate their own job placements, state or local government or non-profit organizations could establish programs that would place qualified individuals with employers and provide recruitment, training and a support system, as in a corps program. Salaries or stipends would, however, still be paid by the employer. This model works best where there is a shortage of qualified individuals available to fill a position that is already funded. Teach for America, which recruits, trains, and places recent college graduates in teaching positions, and Public Allies, which recruits, trains, and places young adults in community jobs with non-profit organizations, both at a cost of approximately \$6,000 per placement, are examples of non-stipended programs.

Another example is based on the ROTC system. Certain types of jobs, such as police work, nursing, child care, or teaching, may require specialized training that could be obtained during college. Individuals could be enticed into these fields during their first or second year of college with the promise of scholarships or enhanced loan forgiveness. They would agree to take a specified curriculum that would prepare them for the specific career, would perform internships or other forms of service to supplement their classroom learning during the school year and over the summer, and would agree to work in the specified career field for a minimum number of years following graduation. While this model would involve higher program costs and loan

forgiveness, the salaries and benefits of participating individuals would be paid by their employers. **The proposed Police Corps is an example of this model.**

Pros: Salaries do not have to be paid by the federal government, thereby lowering the per placement cost. Administrative costs are also lower than under other program options. Large numbers of individuals may participate if they are able to find suitable qualifying employers. May be a way to fill jobs in geographic areas (enterprise zones) or career fields where it is difficult to find willing and qualified workers. By using programs to place individuals (as in the Teach for America and ROTC models described above), many of the benefits of corps-type service can be realized.

Cons: This model is most beneficial if there is a shortage of workers, rather than a shortage of funds to pay those workers. To the extent that this model addresses skills shortages, it may be hard to involve large numbers of noncollege-bound youth. It is difficult to design a list of qualifying jobs that does not create inequities by excluding similar jobs or that would not, if implemented on a large scale, create incentives for individuals to leave one type of socially useful employer for another that qualifies. If qualifying jobs are limited by salary, the program may depress wages for other workers. If a programmatic approach is taken, it may be unfair to reward with loan cancellation a participant in, for example, Teach for America, but not the teacher down the hall who is in all other respects similar. There is also significant potential for fraud and abuse without significant federal oversight of placements. There would need to be strict job nondisplacement requirements and a regulatory system to approve placements.

D. Public Service Entrepreneurs

A limited number of particularly talented young people may seek to design their own placements -- perhaps starting a new organization, conducting an independent project, or filling a need in a community that they themselves identify. These individuals should be supported because they hold particular promise as future leaders. However, there is a significant risk of fraud and abuse, and even when young people have the best of intentions, they will require more experienced advisors to guide them. For this reason, these young entrepreneurs may need to be supported through a programmatic structure that can provide advisors and technical assistance.

Pros: This model allows for talented youth to put their best ideas into practice; fosters innovation.

Cons: Only a limited number of placements should be made in this category, due to the significant risk involved, potential for abuse, and need to screen candidates carefully.

3. Must service be full-time? Would part-time service qualify?

Recommendation: While most qualifying slots would be full-time, part-time programs should also be developed, particularly to accommodate non-traditional older students

whose family responsibilities may otherwise preclude them from opting for the service payback. The National and Community Service Act supports several model part-time programs in which participants receive education scholarships or loan forgiveness in exchange for a minimum number of hours of service. Part-time (or full-time summer) service may also be tested as a means to enable students to pay back loans while they are in school.

4. Will the system be decentralized or will it be run by the federal government?

Recommendation: We strongly recommend that the National Service system be decentralized, with important roles played by national non-profit organizations and state and local programs.

1) **Federally run system.**

The advantage of a federally run system is that it may provide a common experience to all participants.

The disadvantages of a federally run system include: requires massive federal bureaucracy; could undermine state and local efforts to build community-based programs; highest cost alternative, because no local matching funds built in; difficult to innovate; and lack of community control.

2) **Decentralized system.**

The advantages of a decentralized program include: allows for public/private partnerships, and leverages federal dollars with those from state and local sources; builds on expertise within the field; enables young people with diverse needs and interests to be matched with optimum placements; minimizes federal bureaucracy; allows for local community, rather than federal government, to set priorities; and provides for maximum innovation.

The disadvantages of a decentralized program include: takes extra effort to make participants feel that they are part of a unified national effort; and will require federal monitoring against fraud and abuse and for quality control.

To build a unified system using a decentralized approach, a number of steps could be taken. First, any individual accepted into the program could be given a handbook that emphasizes civic values, along with a pin or other item with the program logo. Second, a training module could be developed that every participant would go through. The training could be conducted regionally by teams of national trainers in conjunction with local program operators. Third, quarterly gatherings by region could be arranged in which all participants in the region receive additional training, participate in a service project, and engage in team-building and other activities. Finally, steps could be taken to support an alumni association of former participants. However, funds must be budgeted for these activities.

5. What services would be performed?

Recommendation: We suggest that service in any of the following areas qualify: human service (including child care, health care, services for the elderly); education; public safety; and the environment. In most cases, except in service-specific models discussed below, priorities would be determined by the local community. Second-year participants could be used to help supervise the service programs, which would make the programs less expensive and allow for participants to assume increasing responsibility.

Examples of service-specific models may include:

- Police Corps, in which college graduates are recruited and trained to serve as police in communities having difficulty recruiting new officers. (Model could be adapted for teachers, nurses, child care workers, etc.)
- Public Safety Corps, in which young people work in the areas of drug education, mediation, and crime prevention.
- School-age Child Care, in which older students staff after-school and summer programs for younger students requiring supervision while their parents work.
- Youthbuild, in which out-of-school youth learn building trades while they build or renovate housing for the homeless.

Examples of broad-based service programs include:

- Youth Service Corps, in which a variety of community projects are undertaken.
- School-age Service Programs, in which college graduates organize school-age children to participate in a variety of service activities.

Prohibited types of service should include: religious activities (although nonsectarian service in religious organizations would be permitted); activities to promote or deter union organizing; and partisan political activities.

6. How much will loan forgiveness be worth?

Recommendation: We recommend a combination of two approaches discussed below. For example, for each year of service, a participant might accrue loan forgiveness worth \$5,000 (close to two years of tuition and fees at a public college) or half of the individual's undergraduate loan indebtedness, whichever is less. Legislation may ensure that loan forgiveness is non-taxable, thus further increasing its value.

1) **Fixed amount.** This is the approach taken by the National and Community

Service Act, which provides full-time volunteers roughly \$5,000 in scholarship funds per year of service. If this approach is taken, the amount may be keyed to average undergraduate indebtedness (\$9,000); four-year cost of tuition and fees at public colleges (\$20,000); the GI Bill (\$9,900 minimum benefit for two years of non-combat service with \$1,200 of the total paid by the soldier); or another amount. **Advantages:** simplicity; ability to control costs (because the cost per individual would not vary); and provision of equal benefits to those performing equal work. **Disadvantage:** individuals with a great deal of debt must work longer than those with smaller loans in order to pay them back.

2) **Percentage of total loan debt.** This is the approach taken under existing federal loan forgiveness programs, which provide that 15% of the loan is forgiven in each of the first and second years of service, 25% in each of the third and fourth years, and 30% in the fifth year. **Advantage:** individuals with different amounts of debt work the same number of years to wipe out their debt. Therefore lower-income individuals are not forced to serve longer than higher-income individuals. **Disadvantage:** difficult to estimate costs from year to year, since each year of service would be worth a different amount for each individual.

7. May service qualify individuals for post-service benefits other than loan forgiveness?

Recommendation: We suggest that participants be eligible to receive scholarships (in essence, a prepayment of loans before they are incurred) and that the scholarships be used for higher education (including community colleges and trade schools) or certain types of job training (including apprenticeships). Other alternatives have been suggested, including allowing a cash option, housing benefit, or funds to set up a small business. While these possibilities may be explored in the future, the program should focus initially on education and training.

8. What level of stipends and benefits should be provided to full-time participants?

Recommendation: In order to enable youth from low-income families to participate, stipends should be high enough to live on in a subsistence style. We suggest providing a stipend of, for example, \$5,000 per year, and allowing programs to supplement the stipend with local funds. Stipends in existing programs include \$100 a week (City Year); the poverty line (VISTA); minimum wage (Wisconsin Conservation Corps). The actual value of the stipend will vary depending on whether the stipend is taxable and whether it will affect a family's means tested benefits, such as AFDC. As will be discussed later, additional benefits should be provided in some fashion, such as child care and health care.

9. How many slots will be available?

Recommendation: Because establishing the program as an entitlement would be excessively costly and impossible to start up quickly (sufficient program slots would have to be available at the outset to accommodate as many as 2 million students,

although we believe a more realistic estimate of the numbers of students who will take the service option at any one time to be approximately 500,000), we recommend that the National Service Trust Fund establish a set number of openings that will be available each year. As noted earlier, we suggest that an equal number of slots be set aside for post-college and pre-college/non-college youth.

10. How will slots be allocated and participants matched with slots?

Recommendation: In general, with a decentralized system of service options and students from all across the country seeking a limited number of positions, a system is needed to match students and positions. Four options are possible: 1) select slots in programs that would then select participants; 2) select participants who would then select slots; 3) preselect both slots and participants; or 4) use a combination approach. We recommend the fourth option.

1) **Select slots.** Programs or employers would apply for a number of certified placements. These programs might be listed on a national database that could be accessed by students seeking placements. [A student seeking a position could also put his or her resume into the database along with any preferences (type of service, location, etc.) so that organizations across the country could locate qualified applicants.] Local recruiting would be encouraged as well, so that existing programs could continue their efforts to recruit individuals from the communities in which service would be performed. As there will likely be more students than positions, this system would reward the student who is eager to serve and therefore contacts a broad range of organizations. Depending on the type of placement, preference could be given to students on a competitive basis, or, if an applicant meets the qualifications for a specific slot, he or she could be selected in any of the following ways, depending on the program: on a first-come first-served basis, at random, or consistent with diversity criteria.

2) **Select students.** Students are accepted for loan forgiveness by meeting set criteria, at random, or on a first-come, first-served basis and are guaranteed positions. However, because there could be significantly more placements than participants, and placements would be selected by participants, programs would be unable to plan for a specific number of participants. Youth corps, in particular, would be vulnerable, and could go out of business.

3) **Select both.** While an inexact science, it could be possible to estimate the number of participants who would need to be given placements in order to fill a designate a number of slots. The simplest way to select participants would be at random, perhaps through a lottery that occurs twice a year. These participants would be guaranteed slots, but would have to select from among a limited number of pre-selected placements. In this case, programs would be forced to compete for the best participants, and there could be some poor matches, as the last participants find their positions.

4) **Combination.** Program slots, including youth corps and programs in

which special qualifications are needed, would be preselected. These programs would be able to recruit any individual (pre-college/non-college or post-college) who meets the qualifications the program sets for itself. In this way, programs can be generally assured of filling slots. Employer slots, on the other hand, would be certified as acceptable placements, but not guaranteed participants. A specified number of participants, presumably in the post-college category, would be selected based on a lottery that ensures diversity. These participants would be able to select any approved slot for which they are qualified. Employers would, of course, have the ability to reject any participant, although they would have a strong incentive not to do so, as they would not be guaranteed another qualifying applicant.

11. What other issues must be addressed?

A. Child care. In order to make it possible for students with parental responsibilities to participate, some provision must be made for child care. An individual earning a poverty-level stipend will not be able to pay the market rate for child care and should not be forced to choose substandard care in order to serve. They should have access to vouchers or government-funded centers and to resource and referral programs that will help them locate child care providers.

B. Health care. Full-time service participants must be included in the new health insurance system.

C. Displacement of Paid Workers. An important premise of the program is that participants will provide needed services that would not otherwise be provided. This will not be the case if paid workers lose their jobs to the volunteers. In order to protect paid workers, the anti-displacement provisions of the National and Community Service Act should be incorporated in any new legislation. Further, potential for displacement of paid workers should be a primary consideration in the determination of which positions qualify for loan forgiveness.

III. Other Service Programs That Should be Supported

A. Programs for School-age and College youth.

The National Education Goals recognize the importance of community service participation as a means of achieving the citizenship goal. Participation of elementary and secondary school-age children in these programs will not only lay the groundwork for future participation in community service, but will pay additional dividends by:

- Teaching young people from the earliest grades that they have the power to make a difference in their communities and a responsibility, as citizens, to do so.
- Improving student achievement by making learning meaningful and reengaging student turned off by traditional teaching methods;

- Increasing young people's connection to their communities, thereby reducing antisocial behavior such as drug use and crime;
- Providing many hours of needed services at minimal cost; and
- Helping young people develop self-esteem and skills of teamwork, leadership, and problem-solving.

The federal program that supports service by school-age youth is "Serve-America," part of the National and Community Service Act. Federal funding for service by college students is provided through "Higher Education Innovative Projects," also authorized under the Act, and the "College Work Study Program." Because these programs are part-time and generally do not provide stipends for the young volunteers, they are relatively low-cost.

Participation in these programs would generally not qualify students for loan forgiveness. However, they could provide placements for 25,000 full-time national service participants who would help organize the younger students in service activities. In addition, we recommend that support continue to be made available through Serve-America, Higher Education Innovative Projects, and College Work Study. Additional funds should be authorized to train teachers a year to integrate service into the curriculum.

B. Older American Volunteer Programs

Given the growing number of older citizens and their increasing expected life span, retirees are an important resource for communities. The three Older American Volunteer Programs, now administered by the ACTION agency, should be expanded and additional opportunities created for this older population. In addition, intergenerational components should be incorporated into many of the youth-targeted programs discussed above.

IV. Federal and State Roles and Administrative Structures

A. Federal

Several options exist for a federal structure for administration of the National Service system. Rather than an existing department already charged with a mission other than service (such as the Education, Labor, or Defense departments), the administering agency should be one whose purpose is service. Under any federal structure, we assume that the Department of Education would house the Higher Education Trust Fund which would administer the loan program.

Currently three federal agencies administer the major federal service programs: the Commission on National and Community Service, the ACTION agency, and the Peace Corps.

The Commission, which is governed by a 21-member board of directors appointed by the President, administers the National and Community Service Act programs. Designed to be a small, non-bureaucratic agency, (currently it has only 17 employees to administer \$75 million in programs) the Commission has no field structure, working instead through state lead agencies identified by governors. The Commission, created by Democratic legislation in 1990, has been characterized by innovation and a close working relationship with the field. Although the Board is currently composed of individuals appointed by President Bush, members are eager to work with the new President. There are currently four openings on the Board, with an additional seven positions opening up in September. Therefore, within the year, President Clinton will have appointed an effective majority of Board members.

ACTION was created in 1971 to administer federal volunteer service programs. In recent years, it has suffered under poor political leadership and a demoralized civil service staff. Currently ACTION employs over 400 people to run VISTA and the Older American Volunteer Programs. It has a regional and state field structure.

The Peace Corps has a relatively small regional field structure within the United States. Because the Peace Corps deals with overseas rather than domestic service, we have ruled out including it in any reorganization.

Recommendation: We recommend that the service aspects of the National Service Trust Fund be administered by a single agency, preferably created by folding ACTION into the Commission on National and Community Service and making modifications to the Commission's governance structure to allow for greater Presidential control. This new agency would allocate service slots and program funds among states based on a formula that includes incentives for high quality and other factors, provide training and technical assistance, make grants to build an infrastructure of service opportunities, and fund model programs out of a special innovation fund. It would have a strong Inspector General to ensure against fraud and abuse.

Options for a federal administrative structure include:

1) **Service Federation -- maintain two agencies**

In order to give the service programs better coordination and visibility, the two federal agencies that administer the major domestic service programs could be loosely federated as "sister agencies" with ACTION charged with administering VISTA and the Older American Volunteer Programs and certifying individual placements and the Commission charged with supporting the National and Community Service Act programs, new programs specially targeted on post-college youth, and certifying programs. An individual who is both a good administrator and a national leader with service program experience would be appointed to head ACTION. Vacancies on the Commission board would be filled by individuals with knowledge of the service field, including young people who have participated in service programs. The ACTION field structure would be retained, and would be charged with national recruitment for the loan forgiveness program, as well as VISTA. Both agencies should coordinate closely

with the Peace Corps, particularly on recruitment.

Pro: Allows time for planning and quick start up of programs; reorganization could take place at any time in the future. Preserves positive aspects of both agencies.

Con: Coordination of functions between two agencies could be difficult. Preserves negative aspects of both agencies.

2) Fold ACTION programs into the Commission

Under this option, the Commission would absorb ACTION programs and, possibly, its field structure, and all aspects of the National Service system would be under one roof.

Pro: The bi-partisan nature of the Commission's governing board, as well as the staggered term appointments, allow for long-term stability and continuity. Building on a small, non-bureaucratic agency known for innovation would create a good precedent for reinventing government. The Commission's primary experience is in the field of youth service, also the target of the Clinton national service system. Because the agency is still relatively new, it could be easily reshaped to fit the new system. The Commission works well with the field, including the state and local programs likely to play a major role in the new system, and has developed a good system for drawing on the technical expertise of individuals in the private sector. It enjoys strong support in Congress.

Con: The Commission is new and has relatively limited experience. Absorbing the ACTION programs would require a major expansion of the agency. The Commission has little experience with senior volunteer programs and those involving individual placements.

3) Fold the Commission programs into ACTION

Under this option, the Commission board would be eliminated or placed under the Director of ACTION, and ACTION would run the National Service system.

Pro: ACTION has long experience with domestic service programs and its regional and state offices could be an asset. ACTION is Presidentially controlled. It is experienced with individual placements through VISTA and with senior volunteer programs.

Con: ACTION is an old-style bureaucracy, heavy on federal personnel, and with a history of being resistant to change. It has been subject to the political winds and has been a dumping ground for unqualified political appointees who have driven out many good civil servants. It has very little experience with youth service programs. When the Commission was created, Congress explicitly decided not to put the new programs in the ACTION agency for these reasons.

4) Merge the two agencies

Under this option, the two agencies would be merged into a new agency.

Pro: Could be a visible way to show the President is serious about elevating national service on the national agenda. Builds in the expertise of both agencies. Would allow the President to eliminate a federal agency, thereby creating the appearance of reducing bureaucracy.

Con: Slow start-up. The Commission was intended to be this new agency, one which could expand at a time when Congress and the President were willing to put new resources into service.

5) Scrap both, start a new agency

Pro: Again, a visible way to elevate service.

Con: Even slower start-up. Lose the experience of both ACTION and the Commission.

B. State

Recommendation: Each state would be asked to designate a lead agency, which will likely be the agency already designated under the National and Community Service Act. However, governors would also be required to appoint a State Commission on National Service, which would include a broad representation of non-profit organizations, unions, business, youth, educators, etc. The state commission would ensure accountability and play a major policymaking role. States would be charged with allocating service slots and program funds within their states, and would be accountable to ensure against fraud and abuse.

NATIONAL SERVICE TRUST FUND ACT

Outline of Legislation

I. National Service Trust Fund Act of 1993

A. Findings:

B. Purposes. The purposes of this Act are:

- to encourage Americans of all ages to serve their communities and the Nation;
- to provide young Americans with the opportunity to pay for their education, or for a new home, by engaging in national and community service activities;
- to allow students to pay off their loans as a percentage of their income;
- to consolidate and simplify the various types of Federal education loans; and,
- to promote the development of what may be a more efficient and less costly loan program, by expanding the Direct Loan Demonstration Program.

II. Establishment of the National Service Trust Fund.

A. National and community service activities. [MUCH MORE DETAIL IS NEEDED FOR THIS SECTION].

(1) Administration. [This section would create or name the agency that will administer the service program. For the purposes of this draft, it will simply be called the "NSTF". This entity may incorporate some current efforts, such as the Commission on National and Community Service and the ACTION Agency. The agency would be authorized to make grants, to work with the Secretary of Education to arrange for loan cancellation, etc.]

(2) Activities/authorized use of funds. [This section would describe the types of activities that would be funded. How are the funds to be spent? What types of organizations and individuals are eligible to apply for funds? How much of the money is to be used for pre-college vs. post-college participants? What else can the funds be used for (is there a limit on administrative expenses? When will funds be released for the education and housing benefits?)

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(3) Funding authorization. [How much money should be authorized for the national and community service activities? Are the funds for the education and home-buying benefits to come from this discretionary funding authorization, or will it be part of the mandatory costs of the student loan program?]

B. Scholarship, Loan Forgiveness, and Home-Buying Certificates. The NSTF is authorized to issue certificates to participants in national and community service. The certificate shall carry a value not to exceed \$5,000 for each year of service by the participant. Participants may submit the certificates to eligible entities (defined in section C) for the following purposes:

- (1) to make a payment toward the principal of an education loan made under the Higher Education Act, equal to the value of the certificate plus interest accrued on that portion of the loan during the period of service;
- (2) to cover costs of postsecondary education and training; and,
- (3) to assist participants in the purchase of a home.

C. Remittance of Certificates. The NSTF shall remit a payment to eligible entities presenting a completed certificate. A completed certificate shall include a statement, signed by the participant and the eligible entity under penalty of perjury, declaring that the funds are being used for the purposes intended, and may include supporting documentation as required by the NSTF. For the purposes of B(1), an eligible entity is the holder of a loan under the Higher Education Act or the Department of Education pursuant to section D, below. For the purposes of B(2), an eligible entity is an institution of higher education (as defined in the Higher Education Act, section --) or any other entity approved by the NSTF. For the purposes of B(3), an eligible entity is the seller of the home purchased by the participant.

D. Loan Forgiveness. To facilitate loan forgiveness under this Act, the Secretary of Education is authorized to acquire from eligible holders, or to otherwise arrange for the transfer of, the notes of borrowers who are engaging in national and community service activities pursuant to [refer to NSTF]. If the participant has loan amounts remaining, or fails to complete the service, the Secretary shall assign the loan to a servicer to resume repayment.

III. Consolidation of Federal Family Education Loan programs. Combine the current three loan programs for students (regular Stafford, unsubsidized Stafford, and SLS) into one program.

A. Loan limits. The new loan limits would be as follows:

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	Dependent <u>Students</u>	Independent <u>Students</u>
First year	\$2,625	\$6,625
Second year	\$3,500	\$7,500
Remaining undergrad years	\$5,500	\$10,500
Aggregate undergrad limit	\$23,000	\$46,000
Graduate	n/a	\$18,500
Aggregate graduate limit	n/a	\$138,500

Total aid cannot exceed the school's cost of attendance. [The PLUS program, for parents of dependent students, would not change. Parents may now borrow up to the student's cost of attendance.]

B. In-school interest subsidy. Needy students would continue to receive an in-school interest subsidy and other interest deferral benefits on all or a portion of their loans (the interest benefits would apply up to their level of eligibility for the current subsidized Stafford loan: maximums are currently \$2,625 in the first year, \$3,500 in the second year, \$5,500 in the remaining undergraduate years, and \$8,500 in the graduate years).

C. Interest rate. The interest rate on the loans would be set at the current Stafford level: variable, equal to the 91-day Treasury bills plus 3.1 percent, with a maximum of 9 percent. (The current SLS maximum is 11 percent).

D. Fees. Five percent origination fee. [THIS MAY NEED TO BE ADJUSTED, depending on cost estimates. The unsub program has a 6.5% fee--although guarantors may not charge the insurance fee.]

[Various other details, such as terms for loan consolidation, need to be worked out].

IV. Establishment of Income-Contingent Repayment Option. (Expansion of §437A).

A. Purpose. It is the purpose of this section to

- establish a program that will allow student borrowers to repay their loans on the basis of their income;
- allow the Secretary to identify and implement other measures to encourage borrowers not participating in the National Service Trust Fund programs to enter into low-paying public service work.

B. Authorization. The Secretary shall establish a program allowing student borrowers under this part or part D to choose to repay their loans on an income-contingent basis. The Secretary is authorized to:

- (1) acquire from eligible holders, or to otherwise arrange for the

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transfer of, the notes of borrowers who submit a request for income-contingent repayment; and,

(2) to enter into contracts or arrangements with private firms or other agencies of the Government to carry out the purposes of this section.

C. Regulations. The Secretary shall establish the terms and conditions for the income contingent repayment program. The regulations shall:

(1) specify the schedules under which income will be assessed for repayment of loans; and,

(2) provide for the discharge of any remaining obligation after the borrower has been in repayment status (non-student status) for not more than 25 years.

[The precise design for the loan repayment system is purposely left vague to provide the Secretary with the maximum flexibility. The Secretary's regulations would govern the types of borrowers who can participate (new borrowers, new loans, old borrowers, graduate, etc.); when borrowers opt for the program (and the opt-out procedure, if any); the definition of income (and provisions to protect against hiding of income); the assessment of income (including whether there is an adjustment to reduce negative amortization for lower income borrowers and/or a surcharge for higher income borrowers, and how married couples are treated); etc.].

D. Community Service Incentives. [This allows the Secretary to establish some more generous loan forgiveness and/or interest deferral provisions than are provided for in the regular income-contingent repayment formula to benefit borrowers who engage in a particular type of work. For example, the Secretary could pay the interest costs for anyone making less than \$12,000 and working for a charitable corporation. **The cost of providing these benefits, however, cannot exceed the savings from the expansion of direct lending.** That's how the benefits would be "paid for"--no appropriation necessary. Each \$100 million increase in the direct loan program--about 50 schools--has a five-year savings of \$135 million.]

The Secretary, in cooperation with the Director of the National Service Trust Fund [or whatever entity is established], may establish alternative terms, conditions, and discharge provisions to encourage borrowers to participate in low-paying public service work. The Secretary must provide an assurance that the cost of such alternative provisions will not exceed the savings from increases in the size of the Direct Loan Demonstration Program (above 500 schools?).

E. Authorization of Appropriations??? [Need to check to see if it is necessary for anything other than the purchase of loans held by entities

other than the Federal government].

V. Expansion of Direct Lending Demonstration Program.

(§451 et. seq.)

A. 500 schools. Change the current \$500 million cohort (estimated to be about 200 to 250 schools) to 500 schools in the first year. Give the Secretary discretion to increase the number in later years if the Federal government has the administrative capacity.

B. Guaranty Agency protections. Current law requires the Secretary to choose schools so as not to reduce the volume of new loans at any guaranty agency by more than 15 percent, and to determine that all affected guaranty agencies "will remain financially sound." This provision places the Secretary in the awkward and dangerous position of publicly declaring some agencies financially troubled, and ultimately prevents expansion of the demonstration to more schools. These provisions should be replaced with two new provisions:

(1) an assurance that no guaranty agency's administrative cost allowance (ACA) will be reduced by more than 15% of its level for fiscal year 1992; and,

(2) allow the Secretary to change the method of determining the ACA to the guaranty agencies to be a percentage of the *outstanding* loans guaranteed by the agency, instead of 1% of the *new* loans. (The Secretary would determine the percentage that would be appropriate).

C. Technical and conforming amendments (changes to current law):

(1) Authority for the unsubsidized Stafford loans and consolidation loans to be made in the demonstration program was inadvertently omitted. It should be added.

(2) Since income-contingent repayment will be offered to all borrowers, there is no need for the "income-contingent repayment" provisions within the Direct Loan Demonstration Program. Instead, there should be a reference to the income-contingent repayment option available under §437A.

(3) A "control group" within the guaranteed loan program should continue to be required, but it need not be selected "in the same manner" as the participants in the Direct Loan Demonstration Program. (This would require schools to apply to be a part of the control group, a process that could be abused by opponents of direct lending).

(4) In the first years of the demonstration program, there will not be

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RESERVATION

enough servicing work to support five contractors, as required. Instead, the Department should be allowed to contract with fewer than five servicers in the initial years (until there is enough volume to justify five servicers. For loan servicing, refer also to income-contingent collection under §437A, if selected by a student.

(5) Allow the Secretary to choose schools participating in the demonstration earlier than the current deadline of October 1, 1993 (i.e., insert "not later than").

(6) Require the demonstration to include a "cross-section" of schools, but eliminate the detailed list of sub-groups.



January 15, 1993

OFFICE OF THE
PRESIDENT

Ms. Shirley Sagawa
805 Gibbon Street
Alexandria, Virginia 22314

Dear Shirley:

Congratulations on your new position! That's wonderful for you and for the country. I hope you can continue to stay at center stage in our legislative and other Commission efforts. You are absolutely key to those efforts.

I'm enclosing a first draft of a paper on national service training -- an issue that has seemed to me of increasing importance as I have reflected on it. Please give me your counsel when you can. As you will see, it suggests the need for particular flexibility in the Commission's new legislative authorization regarding training.

With my warmest good wishes and much applause.

Cordially,

A handwritten signature in dark ink, appearing to read 'Tom' with a stylized flourish.

Thomas Ehrlich

cc: Catherine Milton

University Place
Conference Center
850 West Michigan Street
Suite 243
Indianapolis, Indiana
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TRAINING FOR NATIONAL SERVICE

"Leadership at all levels is clearly a major determinant of the quality of service in any program . . . it is the individual leaders who make or break the service experience. That's why service leadership would need to become a profession in the same way that teaching and coaching are . . . specialized training will have to be developed to meet the needs of the different types of programs." "What You Can Do For Your Country." Report of the Commission on National and Community Service.

As the Commission's Report states, leadership is key to successful community service programs and training is key to leadership. Currently, most training is on-the-job. Ad hoc arrangements have been crafted by individual service programs. Supervisors train subordinates, generally by blending work experience and mentoring. Even colleges and universities that emphasize student service have no organized training except on a program by program basis.

If a national service network, along the ambitious lines suggested by the Commission, is to be established, training must shift to a larger scale from the current cottage industry basis. Otherwise, the leadership will not be available to run the needed new programs.

Among the key issues involved, three are critical: What training? Training where and how? Next steps?

I. What Training?

Currently schools of public health have a reasonably well developed curriculum, which varies at the margin, but is generally followed in its core. Just as we have no schools of public service, however, we have no agreed public service curriculum.

At least three broad areas of inquiry might be part of such a curriculum: interpersonal skills; knowledge of how the private, public, and third sectors interact; and substantive education in fields of relevance to service. A few words about each area may be helpful.

Interpersonal skills such as leadership and conflict resolution are vital to leaders of all service programs. Those programs are labor-intensive and require well-motivated, collaborative, and committed staff and volunteers. No educational institutions offer courses in motivation or collaboration, but many schools and executive-education centers provide workshops and training in these areas, often using case studies and role playing. Sets of relevant materials could be developed that focus particularly on service programs.

Most service leaders must know a fair amount about local, state, and national government, about interaction with the private sector, and about the field of philanthropy and public service. Until recently, few materials were available concerning the third sector, but entities such as the Independent Sector and the

Center on Philanthropy at Indiana University have gone some way in meeting the need. These organizations are studying such issues as the impact of service on the attitudes and characters of those who provide the service. Their materials could be joined with more traditional ones, shaped around service issues, that focus on government and business. An important set of tasks would be to think through the conceptual frameworks within which the material would be shaped.

An endless array of substantive materials are available on the ills that beset our country: needs in education, housing, welfare, and so forth. It is not clear to me how these materials might best be related to service except through case studies of successful programs, including the insights of the leaders of those programs. Such case studies could be extremely useful to prospective program leaders.

A spectrum of other issues might well be included in a service curriculum, ranging from the most abstract -- readings on altruism, for example -- to the most operational -- handling issues of tax-exempt status, for example.

At this point, I am unclear how program-specific training should be. On the one hand, several program leaders with whom I've talked emphasize a perceived need to relate training to their particular circumstances. On the other hand, I'm not clear why this should be more true than training for those who will work in, for examples, small businesses or local governments. Both business schools and schools of public administration try to offer education that is relevant and useful to diverse circumstances.

We need a good deal more knowledge about what works -- and what it means to work -- before reaching conclusions.

II. Training Where and How?

Form should follow function, and the type of training should influence where and how. At this point, however, it may be useful to suggest a number of models. Some combination of one or more, evolved over time, is probably the wisest approach.

A National Service Academy -- We have military academies for the armed forces, why not a civilian academy for community service? It would focus particularly on the substance sketched in the preceding section, but would include general education courses just as the current military academies do. Ample facilities are available at to-be-closed military bases.

Designated colleges and universities. -- A number of public and private institutions of higher education are known for their commitment to service. Several, perhaps one or two in each of a number of regions, could be asked to sponsor training programs. These programs might range from short-term -- one to four weeks -- to longer term -- a semester, a year, or more.

Institutes. -- Particularly if a number of schools across the country are going to be involved in a coordinated approach to service training, it may be helpful to have one or more centers where those who train the leaders can come together, where curriculum materials can be developed, and where studies can be developed on what works and why in the realm of service training.

Back-up Centers. -- These would be centers that focus on particular service fields such as housing or elementary education. They could, like the institutes, be associated with a college, university, or other institution, or free-standing.

III. Next Steps?

As revisions of the authorizing legislation for the National and Community Service Act are proposed over the next month, it is important that the Commission be given the authority to develop and implement a training plan. Sufficient flexibility is needed to cover the broad range of possible approaches suggested above.

I know from personal experience what works well in training for those providing civil legal services to poor people because I was engaged in that field. I do not know enough about Peace Corps and other service training, but it should not be hard to commission a study that would analyze training in a number of service-related fields.

My legal-service experience convinces me of two points. First, a national training effort -- however it is implemented -- can provide an important national sense of network identity to those who are working in very different local programs across the country. Second, that effort will be more difficult in the field of community service than in legal services because community service lacks a body of doctrine -- housing law, welfare law, family law, consumer law -- that gives cohesion to legal services training even though most of the legal doctrines differ from state to state and the primary focus of the training is often not doctrine but interpersonal skills and other issues, not unlike those outlined above in relation to a community service curriculum.

Based on reactions to this draft I will work with others to bring together interested individuals from both service programs and training institutions.

Alliance Justice^{for}

A National Association of Organizations Working for Equal Justice

1601 Connecticut Avenue, N.W. Suite 600 ■ Washington, D.C. 20009 ■ 202/332-3224

NAN ARON
Executive Director

FRANCES DUBROWSKI
Chair

December 17, 1992

MEMBERS

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Representation

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Mexican American Legal Defense
and Educational Fund

National Education Association

NOW Legal Defense and
Education Fund

National Wildlife Federation

National Women's Law Center

Native American Rights Fund

Natural Resources Defense
Council

New York Lawyers for the
Public Interest

Public Advocates, Inc.

Sierra Club Legal
Defense Fund

Women's Law Project

Women's Legal Defense Fund

Shirley Sagawa
National Women's Law Center
1616 P Street, N.W.
Washington, D.C. 20036

Dear Shirley:

Attached are the Community Food and Nutrition Program guidelines that I mentioned last week. Please note the circled area, which states that funds are available for local and statewide programs for one of three kinds of activities. The third is "to develop innovative approaches at the State and local levels to meet the nutrition needs of low-income people."

Rob Fersh and Ed Cooney at Food Research and Action Center interpret this as allowing the funds to be expended on all kinds of projects including those that include policy advocacy. CNP grants have gone to the Connecticut Association for Human Services and the Ohio Hunger Task Force, both of which conduct advocacy. Something equally broad for the NCSA guidelines would open make advocacy organizations eligible for the NCSA's resources.

I realize that the legislative language is not your first step, but wanted you to have the attached information.

Sincerely,


Carol Seifert

Happy Holidays.

cc: Barry Rubin, Advocacy Institute



1990-1991 1991-1992 1992-1993

Department of Health and Human Services

Request for Applications Under the Office of Community Services' Fiscal Year 1993 Community Food and Nutrition Program; Notice

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

[Program Announcement No. OCS 93-2]

Request for Applications Under the Office of Community Services' Fiscal Year 1993 Community Food and Nutrition Program

AGENCY: Office of Community Services, Administration for Children and Families, Department of Health and Human Services.

ACTION: Request for applications under the Office of Community Services' Community Food and Nutrition Program.

SUMMARY: The Office of Community Services (OCS) announces that competing applications will be accepted for new grants pursuant to the Secretary's discretionary authority under section 681A of the Community Services Block Grant Act of 1981 as amended. This Program Announcement contains forms and instructions for submitting an application. Grants made under this program announcement are subject to the availability of funds for support of these activities.

CLOSING DATE: The closing date for submission of applications is 60 days after publication in the Federal Register.

CONTACT: Office of Community Services, Eleria M. Hunter, Director, Division of Community Discretionary Programs, 370 L'Enfant Promenade SW., Washington, DC 20447, (202) 401-9345.

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Part A—Preamble

1. Legislative Authority

The Community Services Block Grant Act as amended authorizes the Secretary of Health and Human Services to make funds available under several programs to support program activities which will result in direct benefits targeted to low-income people. This Program Announcement covers the grant authority found at section 681A, Community Food and Nutrition, which authorizes the Secretary to make funds available for grants to be awarded on a competitive basis to eligible entities for local and statewide programs (1) to coordinate existing private and public food assistance resources, whenever such coordination is determined to be inadequate, to better serve low-income communities; (2) to assist low-income communities to identify potential sponsors of child nutrition programs and to initiate new programs in underserved or unserved areas; and (3) to develop innovative approaches at the State and local levels to meet the nutrition needs of low-income people.

The Act also requires that 20 percent of appropriated funds in excess of \$6 million be awarded on a competitive basis to eligible agencies for nationwide programs, including programs benefiting Native Americans and Migrant Farmworkers.

2. Definitions of Terms

For purposes of this Program Announcement the following definitions apply:

- Displaced worker:** An individual who is in the labor market but has been unemployed for six months or longer.
- Indian tribe:** A tribe, band, or other organized group of Native American Indians recognized in the State or States in which it resides or

considered by the Secretary of the Interior to be an Indian tribe or an Indian organization for any purpose.

—**Innovative project:** One that departs from or significantly modifies past program practices and tests a new approach.

—**Migrant farmworker:** An individual who works in agricultural employment of a seasonal or other temporary nature who is required to be absent from his/her place of permanent residence in order to secure such employment.

—**Seasonal farmworker:** Any individual employed in agricultural work of a seasonal or other temporary nature who is able to remain at his/her place of permanent residence while employed.

—**Underserved area** (as it pertains to child nutrition programs): A locality in which less than one-half of the low-income children eligible for assistance participate in any child nutrition program.

—**Budget Period:** The term "budget period" refers to the interval of time into which a grant period of assistance (project period) is divided for budgetary and funding purposes.

—**Eligible Entity:** States and other public and private non-profit agencies/organizations including agencies which administer nationwide programs.

—**Project Period:** The term "project period" refers to the total time a project is approved for support, including any approved extensions.

—**Self-Sufficiency:** A condition where an individual or family does not need and is not eligible for public assistance.

Part B—Application Prerequisites

1. Eligible Applicants

Eligible applicants are States, public and private non-profit agencies/organizations with a demonstrated ability to successfully develop and implement programs and activities similar to those enumerated above. OCS encourages Historically Black Colleges and Universities to submit applications. In addition, applicants for the set-aside must be either: (1) Indian tribes, (2) private non-profit groups whose governing board is comprised of a majority of Indians and whose primary purpose is serving Indian populations, or (3) groups whose sole purpose is serving migrant and seasonal farmworker populations.

Proof of non-profit status must be included in the Appendices of the Project Narrative where applicable.

2. Availability of Funds and Grant Amounts

a. FY 93 Funding

The funds available for grant awards under the CPN Program in FY 93 are:

General Projects	\$2,944,000
Set-Asides	\$400,000
Nationwide Programs	\$300,000

b. Grant Amounts

No individual grant request will be considered for an amount which is in excess of \$50,000 for applications submitted under General Projects and Set-Asides and \$300,000 or the amount indicated above in 2.a, whichever is the lesser amount, for Nationwide Programs.

c. Mobilization of Resources

OCS would like to mobilize as many resources as possible to enhance projects funded under this program. OCS supports and encourages proposals submitted by applicants whose programs will leverage other resources, either cash or third party in-kind.

3. Project Periods and Budget Periods

For most projects OCS will grant funds for one year. However, in rare instances, depending on the characteristics of any individual project and on the justification presented by the applicant in its proposal, a grant may be made for a period of up to 17 months.

4. Administrative Costs/Indirect Costs

There is no administrative cost limitation for projects funded under this program.

OCS accepts approved indirect cost rates as allowable costs. Applicants should enclose a copy of the current approved rate agreement if it was negotiated with a Federal agency other than the Department of Health and Human Services. However, it should be understood that indirect costs are part of, and not in addition to, the amount of funds awarded in the subject grant.

5. Program Beneficiaries

Projects proposed for funding under this announcement must result in direct benefits targeted toward low-income people as defined in the most recent Annual Update of Poverty Income Guidelines published by DHHS.

Attachment A to this announcement is an excerpt from the most recently published guidelines. Annual revisions of these guidelines are normally published in the Federal Register in February or early March of each year and are applicable to projects being implemented at the time of publication. Grantees will be required to apply the most recent guidelines throughout the

project period. The Federal Register may be obtained from public libraries, Congressional offices, or by writing the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

No other government agency or privately defined poverty guidelines are applicable to the determination of low income eligibility for this OCS program.

6. Number of Projects in Application

An application may contain only one project and this project must address the basic criteria found in Part C. Applications which are not in compliance with these requirements will be ineligible for funding.

7. Multiple Submittals

There is no limit to the number of applications that can be submitted as long as each application contains a proposal for a different project. However, no applicant can receive more than one grant.

8. Sub-Contracting or Delegating Projects

OCS will not fund any project where the role of the eligible applicant is primarily to serve as a conduit for funds to other organizations.

Part C—Purpose

The Department of Health and Human Services is committed to improving the health and well-being of individuals through improved preventive health care and promotion of personal responsibility. The Department seeks to unify the approach to health promotion and disease prevention activities with personal messages aimed at families and communities, in various settings and environments in which individuals and groups can most effectively be reached.

The Department is specifically interested in improving the health status of minority and low-income persons. HHS encourages community efforts to improve the coordination and integration of health services for all low-income families, and to identify opportunities for integrating other programs and services for this population.

1. Project Requirements

Projects funded under this program should:

- Be designed and intended to provide nutrition benefits, including those which incorporate the benefits of disease prevention, to a targeted low-income group of people;
- Provide outreach or public education to inform low-income

individuals and displaced workers of the services available to them under the various Federally-assisted nutrition programs;

c. Focus on one or more legislatively mandated program activities: (1) Coordination of existing private and public food assistance resources, whenever such coordination is determined to be inadequate, to better serve low-income populations; (2) assistance to low-income communities in identifying potential sponsors of child nutrition programs and initiating new programs in underserved or unserved areas; and (3) development of innovative approaches at the national, state or local levels to meet the nutrition needs of low-income people.

2. Project Elements

Projects Must

Focus on one or more of the legislatively mandated program activities in the above—Part C.1.c.

3. General Projects

The application should include a description of the target area and population to be served as well as a discussion of the nature and extent of the problem to be solved. The application must contain a detailed and specific work program that is both sound and feasible. Projects funded under this announcement must produce permanent and measurable results that fulfill the purposes of this program as described in the above. The OCS grant funds, in combination with private and/or other public resources, must be targeted to low-income individuals and communities.

Applicants will certify in their submission that projects will only serve the low-income population as stipulated in the DHHS Poverty Income Guidelines (Attachment A). If an applicant is proposing a project which will affect a property listed in or eligible for inclusion in the National Register of Historic Places, it must identify this property in the narrative and explain how it has complied with the provisions of section 106 of the National Historic Preservation Act of 1966 as amended. If there is any question as to whether the property is listed in or eligible for inclusion in the National Register of Historic Places, applicant should consult with the State Historic Preservation Officer. The applicant should contact OCS early in the development of its application for instructions regarding compliance with the Act and data required to be submitted to the Department of Health and Human Services. Failure to comply

with the cited Act may result in the application being ineligible for consideration for funding.

In the case of projects proposed for funding which mobilize or improve the coordination of existing public and private food assistance resources, the guidelines governing those resources apply. However, in the case of projects providing direct assistance to beneficiaries through grants funded under this program, beneficiaries must fall within the official DHHS Poverty Income Guidelines as set forth in Attachment A.

Submissions which propose the use of grant funds for the development of any printed or visual materials must contain convincing evidence that these materials are not available from other sources. OCS will not provide funding for such items if justification is not sufficient. Any films or visual presentations approved for development under the grant must be submitted to the Office of Community Services for clearance by the Department of Health and Human Services prior to dissemination. In cases where material outlays for equipment (audio and visual) are requested, specific evidence must be presented that there is a definite programmatic connection between the equipment (audio and visual) usage and the outreach requirements described in Part C.1.b of this Announcement.

OCS also is interested in projects that address the needs of homeless families, welfare families in public housing, low-income and minority health initiatives.

OCS welcomes project proposals which seek to develop innovative approaches to promote health particularly among low-income and minority populations. These proposals should have as their goals the reduction of incidences of premature death and chronic disease among these populations.

4. Set-Asides

In recognition of the special needs of Indians and Migrant and Seasonal Farmworkers, a set-aside will be established to afford priority consideration to proposals submitted by agencies serving these populations. Applications which are not funded within this limited set-aside will also be considered competitively within the larger pool of eligible applicants. See Part D, Section 2, (Criterion II) for special instructions on developing a work program.

5. Nationwide Programs

Projects funded must be nationwide in scope and must meet the requirements of Part C.3 (General Projects).

Part D—Review Criteria

Applications which pass the initial screening and prerating review (See Part F, Section 5) will be assessed and scored by reviewers. Each reviewer will give a numerical score for each application reviewed. These numerical scores will be supported by explanatory statements on a formal rating form describing major strengths and weaknesses under each applicable criterion published in the Announcement.

The in-depth evaluation and review process will use the following criteria coupled with the specific requirements as described in Part F.

Applicants should write their project narrative to the review criteria using the same sequential order.

(Note: The following review criteria reiterate collection of information requirements contained in Part D of this Announcement. These requirements are approved under OMB Control Number 0970-0062.)

Criteria for Review and Evaluation of Applications Submitted Under This Program Announcement

1. Criterion I: Analysis of Needs/Priorities (Maximum: 13 points)

(a) Target area and population to be served are adequately described (0-5 points).

In addressing the above criterion, the application should include the following:

The applicant should include a description of the target area and population to be served including specific details on the minority population(s).

(b) Nature and extent of problem are adequately described and documented (0-8 points).

In addressing the above criterion, the applicant should include the following:

Applicant should discuss the nature and extent of the problem including specific information on minority population(s).

2. Criterion II: Adequacy of Work Program (Maximum: 15 Points)

(a) Set forth realistic quarterly time targets by which the various work tasks will be completed (0-7 points).

(b) Activities are adequately described and appropriately related to goals (0-8 points).

In addressing the above criterion, the applicant should include the following:

The application should address the basic criteria and legislatively-mandated activities found in Part C.1.c and should include:

(a) Project priorities and rationale for selecting them;

(b) Goals and objectives; and

(c) Project activities.

3. Criterion III: Significant and Beneficial Impact (Maximum 38 Points)

(a) Applicant proposes to significantly improve or increase nutrition services to low-income people and such improvements or increases are quantified. (0-12 points).

(b) Project incorporates minority low-income health prevention activities along with nutritional services (0-8 points).

(c) Project will significantly leverage or mobilize other community resources and such resources are detailed and quantified (0-8 points).

(d) Project builds on an existing outreach activity (0-5 points).

(e) Proposal addresses a problem which can be resolved by one-time OCS funding or demonstrates that non-Federal funding is available to continue the project without Federal support (0-7 points).

Quantitative data must be provided with regard to items (a), (b), (c), and (d).

4. Criterion IV: Coordination/Services Integration (Maximum 15 Points)

Proposal addresses applicant's understanding of the importance of improving the integration, coordination, and continuity of various HHS-funded services potentially available to families with children living in poverty, and the difficulty of undertaking collaborative efforts between organizations.

In addressing the above criterion, the applicant should include the following:

Strategies should be identified which support coordinated community-based planning, maximize the efficient and effective use of scarce resources, reduce duplicative overhead, improve accountability, and result in measurable outcomes.

If the applicant is receiving funds from the State for community food and nutrition activities, the applicant should address how the funds are being utilized. If State funds are being used in the project for which OCS funds are being requested, their usage should be specifically described.

5. Criterion V: Organization Experience in Program Area and Staff Responsibilities (Maximum 12 Points)

(a) Organizational experiences in program area (0-4 points).

Documentation provided indicates that projects previously undertaken have been relevant and effective and have provided permanent benefits to the low-income population. Organizations which propose providing training and technical assistance have detailed

competence in the specific program priority area and as a deliverer with expertise in the fields of training and technical assistance. If applicable, information provided by these applicants also addresses related achievements and competence of each cooperating or sponsoring organization.

(b) Management History (0-4 points).

Applicants must fully detail their ability to implement sound and effective management practices and if they have been recipients of other Federal or other governmental grants, they must also detail that they have consistently complied with financial and program progress reporting and audit requirements. Applicants should submit any available documentation on their management practices and progress reporting procedures along with a statement by a Certified or Licensed Public Accountant as to the sufficiency of the applicant's financial management system to protect adequately any Federal funds awarded under the application submitted.

(c) Staffing skills, Resources and Responsibilities (0-4 points).

The application briefly describes the experience and skills of the proposed project director showing that the individual is not only well qualified, but that his/her professional capabilities are relevant to the successful implementation of the project. If the key staff person has not yet been identified, the application contains a comprehensive position description which indicates that the responsibilities to be assigned to the project director are relevant to the successful implementation of the project.

The application must indicate that the applicant has adequate facilities and resources (i.e. space and equipment) to successfully carry out the work plan.

In addressing the above criterion, the applicant should include the following:

The applicant must clearly show that sufficient time of the Project Director and other senior staff will be budgeted to assure timely implementation and oversight of the project and that the assigned responsibilities of the staff are appropriate to the tasks identified for the project.

6. Criterion VI: Adequacy of Budget (Maximum: 7 Points)

(a) Budget is adequate and administrative costs are appropriate in relation to the services proposed (0-7 points).

Part E—Additional Instructions for Completing Application Package

(Approved by the OMB under Control Number 0970-0062)

The standard forms attached to this Announcement shall be used when submitting applications for all funds under this Announcement.

It is recommended that the applicant reproduce the SF-424 (Attachment B), SF-424A (Attachment C), and SF-424B (Attachment D), and that the application be typed on the copies. If an item on the SF-424 cannot be answered or does not appear to be related or relevant to the assistance requested, the applicant should write "NA" for "Not Applicable."

The application should be prepared in accordance with the standard instructions in Attachments B and C corresponding to the forms, as well as the specific instructions set forth below:

1. SF-424 "Application for Federal Assistance"

Item:

1. For the purposes of this announcement, all projects are considered "Applications"; there are no "Pre-Applications."

5/6. The legal name of the applicant must match that listed as corresponding to the Employer Identification Number. Where the applicant is a previous Department of Health and Human Services grantee, enter the Central Registry System Employee Identification Number (CRS/EIN) and the Payment Identifying Number, if one has been assigned, in the Block entitled "Federal Identifier" located at the top right hand corner of the form.

7. If the applicant is a non-profit corporation, enter "N" in the box and specify "non-profit corporation" in the space marked "Other." Proof of non-profit status such as IRS determination, Articles of Incorporation, or by-laws, must be included as an appendix to the project narrative.

8. For the purposes of this announcement, all applications are "New".

9. Enter "DHHS-ACF/OCS".

10. The Catalog of Federal Domestic Assistance number for the OCS program covered under this announcement is "93.571".

The title is "Community Services Block Grant Discretionary Awards—Community Food and Nutrition Program."

15a. For purposes of this Announcement, this amount should reflect the amount requested for the entire project period.

15b-e. These items should reflect both cash and third party in-kind contributions for the total project period.

2. SF-424A—"Budget Information-Non-Construction Programs"

See Instructions accompanying this page as well as the instructions set forth below:

In completing these sections, the "Federal Funds" budget entries will relate to the requested OCS Community Food and Nutrition Program funds only, and "Non-Federal" will include mobilized funds from all other sources—applicants, State, and other. Federal funds other than those requested from the Community Food and Nutrition Program should be included in "Non-Federal" entries.

Sections A and D of SF-424A must contain entries for both Federal (OCS) and non-Federal (mobilized funds).

Section A—Budget Summary

Line 1-4

Col. (a):

Line 1 Enter "OCS Community Food and Nutrition Program";

Col. (b):

Line 1 Enter "93.571".

Col. (c) and (d): Not Applicable

Col. (e)—(g):

For each line 1-4, enter in columns (e), (f) and (g) the appropriate amounts needed to support the project for the entire project period.

Line 5 Enter the figures from Line 1 for all columns completed, (e), (f), and (g).

Section B—Budget Categories

This section should contain entries for OCS funds only. For all projects, the first budget period of 12 months will be entered in Column #1. If the budget/project period exceeds twelve (12) months, applicant should submit additional copies of SF-424A to document the appropriate number of budget/project quarters for the specific budget project period. Allowability of costs is governed by applicable cost principles set forth in 45 CFR parts 74 and 92.

A separate itemized budget justification should be included to explain fully and justify major items, as indicated below. The budget justification should immediately follow the Table of Contents.

Column 5: Enter total requirements for Federal funds by the object Class Categories of this section.

Line 6a-Personnel: Enter the total costs of salaries and wages.

Justification

Identify the project director. Specify by title or name the percentage of time allocated to the project, the individual annual salaries and the cost to the project (both Federal and non-Federal) of the organization's staff who will be working on the project.

Line 6b—Fringe Benefits: Enter the total costs of fringe benefits unless treated as part of an approved indirect cost rate which is entered on line 6j.

Justification

Enter the total costs of fringe benefits, unless treated as part of an approved indirect cost rate.

Line 6c—Travel: Enter total cost of all travel by employees of the project. Do not enter costs for consultant's travel.

Justification

Include the name(s) of traveler(s), total number of trips, destinations, length of stay, mileage rate, transportation costs and subsistence allowances.

Line 6d—Equipment: Enter the total costs of all non-expendable personal property to be acquired by the project. "Non-expendable personal property", for purposes of non-governmental entities, means tangible personal property having a useful life or more than two years and an acquisition cost per unit of \$500. Non-expendable personal property", for purposes of governmental entities, means tangible personal property having a useful life of more than one year and an acquisition value of \$5,000 or more.

Justification

Equipment to be purchased with Federal funds must be required to conduct the project, and the applicant organization or its subgrantees must not already have the equipment or a reasonable facsimile available to the project. The justification also must contain plans for future use or disposal of the equipment after the project ends.

Line 6e—Supplies: Enter the total costs of all tangible personal property (surplus) other than that included on line 6d.

Line 6h—Other: Enter the total of all other costs. Such costs, where applicable, may include, but are not limited to, insurance, food, medical and dental costs (noncontractual), fees and travel paid directly to individual consultants, local transportation (all travel which does not require per diem is considered local travel), space and equipment rentals, printing and publication, computer use training costs including tuition and stipends, training service costs including wage payments

to individuals and supportive service payments, and staff development costs.

Line 6j—Indirect Charges: Enter the total amount of indirect costs. This line should be used only when the applicant currently has an indirect cost rate approved by the Department of Health and Human Services or other Federal agencies. With the exception of local governments, applicants should enclose a copy of the current approved rate agreement if it was negotiated with a Federal agency other than the Department of Health and Human Services.

If the applicant organization is in the process of initially developing or renegotiating a rate, it should immediately upon notification that an award will be made, develop a tentative indirect cost rate proposal based on its most recently completed fiscal year in accordance with the principles set forth in the pertinent DHHS Guide for Establishing Indirect Cost Rates, and submit it to the appropriate DHHS Regional Office. It should be noted that when an indirect cost rate is requested, those costs included in the indirect cost pool cannot be also budgeted or charged as direct costs to the grant.

The total amount shown in Section B, Column (5), Line 6k, should be the same as the amount shown in Section A, Line 5, Column (e).

Line 7—Program Income: Enter the estimated amount of income, if any, expected to be generated from this project. Separately show expected program income generated from OCS support and income generated from other mobilized funds. Do not add or subtract this amount from the budget total. Show the nature and source of income in the program narrative statement.

Column 5: Carry totals from Column #1 to Column 5 for all line items.

Justification

Describe the nature, source and anticipated use of program income in the Program Narrative Statement.

Section C—Non-Federal Resources

This section is to record the amounts of "Non-Federal" resources that will be used to support the project. "Non-Federal" resources mean other than OCS funds for which the applicant has received a commitment. Provide a brief explanation, on a separate sheet, showing the type of contribution, broken out by Object Class Category, (See Section B.6) and whether it is cash or third-party in-kind. The firm commitment of these required funds must be documented and submitted with

the application in order to be given credit in the criterion.

Except in unusual situations, this documentation must be in the form of letters of commitment or letters of intent from the organization(s)/individuals from which funds will be received.

Line 8—

Col. (a): Enter the project title.

Col. (b): Enter the amount of cash or donations to be made by the applicant.

Col. (c): Enter the State contribution.

Col. (d): Enter the amount of cash and third party in-kind contributions to be made from all other sources.

Col. (e): Enter the total of columns (b), (c), and (d). Lines 9, 10, and 11 should be left blank.

Line 12—Carry the total of each column of Line 8, (b) through (e).

The amount in Column (e) should be equal to the amount on Section A, Line 5, Column (f).

Justification

Describe third party in-kind contributions, if included.

Section D—Forecasted Cash Needs

Line 13—Enter the amount of Federal (OCS) cash needed for this grant, by quarter, during the first 12 month budget period. Submit a separate sheet for each additional quarter or portion thereof, not to exceed 17 months.

Line 14—Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15—Enter the total of Lines 13 and 14.

Section F—Other Budget Information

Line 21—Include narrative justification required under Section B for each object class category for the total project period.

Line 22—Enter the type of HHS or other Federal agency approved indirect cost rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied and the total indirect expense. Also, enter the date the rate was approved, where applicable. Attach a copy of the approved rate agreement if it was negotiated with a Federal agency other than the Department of Health and Human Services.

Line 23—Provide any other explanations and continuation sheets required or deemed necessary to justify or explain the budget information.

3. SF-424B "Assurances Non-Construction"

All applicants must sign and return the "Assurances" with the application.

4. Project Narrative

Each narrative should include the following major Sections:

- a. Analysis of Need
- b. Project Design (Work Programs)
- c. Organizational Experience in Program Areas
- d. Management History
- e. Staffing and Resources
- f. Staff Responsibilities

The project narrative must address the specific purposes mentioned in Part C of this Program Announcement. The narrative should provide information on how the application meets the evaluation criteria in part D of this Program Announcement.

Part F—Application Procedures

1. Availability of Forms

Applications for awards under this OCS program must be submitted on Standard Forms (SF) 424, 424A, and 424B. Part F and attachments B, C, and D to this Program Announcement contain all the instructions and forms required for submittal of applications. The forms may be reproduced for use in submitting applications. Copies of the *Federal Register* containing this Announcement are available at most local libraries and Congressional District Offices for reproduction. If copies are not available at these sources they may be obtained by writing or telephoning the office listed in the section entitled "FOR FURTHER INFORMATION" at the beginning of this Announcement.

2. Application Submission

The date by which applications must be received is indicated under "Closing Date" at the beginning of this Announcement. An application will be considered to be received on time under either one of the following two circumstances:

a. Applications may be mailed to: Administration For Children and Families, Division of Discretionary Grants, 200 Independence Avenue, SW., room 341-F-1, Washington, DC 20201.

b. Hand delivered applications are accepted during normal working hours of 8 a.m. to 4:30 p.m., Monday through Friday, on or prior to the established closing date at the above listed address.

An application will be considered to be received on time if sent on or before the closing date as evidenced by a legible U.S. Postal Service postmark or a legibly dated receipt from a commercial carrier. Private metered postmarks will not be considered acceptable as proof of timely mailing. Applications submitted by any means other than through the U.S. Postal Service or commercial

carrier shall be considered as acceptable only if physically received at the above address before close of business on or before the deadline date.

Note: Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, applicants should check with their local post office. In some instances packages presented for mailing after a pre-determined time are postmarked with the next day's date. In other cases, postmarks are not routinely placed on packages. Applicants are cautioned to verify that there is a date on the package, and that it list the correct date of mailing, before accepting a receipt.

Applications which have a postmark later than the closing date, or which are hand-delivered after the closing date, will be returned to the sender without consideration in the competition.

One signed original application and four copies is required. The first page of the SF-424 must contain in the lower right-hand corner, one of the following designations:

FN—for general grants

SA—for projects where migrant and seasonal farmworker organizations and Indian tribes or Indian organizations are applying specifically for set-aside funds described in Part B.

NP—for grants to organizations with nationwide programs.

3. Intergovernmental Review

This program is covered under Executive Order 12372, "Intergovernmental Review of Federal Programs," and 45 CFR part 100, "Intergovernmental Review of Department of Health and Human Services Programs and Activities." Under the Order, States may design their own processes for reviewing and commenting on proposed Federal assistance under covered programs.

All States and Territories except Alabama, Alaska, Idaho, Kansas, Louisiana, Minnesota, Nebraska, Oklahoma, Oregon, Pennsylvania, Virginia, American Samoa and Palau have elected to participate in the Executive Order process and have established Single Points of Contact (SPOCs). Applicants from these thirteen jurisdictions need take no action regarding E.O. 12372. Applicants for projects to be administered by Federally-recognized Indian Tribes are also exempt from the requirements of E.O. 12372. Applicants must submit any required material to the SPOCs as soon as possible so that the program office can obtain and review SPOC comments as part of the award process. It is imperative that the applicant submit all required materials, if any, to the SPOC and indicate the date of this submittal

(or the date of contact if no submittal is required) on the Standard Form 424, item 16a.

Under 45 CFR 100.8(a)(2), a SPOC has 60 days from the application deadline date to comment on proposed new or competing continuation awards. Otherwise, applicants should contact their SPOCs as soon as possible to alert them of the prospective applications and receive any necessary instructions. SPOCs are encouraged to eliminate the submission of routine endorsements as official recommendations. Additionally, SPOCs are requested to clearly differentiate between mere advisory comments and those official State process recommendations which may trigger the "accommodate or explain" rule. When comments are submitted directly to ACF, they should be addressed to: Department of Health and Human Services, Administration for Children and Families, Division of Discretionary Grants, 200 Independence Avenue, SW., room 341-F-1, Washington, DC 20201.

A list of the Single Points of Contact for each State and Territory is included as Attachment G of this Announcement.

4. Application Consideration

Applications which meet the screening requirements in Section 5 below will be reviewed competitively. Such applications will be referred to reviewers for a numerical score and explanatory comments based solely on responsiveness to program guidelines and evaluation criteria published in this Announcement. Applications will be reviewed by persons outside of the OCS unit which would be directly responsible for programmatic management of the grant. The results of these reviews will assist the Director and OCS program staff in considering competing applications. Reviewers' scores will weigh heavily in funding decisions but will not be the only factors considered. Applications will generally be considered in order of the average scores assigned by reviewers. However, highly ranked applications are not guaranteed funding since the Director may also consider other factors deemed relevant including, but not limited to, the timely and proper completion of projects funded with OCS funds granted in the last five (5) years: comments of reviewers and government officials; staff evaluation and input; geographic distribution; previous program performance of applicants; compliance with grant terms under previous DHHS grants; audit reports; investigative reports; and applicant's progress in resolving any final audit disallowances

on OCS or other Federal agency grants. OCS reserves the right to discuss applications with other Federal or non-Federal funding sources to ascertain the applicant's performance record.

5. Criteria for Screening Applications

a. Initial Screening

All applications that meet the published deadline for submission will be screened to determine completeness and conformity to the requirements of this Announcement. Only those applications meeting the following requirements will be reviewed and evaluated competitively. Others will be returned to the applicants with a notation that they were unacceptable.

(1) The application must contain a completed Standard Form (SF) 424.

(2) The SF-424 must be signed by an official of the organization applying for the grant who has authority to obligate the organization legally.

b. Pre-rating Review

Applications which pass the initial screening will be forwarded to reviewers for analytical comment and scoring based on the criteria detailed in the Section below and the specific requirements contained in Part C of this Announcement. Prior to the programmatic review, these reviewers and/or OCS staff will verify that the applications comply with this program announcement in the following areas:

(1) Eligibility: Applicant meets the eligibility requirements found in Part B.

(2) Number of Projects: The application contains only one project.

(3) Target Populations: The application clearly targets the specific outcomes and benefits of the project to low-income participants and beneficiaries as defined in the DHHS Poverty Income Guidelines (Attachment A).

(4) Grant Amount: The amount of funds requested does not exceed \$50,000 (except for nationwide programs).

(5) Program Focus: The application addresses the purposes described in Part C of this Announcement.

c. Evaluation Criteria

Applications which pass the initial screening and pre-rating review will be assessed and scored by reviewers. Each reviewer will give a numerical score for each application reviewed. These numerical scores will be supported by explanatory statements on a formal rating form describing major strengths and major weaknesses under each applicable criterion published in this Announcement.

Part G—Contents of Application Package and Application

(Approved by the Office of Management and Budget under Control Number 0070-0062.)

Application Package

Each application submission must include:

A signed original and four additional copies of the application.

Each copy of the application must contain in the order listed each of the following:

a. Table of Contents with page numbers noted for each major section and subsection of the proposal and each section of the appendices. Each page in the application, including those in all appendices, must be numbered consecutively.

b. Standard Form 424, Application for Federal Assistance. (See Attachment B) The SF-424 should be completed in accordance with instructions provided with the form, as well as OCS specific instruction set forth in Part E of this Announcement.

Applicants must also be aware that the applicant's legal name as required in SF-424 (Item 5) must match that listed as corresponding to the Employer Identification Number (Item 6).

c. Standard Form 424A, Budget Information. (See Attachment C) Pages 1 and 2 should be completed.

d. Standard Form 424B, Assurances—Non-Construction Programs. (See Attachment D) This form must be signed and submitted with the Application.

e. Restriction on Lobbying Activities—Certification for Contracts, Grants, Loans, and Cooperative Agreements: (Required only if lobbying has actually taken place or is expected to take place in trying to obtain the grant for which the applicant is applying.) Fill out, sign and date form found at Attachment H.

f. Disclosure of Lobbying Activities—SF-ILL: Fill out, sign and date form found at Attachment H.

g. Project Narrative—(See Part E, Section 4.)

Please note the following:

—Applications may not exceed 30 pages in their entirety.

—The SF-424 must contain an original signature of the certifying representative of the applicant organization.

—Applications must be uniform in composition since OCS may find it necessary to duplicate them for review purposes. Therefore applications must be submitted on 8½ × 11 inch paper only. They must not include colored, oversized or folded materials, organizational brochures, or other promotional materials, slides,

films, clips, etc., in the proposal. Such materials will be discarded if included.

—Applications should be submitted in ringbinders that will allow for easy separation and reassembly.

—While applications must be comprehensive, OSC encourages conciseness and brevity in the presentation of materials and cautions the applicant to avoid unnecessary duplication of information.

—An acknowledgment postcard will be mailed to all applicants with an identification number which will be noted on the acknowledgment. This number must be referred to in all subsequent communications with OCS concerning the application. If an acknowledgment is not received within three weeks after the deadline date, applicants must notify ACF by telephone (202) 401-8230.

—Applicant should also submit a mailing label for the acknowledgment card.

Part H—Award Recipient Reporting Requirements

Following approval of the applications selected for funding, notice of project approval and authority to draw down project funds will be made in writing. The official award document is the Notice of Grant Award which provides the amount of Federal funds approved for use in the project, the budget period for which support is provided, and the terms and conditions of the award.

In addition to the General Conditions and Special Conditions (where the latter are warranted) which will be applicable to grants, grantees will be subject to the provisions of 45 CFR parts 74 (non-governmental) and 92 (governmental) along with OMB Circulars 122 and 67.

Grantees will be required to submit quarterly progress and financial reports (SF-289) as well as a final progress and financial report.

Grantees are subject to the audit requirements in 45 CFR parts 74 and 92.

Section 319 of Public Law 101-121, signed into law on October 23, 1988, imposes new prohibitions and requirements related to lobbying when applicant has engaged in lobbying activities or is expected to lobby in trying to obtain the grant. It provides limited exemptions for Indian tribes and tribal organizations. Current and prospective recipients (and their subgrantees, contractors and/or grantees) are prohibited from using appropriated funds for lobbying Congress or any Federal agency in connection with the award of a contract, grant, cooperative

agreement or loan. In addition, for each award action in excess of \$100,000 (or \$150,000 for loans) the law requires recipients and their subgrantees (1) to certify that they have neither used nor will use any appropriated funds for payment to lobbyists, (2) to submit a declaration setting forth whether payments to lobbyists have been or will be made out of non-appropriated funds and, if so, the name, address, payment details, and purpose of any agreements with such lobbyists whom recipients or their subgrantee contractors or subgrantees will pay with the nonappropriated funds and (3) to file quarterly up-dates about the use of lobbyists if any event occurs that materially affects the accuracy of the information submitted by way of declaration and certification. The law establishes civil penalties for noncompliance and is effective with respect to contracts, grants, cooperative agreements and loans entered into or made on or after December 23, 1989. See Attachment H for certification and disclosure forms to be submitted with the applications for this program.

Attachment I indicates the regulations which apply to all applicants/grantees under the Discretionary Grant Program.

Dated: November 13, 1992.

Eunice S. Thomas,

Director, Office of Community Services.

ATTACHMENT A.—1992 POVERTY INCOME GUIDELINES FOR ALL STATES (EXCEPT ALASKA AND HAWAII) AND THE DISTRICT OF COLUMBIA

Size of family unit	Poverty guideline
1.....	\$6,810
2.....	9,190
3.....	11,570
4.....	13,950
5.....	16,330
6.....	18,710
7.....	21,090
8.....	23,470

For family units with more than 8 members, add \$2,380 for each additional member.

POVERTY INCOME GUIDELINES FOR ALASKA

Size of family unit	Poverty guideline
1.....	\$8,500
2.....	11,480
3.....	14,460
4.....	17,440

POVERTY INCOME GUIDELINES FOR ALASKA—Continued

Size of family unit	Poverty guideline
5.....	20,420
6.....	23,400
7.....	26,380
8.....	29,360

For family units with more than 8 members, add \$2,980 for each additional member.

POVERTY INCOME GUIDELINES FOR HAWAII

Size of family unit	Poverty guideline
1.....	\$7,830
2.....	10,570
3.....	13,310
4.....	16,050
5.....	18,790
6.....	21,530
7.....	24,270
8.....	27,010

For family units with more than 8 members, add \$2,740 for each additional member.

BILLING CODE 4130-01-M

Attachment B
APPLICATION FOR
FEDERAL ASSISTANCE

OMB Approval No. 6348-0043

1. TYPE OF SUBMISSION: Application ☐ Construction ☐ Non-Construction		2. DATE SUBMITTED		Applicant Identifier	
Preapplication ☐ Construction ☐ Non-Construction		3. DATE RECEIVED BY STATE		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): [] [] - [] [] [] [] [] [] [] []			7. TYPE OF APPLICANT: (enter appropriate letter in box) ☐		
8. TYPE OF APPLICATION: ☐ New ☐ Continuation ☐ Revision If Revision, enter appropriate letter(s) in box(es): ☐ ☐ A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify):			A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify):		
9. NAME OF FEDERAL AGENCY:					
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: [] [] [] [] [] [] [] [] TITLE:			11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:		
12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.):					
13. PROPOSED PROJECT:		14. CONGRESSIONAL DISTRICTS OF:			
Start Date	Ending Date	a. Applicant b. Project			
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?			
a. Federal	\$.00	a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE _____			
b. Applicant	\$.00	b. NO. ☐ PROGRAM IS NOT COVERED BY E.O. 12372			
c. State	\$.00	☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW			
d. Local	\$.00				
e. Other	\$.00				
f. Program Income	\$.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?			
g. TOTAL	\$.00	☐ Yes If "Yes," attach an explanation. ☐ No			
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED					
a. Typed Name of Authorized Representative		b. Title		c. Telephone number	
d. Signature of Authorized Representative				e. Date Signed	

Previous Editions Not Usable

Standard Form 424 (REV 4-88)
Prescribed by OMB Circular A-102

Authorized for Local Reproduction

BILLING CODE 4150-01-C

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 and Entry

1. Self-explanatory.
2. Date application submitted to Federal agency (or 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 award, 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 4330-01-M

BUDGET INFORMATION — Non-Construction Programs**SECTION A — BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. TOTALS		\$	\$	\$	\$	\$

SECTION B — BUDGET CATEGORIES

6 Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
a. Personnel	\$	\$	\$	\$	\$
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i. Total Direct Charges (sum of 6a - 6h)					
j. Indirect Charges					
k. TOTALS (sum of 6i and 6j)	\$	\$	\$	\$	\$
7. Program Income	\$	\$	\$	\$	\$

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Standard Form 424A (4-88)
Prescribed by GSA Circular A-102

SECTION C - NON-FEDERAL RESOURCES				
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	\$	\$	\$	\$
9.				
10.				
11.				
12. TOTALS (sum of lines 8 and 11)	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$	\$	\$	\$	\$
14. NonFederal					
15. TOTAL (sum of lines 13 and 14)	\$	\$	\$	\$	\$

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

SECTION F - OTHER BUDGET INFORMATION (Attach additional Sheets if Necessary)	
21. Direct Charges:	22. Indirect Charges:
23. Remarks	

SF 424A (4-88) Page 2
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BILLING CODE 4130-01-C

Instructions for the SF-424A**General Instructions**

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by functions or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary Lines 1-4, Columns (a) and (b)

For applications pertaining to a single Federal grant program (Federal Domestic Assistance Catalog number) and not requiring a functional or activity breakdown, enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b).

For applications pertaining to a single program requiring budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a) and enter the catalog number in Column (b). For applications pertaining to multiple programs where one of the programs require a breakdown by function or activity, enter the catalog program title on each line in Column (a) and the respective catalog number on each line in Column (b).

For applications pertaining to multiple programs where one or more programs require a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Lines 1-4, Columns (c) Through (g).

For new applications, leave Columns (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5—Show the Totals for all Columns Used

Section B Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For exact program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Lines 6a-i—Show the Totals of Lines 6a to 6h in Each Column

Line 6j—Show the Amount of Indirect Cost

Line 6k—Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)–

(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7—Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Show under the program narrative statement the nature and source of income. The estimated amount of program income may be considered by the federal grantor agency in determining the total amount of the grant.

Section C. Non-Federal Resources

Lines 8-11—Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a)—Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b)—Enter the contribution to be made by the applicant.

Column (c)—Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d)—Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e)—Enter totals of Columns (b), (c), and (d).

Line 12—Enter the total for each of Columns (b)–(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13—Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14—Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15—Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19—Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This section need not be completed for revisions (amendments, changes, or

supplements) to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20—Enter the total for each of the Columns (b)–(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21—Use this space to explain amounts for individual direct object-class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22—Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23—Provide any other explanations or comments deemed necessary.

Attachment D.—OMB Approval No. 0348–0040

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 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88–352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681–1683, and 1685–1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101–6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92–255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91–616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd–3 and 290 ee–3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91–646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in

real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501–1508 and 7324–7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a–7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327–333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93–234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91–190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (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 Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and

protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals

held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

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

Signature of Authorized Certifying Official
Title

Applicant Organization

Date Submitted

BILLING CODE 4130-01-M

Attachment E

U.S. Department of Health and Human Services
Certification Regarding Drug-Free Workplace Requirements
Grantees Other Than Individuals

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR Part 76, Subpart F. The regulations, published in the May 25, 1990 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the Department of Health and Human Services (HHS) determines to award the grant. If it is later determined that the grantee knowingly rendered a false certification, or otherwise violates the requirements of the Drug-Free Workplace Act, HHS, in addition to any other remedies available to the Federal Government, may take action authorized under the Drug-Free Workplace Act. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or governmentwide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of buildings) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g., all vehicles of a mass transit authority or State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios.)

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), if it is previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulation (21 CFR 1308.11 through 1308.15).

"Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes;

"Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance;

"Employee" means the employee of a grantee directly engaged in the performance of work under a grant, including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact or involvement is insignificant to the performance of the grant; and, (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, and employee assistance programs; and, (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and, (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or, (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant (use attachments, if needed):

Place of Performance (Street address, City, County, State, ZIP Code) _____

Check ☐ if there are workplaces on file that are not identified here.

Sections 76.630(c) and (d)(2) and 76.635(a)(1) and (b) provide that a Federal agency may designate a central receipt point for STATE-WIDE AND STATE AGENCY-WIDE certifications, and for notification of criminal drug convictions. For the Department of Health and Human Services, the central receipt point is: Division of Grants Management and Oversight, Office of Management and Acquisition, Department of Health and Human Services, Room 517-D, 200 Independence Avenue, S.W., Washington, D.C. 20201.

DGMO Form #2, Revised May 1990

Attachment F—Certification Regarding Debarment, Suspension, and Other Responsibility Matters—Primary Covered Transactions

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR part 76, certifies to the best of its knowledge and belief that its principals involved:

(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 3-year period preceding this proposal been convicted of 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 indicted 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 within a 3-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation for this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The certification or explanation will be considered in connection with the Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction. The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions", provided below, without modification in all lower tier covered transactions and in all solicitations for lower tier covered actions.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusions—Lower Tier Covered Transactions (To Be Supplied to Lower Tier Participants)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR part 76, 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 participation in this transaction by any Federal department or agency.

(b) Where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusions—Lower Tier Covered Transactions" without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Attachment G—State Single Points of Contact

Arizona

Ms. Janice Dunn, Arizona State Clearinghouse, 3800 N. Central Avenue, Fourteenth Floor, Phoenix, Arizona 85012, Telephone: (602) 280-1315

Arkansas

Mr. Joseph Gillespie, Manager, State Clearinghouse, Officer of Intergovernmental Service, Department of Finance and Administration, P.O. Box 3278, Little Rock, Arkansas 72203, Telephone (501) 371-1074

California

Glenn Stober, Grants Coordinator, Office of Planning and Research, 1400 Tenth Street, Sacramento, California 95814, Telephone (916) 323-7480

Colorado

State Single Point of Contact, State Clearinghouse, Division of Local Government, 1313 Sherman Street, Room 520, Denver, Colorado 80203, Telephone (303) 866-2156

Connecticut

Under Secretary, Attn: Intergovernmental Review coordinator, Comprehensive Planning Division, Office of Policy and Management, 80 Washington Street, Hartford, Connecticut 06108-4459, Telephone (203) 566-3410

Delaware

Francine Booth, State Single Point of Contact, Executive Department, Thomas Collins Building, Dover, Delaware 19903, Telephone (302) 736-3326

District of Columbia

Lovetta Davis, State Single Point of Contact, Executive Office of the Mayor, Office of Intergovernmental Relations, Room 418, District Building, 1350 Pennsylvania Avenue NW., Washington, DC 20004, Telephone (202) 727-9111

Florida

Karen McFarland, Director, Florida State Clearinghouse, Executive Office of the Governor, Office of Planning and Budgeting, The Capitol, Tallahassee, Florida 32399-0001, Telephone: (904) 488-8114

Georgia

Charles H. Badger Administrator, Georgia State Clearinghouse, 270 Washington Street SW., Atlanta, Georgia 30334, Telephone (404) 658-3855

Hawaii

Mr. Harold S. Masumoto, Acting Director, Office of State Planning, Department of Planning and Economic Development, Office of the Governor, State Capitol—Room 408, Honolulu, Hawaii 96813, Telephone (808) 548-5893, FAX (808) 548-8172

Illinois

Tom Berkshire, State Single Point of Contact, Office of the Governor, State of Illinois, Springfield, Illinois 62706, Telephone (217) 782-8639

Indiana

Frank Sullivan, Budget Director, State Budget Agency, 212 State House, Indianapolis, Indiana 46204, Telephone (317) 232-5610

Iowa

Steven R. McCann, Division for Community Progress, Iowa Department of Economic Development, 200 East Grand Avenue, Des Moines, Iowa 50308, Telephone (515) 281-3725

Kentucky

Debbie Anglin, State Single Point of Contact, Kentucky State Clearinghouse, 2nd Floor Capital Plaza Tower, Frankfort, Kentucky 40601, Telephone (502) 564-2382

Maine

State Single Point of Contact, Attn: Joyce Benson, State Planning Office, State House Station #38, Augusta, Maine 04333, Telephone (207) 289-3261

Maryland

Mary Abrams, Chief, Maryland State Clearinghouse, Department of State Planning, 301 West Preston Street, Baltimore, Maryland 21201-2365, Telephone (301) 225-4480

Massachusetts

State Single Point of Contact, Attn: Beverly Boyle, Executive Office of Communities & Development, 100 Cambridge Street, Room 1803, Boston, Massachusetts 02202, Telephone (617) 727-7001

Michigan

Milton O. Waters, Director of Operations, Michigan Neighborhood Builders Alliance,

Michigan Department of Commerce,
Telephone (517) 373-7111

Please direct correspondence to: Manager,
Federal Project Review, Michigan
Department of Commerce, Michigan
Neighborhood Builders Alliance, P.O. Box
30242, Lansing, Michigan 48909, Telephone
(517) 373-8223

Mississippi

Cathy Mallette, Clearinghouse Officer,
Department of Finance and Administration,
Office of Policy Development, 421 West
Pascagoula Street, Jackson, Mississippi
39203, Telephone (601) 960-4280

Missouri

Lois Pohl, Federal Assistance Clearinghouse,
Office of Administration, Division of
General Services, P.O. Box 809, Room 430,
Truman Building, Jefferson City, Missouri
65102, Telephone (314) 751-4834

Montana

Deborah Stanton, State Single Point of
Contact, Intergovernmental Review
Clearinghouse, c/o Office of Budget and
Program Planning, Capitol Station, Room
202—State Capitol, Helena, Montana 59620,
Telephone (406) 444-5522

Nevada

Department of Administration, State
Clearinghouse, Capitol Complex, Carson
City, Nevada 89710, ATTN: John B. Walker,
Clearinghouse Coordinator

New Hampshire

Jeffery H. Taylor, Director, New Hampshire
Office of State Planning, Attn:
Intergovernmental Review Process/James
E. Bicher, 2 1/2 Beacon Street, Concord, New
Hampshire 03301, Telephone (603) 271-2155

New Jersey

Barry Skokowski, Director, Division of Local
Government Services, Department of
Community Affairs, CN 803, Trenton, New
Jersey 08625-0803, Telephone (609) 292-
6613

Please direct correspondence and questions
to: Nelson S. Silver, State Review Process,
Division of Local Government Services, CN
803, Trenton, New Jersey 08625-0803,
Telephone (609) 292-9025

New Mexico

Aurelia M. Sandoval, State Budget Division,
DFA, Room 190, Bataan Memorial Building,
Santa Fe, New Mexico 87503, Telephone
(505) 827-3840, FAX (505) 827-3006

New York

New York State Clearinghouse, Division of
the Budget, State Capitol, Albany, New
York 12224, Telephone (518) 474-1605

North Carolina

Mrs. Chrys Baggett, Director,
Intergovernmental Relations, N.C.
Department of Administration, 116 W.
Jones Street, Raleigh, North Carolina 27611,
Telephone (919) 733-0499

North Dakota

William Robinson, State Single Point of
Contact, Office of Intergovernmental
Affairs, Office of Management and Budget,
14th Floor, State Capitol, Bismarck, North
Dakota 58505, Telephone (701) 224-2094

Ohio

Larry Weaver, State Single Point of Contact,
State/Federal Funds Coordinator, State
Clearinghouse, Office of Budget and
Management, 30 East Broad Street, 34th
Floor, Columbus, Ohio 43266-0411,
Telephone (614) 466-0698

Rhode Island

Daniel W. Varin, Associate Director,
Statewide Planning Program, Department
of Administration, Division of Planning, 265
Melrose Street, Providence, Rhode Island
02907, Telephone (401) 277-2856

Please direct correspondence and questions
to: Review Coordinator, Office of Strategic
Planning

South Carolina

Danny L. Cromer, State Single Point of
Contact, Grant Services, Office of the
Governor, 1205 Pendleton Street, Room 477,
Columbia, South Carolina 29201, Telephone
(803) 734-0493

South Dakota

Susan Comer, State Clearinghouse
Coordinator, Office of the Governor, 500
East Capitol, Pierre, South Dakota 57501,
Telephone (605) 773-3212

Tennessee

Charles Brown, State Single Point of Contact,
State Planning Office, 500 Charlotte
Avenue, 309 John Sevier Building,
Nashville, Tennessee 37219, Telephone
(615) 741-1676

Texas

Tom Adams, Governor's Office of Budget and
Planning, P.O. Box 12428, Austin, Texas
78711, Telephone (512) 463-1778

Utah

Utah State Clearinghouse, Office of Planning
and Budget, ATTN: Carolyn Wright, Room
116 State Capitol, Salt Lake City, Utah
84114, Telephone (801) 538-1535.

Vermont

Bernard D. Johnson, Assistant Director,
Office of Policy Research & Coordination,
Pavilion Office Building, 109 State Street,
Montpelier, Vermont 05602, Telephone
(802) 828-3328.

Washington

Marilyn Dawson, Washington
Intergovernmental Review Process,
Department of Community Development,
9th and Columbia Building, Mail Stop CH-
51, Olympia, Washington, 98504-4151,
Telephone (206) 753-4978.

West Virginia

Fred Cutlip, Director, Community
Development Division, Governor's Office of
Community and Industrial Development,
Building #8, Room 553, Charleston, West
Virginia 25305, Telephone (304) 348-4010.

Wisconsin

William C. Carey, Federal/State Relations,
IGA Relations, 101 South Webster Street,
P.O. Box 7864, Milwaukee, Wisconsin
53207, Telephone (608) 266-1741.

Please direct correspondence and questions
to: William C. Carey, Section Chief,
Federal/State Relations Office, Wisconsin

Department of Administration, (608) 266-
0267.

Wyoming

Ann Redman, State Single Point of Contact,
Wyoming State Clearinghouse, State
Planning Coordinator's Office, Capitol
Building, Cheyenne, Wyoming 82002,
Telephone (307) 777-7574.

Territories

Guam

Michael J. Reidy, Director, Bureau of Budget
and Management Research, Office of the
Governor, P.O. Box 2950, Agaña, Guam
96910, Telephone (671) 472-2285

Northern Mariana Islands

State Single Point of Contact, Planning and
Budget Office, Office of the Governor,
Saipan, CM, Northern Mariana Islands
96950

Puerto Rico

Patria Custodio/Israel Soto Marrero,
Chairman/Director, Puerto Rico Planning
Board, Minillas Government Center, P.O.
Box 41119, San Juan, Puerto Rico 00940-
9985, Telephone (809) 727-4444

Virgin Islands

Jose L. George, Director, Office of
Management and Budget, No. 32 & 33
Kongens Gade, Charlotte Amalie, V.I.
00802, Telephone (809) 774-0750

Attachment H—Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned 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 any agency, a
Member of Congress, 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.

(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.

State for Loan Guarantee and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL "Disclosure Form to Report Lobbying," in accordance with its instructions.

Submission of this statement 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 statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Title

Organization

Date

BILLING CODE 4130-01-M

Attachment I

The following DHHS regulations apply to all applicants/grantees under the Community Food and Nutrition Program:

Title 45 of the Code of Federal Regulations:

Part 16—Procedures of the Departmental Grant Appeals Board

Part 74—Administration of Grants (non-governmental)

Part 74—Administration of Grants (state and local governments and Indian Tribal affiliates):

Sections:

74.62(a)—Non-Federal Audits

74.173—Hospitals

74.174(b)—Other Nonprofit Organizations

74.304—Final Decisions in Disputes

74.710—Real Property, Equipment and Supplies

74.715—General Program Income

Part 75—Informal Grant Appeal Procedures

Part 76

Debarment and Suspension from

Eligibility for Financial Assistance

Subpart F—Drug Free Workplace Requirements

Part 80—Non-discrimination under Programs Receiving Federal

Assistance through the Department

of Health and Human Services
Effectuation of title VI of the Civil Rights Act of 1964

Part 81—Practice and Procedures for Hearings Under Part 80 of this Title

Part 83—Non-discrimination on the basis of sex in the admission of individuals to training programs

Part 84—Non-discrimination on the Basis of Handicap in Programs

Part 91—Non-discrimination on the Basis of Age in Health and Human Services Programs or Activities Receiving Federal Financial Assistance

Part 92—Uniform Administrative Requirements for Grants and Cooperative Agreements to States and Local Governments (Federal Register, March 11, 1988)

Part 93—New Restrictions on Lobbying

Part 100—Intergovernmental Review of Department of Health and Human Services Programs and Activities

Attachment J—Optional Checklist (for Use of Applicant Only) To Verify Contents of Application

A. Application contains:

1. Table of Contents []
2. Completed SF 424, Application for Federal Assistance []

Check

3. Completed SF 424A, Budget Information—Non-Construction Programs []
4. Signed SF 424B, Assurances—Non-Construction Programs []
5. A project narrative with the following components:
a. Analysis of need []
b. Project design []
c. Organizational experience in program []
d. Management history []
e. Staffing and resources (resume or job description) []
f. Staff responsibilities []
6. Relevant portions of the organization's by-laws and articles of incorporation confirming eligibility []
7. A signed copy of Certification Regarding the Anti-Lobbying Provision; []
8. A completed Disclosures of Lobbying Activities form, if appropriate; []
9. A self-addressed mailing label which can be affixed to a postcard to acknowledge receipt of application []
B. Application does not exceed a total of 30 pages []
C. Application includes one original and four copies, printed on white 8½ by 11 inch paper []
D. Applicant is aware that in signing and submitting the application for funds under the CFN Program, it is certifying that it has read and understood the Federal Guidelines concerning a drug-free workplace and the debarment regulations set forth in attachments E and F respectively []

Check

[FR Doc. 92-28904 Filed 11-27-92; 8:45 am]

BILLING CODE 4130-01-M



CAMPUS COMPACT

THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE

Hi Shirley!

12/21

Good to see you last week —
Thank you for all your
help!

Here's the directory you loaned
me, and my report. I hope
I was accurate — I didn't
have a chance to tap your
counsel before submitting it.

Hope you have a good holiday
+ a happy birth!

Take care —

ROGER —

Shirley Sagawa



DRAFT

SERVICE LEARNING FEDERAL FUNDING GUIDE

Service learning is a method of learning and teaching that combines academics and community service. Students learn and develop by doing through an application of skills and knowledge while helping to meet needs in the school and greater community.

September 1992

**Prepared by
Council of Chief State School Officers
Service Learning Project**

Possible Resources to Support Service Learning and Community Service Opportunities in Elementary, Secondary, and Postsecondary Education through:

- **PROMOTING SCHOOLWIDE REFORM AND EDUCATIONAL IMPROVEMENT**
- **REFORMING CURRICULUM**
- **PROMOTING HEALTHY LIFESTYLES AND YOUTH DEVELOPMENT**
- **ADDRESSING COMMUNITY DEVELOPMENT NEEDS**
- **PROTECTING THE ENVIRONMENT**
- **PROMOTING LITERACY**

Promoting Schoolwide Reform and Educational Improvement

**School-based
With a Strong Skills Training Emphasis
In Collaboration with Colleges and Universities**

Source *Chapter 1 Program - Local Educational Agencies, Elementary and Secondary Education Act of 1965, Title I, Chapter 1, Part A, 20 USC 2701 et seq.*

Eligibility State educational agencies (SEAs). Local educational agencies (LEAs) are eligible for subgrants.

Amount \$4,768,258,000 was distributed in FY 90 on a formula basis, with financial assistance ranging from \$1,334,905 to \$516,825,606 and averaging \$82,211,345. Basic grants are allocated to school districts based on the State's per pupil expenditure for education and the number of school-aged children from low-income families. Concentration grants are allocated to counties and LEAs having at least 6,500 children from low-income families or a poverty rate of 15%. States receive a separate allotment for administrative activities such as monitoring and compliance and technical assistance.

Uses LEAs and schools may use funds only for programs and projects which are designed to meet the special educational needs of educationally deprived children living in low-income areas, including the following:

- Acquisition of equipment, instructional materials, and library resources.
- Employment of special instructional and pupil services personnel, such as school counselors and education aides.
- Payments to teachers of amounts in excess of regular salary schedules as a bonus for service in project area schools.
- Training of teachers, librarians, and other instructional and pupil services personnel for implementation of programs.
- Construction of school facilities.
- Parental involvement activities.
- Planning and evaluation.

Programs should be designed to assist eligible children to improve achievement in basic and advanced skills and include year-round services and activities.

Innovative Programs. LEAs may use 5% of their funds for such activities as:

- Training of Chapter 1 and non-Chapter 1 paid teachers and librarians on the special education needs of eligible children and integration of activities into regular classroom programs.
- Incentive payments to schools demonstrating significant progress and success.
- Involvement of community and private sector resources in meeting the needs of eligible children.

Schoolwide Projects. Schools with a high concentration of disadvantaged students (75%) may use funds to carry out schoolwide projects to upgrade the entire education program. Schools have used these funds to restructure teaching and learning throughout the school through:

- Alternative instructional models
- Curriculum development
- Use of in-class teaching assistants
- Teacher resource centers and ongoing staff development
- Team teaching
- Cross-age grouping
- Cooperative learning
- National Diffusion Network projects
- Implementation of Effective Schools research
- On-site and cooperative planning with family service agencies
- Expanded opportunities for field trips
- Extended day programs

Program Improvement. SEAs conduct technical assistance to assist LEAs which have shown no improvement or a decline in aggregate student achievement, including such activities as training, curriculum development, replication of effective schools practices, improved coordination between Chapter 1 and regular school programs, and the development of innovative parent involvement strategies. Once identified, LEAs develop plans for program improvement and apply to SEAs to implement local activities.

Example

In order to improve language skills and increase opportunities to read, write, and speak English, students at Fair Oaks Elementary School in Redwood City, California develop and produce a weekly radio program that includes music, news, sports, stories, guest speakers, geography contests, trivia questions, "Sensational Citizens" awards, recipes, language arts projects, and school and community announcements. KRCS Radio broadcasts from a school located in a low-income, industrial area of the community where Spanish is the primary language of the students. Because many of the students have also tested below the fiftieth percentile on national tests in reading and language, the radio project qualifies for Chapter 1 funding. As part of the school's

Language Arts curriculum, all students, grades 1-6, are involved in conducting research, preparing content, anchoring news, and operating equipment with assistance from staff and parent volunteers. According to teachers, the project motivates students to learn English and reduces the frustration and discouragement often associated with learning a new language. Neighboring schools are also connected by telephone lines to allow them to listen and participate, thus uniting schools and community in a common educational project to share local history and news. In addition, local radio station KOFY has adopted KRCS and offers their sister station monthly field trips, taping and radio equipment, and lessons in broadcasting and management. The Whitney Foundation and Ampex Corporation provided the original support and additional funds have come from the Redwood City Schools, Redwood City Lions, Kiwanis Clubs, and the Beaumont Company of Los Angeles. A handbook entitled "On the Air" is available for interested teachers.

*Fair Oaks Elementary School
2950 Fair Oaks Avenue
Redwood City, CA 94063
415-364-8070/415-368-3953
Contact: Roberta Lee, Teacher*

Contact Mary Jean LeTendre, Director, Compensatory Education Programs, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Room 2043, Washington, D.C. 20202-6132, 202-401-1682.

Source	<i>National Diffusion Network, Elementary and Secondary Education Act of 1965, Title I, Section 1562, as amended, P.L. 100-297, 20 USC 2962.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), public and private nonprofit educational institutions and organizations.
Amount	\$14.7 million dollars is available for fiscal year 1992.
Uses	To promote nationwide dissemination and adoption of exemplary educational programs, products, and practices that have received program effectiveness panel approval by the Department of Education. Awards are made to programs in the form of: • Developer demonstrator grants to disseminate information about effective programs on a nationwide basis. • State facilitator grants to inform SEAs, LEAs, private schools, and IHEs about exemplary education programs and coordinate training and technical assistance by such programs. • Dissemination process grants to disseminate information, products, services, and research of value to educators. • Private school facilitator grants to disseminate exemplary programs to private schools nationwide.

Example *The Valued Youth Partnership Program in San Antonio, Texas places Hispanic students at high risk of dropping out as tutors of younger children. As the tutors teach basic skills to younger students, they themselves not only learn the basic skills but also develop a more positive self-image of themselves which motivates them to stay in school. Student tutors take special classes to improve their communication, reading, and writing skills as well as to gain a practical awareness of child growth and development theories. They tutor between 5-8 hours per week and are paid the federal minimum wage. In addition, the program involves parents, sponsors field trips for the tutors and the tutees, and offers special talks with adult mentors. Through a partnership with the Brownsville Independent School District and Coca-Cola, the Intercultural Development Research Association is replicating the program.*

*Intercultural Development Research Association
Valued Youth Border Schools Initiative
5835 Callegan, Suite 350
San Antonio, Texas 78228-1190
512-684-8180
Contact: Maria del Refugio Robledo*

Contact

Department of Education, Office of Educational Research and
Improvement, Recognition Division, 555 New Jersey Avenue, N.W.,
Washington, D.C. 20208/202-219-2134.

Source *Federal, State, and Local Partnerships for Educational Improvement (Chapter 2, State Block Grants), Elementary and Secondary Education Act of 1965, as amended, Title I, Chapter 2, Part A, P.L. 100-297, 20 USC 2911-2952, 2971-2976.*

Eligibility State educational agencies (SEAs). Local educational agencies (LEAs) apply to SEAs. 20% goes to SEAs and 80% to LEAs.

Amount \$450 million is appropriated for fiscal year 1992 and distributed to SEAs based on their relative shares of the total school-aged population.

Uses To improve quality and promote innovation in elementary and secondary education. Authorized State activities include:

- Administration, such as planning, supervision, and processing of funds; monitoring and evaluation of programs and activities; and operations of the advisory committee, which may include representatives of public and private elementary and secondary education, local school boards, institutions of higher education, the legislature, and classroom teachers, parents, administrators, librarians, and school counselors.
- Technical assistance and direct grants to LEAs, or any of the targeted assistance areas.

LEAs, as well as SEAs, may use funds in any of the following targeted assistance areas:

- Programs to meet the educational needs of students at risk of failure and of dropping out or for whom providing an education entails a higher than average cost.
- Programs for the acquisition and use of instructional and educational materials.
- Innovative programs to carry out schoolwide improvements, including the effective schools program.
- Programs of training and professional development to enhance the knowledge and skills of educational personnel.
- Programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading-related problems that place these students at risk for illiteracy in their adult years.

- Programs designed to enhance students' personal and academic excellence, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects.
- Other innovative projects which would enhance the educational program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood programs, community education, and programs for youth suicide prevention.

Example *Project Service Leadership (PSL) is a coalition of school districts in Washington that have implemented service-learning programs in their schools and are now helping other districts throughout the State. With the aid of a variety of grants, including a Chapter 2 grant for Statewide Innovation and Impact, PSL offers training and technical assistance to assist schools in developing curriculum and service models.*

*Project Service Leadership
2810 Comanche Drive, Mount Vernon, Washington 98273
206-428-7614 or FAX 206-428-7619.
Contact: Kate McPherson, Director*

Contact Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, Division of Formula Grants, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1154.

Source	<i>Magnet Schools Assistance Program, Elementary and Secondary Education Act of 1965, Title III, as amended, P.L. 98-377, P.L. 99-159, and P.L. 100-297.</i>
Eligibility	Local educational agencies (LEAs) that are implementing a court-ordered or federally approved desegregation plan.
Amount	\$110 million is appropriated for fiscal year 1992.
Uses	Funds may be used to plan, implement, and operate magnet schools with specialized programs that promote excellence in math, science, history, English, foreign languages, art, music, or vocational skills. These programs are designed to attract students from different racial, ethnic, economic, and social backgrounds in order to reduce, eliminate, or prevent minority student isolation in an LEA's schools.

Grants may be used by LEAs for:

- Planning and promotional activities directly related to the expansion, continuation, or enhancement of academic programs and services in magnet schools.
- Acquisition of books, materials, and equipment, including computers.
- Payment of certified teachers.

Example *The O'Farrell Community School: Center for Advanced Academic Studies in San Diego, California is a restructured school that promotes academic excellence by providing all middle students (including special education, gifted and talented, and limited English speaking students) a single, academically enriched and interdisciplinary curriculum. The mission of the school is "to attend to the social, intellectual, psychological, and physical needs of middle level youth so they will become responsible, literate, thinking, and contributing citizens." As an integral strategy to accomplish this mission, the school houses social service agencies on campus and involves students in school and community service projects and classes. The school's demographic composition is 32% African-American, 32% Filipino, 18% Hispanic, 9% White, 5% Indochinese, and 2% Asian Pacific Islanders. The O'Farrell Community School has received Federal Magnet Assistance Grants of \$211,000 for 1989-90 and \$311,000 for 1990-91.*

*The O'Farrell Community School: Center for Advanced Academic Studies
6130 Skyline Drive
San Diego, California 92114-5699
Contact: Dr. Robert Stein, Chief Educational Officer/Jo Ann Berman,*

Resource Teacher
619-263-3009

Contact Sylvia Wright, Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, Division of Equity and Excellence, 400 Maryland Avenue, SW, Washington, D.C. 20202-6440, 202-401-0360.

Source	<i>Fund for the Improvement and Reform of Schools and Teaching (FIRST), P.L. 100-297, Title III, Part B.</i>
Eligibility	State educational agencies, local educational agencies, colleges, universities, nonprofit organizations, individual schools, and consortia of these entities.
Amount	\$9.25 million is appropriated for fiscal year 1992 to be awarded on a competitive basis.
Uses	Grants to improve educational opportunities for, and the performance of, elementary and secondary school students and teachers by: • Helping educationally disadvantaged or at-risk children meet higher educational standards. • Providing incentives for improved performance. • Strengthening school leadership and teaching. • Promoting closer ties among school teachers, administrators, families, and the local community. • Providing opportunities for teacher enrichment and other means to improve the professional status of teachers. • Encouraging projects that reallocate existing resources (both human and financial) to serve children better by refocusing priorities. • Allowing local schools to establish closer ties with an institution of higher education to increase educational achievement. • Increasing the number and quality of minority teachers. • Providing entry-year assistance to new teachers and administrators. • Improving the teacher certification process, especially for schools, school districts, or States facing serious shortages. • Encouraging pride in schools by teaching students to be responsible for their school environment, involving students in the care and maintenance of their classrooms, and promoting individual responsibility and involvement in civic activities.
Contact	Department of Education, Office of Educational Research and Improvement, FIRST, 555 New Jersey Avenue, N.W., Washington, D.C. 20208/202-219-1496.

Source	<i>Educational Partnerships Program, Educational Partnerships Act of 1988, Title VI, Subtitle A; Omnibus Trade and Competitiveness Act of 1988, Title IV, Chapter 5, P.L. 100-418, 20 USC 5031-5039.</i>
Eligibility	An eligible partnership consisting of a local educational agency or an institution of higher education, or both, and one or more organizations from the private sector.
Amount	\$4.2 million is appropriated for fiscal year 1992.
Uses	Creation of alliances to: • Encourage excellence in education by applying the resources of the private and nonprofit sectors of the community to the needs of public elementary and secondary schools or institutions of higher education. • Encourage businesses to work with educationally disadvantaged and with gifted students. • Enrich the career awareness of secondary or postsecondary students and provide exposure to the work of the private sector. • Apply the resources of communities for the improvement of elementary and secondary education or higher education.
Contact	Department of Education, Office of Educational Research and Improvement, Programs for the Improvement of Practice, Educational Networks Division, 555 New Jersey Avenue, N.W., Washington, D.C. 20208/202-219-2116.

Source	<i>Christa McAuliffe Fellowship Program, Higher Education Amendments of 1986, as amended, Higher Education Amendments of 1992, Title V, Part C, Subpart 2, P.L. 102-325.</i>
Eligibility	State educational agencies, which award fellowships to public or private school teachers. Recipients must be at least 8-year veterans who must return to their current positions for at least 2 years following completion of the fellowship year.
Amount	\$2 million is appropriated for fiscal year 1992 for adjusted distribution to states on the basis of school-age population. Awards must be equal to the recipient's annual salary.
Uses	Fellows may use awards for approved projects to improve education, including: • Negotiated employment at another school or school district within the State or in another State. • Sabbaticals for study, research, or academic improvement to strengthen or learn a new area of expertise. • Professional development to increase skills and ability to work with special education populations. • Consultation with or assistance to other school districts or private school systems. • Development of special innovative programs. • Expansion of model programs of staff development.
Contact	Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, Division of Equity and Educational Excellence, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1342.

Source *Appalachian Regional Development, Appalachian Regional Development Act of 1965, P.L. 89-4, as amended, P.L. 90-103, P.L. 91-123, P.L. 92-65, P.L. 94-188, P.L. 91-193, P.L. 96-506, P.L. 97-88, P.L. 97-377, P.L. 98-50, P.L. 98-181, P.L. 98-360, P.L. 98-396, P.L. 99-141, P.L. 100-202, 40 App. USC 1-405.*

Eligibility States, and through the States, public and private nonprofit agencies and organizations. The Appalachian region includes all of West Virginia and parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia.

Amount \$44,963,800 was distributed in FY 90 to nonhighway projects, including those in the area of community development, education, housing, and child development.

Uses To establish a set of institutions, facilities, and services capable of permanently directing the long term economic and human resource development of the region.

Uses of funds include, but are not limited to, the following areas:

- Education and job training
- Child development services
- Research and technical assistance
- Improvements in health care delivery

In FY 91, the Commission funded an environmental education program, a youth corps, volunteer groups, a regional education reform initiative, literacy programs, and vocational education programs.

Example *With help from a \$30,000 grant from the Appalachian Regional Commission, the Eastern Kentucky Teachers' Network continues its mission to provide formal training and support to teachers interested in trying the "Foxfire" approach to instruction in their classroom. The Foxfire method, developed by Georgia teacher Eliot Wigginton, involves students in oral history projects as part of their English classes in order to develop academic skills and to document the folklore and history of their region. The approach stresses four elements - student choice and ownership, community involvement, pursuit of an audience beyond the classroom walls for student work, and hands on, academic experiences. Two full-time coordinators travel throughout the region to visit classrooms, encourage and support teachers, work directly with students engaged in projects, and meet with school administrators. In addition, the*

*Network hosts two annual meetings and summer workshops at Berea College, publishes **Ramblings**, a regular newsletter, and links 40 teachers through a computer teleconferencing project, enabling them to communicate daily and share their mutual experiences. By modeling the teaching methodology they espouse, the Network has given rural teachers a voice and an opportunity to take on leadership roles, make business decisions, provide technical assistance, and improve classroom practice through their collective and individual reflection, writing, and decisionmaking.*

Contact Appalachian Regional Commission, 1666 Connecticut Avenue, NW,
Washington, D.C. 20235, 202-673-7874.

Source	<i>ACTION Student Community Service Program, Domestic Volunteer Service Act of 1973, as amended, Title I, Part B, Sections 111 and 114, P.L. 93-113, 42 USC 4971 and 4974.</i>
Eligibility	Public and private nonprofit organizations, including community-based organizations, secondary schools, institutions of higher education, housing projects, hospitals and State and local government.
Amount	\$889,000 was distributed in FY 90 to 34 second- and 38 third-year renewals as well as five demonstration projects. Funds are provided for up to one year with options for second- and third-year renewals at reduced funding. Project sponsors must demonstrate the ability to generate sufficient nonfederal funding to continue the project.
Uses	Establishment or expansion of community service programs which engage students in addressing problems of poverty and possess educational value. Student volunteers must be enrolled in secondary, secondary vocational, or post-secondary schools on an in-school or out-of-school, part-time, unpaid basis. Funds may be used for: • Costs of initiating or expanding a project, including such items as office space, salary and benefits for a full- or part-time director. ACTION provides necessary technical assistance in project management, fundraising, and recruitment.
Contact	Student Community Service Program, ACTION, 1100 Vermont Avenue, N.W., Washington, D.C. 20525, 202-634-9424.

Source	<i>Indian Education - Special Programs and Projects, Indian Education Act of 1988, Title V, Part C, Subpart 2, as amended, P.L. 100-297, 25 USC 2621.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes, Indian organizations, Indian institutions, and federally supported elementary and secondary schools for Indian children are eligible for the planning, pilot, and demonstration programs. SEAs, LEAs, Indian tribes, Indian organizations, and Indian institutions are eligible for the Educational Services Program.
Amount	\$5.8 million is appropriated for fiscal year 1992 to be distributed on a discretionary basis to new and continuing projects.
Uses	Planning, pilot, and demonstration funds are used to create, test, and demonstrate the effectiveness of programs for improving educational opportunities for Indian children. Authorized activities include: • Innovative programs related to the educational needs of educationally deprived children. • Bilingual and bicultural education programs and projects. • Services and activities that meet the special health, nutrition, social, and psychological problems of Indian children. • Coordination and operation of other federal programs. Educational Services funds are used to stimulate the provision of services to Indian children not available in sufficient quantity or quality and to develop exemplary programs that can serve as models. Authorized activities include: • Remedial and compensatory instruction, physical education, and psychological services; comprehensive academic and vocational instruction; comprehensive guidance and counseling; special education; early childhood programs; and bilingual and bicultural programs. • Exemplary and innovative educational approaches, methods, and techniques designed to enrich programs of elementary and secondary education.
Example	<i>The National Indian Youth Leadership Project is a leadership development project targeted at Indian youth in the middle grades. The project's aim is to: reinforce traditional Indian cultural values for life in the 1990s; foster the development of positive self-esteem; increase academic performance; and</i>

provide positive alternatives to drugs, alcohol and other self-destructive behaviors. The first part of the program is an eight-to-ten day camp where youth, through outdoor adventure activities, are physically and intellectually challenged and the service ethic is practiced. The second part focuses on the youths' application of acquired skills in their communities. This includes developing a year-round plan for improvement of self, community and school through student identified service projects, implemented with the assistance of peers and mentors.

*National Indian Youth Leadership Project
605 Vandenberg Parkway
Gallup, New Mexico 87301
(505) 722-9176
Contact: McClellan Hall*

Contact Department of Education, Office of Indian Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1902.

Source	<i>Formula Grants to LEAs for the Education of Indian Children, Indian Education Act of 1988, Title V, Part C, Subpart 1, as amended, P.L. 100-297, 25 USC 2601-2606.</i>
Eligibility	Local educational agencies (LEAs) and schools operated or supported by the Bureau of Indian Affairs.
Amount	\$54 million is appropriated for fiscal year 1992 to be distributed according to a formula based on the number of Indian children enrolled in the LEA or school and the State average per pupil expenditure.
Uses	• Planning, development, and operation of programs to meet the special educational and/or culturally related academic needs of Indian children, including pilot projects. • Training of counselors relevant to the treatment of alcohol and substance abuse.
Contact	Department of Education, Office of Indian Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1902.

Source *Vocational Education, Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, as amended, National Science, Engineering, and Mathematics Reauthorization Act of 1986, P.L. 99-159, Further Continuing Appropriations Resolution of 1988, P.L. 100-202, Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, and Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392.*

According to Administrative Provisions under Title V, Part B, vocational education means "organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Furthermore, vocational education services and activities described in Title II may include programs which involve students in addressing the needs of the community in the production of goods or services which contribute to the community's welfare or which involve the students with other community development planning, institutions, and enterprises. In addition, academic credit may be granted for vocational education courses which integrate core academic competencies.

Section **State Programs and State Leadership.**

Eligibility State boards of vocational education through a State plan application.

Amount \$950 million is appropriated for Title II for fiscal year 1992, with 8.5 % reserved for this section.

Uses Required uses of funds includes the following:

- Professional development activities for vocational and academic teachers, including inservice and preservice training of teachers in state-of-the-art programs and techniques, including the integration of vocational and academic curricula.
- Development, dissemination, and field testing of curricula, especially
 - (a) Curricula that integrate vocational and academic methodologies; and

(b) Curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured.

- Assessment of programs, including the development of performance standards and program improvement and accountability.

Contact Department of Education, Office of Vocational and Adult Education,
Division of Vocational-Technical Education, 400 Maryland Avenue, SW,
Washington, D.C. 20202, 202-732-2441.

Section	Secondary, Postsecondary and Adult Education Programs, Title II: Basic State Grants, Part C.
Eligibility	State boards of vocational education through the State application. Local educational agencies, area vocational education schools, and postsecondary education institutions apply to the State board.
Amount	\$950 million is appropriated for Title II for fiscal year 1992, with 75% reserved for this Part.
Uses	Funds are required to be used for effective programs that provide equitable participation for special populations and that integrate academic and vocational education, such as: • Upgrading of curriculum. • Purchase of equipment, including instructional aids. • Inservice training for vocational and academic teachers on integrating vocational and academic education. • Guidance and counseling. • Remedial courses. • Adaptation of equipment. • Tech-prep education programs. • Supplementary programs to meet the needs of special populations. • Special populations coordinator. • Apprenticeship programs. • Programs tied to economic development efforts in the State. • Programs which train in all aspects of an occupation. • Comprehensive mentor programs in institutions of higher education which offer comprehensive teacher education programs and seek to use the skills and work experience of current or former business and industry employees who are interested in becoming classroom instructors and to meet the needs of vocational educators who wish to upgrade their teaching competencies. • Provision of less costly or unavailable education services and training through private institutions. • Administrative costs (5% only).
Example	<i>The Community Service Academy at the Salome Urena Middle Academies, I.S. 218 in New York City integrates a structured program of service and reflection into the curriculum. Through a partnership with the Children's Aid Society, teachers and staff design service projects and guide small advisory groups of students. Students can choose from 14 different field placements, including the Healthy Heart Program, where they are trained as health educators. Through this particular placement, students learn about nutrition and health-conscious lifestyles and share their knowledge with the community through a health carnival. Students also serve as pre-school aides, perform</i>

environmental service, and survey community needs, complementing the Society's activities in health care, afterschool and parent programming.

Example *Project Oases in Pittsburgh Middle Schools is designed to motivate at-risk eighth grade students who show a lack of self-esteem, poor attitude, and disinterest in school and school work. The selected students spend three out of seven class periods in eight weeks of occupational training at the OASES instructional shop. Following an orientation period, students volunteer in the community. Students employ their skills in construction and restoration, such as building a playhouse for mentally retarded children at a community center; painting for the Salvation Army; constructing an entrance ramp for a double amputee; and repairing dwellings for nonprofit organizations, the city, and the public schools. Many participating students have made it on the honor roll and have fewer behavioral and discipline problems.*

*Project OASES
Pittsburgh Middle Schools
Boggs C & S Center--OVT
850 Boggs Avenue
Pittsburgh, Pennsylvania 15211
412-488-2531
Contact: Al Markowski*

Example *Students at the Cambridge Ridge and Latin School in Massachusetts operate a project to design and build the Erickson Center, an intergenerational residence for senior citizens and adolescent parents. Through this project, students not only utilize their vocational skills but are involved in the economic development of the community.*

Contact Department of Education, Office of Vocational and Adult Education,
Division of Vocational-Technical Education, 400 Maryland Avenue, SW,
Washington, D.C. 20202, 202-732-2441.

Section	Research and Development, Perkins Act, Title IV, Part A.
Eligibility	Proposals from public and private postsecondary institutions are given preference. Also eligible are individual researchers, community colleges, advisory councils, and local educators.
Amount	\$12 million is appropriated in fiscal year 1992 for Title IV, Part A, which includes support for research activities, national assessment of vocational education programs, the National Center for Research in Vocational Education and the Curriculum Coordination Centers.
Uses	Applied research conducted through the Office of Vocational and Adult Education for: • Effective methods for providing quality vocational education to handicapped and disadvantaged individuals, men and women in nontraditional fields, adults, single parents, displaced homemakers, single pregnant women, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions. • Research on the development and implementation of performance standards and measures that fit within the needs of boards or eligible recipients. • Evaluation of the use of performance standards and measures and their effect on the participation and outcomes of students in vocational education programs. • Strategies for coordinating local, State, and Federal vocational education, employment training, and economic development programs to maximize their efficacy and to improve worker training and retraining. • Constructive private sector involvement in public vocational education. • Successful methods of reinforcing and enhancing basic and more advanced academic and problem-solving skills in vocational settings. • Successful methods for providing students with experience in and understanding of all aspects of the industry such students are preparing to enter. • Development of effective methods for providing quality vocational education to individuals of limited English proficiency, including research related to bilingual vocational training.

Contact Department of Education, Office of Vocational and Adult Education,
Division of National Programs, 400 Maryland Avenue, SW, Washington,
D.C. 20202, 202-732-2350.

Section	Demonstration Programs, Perkins Act, Title IV, Part B.
Eligibility	Varies according to program area, but includes State educational agencies, local educational agencies, postsecondary education institutions, public and private agencies, organizations and institutions, State boards, industrial trade associations and labor organizations.
Amount	\$14 million is appropriated for fiscal year 1992 to be awarded in the following program areas:
Uses	• Development of business and education standards. • Cooperative demonstration programs.
Contact	Department of Education, Office of Vocational and Adult Education, Division of National Programs, 400 Maryland Avenue, SW, Washington, D.C., 20202, 202-732-2350.

Section	Vocational Education - Community-based organizations, Perkins Act, Title III, Part A.
Eligibility	State Boards of Vocational Education. Private nonprofit organizations and local educational agencies or postsecondary institutions apply jointly to State Boards.
Amount	\$10,850,000 was distributed in FY 90 on a formula basis, with financial assistance ranging from \$6,379 to \$1,076,668.
Uses	Funds support collaborative efforts to improve vocational education, including the following activities: • Outreach programs • Transitional services • Prevocational educational preparation and basic skills development • Special prevocational preparation programs targeted at disadvantaged and limited English proficient students • Career intern programs • Model programs for school dropouts • Student needs assessment • Guidance and counseling
Contact	Winifred I. Warnat, Department of Education, Office of Assistant Secretary for Vocational and Adult Education, Division of Vocational-Technical Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-7323, 202-732-2441.

Section	Vocational Education - Cooperative Education Demonstration Program.
Eligibility	State educational agencies, local educational agencies, postsecondary institutions, and other public and private agencies, organizations, and institutions.
Amount	\$2,500,000 was awarded in FY 91 on a competitive basis.
Uses	Demonstration projects successfully coordinated between the private sector and public agencies to assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment.
Example	<i>Through the Action Learning Internship Program, students serve as interns for 20 weeks in exchange for academic credit from the participating school. Students can explore future careers in the education, environment, arts, government, legal and criminal justice systems, health care, and community service organizations while apply academic and problem-solving skills. Weekly seminars enable students to reflect on events, assess progress, analyze problems, share ideas, and plan and implement group activities and field experiences. Students also produce a demonstration project related to their field experience which they share with the seminar group. Through their internships, students develop valuable work-related skills and employer contacts as well as a sense of responsibility, independence, and motivation.</i> <i>Action Learning Internship Program Erie 1 Board of Cooperative Educational Services 2 Pleasant Avenue West Lancaster, NY 14086 716-686-2185/716-686-2094 Diane Scholl/Marilyn Carmichael</i>
Contact	Robert Miller, Department of Education, Office of Vocational and Adult Education, Division of National Programs, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-732-2428.

Section	Tech-Prep Education, Perkins Act Title, III, Part E.
Eligibility	State boards of vocational education through the State plan application. Eligible subgrantees are consortia of local educational agencies, area vocational education schools serving secondary school students, secondary schools funded by the Bureau of Indian Affairs, and nonprofit or proprietary institutions of higher education apply to State boards.
Amount	\$90 million is appropriated for fiscal year 1992.
Uses	Consortia will develop and operate a 4-year apprenticeship program that combines the last two years of secondary school with the first 2 years of postsecondary education. This program should consist of a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. Funds may also be used to provide inservice training for teachers and counselors, equipment, technical assistance, and access for members of special populations.
Example	<i>The Graphic Communications Center at Lakeland High School involves graphic arts, special education, journalism, and at-risk students in producing high-quality offset printing to over 300 local nonprofit agencies, including schools, city government, Indian tribes, and community-based organizations. In addition, the Center is involved in an articulation project in the area of telecommunications. Area high schools provide up-to-date instruction in business education in cooperation with Nicolet Area Technical College. These institutions are tied via modem and students utilize electronic mail, databases, modern dictation, and other technological advances. These two programs will be merged in order to provide service to nonprofit organizations and relevant and advanced training for students.</i>
Contact	Department of Education, Office of Vocational and Adult Education, Division of Vocational-Technical Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-732-2441.

Section	Supplementary State Grants for Facilities and Equipment and Other Program Improvement Activities, Perkins Act, Title III, Part F.
Eligibility	State boards of vocational education through the State plan application. Local educational agencies (LEAs) or consortia of such agencies apply to State board.
Amount	\$10 million is appropriated for use in fiscal year 1992 for LEAs in economically depressed areas for program improvement activities.
Uses	Grant recipients must: (1) Give first priority to improving facilities and acquiring or leasing equipment for carrying out vocational education programs. (2) Then use funds for other program improvement activities such as curriculum development and teacher training.
Contact	Department of Education, Office of Vocational and Adult Education, Division of Vocational-Technical Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-732-2441.

Section	Demonstration Projects for the Integration of Vocational and Academic Learning Program.
Eligibility	Institutions of higher education, area vocational education schools, secondary schools funded by the Bureau of Indian Affairs, State Boards of vocational education, public or private nonprofit organizations, local educational agencies, or consortia.
Amount	\$4,469,831 was appropriated for FY 91 and awarded on a competitive basis.
Uses	Development, implementation, and operation of programs using different models of curricula that integrate vocational and academic learning.
Contact	Richard Dicola, Department of Education, Office of Vocational and Adult Education, Division of National Programs, 400 Maryland Avenue, SW, Washington, D.C. 20202-7242, 202-732-2362.

Source *Youth Training Program, Job Training and Partnership Act (JTPA) of 1982, as amended by the Job Training Reform Amendments of 1992, Title IIC, P.L. 102-367.*

Eligibility Governor designates service delivery areas (SDAs) and approves job training plans.

Amount \$1,744,808,000 was appropriated for Program Year 1990 and distributed by statutory formula to States based on unemployment and poverty levels, with 40% reserved for youth programs. 82% of the funds go SDAs; 18% to States with 5% for administration, 5% for incentive grants and capacity building, and 8% for education coordination.

Uses Programs which improve the long-term employability of youth and seek to enhance their educational, occupational, and citizenship skills.

Eligibility. 65% of in-school participants must be economically disadvantaged youth ages 14-21 who are: basic skills deficient; one or more grade levels below appropriate; pregnant or parenting; disabled or possessing a learning disability; homeless or runaway; or an offender. 65% of out-of-school participants must be economically disadvantaged youth ages 16-21 who are school dropouts or who fit any of the above categories. Up to 10% of participants may be exempt from the economically disadvantaged requirement if they face serious barriers to employment. The ratio of in-school to out-of-school youth is 50% Participants may also include individuals participating in schoolwide projects in Chapter 1-eligible schools where not less than 70% of the students fit the categories described above. These individuals are not counted in the ratio.

Governance. The State Job Training Coordinating Council (SJTCC) is appointed by the Governor and comprised of representatives from business and industry, organized labor, community-based organizations, state legislature, state agencies, and the general public. The SJTCC reviews human resource programs, examines gaps in service delivery, and makes recommendations to the Governor on how to better administer job training programs and coordinate human resource programs in the State. States also have the option of establishing a Human Resource Investment Council (HRIC) to coordinate federal human resource investment programs. Membership must include at least 15% representation from the business, labor, and education communities. Councils must include one education representative from each of the following: local public education, postsecondary institution, vocational education, and the state educational agency.

At the local level, Private Industry Councils (PICs) are comprised of representatives from the private sector, education, organized labor, community-based organizations, welfare agencies, rehabilitation agencies,

economic development agencies, and the public employment service. PICs plan and oversee job training programs and enter into performance-based contractual arrangements with local service providers, such as educational institutions, trade schools, and community based organizations.

Activities. Program must assess the skill levels and needs of participants, develop service strategies that identify employment goals, review progress, and where appropriate, provide the following types or combinations of activities:

- Schoolwide projects in Chapter 1-eligible schools which complement the educational program of the school
- Tutoring and study skills training
- Mentoring
- Training combined with community and youth service opportunities in public and private nonprofit agencies, institutions, and organizations, including youth corps programs
- School-to-work transition activities and services
- School-to-postsecondary education transition services
- School-to-apprenticeship transition services
- Pre-employment and work maturity skills training
- Supportive services
- Career and job counseling
- Case management services
- Work experience
- Advanced career training which provides a formal combination of on-the-job training and institutional training and internship assignments
- Vocational exploration
- Pre-apprenticeship programs

- Programs to develop work habits and other services to individuals to help them obtain and retain employment
- Literacy training and bilingual training
- Dissemination of information on program activities to employers
- Programs coordinated with other Federal employment-related activities

Coordination. The 8% education set-aside must be used for school-to-work transition services and literacy and lifelong learning opportunities. The plan for expenditures must be developed jointly by the Governor and the State educational agency or State agency responsible for vocational and adult education.

SDAs must establish formal linkages with local educational agencies; other Federally funded education and training programs, such as Chapter 1 and vocational education; and appropriate partners such as public housing authorities, community-based organizations, business, volunteer groups, and juvenile justice and social services systems.

SDAs must make opportunities available for successful participants to volunteer to help current participants in the form of mentoring, tutoring, and other activities.

Example

UCLA Field Studies Development and the Los Angeles Unified School District have developed experience-based education programs in comprehensive high schools, a continuation school, a "school-within-a-school," and an alternative school. The programs allow high risk secondary school students to spend two days a week at community field sites to learn applications of basic skills and academic subjects. Students negotiate learning activities from their field sponsors through an independent contracting process whereby written plans are produced that define learning objectives and document the kind of academic credit to be awarded for the experiences. Credit is typically earned in academic courses such as English, social studies, math, business, science, Exploratory Work Experience, and Independent Living. The school district supplies regular classroom teachers and transportation. UCLA provides university students who work as mentors to provide tutoring, coordination support, and development of field and job sites as part of their academic programs in English, sociology, anthropology, urban planning, and education. UCLA faculty teach the classes that involve this field work, and UCLA staff collaborate with other local colleges and universities to develop academic tutorial programs which support high risk youth in schools.

The curriculum is based on the Far West Laboratories for Education and Research model whereby student interests are developed into individual learning programs that connect field experiences to more traditional classroom learning. Although the focus of the program is general education, there are also job training opportunities: students who do well in their academic field work are eligible to do 100 hours of subsidized work in a job of their choice, where they learn specific occupational skills. In addition, the Private Industry Council of Los Angeles has identified numerous competencies associated with pre-employment, work maturity, basic skills, and job specific skills, and students work on these goals as part of their academic program. According to students and teachers, the program has resulted in improved student attendance rates, behavior, motivation, attitudes, and achievement. It is financially supported by the City of Los Angeles Community Development Department from JTPA funds.

*UCLA/LAUSD High Risk Youth Project
Field Studies Development
70 Powell
405 Hilgard Avenue
UCLA
Los Angeles, CA 90024-1514
310-825-2295/FAX 310-206-1455
Contact: Mary Kiepe, Director of Community Programs*

Example *Massachusetts Commonwealth Futures is an interagency collaboration among state agencies and local communities to address the needs of at-risk youth. A Steering Committee, comprised of the Governor's education adviser and Cabinet level secretaries for Human Services, Economic Affairs, and Education, plan with an interagency Work Group to address barriers to collaboration and provide funding and technical assistance to local communities with high concentrations of at-risk youth. Local planning teams representing schools, government, human services, and Private Industry Councils were established to develop comprehensive community-wide plans to: (1) build a youth serving system through the linkage of current programs and systems; (2) facilitate systemic school change through school restructuring; and (3) raise community awareness and build partnerships to sustain changes and increase job and higher education opportunities for youth.*

Communities received funding to implement local plans that included: major re-organization of middle grades, such as clustering, team teaching, mentoring and new instructional strategies; development of case management systems and school/human service collaboratives; strong summer programs and transition services for entering ninth graders; outreach services for dropouts; and job and college awareness experiences for youth.

Through a \$75,000 planning grant from the Edna McConnell Clark Foundation, the Commonwealth Futures initiative was able to leverage \$495,000 in other funds, including JTPA 8% education coordination funds, Department of Education Dropout Prevention funds, and a state appropriation. In addition, SDAs contribute local JTPA program funds.

*The Commonwealth of Massachusetts
Executive Department
Governor's Office of Educational Affairs
State House
Boston, MA 02133
617-727-0770*

Contact Hugh Davies, Employment and Training Administration, Department of Labor, 200 Constitution Avenue, NW, Washington, D.C. 20210/202-535-0580.

Source	<i>Summer Youth Employment and Training, Job Training and Partnership Act of 1982, as amended by the Job Training Reform Amendments of 1992, Title IIB, P.L. 102-367.</i>
Eligibility	States receive funds by statutory formula based on unemployment and poverty. Local communities or Service Delivery Areas (SDAs), receive 77% of the State allocation based on the same factors. At the local level, Private Industry Councils (PICs) plan and oversee job training programs for youth (See JTPA Title IIC). SDAs enter into performance-based contracts with local service providers, including alternative and secondary schools, youth corps programs, Job Opportunities and Basic Skills (JOBS) programs, Job Corps, and other education and training programs.
Amount	\$709,433,000 was appropriated for Program Year 1990.
Uses	Programs to provide economically disadvantaged youth ages 14-21 with exposure to the world of work as well as opportunities to enhance basic skills and citizenship skills and to complete schooling. Activities may be conducted during vacation periods or summer months and may include: • Basic and remedial education • Institutional and on-the-job training • Work experience • Youth corps • Employment counseling • Occupational training • Preparation for work • Outreach and enrollment activities • Employability assessment • Job referral and placement • Job search assistance • Job clubs • Supportive services
Example	<i>Minneapolis Public Schools, in cooperation with the National Youth Leadership Council, the Minneapolis Youth Coordinating Board, city agencies and community organizations, cosponsor the WalkAbout program, a youth-centered, skill-building collaboration built on weekly themes that include learning, service, activities, and events. The program targets over 1,000 students in elementary and secondary school who are in need of remedial instruction due to class failure, behavioral problems, or low test scores. Cross-age and grade groups are involved in the learning and teaching of this six week summer program, which is organized into families, teams, and villages. A Learning Family consists of 1 college student, 2 high school students and 12 students, including students with special needs or limited English proficiency. A Learning Team is comprised of 2 families who work under the direction of</i>

one teacher acting as the facilitator and coach of the learning experience. Each college student leads 2 high school students who each help 6 or 7 younger students. High school students are paid minimum wage for 20 weeks through Minneapolis Employment and Training Funds and earn credit by developing a learning contract with the secondary school teachers assigned to each team. College students are paid through work-study funds and can receive credit through pre-teaching and internships. Teachers, high school students, and college students receive experiential training in the goals, roles, and teaching skills involved in the WalkAbout program.

Instructional teams develop a hands-on interdisciplinary curriculum that integrates math, science, language arts, social studies, music and art with themes such as Environment, Health and Wellness, and Minneapolis History. Weekly service projects and field experiences enable teams to utilize community resources and apply knowledge to solve problems in their schools and neighborhood.

Outcomes include improved skills, enhanced self-esteem, motivation for learning, maintenance and bridging of school year gains, connection to community, career awareness, and social interaction with diverse multi-age groups.

*Minneapolis Public Schools
807 NE Broadway Street
Minneapolis, Minnesota 55413*

*National Youth Leadership Council
1910 West County Road B, #216
Roseville, Minnesota 55113
612-631-3672
Contact: Diana Smith*

Contact

Hugh Davies, Employment and Training Administration, Department of Labor, 200 Constitution Avenue, NW, Washington, D.C. 20210/202-535-0580.

Source	<i>Youth Fair Chance Program, Job Training Reform Amendments of 1992, P.L. 102-367, Title IVH.</i>
Eligibility	Service delivery areas designated by the Governor under the Job Training and Partnership Act.
Amount	\$100 million is appropriated for FY 93 to be distributed to approximately 25 grantees. Federal funds must be matched with 20% Federal non-JTPA funds and 10% non-federal funds.
Uses	Programs to improve education and training opportunities for all youth ages 14-21 in high poverty urban and rural areas, featuring a comprehensive array of services such as education, health, housing, employment and training, recreation, and family support components.

Youth program models may include the following:

- Nonresidential learning centers
- Alternative schools
- Combined activities including summer remediation, work experience, work readiness training, and school-to-work, apprenticeship, or postsecondary education programs (paid experience permitted)
- Teen parent programs
- Special programs administered by community colleges
- Youth centers
- Initiatives aimed at increasing rural student enrollment in postsecondary institutions
- Public-private collaborations to assure private sector employment and continued learning opportunities for youth.
- Initiatives, such as youth corps programs, that combine community and youth service opportunities with education and training activities

Local educational agencies in the target communities must be designated to provide the necessary activities and resources to achieve educational goals. Programs must also be coordinated with Federal, State, and local programs that serve the target population.

Contact Employment and Training Administration, Department of Labor, 200
Constitution Avenue, NW, Washington, D.C. 20210/202-535-0580.

Source	<i>Employment Services and Job Training - Pilot and Demonstration Programs, Job Training Partnership Act of 1982, as amended, Title IV, Part D, Sections 451, 453, P.L. 97-300, 29 USC 1731 and 1733; and Job Training Reform Amendments of 1992, P.L. 102-367.</i>
Eligibility	State and local governments, Federal agencies, private nonprofit and profitmaking organizations, and educational institutions, although applicant eligibility may be restricted under particular solicitations.
Amount	\$30,467,000 was appropriated in FY 90, with awards ranging from \$100,000 to \$1,800,000.
Uses	Applications are solicited under particular grant announcements that vary from year to year. In general, the program seeks to promote and foster new or improved linkages between the network of Federal, State, and local employment, training, and human resource agencies and components of the private sector. Funded activities include: • National partnership and special training programs • Research, demonstration and evaluation programs • Pilot and demonstration programs • Capacity building, information, dissemination, and replication activities
Example	<i>In 1992, six states received grants to expand their youth apprenticeship systems.</i> <i>In 1991, DOL awarded Youth Opportunities Unlimited (YOU) grants to cities to develop community-focused models for fighting urban and rural poverty. These demonstration sites featured an integrated array of services, such as education, health, housing, child development, employment and training, sports and recreation, and family support components.</i> <i>In 1990, DOL awarded \$10 million dollars for school-to-work demonstration projects. The Los Angeles Unified School District received a \$709,766 grant to develop the Workforce LA Youth Academy, school programs with an occupational theme in telecommunications, finance, or public service. The Los Angeles Public Service Academy will be a partnership with the City of Los Angeles in order to prepare 1,000 young people ages 14-20 for success in school and in the workplace. In ninth grade, students are part of a "compact" which reinforces the importance of school by rewarding academic performance with summer jobs; in 10th grade, in-school work maturity instruction is added; in 11th, city work experiences are more career oriented and accompanied by in-school training; in the senior year, students make the transition to college,</i>

employment, or further training. The full-time academic program features 12-30 hours of work experience counted towards academic credit, and in some cases, college credit.

Contact Lafayette Grisby, Office of Strategic Planning and Policy Development,
Employment and Training Administration, Department of Labor, 200
Constitution Avenue, NW, Washington, D.C. 20210/202-535-0677.

Source	<i>Native American Employment and Training Programs, Job Training and Partnership Act of 1982, as amended, Title IV, Part A, Section 401, P.L. 97-300, 96 Stat. 1368, 29 USC 1671; and Job Training Reform Amendments of 1992, P.L. 102-367.</i>
Eligibility	Indian tribes, bands or groups; Alaskan Native villages or groups; Hawaiian Native communities; public or private agencies selected by the Secretary; and consortium of eligible applicants. The grantee may enter into contracts with any public or private party and award subgrants to units of State and local general government, Indian tribal government, public agencies or nonprofit organizations.
Amount	\$58,193,000 was appropriated in Program Year 1990.
Uses	Funds may be utilized for employment and training programs and services, including: • Classroom training, such as vocational education. • On-the-job training in the private or public sector. • Training assistance such as job exploration, counseling, development, search, referral and placement. • Community service employment in such fields as environmental quality, child care, health care, education, crime prevention and control, prisoner rehabilitation, transportation, recreation, maintenance of parks, streets and other public facilities, solid waste removal, pollution control, housing and neighborhood improvement, rural development, conservation, beautification, veterans outreach, development of alternative energy technologies, and other fields of human betterment and community improvement, including work performed by tribally sponsored or owned income generating enterprises where the profits are used for public functions. • Work experience in organizations authorized to employ community service employment participants. • Supportive services such as transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, and financial counseling.
Contact	Herbert Fellman, Chief, Division of Indian and Native American Programs, Employment and Training Administration, Department of Labor, Room N4641, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-535-0500.

Source	<i>Migrant and Seasonal Farmworkers, Job Training Partnership Act of 1982, as amended, Title IV, Part A, Section 402, P.L. 97-300, 96 Stat. 1369, 29 USC 1672; and Job Training Reform Amendments of 1992, P.L. 102-367.</i>
Eligibility	Public agencies and units of government and private nonprofit organizations authorized by their charters or articles of incorporation to operate employment and training programs.
Amount	\$68,774,000 was distributed in Program Year 1990 to 53 applicants, with grants ranging from \$127,664 to \$5,816,777.
Uses	To enable seasonal or migrant farmworkers and their dependents to obtain or retain employment through any of the following means: • Classroom training • On-the-job training • Work experience • Job development • Job placement and relocation assistance • Education assistance • Health services • Other supportive services
Contact	Paul Mayrand, Office of Special Targeted Programs, Division of Seasonal Farmworker Programs, Employment and Training Administration, Department of Labor, Room N-4641, 200 Constitution Avenue, NW, Washington, D.C. 20210, 202-535-0500.

Source	<i>Urban Community Service, Higher Education Act of 1965, as amended, 20 USC 1136 et seq., Higher Education Amendments of 1992, Title XI, P.L. 102-325.</i>
Eligibility	Urban universities and one or more of the following entities: a community college; an urban school system; a local government, a business or other employer; or a nonprofit institution.
Amount	\$8 million is appropriated for fiscal year 1992. Grants are awarded for up to five years and must be matched with a 25% in-cash or in-kind contribution.
Uses	Planning, applied research, training, resource exchanges, services, or other activities for the design and implementation of programs to assist urban communities in meeting and addressing their pressing and severe problems in the following areas: • Underperforming school systems and students • Work force preparation • Urban poverty • Health Care • Elderly and disabled individuals • Families and children • Crime prevention • Housing • Urban infrastructure • Economic development • Environment
Contact	Department of Education, Office of Postsecondary Education, Division of Higher Education Incentive Programs, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-708-7389.

Source	<i>School, College, and University Partnerships, Higher Education Act of 1965, as amended, P.L. 99-498, and the Higher Education Amendments of 1992, Title I, Part A, P.L. 102-325.</i>
Eligibility	An institution of higher education or State higher education agency <i>and</i> a local educational agency may enter into a partnership agreement that can include businesses, labor organizations, professional associations, community-based organizations, public television stations, and other public and private agencies or associations.
Amount	\$4 million is appropriated for fiscal year 1992. Grants will be no less than \$250,000 and no more than \$1 million. 65% of funds is reserved for programs operating during the regular school year and 35% of summer programs.
Uses	Partnerships that serve low-income and disadvantaged students to improve their academic skills, graduation rates, and prospects for postsecondary education and employment. Programs may: • Use college students to tutor secondary school students and improve their basic academic skills or to involve secondary school students in community service-learning projects. • Be designed to improve the basic academic skills of secondary school students. • Be designed to increase understanding of specific subjects of secondary school students. • Be designed to improve the opportunity of low-income students to continue a program of education after high school graduation. • Be designed to increase the prospects of low-income students for employment after high school graduation.
Example	<i>At the University of Kentucky, "Destination Graduation" is a partnership of 13 colleges, school districts, and other educational organizations helping to improve the educational attainment of 1,007 disadvantaged junior and senior high schools students in rural Kentucky. In addition to tutoring, the program offers community oriented work experiences as well as on-campus activities designed to enhance students' self-esteem, academic reasoning skills, and employability.</i>

*Destination Graduation
Council on Higher Education
1050 US 127 South, Suite 101*

Frankfort, Kentucky 40601-4395
502-564-3553
Contact: Mark H. Pittman, Coordinator

Contact

May J. Weaver, Division of Student Services, Office of Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5249, 202-708-4804.

Source	<i>Innovative Projects in Community Service, Higher Education Act of 1965, as amended, 20 USC 1136 et seq., and Higher Education Amendments of 1992, Title XI, P.L. 102-325.</i>
Eligibility	Institutions of higher education (IHEs) or consortia and public and private nonprofit agencies and organizations, including local educational agencies, educational associations, welfare agencies, public libraries, hospitals, and museums.
Amount	\$1,013,832 was awarded in FY 91 for 21 grants, ranging from \$23,802 to \$72,743.
Uses	Innovative projects to encourage student participation in community service projects. Community service is defined as planned, supervised services designed to improve the quality of life for community residents, particularly for those with low income, or to assist in the solution of particular problems related to their needs. Activities funded include the following: • Research regarding the effects of student community service organizations. • Assistance to student organizations that work with community service organizations. • Linkages between youth corps and institutions of higher education. • Innovative student service programs.
Contact	Department of Education, Office of Postsecondary Education, Division of Higher Education Incentive Programs, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-708-7389.

Source	<i>Literacy Corps and Mentoring Corps Programs, Higher Education Act of 1965, Title I, Part D, as amended, P.L. 89-329; Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, 20 USC 1018-1018f; National and Community Service Act of 1990, Title II, Subtitle C, Section 221.1990; 20 USC 1136 et seq., Title XI, Higher Education Amendments of 1992, P.L. 102-325.</i>
Eligibility	Institutions of higher education (IHEs).
Amount	\$5.3 million is appropriated for fiscal year 1992. Grants may not exceed \$100,000 over 4 years and must be matched 25% the second and succeeding years.
Uses	Establishment of student mentoring and literacy corps programs operated by IHEs in local public community agencies, such as elementary and secondary schools, Head Start centers, prisons, youth serving agencies, and agencies serving individuals with disabilities. IHEs must design credit-bearing courses that combine the training of undergraduate students in various academic departments, such as social sciences, economics, and education, with experience as tutors. Grants may be used for: • Administration. • Stipends for student coordinators. • Technical assistance, collection and dissemination of information, and evaluation.
Contact	Division of Higher Education Incentive Programs, Office of Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, ROB-3, Room 3022, Washington, D.C. 20202-5251, 202-708-6128.

Source	<i>Federal Work-Study Program, Higher Education Act of 1965, as amended, P.L. 89-329, 92-318, 94-482, 95-566, 96-374, 97-12, 97-301, 97-92, 98-139, 98-79, 99-498, 99-500, 99-177, 99-178, 99-272, 99-369, 93-369, 93-579, 95-109, 100-139, 100-50; and Higher Education Amendments of 1992, Title IV, Part C, P.L. 102-325.</i>
Eligibility	Institutions of higher education (IHEs) from which 50% or more of its Pell Grant recipients graduate or transfer to another 4-year institution.
Amount	\$615 million is appropriated for FY 92 for distribution on a formula basis. Funds require a 25% local match in cash or in-kind. Excess funds will be distributed to IHEs which used at least 10% of their funds to compensate students involved in community service, and these excess funds may only be used for that purpose.
Uses	Part-time employment for financially needy undergraduate, vocational, and graduate students accepted for enrollment.

Community Service Work-Study Programs. At least 5% of an institution's allocation must be used to compensate students involved in community service, defined as services identified by an IHE in consultation with local nonprofit, governmental, and community-based organizations which are designed to improve the quality of life for community residents, particularly low-income individuals, in such fields as health care, child care, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement. In addition, students may work in service-learning programs with schools and local educational agencies or provide mentoring, tutoring, counseling, and other educational support activities.

Job Location and Development Programs. Institutions may use not more than 10% or \$50,000 of its allotment to establish or expand a program to locate and develop jobs, including community service jobs, not located at the grantee's institution.

Additional Funds for Community Service Programs. Up to 10% of an IHEs allocation may be used to conduct a program of community service learning, including:

- Mechanisms to assure academic quality of student experiences.
- Student access to necessary educational resources, expertise, and supervision.

- Collaboration with public and private nonprofit agencies, including the programs assisted under the National and Community Service Act of 1990, in the planning, development, and administration of such programs.

Work Colleges. IHEs may use funds for the administration, development, and assessment of comprehensive work-learning programs, using appropriated one-to-one matching funds as well as funds transferred from the regular Federal Work-Study allotment and the Federal Perkins Loans program. This program must be an integral and stated part of the institution's educational philosophy and program; require participation of all resident students; include learning objectives, evaluation, and record of work performance as part of the student's college record; provide programmatic and academic leadership; and recognize the educational role of work-learning supervisors. These programs may carry out activities authorized under the community service work-study and community service-learning programs described above.

Contact Harold McCullough, Chief, Policy Section, Campus and State Grant Branch, Division of Policy and Program Development, Office of Student Financial Assistance Programs, Office of Assistant Secretary for Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5446, 202-708-4690.

Source	<i>Cooperative Education Higher Education Act of 1965, as amended, P.L. 89-329 and 99-498; Higher Education Amendments of 1992, Title VIII, P.L. 102-325.</i>
Eligibility	Institutions of higher education (IHEs); and private, nonprofit agencies and organizations (demonstration, research, and training only).
Amount	\$14 million is appropriated for fiscal year 1992. In FY 90, 53 new grants were awarded, ranging from \$26,000 to \$300,000. The amount of each grant for cooperative education programs may not exceed \$500,000 in a fiscal year. Grants may be received for up to five fiscal years, with the Federal share for cooperative education programs decreasing each year - 90%, 80%, 70%, 60%, and 30%.
Uses	• Planning, establishment, expansion, and implementation of cooperative education programs which integrate alternating or parallel periods of academic study with public and private employment related to academic or occupational objectives. Funds may not be used to compensate students for employment. • Projects to demonstrate the feasibility or value of innovative methods of cooperative education. • Training and resources centers to: (a) Train personnel (b) Improve materials (c) Furnish technical assistance (d) Encourage occupational training to meet national needs (e) Assist other IHEs to develop and expand cooperative education programs (f) Model programs in science and mathematics for women and minorities • Research relating to cooperative education.
Contact	Division of Higher Education Incentive Programs, Office of Postsecondary Education, Department of Education, Washington, D.C. 20202-5251, 202-708-9407.

Source	<i>State Student Incentive Grants (SSIG), Higher Education Act of 1965, as amended by P.L. 92-318, 94-482, 95-43, 95-566, 96-96, 96-374, 99-498, 100-50, and the Higher Education Amendments of 1992, Title IV, Part A, Subpart 4, P.L. 102-325.</i>
Eligibility	States, which make grants to eligible undergraduate and graduate students attending institutions of higher education (IHEs).
Amount	\$72 million is appropriated for fiscal year 1992 with each State's allotment based on the number of eligible students in attendance at IHEs. States must match the federal allotment with State-appropriated funds.
Uses	Grants of up to \$5,000 for financially needy students attending IHEs. A State may elect to use up to 20% of its Federal allotment for campus-based community service work-study. Community service is defined as services identified by an IHE in consultation with local nonprofit, governmental, and community-based organizations which are designed to improve the quality of life for community residents, particularly low-income individuals, in such fields as health care, child care, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement. In addition, students may work in service-learning programs with schools and local educational agencies or provide mentoring, tutoring, counseling, and other educational support activities. The work-learning opportunities must be related to the students' educational or vocational program or goals.
Contact	Fred H. Sellers, Division of Policy and Program Development, Office of Student Financial Assistance Programs, Office of Assistant Secretary for Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5447, 202-708-4607.

Source *Upward Bound, Higher Education Act of 1965, as amended, P.L. 89-329, 99-498, and the Higher Education Amendments of 1992, Title IV, Part A, Subpart 2, Chapter 1, Section 402c, P.L. 102-325.*

Eligibility Postsecondary institutions, public and private agencies, and consortia, and in exceptional circumstances, secondary schools.

Amount \$156.2 million is available for fiscal year 1992. In FY 90, financial assistance ranged from \$103,626 to \$575,590.

Uses Programs designed to generate skills and motivation necessary for success in education beyond high school for low-income individuals, ages 13-19, who are potential first generation college students. Projects may provide such services as:

- Mentoring programs involving elementary or secondary school teachers, university faculty, students, or any such combinations.
- Instruction in reading, writing, study skills, science, and mathematics.
- Personal counseling.
- Academic advice and assistance in high school course selection.
- Tutorial services.
- Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth.
- Activities designed to acquaint youths participating in the projects with the available range of career options.
- Instruction for careers in which persons from disadvantaged backgrounds are particularly underrepresented.
- On-campus residential or non-residential summer programs.
- Activities designed for ESL students.

Programs funded for two or more years are required to include instruction in mathematics through precalculus, laboratory science, and foreign language composition and literature.

Example *Stanford University runs an Upward Bound program for youth at a local high school. Through a "Saturday Academy," college students serve as tutors, counselors and academic advisors to admitted students, who attend workshops*

on such topics as college exploration, study skills, word processing, SAT preparation, cultural awareness, and the college application process. Students also participate in community service activities and educational field trips. During the summer, these students experience college life through participation in a 6 week residential program where they take core academic courses for general elective credit and participate in cultural enrichment activities, career exploration workshops, and recreational activities.

*Haas Center for Public Service
Stanford University
Owen House
Post Office Box Q
Stanford, California 94309-3473
415-725-1663
Contact: Arcadio Morales*

Contact

Goldia Hodgdon, Division of Student Services, Higher Education Programs, Office of Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, Room 3030, Regional Office Building 3, Washington, D.C. 20202-5334, 202-708-4804.

Source	<i>Educational Opportunity Centers, Higher Education Act of 1965, as amended, P.L. 89-329, 99-498, and the Higher Education Amendments of 1992, Title IV, Part A, Subpart 2, Chapter 1, Section 402f, P.L. 102-325.</i>
Eligibility	Postsecondary institutions, public and private agencies, and consortia, and in exceptional circumstances, secondary schools.
Amount	\$12,095,000 was distributed in FY 90 to 40 continuation projects, with financial assistance ranging from \$123,542 to \$631,389.
Uses	Programs to provide information on financial aid, admissions, and academic assistance available at postsecondary institutions. Projects may provide such services as: • Mentoring programs involving elementary or secondary school teachers, university faculty, students, or any such combinations. • Public information to inform the community on postsecondary education and training opportunities. • Personal counseling. • Academic advice and assistance in course selection. • Tutorial services. • Activities designed for ESL students. • Assistance in completing college admissions and financial aid applications. • Assistance in preparing for college entrance examinations. • Guidance on education programs and alternatives for school dropouts. • Career workshops and counseling.
Contact	Goldia Hodgdon, Division of Student Services, Higher Education Programs, Office of Postsecondary Education, Department of Education, 400 Maryland Avenue, SW, Room 3030, Regional Office Building 3, Washington, D.C. 20202-5334, 202-708-4804.

Reforming Curriculum

Science and Mathematics

Social Studies

Language Arts

Health

Technology

Bilingual Education

Special Education

Migrant Education

Source *Materials Development, Research, and Informal Science Education, National Science Foundation Act of 1950, as amended, 42 USC 1861 et seq.*

Eligibility Any institution or organization with a scientific or educational mission, including colleges and universities, professional societies, museums, foundations, and industries.

Amount \$48,234,000 was distributed in FY 90 to 194 applicants, with financial awards ranging from \$10,000 to \$2,340,000.

Uses Project grants designed to provide new and improved materials and strategies that can help to increase the quality of, and continuously renew, the nation's educational resources in mathematics, science, and technology. Research and development projects are funded in the following areas:

Informal Science Education Program funds projects that involve or provide youth with rich and stimulating learning activities related to school curricula. These projects may seek to develop general literacy and problem solving skills and increase appreciation and understanding of the relationships of mathematics, science, and technology to everyday life and potential careers. Projects may include, but are not limited to, the following categories:

- **Broadcasting projects** in television, radio, and print that seek to consolidate and extend the impact of core program series, provide outstanding new programming for public, commercial, and cable outlets, and develop alternative formats for reaching new and larger audiences.
- **Museum projects** that focus on developing new strategies for interactive exhibits at natural history museums, zoos and aquariums, botanical gardens, and arboreta, and nature centers.
- **Community activity projects** that seek to expand and improve the science content of recreational learning in afterschool activities sponsored by youth-serving organizations, especially those which target women, minorities, persons with disabilities, and talented youth in the 4-14 age group.

Instructional Materials Development Program funds the development of strategies and materials that seek to improve K-12 instruction for all students, including projects that focus on broad curriculum reform, a single instructional level, interdisciplinary curricula, and materials for students or teachers. Projects should promote positive student attitudes and learning outcomes, changes in instructional approaches, and be suitable for widespread dissemination. In addition, proposed materials should exhibit

the following characteristics:

- Up-to-date content reflected in national standards and curriculum frameworks.
- Grounding in the most recent advances in research in learning, thinking, and teaching.
- Active involvement of students and teachers in investigations and experiments leading to shared common understandings of core concepts and principles.
- Development of critical thinking and problem-solving skills.
- Emphasis upon depth, not breadth, of study.
- Development of students' communication skills.
- Connections within and among mathematics, science, technology, and other areas.
- Appropriate student assessment strategies.
- Incorporation of advanced learning technologies.

The Program also invites proposals which develop innovative student assessment procedures, comprehensive mathematics curricula for all students, and practical problem solving experiences through technology education.

Research in Teaching and Learning Program supports basic and applied research on the factors that underlie effective learning and teaching of mathematics, technology, and science at all levels in order to inform teachers, teacher educators, policymakers, administrators, parents, and other researchers. Projects may explore, among other areas, alternative methods of assessing student learning; factors that influence student interest, participation, achievement, motivation, and career choices; and the effects and significance of the nature and quality of laboratory experiences.

**Potential
Example**

*Through the Illinois River Project, English, Science, and U.S. Government teachers coordinate the interdisciplinary, hands-on study of the natural and cultural history of the Mississippi River. Students conduct many activities, including river clean-ups with the U.S. Army Corps of Engineers' Adopt-a-River Program, creative writing pieces and reports for the project's annual *Meanderings* publication, and water quality studies, whose results they share via computer with 82 other participating schools along the river and its*

tributaries in Illinois, Iowa, and Minnesota.

In 1990, high school students in Elsah, Illinois discovered a polluted creek while monitoring water quality. They surveyed reluctant local residents about the problem and uncovered illegal raw sewage dumping. After confirming their results at a biology lab, students summarized their findings and presented them to local residents, Elsah city council, Jersey County Health Department, state and U.S. senators, and the Environmental Protection Agency. As a result, the town was required to bring their sewage treatment up to standard, and the students were asked to help residents identify ways to pay for improvements.

*Robert Williams, Project Advisor
Cindy Bidlack, Project Coordinator
Illinois River Project
Southern Illinois University at Edwardsville
Box 2222
Department of Curriculum and Instruction
Edwardsville, IL 62026-1122
618-692-3788*

**Potential
Example**

*Sixth grade students at Jackson School in Selma, California create "Kids Production," a 10-15 minute professional radio news program that seeks to increase public awareness about the environment. Through a study of ecology, field research, and radio production, students have tackled such issues as tire dumping, automobile smog checks, airport noise, dump closures, recycling, and organic farming. Valley Public Radio KVPR produces and broadcasts the finished product and provides the class with technical assistance on form, content, delivery, interviewing techniques, recording procedures, and editing. In a few years, the class hopes to broadcast **From a Shorter Point of View** via National Public Radio.*

*Mario J. Guerrero
Kids Productions, Inc.
Jackson School
2220 Huntsman
Selma, CA 93662
209-896-6500 ext. 280*

Contact

*Materials Development, Research, and Informal Science Education,
National Science Foundation, 1800 G Street, NW, Washington, D.C.
20550, 202-357-7452.*

Source	<i>Teacher Preparation and Enhancement, National Science Foundation Act of 1950, as amended, 42 USC 1861 et seq.</i>
Eligibility	Public and private colleges and universities, State and local educational agencies, nonprofit and private organizations, professional societies, science academies and centers, and other institutions with an education mission.
Amount	\$80,971,100 was distributed in FY 90 to 373 applicants, with financial awards ranging from \$7,500 to \$950,000.
Uses	<u>Teacher Preparation Program</u> supports the development of innovative successful, and productive programs for the preparation of K-12 math and science teachers through the following activities: • Development of Teacher Preparation Degree Programs that go beyond routine curricular revisions and prepare teachers with a strong foundation in content; the use of many and varied instructional strategies; use of advanced technologies; understanding of new forms of assessment; and knowledge of the research base for effective teaching and learning. • Materials for Teacher Preparation which improve subject matter, competence and pedagogical expertise, including use of interdisciplinary teaching and hands-on experiences, inquiry learning, and problem-solving activities. • Development of graduate-level programs to prepare Mathematics and Science Educators for university or school related careers. • Conferences and Workshops that address the broad principles of teacher preparation, assist in disseminating the results of teacher preparation projects, and determine future needs and directions of teacher preparation programs. • Planning Grants to support the development of high quality proposals for teacher preparation activities, especially those that propose comprehensive and systemic reform.

Teacher Enhancement Program supports projects to improve, broaden, and deepen the mathematical, scientific, and technological knowledge of teachers. These projects may provide additional education in both content and instructional strategies, involve teachers in educational research and development, link with business and industry, and conduct activities that use the same instructional strategies that teachers will apply to the education of their students. Projects may undertake, but are not limited to, the following formats:

- **Leadership Institutes** to build a large cadre of teachers or teams (university faculty, museum personnel, business, teachers, administrators, and parents) to lead improvement in the teaching of mathematics and science in the schools. Activities may focus on curriculum development, instructional strategies, systemic change, and sustained inservice.
- **Teacher Institutes** to support participation in the intensive study of subject matter and pedagogical content leading to advanced degrees and mentoring roles.
- **Institutes for Science and Mathematics Educators** at the state and local level to pursue intensive study of content and research on teaching and learning.
- **Planning Grants** to support the development of high quality proposals for Teacher Enhancement Inservice activities, especially those that propose large scale leadership and systemic change activities.
- **Professional Development Materials** specifically for teacher inservice activities, including those that assist teachers in becoming researchers in their own classrooms; reflect current research in teaching and learning; promote effective instructional strategies; and model the use of hands-on experiences, inquiry learning, and problem-solving activities.
- **Conferences** that bring experienced professionals together to discuss recent research and practices and introduce others to these ideas.
- **Dissemination** activities to help implement effective inservice models and materials.

Science and Mathematics Education Networks Program supports groups organized at the state or national level to share information, resources, and/or talent for the following purposes:

- **Major Reform Initiatives** which promote consensus building, coordination and collaboration, and the exchange of ideas related to the implementation of national education reform movements.
- **Leadership Networks** among leaders of various groups which target narrow areas of educational change and often utilize the "trainer of trainers" model to broaden the network.

- **Dissemination Networks** for a national audience on exemplary models, instructional materials, assessment information, and research findings.
- **Targeted Networks** which focus on a narrow constituency or topic in order to bring about significant changes in the educational process.
- **Conferences** to support established networks or the beginning of new networks, including post-conference activities.

Presidential Awards for Excellence in Science and Mathematics Teaching recognizes exemplary K-12 mathematics and science teachers and establishes a network to foster professional leadership and excellence. Each award is accompanied by a \$7,500 grant to be used at the teacher's discretion to improve math and science instruction at the home institution.

Private Sector Partnerships Program supports projects which establish School/Industry-Business Alliances that work collectively to analyze needs, develop strategies, and undertake specific activities to improve the quality of math and science education in the schools.

State-wide Systemic Initiative Program promotes a complete and thorough revision of science and mathematics education within a state, to forge state-wide alliances between government, education, and the private sector, and to serve as a catalyst for lasting change and improvement. The Governor or designee may submit a proposal.

Contact Division of Teacher Preparation and Enhancement, National Science Foundation, 1800 G Street, NW, Washington, D.C. 20550, 202-357-7073.

Source *Human Resource Development, National Science Foundation Act of 1950, as amended, 42 USC 1861 et seq.*

Eligibility Academic institutions and nonprofit organizations.

Amount \$27,625,000 was distributed in FY 90 to 140 applicants in 8 separate programs. Up to \$1,000,000 for up to a five year period may be requested under the Comprehensive Regional Centers for Minorities Program.

Uses Comprehensive Regional Centers for Minorities Program supports the establishment of coalitions of colleges, universities, school districts, and other organizations that are designed to substantively improve the precollege experiences of minority students in science and mathematics. Projects are designed to stimulate systemic improvement in precollege education in regions with significant minority populations in a way that results in an increase in the number of minority high school students with strong interest, confidence, and skills to pursue further study in science and engineering.

Contact Minority Programs Section, Division of Human Resource Development, National Science Foundation, 1800 G Street, NW, Washington, D.C. 20550, 202-357-7350.

Source	<i>Pre-Freshman Enrichment Program (PREP), Atomic Energy Act of 1954, as amended, Section 31(a) and 31(b), P.L. 83-703, 68 Stat. 919, 42 USC 2051; Energy Reauthorization Act of 1974, Title I, Section 107, P.L. 93-438, 88 Stat. 1240, 42 USC 5817; P.L. 93-275, Section 5, P.L. 93-409, Section 12(a); Federal Non-Nuclear Energy Research and Development Act of 1974, Section 4(d), P.L. 93-577; Energy Policy and Conservation Act, Section 337, P.L. 94-163; National Energy Extension Service Act, Title V, Section 502(7), P.L. 95-39, 42 USC 7001; Department of Energy Organization Act of 1977, as amended, Section 102 and 203, P.L. 95-91, 42 USC 7101.</i>
Eligibility	Colleges and universities which grant baccalaureate degrees in at least one of the following: biology, computer science, engineering, environmental science, natural resources, physical sciences, and mathematics. Nonprofit organizations, scientific and professional societies, science museums and science centers, two-year colleges, for-profit industries, and Federal laboratories may participate in a cooperative projects provided the application is submitted by an eligible institution.
Amount	\$2,650,000 is estimated for FY 92, with awards averaging \$40,000. Programs must be matched with university or industry funds.
Uses	Projects which seek to identify, motivate, and prepare students for science-based careers through enrichment experiences. The program targets students (grades 6-10) from populations typically underrepresented in science-based careers, such as women and minorities, but is open to anyone who has high interest, high achievement, or high potential. Programs consist of the following: Summer activities, at least four weeks in length with at least 25 students, such as course work in algebra, geometry, biology, chemistry, physics, problem-solving, engineering design, earth science, test preparation, computer science, logic, and motivational activities such as field trips and role models. Lab experiences, especially hands-on research, should be an integral part in order to introduce science and mathematics as active, participatory processes involving real problems. Projects must engage students as active, not passive, participants. Academic year activities may include meetings, workshops, labs, one-on-one tutoring, and weekly meetings with staff, science/math teachers, guidance counselors, students, and parents. In-school activities may be included and involve other non-summer participants. Both components must also include information, counseling, guidance, and activities which introduce participants to science-based careers and related course requirements.

Contact

John Ortman, Precollege Programs Division, ER-83, Office of University and Science Education, Office of Energy Research, Department of Energy, Forrestal Building, 1000 Independence Avenue, SW, Washington, D.C. 20585, 202-586-1634.

Source	<i>ADAMHA and NIH Science Education Partnership Awards (SEPA), Title IV, Part A, as amended; P.L. 78-410 and P.L. 99-158; 42 USC 241 and 285, as amended.</i>
Eligibility	Public and private for-profit and nonprofit institutions, including State, local, and Federal agencies, colleges and universities, school systems, professional societies, hospitals, museums, and foundations.
Amount	\$6,000,000 was distributed in FY 91 to 24 applicants, with awards ranging from \$100,000 to \$250,000.
Uses	Projects designed to link scientists with educators and community organizations in order to foster excitement about the health sciences in young people and the public, especially K-12 students. Programs for school children are expected to convey the scientific process in a way which makes science fun and interesting for students and captures their enthusiasm. Preference is given to projects which are innovative, have the potential for widespread use, and build on existing science education programs.
Contact	Joel W. Goldstein, Ph.D., ADAMHA SEPA Programs, National Institute of Mental Health, Alcohol, Drug Use and Mental Health Administration, Public Health Services, Department of Health and Human Services, Parklawn Building, Room 13-103, 5600 Fishers Lane, Rockville, MD, 301-443-9674; and Marjorie A. Tingle, Ph.D., NIH SEPA Program, National Center for Research Resources, National Institutes of Health, Public Health Services, Department of Health and Human Services, Westwood Building, Room 10A11, 5333 Westbard Avenue, Bethesda, MD 20892, 301-496-6743.

Source	<i>Minority Science Improvement Program (MSIP), Higher Education Act of 1965, Title X, Part B, Subpart 1, as amended, P.L. 89-329 and 99-498, 100 Stat. 1561, 20 USC 1135b, 1135, 1135d.</i>
Eligibility	Public and private accredited two and four year institutions whose enrollments are predominantly (50% or more) Native American, Black, Hispanic, and/or Pacific Islander; professional scientific societies; and all non-profit, accredited colleges and universities which will render needed services to MSIP eligible institutions.
Amount	\$6 million is appropriated for fiscal year 1992, part of which is for special project grants.
Uses	Funds may be used for projects which seek to improve access for precollege minority students to careers in physical and social science and engineering through precollege enrichment programs conducted through eligible colleges and universities.
Example	<i>Jackson State University in Jackson, Mississippi received a two-year \$47,046 grant to prepare and motivate junior and senior high school students to enter careers in science and engineering. Program activities include interdisciplinary study in Logic and Problem Solving; Integrated Mathematics, Science and Biology; Computer Programming and Applications; and Research Methodology. Opportunities are provided for career exploration with practicing scientists (mentors) at Jackson State University and with cooperating community scientists (mentors), agencies, industries, and research laboratories.</i>
Contact	Division of Higher Education Incentive Programs, Office of Postsecondary Education, Department of Education, Washington, D.C. 20202-5251, 202-708-4662.

Source	<i>Eisenhower Mathematics and Science Education - State Grants, Elementary and Secondary Education Act of 1965, as amended, Title II, Part A.</i>
Eligibility	State education agencies (SEAs), State agencies for higher education (SAHEs), the Bureau of Indian Affairs, and the Insular Areas. Institutions of higher education (IHEs) apply to State agencies.
Amount	\$240 million is appropriated for fiscal year 1992 for distribution on a formula basis. In FY 91, the average state grant was \$3,843,371.
Uses	To strengthen the skills of teachers and improve the quality of instruction in mathematics and science. 75% of funds go to SEAs for elementary and secondary education programs, and 25% to SAHEs for higher education programs. 90% of SEA funds are distributed by formula to local school districts. 95% of SAHE funds support competitive awards to IHEs or cooperative projects between IHEs and other organizations.

Elementary and Secondary Education Programs

SEAs must use at least 5% of the funds for demonstration and exemplary programs for: teacher training and retraining, instructional materials and equipment, special projects for the historically underserved and underrepresented groups and for gifted and talented students, and dissemination.

SEAs may use up to 5% for administration, assessment, and technical assistance.

LEAs may use their funds for:

- (1) Inservice, preservice and retraining of appropriate educational personnel in the field of mathematics and science.
- (2) Recruitment or retraining of minority teachers to become math and science teachers.
- (3) Training in, and instructional use of, telecommunications technologies as part of a mathematics and science program.
- (4) Integrating higher-order thinking skills into the curriculum.
- (5) Providing grants for individual teachers to improve their teaching ability and improve their instructional materials.

Higher Education Programs

Up to 5% of a SAHE's grant is to be used for administration, evaluation, and assessment.

IHEs may support the following:

- (1) Establishing traineeship programs for new secondary school math and science teachers.
- (2) Retraining of secondary school teachers who teach other disciplines to teach math and science.
- (3) Inservice training for appropriate education personnel.

Any awards made to cooperative programs may be used for the development and dissemination of projects designed to improve student understanding and performance in math and science.

Example *The environmental program at Lincoln High School in Philadelphia, Pennsylvania is funded in part by an Eisenhower Math and Science Grant. Students are involved in various activities: monitoring the local environment through water, soil and air samples; providing intergenerational services to hospitals and nursing homes through a horticulture therapy program; designing and installing a historically accurate "federal garden" for a museum; community improvement, including rebuilding houses, cleaning playgrounds, and removing graffiti.*

*Pennsylvania Institute for Environmental Community Service Learning
Rowland and Ryan Avenues
Philadelphia, Pennsylvania 19136
215-335-5653/FAX 215-332-5303
Contact: Harry Silcox, Director and former principal of Lincoln High School*

Contact Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, Division of Formula Grants, 202-401-0841.

Source	<i>National Program for Mathematics and Science Education, Elementary and Secondary Education Act of 1965, Title II, Part A; Dwight D. Eisenhower Mathematics and Science Education Act of 1988, Section 2012, 20 USC 2992.</i>
Eligibility	State and local educational agencies, institutions of higher education, and nonprofit organizations, including museums, libraries, educational television stations, professional science, mathematics, engineering, societies and associations.
Amount	\$8,781,000 was distributed in FY 90 to 41 applicants, with awards ranging from \$150,000 to \$500,000 per year.
Uses	Support for innovative projects of national significance that improve public and private elementary and secondary school mathematics and science instruction. Priorities for funding are announced every year.
Contact	Paul Gagnon, Director, Fund for the Improvement and Reform of Schools and Teaching, Office of Educational Research and Improvement, Department of Education, 555 New Jersey Avenue, NW, Washington, D.C. 20208-5524, 202-219-1496.

Source	<i>Law-Related Education Program, Elementary and Secondary Education Act of 1965, Section 1565; P.L. 100-297, 20 USC 2965.</i>
Eligibility	State educational agencies, local educational agencies, and public and nonprofit private agencies, organizations, and institutions.
Amount	\$6 million is appropriated for FY 92. In FY 91, \$5,855,000 was distributed to 43 projects, with awards ranging from \$25,000 to \$400,000.
What	Grants and contracts to develop, implement, and institutionalize law-related education programs in the elementary and secondary schools and to demonstrate and disseminate new approaches and techniques. Law-related education means education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which they are based.

Uses of funds include, but are not limited to, the following:

- Support for new and ongoing programs in elementary and secondary schools, adult education, community organizations, and institutions of higher education to provide law-related education, to develop materials and methods, to conduct pilot and demonstration projects, and to disseminate the products of such activities.
- Involvement of law-related organizations, agencies, and personnel, such as lawyers, law schools, law students, and law enforcement personnel in the provision of law-related education activities.
- Youth internships for outside-the-classroom experiences with the law and the legal system.

Example *Thirty 11- to 17-year old students in the Protect Your Rights and Money class at the St. Paul Open School in St. Paul, Minnesota comprise the Consumer Action Service. The students, working as a class, individually, and in small teams, mediate citizen complaints with businesses and governmental agencies in the Twin City area, responding to problems with automobiles, insurance, rental deposits, warranties and the like. In consultation with their teacher, a lawyer who assists the class occasionally, and consumer protection agencies, the class boasts a successful resolution rate of over 75% on more than 50 cases. The curriculum includes readings, guest speakers, field trips, case work, and extensive class discussions where students work cooperatively not only to help people but to improve their understanding of rights and responsibilities and their own social, personal, and problem-solving skills. Cases are recruited through several means: student-produced brochures, local news media, student articles, and a booth in downtown St. Paul.*

The project was started when ecology students investigated a rising stench in their neighborhood and traced the pollution to local industrial plants. Due to the class' consultation with environmental groups and protection agencies, research on pollution standards, testimony at public hearings, and petitioning of affected citizens, the plants were found in violation of pollution ordinances and ordered into compliance.

Contact Division of Equity and Education Excellence, School Improvement Programs, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-6440, 202-401-1342.

Source	<i>International Peace and Conflict Management - Research and Education, United State Institute of Peace Act, Title XVII of the Department of Defense Reauthorization Act of 1985, P.L. 98-525, 98 Stat. 2492, 2649, 22 USC 4601, Section 1701.</i>
Eligibility	Nonprofit organizations, official public institutions, and individuals, including institutions of post-secondary, community, and secondary education; public and private education, training, or research institutions and libraries; and public departments and agencies, including state educational agencies.
Amount	\$1,643,000 was distributed in FY 90, with awards ranging from \$3,000 to \$100,000.
Uses	To strengthen the nation's capacity to promote the peaceful resolution of international conflict through research, education and training, and public information activities. Eligible projects include, but are not limited to, the following: • Curriculum development for high school through graduate study and the conduct of teacher training institutes, workshops, and seminars on the causes of war, processes of peacemaking, and the conditions of peace. • Public information efforts in order to enhance awareness of the complexities of peacemaking, including development of video and radio projects, speakers' programs, community forums, debates, and the creation of complementary print or audiovisual materials.
Contact	Unsolicited Grant Program, United States Institute of Peace, 1550 M Street, NW, Suite 700, Washington, D.C. 20005, 202-457-1700.

Section	<i>Consumer and Homemaking Education, Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, as amended, National Science, Engineering, and Mathematics Reauthorization Act of 1986, P.L. 99-159, Further Continuing Appropriations Resolution of 1988, P.L. 100-202, Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, and Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title III, Part BP.L. 101-392.</i>
Eligibility	State boards of vocational education through the State plan application. Local educational agencies and postsecondary education institutions are eligible subgrantees.
Amount	\$35 million is appropriated for fiscal year 1992. One third of State grant must be expended in economically depressed areas.
Uses	Grants may be used for: • Instructional program development and improvement relating to managing individual and family resources; making consumer choices, balancing work and family; improving responses to individual and family crises, including family violence and child abuse; strengthening parenting skills (especially among teenage parents); preventing teen pregnancy; assisting aged and individuals with handicaps and members of at-risk populations (including the homeless); improving individual, child, and family nutrition and wellness; conserving limited resources; understanding the impact of new technology on life and work; and applying consumer and homemaking education skills to jobs and careers. • Support services and activities designed to ensure program quality and effectiveness, including demonstration of innovative and exemplary projects, community outreach to underserved populations, application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaking education programs, curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and administration and leadership, including activities of the student organization.
Example	<i>A team of teachers at Papillion/La Vista High School in Papillion, Nebraska lead a one-semester course covering "Community and Government" and "Family Life and the Community" in order to demonstrate connections among family, community and government. Issues such as crisis and stress, domestic violence and crime, and substance abuse are studied in "Family Problems." In "Community Problems" students learn about the functions of a community,</i>

including services and government relations. In addition, students volunteer with various community agencies for one and a half hours every day, including such sites as hospitals, shelters, day care centers, and police stations. In conjunction with their placements, students complete a major project. For example, students working with delinquent youth created a directory of community service opportunities where such youth could fulfill their legal obligations. Students also keep daily journals and are given assignments to encourage reflection.

*Papillion/La Vista High School
7821 Terry Drive
Papillion, Nebraska 68128
402-339-0405
Contact: Doris Harder*

Contact Department of Education, Office of Vocational and Adult Education,
Division of Vocational-Technical Education, 400 Maryland Avenue, SW,
Washington, D.C. 20202-7241, 202-732-2441.

Source	<i>Fund for the Improvement of Postsecondary Education (FIPSE), Higher Education Act of 1965, as amended, 20 USC 1135-1135a-3, Higher Education Amendments of 1992, Title X, P.L. 102-325.</i>
Eligibility	Institutions of higher education (IHEs) or combinations of IHEs and public and private nonprofit agencies and organizations.
Amount	\$11,702,000 was distributed in FY 90 for 58 new grants and 113 continuation grants, with financial assistance ranging from \$5,000 to \$150,000.
Uses	The program supports reform, innovation, and improvement of postsecondary education, including the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experiential learning. Activities funded include, but are not limited to, the following areas: <u>Planning Grants.</u> Up to \$20,000 for the development and testing of innovative techniques in postsecondary education. <u>Women and Minorities Science and Engineering Outreach Demonstration Program.</u> At least \$500,000 for partnerships with IHEs and elementary and secondary schools to enhance, coordinate, develop, and expand programs and initiatives which identify, encourage, and prepare students for careers in science and engineering. <u>Dwight D. Eisenhower Leadership Program.</u> A national program that identifies, recruits, inspires, and educates young Americans regarding leadership roles in the public and private sector, including the development of curriculum for secondary and postsecondary education and the sponsorship of internships.
Contact	Department of Education, Office of Postsecondary Education, Fund for the Improvement of Postsecondary Education, 202-708-5750.

Source	<i>Promotion of the Arts - Literature (Audience Development), National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951.</i>
Eligibility	Nonprofit organizations, including state arts agencies, colleges, universities, libraries, museums, art centers, radio and television stations, and other professional and community organizations. Elementary and secondary schools are not eligible. Cosponsorship is encouraged.
Amount	\$5,007,000 was appropriated for FY 90. Organizations may request up to \$10,000 on a one-to-one matching basis to cover professional level fees for writers.
Uses	Grants support high quality residencies and reading series for published writers of poetry, fiction, and creative non-fiction; performance poets; and translators. These projects must seek to: • Develop new and diverse audiences for creative writers of the highest quality, particularly those just achieving recognition. • Involve creative writers in varied programs and with varied communities. • Support literary programs in communities and populations traditionally underserved.
Example	<i>Since 1984, the creative writing classes at Galileo High School in San Francisco have produced a multi-cultural calendar in cooperation with California Poets in the Schools. The 1989 edition entitled And Still it Moves was based on the theme of music, opening with the quote, "It is easier to understand a nation by listening to its music than by learning its language." Coordinated by creative writing teacher Judy Bebelaar and Katharine Harer, poet-in-residence, the project brought jazz musicians to the school as well as other California poets. The creative writing classes have the responsibility of producing the calendar, including the theme and format. English teachers help with the proofreading process to enable students to perfect their grammar skills; English as a Second Language teachers help students write about their experiences; Art teachers plan lessons around the theme. The calendar includes stories of great suffering and courage; photography, drawings, and poetry by students expressing homeland remembrances and teenage lives; and historical dates reflecting "multi-cultural literacy," such as the Dragon Boat Festival in China, Ancestor's Day in Haiti, and Kite Day in India. The introduction states, "And Still it Moves conveys a message students at Galileo identify with strongly: that people of many different backgrounds and cultures can work together, learning about themselves and others, developing pride and fostering understanding, in order to produce something both useful and</i>

beautiful. Because of the project's meaning, students want to go to the library to learn about artists, historic events and holidays, and they not only learn the necessary skills; they teach skills to one another." The calendar was started by John Marron, a California Arts Council Artist-in-Residence in 1984 and continued with the support of the San Francisco Education Fund, the California Arts Council and others to allow for quality reproduction of the project.

*Galileo High School Creative Writing Project
1150 Francisco Street
San Francisco, CA 94106
415-771-3150
Contact: Judy Beelaar and Katherine Harer, co-editors*

Contact Literature Program, National Endowment for the Arts, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, 202-682-5451.

Source	<i>Promotion of the Arts - Expansion Arts (Special Projects - Arts Education Initiative), National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951.</i>
Eligibility	Professionally directed arts organizations of high artistic quality which are deeply rooted in and reflective of culturally diverse, inner city, rural, or tribal communities. These non-profit organizations may include State and local governments and local arts agencies.
Amount	\$6,648,000 was appropriated in FY 90 for the Expansion Arts Program. For the Special Projects - Arts Education Initiative, about 30 grants will be distributed over a two year period, with amounts ranging from \$10,000 to \$30,000. They must be matched on a one-to-one basis.
Uses	The Special Projects - Arts Education Initiative is intended for the support of arts instructional activities for preschool and school-aged youth, K-12. Though not intended to develop professional skills, these projects must be consistent and substantive, aimed at engaging, involving, and challenging participants, and put the works of art or artistic practices within a relevant cultural context. Eligible activities include: • Classes and workshops designed to develop an appreciation for the arts and or to provide active participation in creating or performing works of art in one or more disciplines. • After school, weekend, and summer programs as well as some in-school projects. • Artist residencies within the organization for purposes of arts education.
Example	<i>Muralist Johanna Poethig serves as an artist-in-residence with the California Arts Council and the South of Market Cultural Center in San Francisco, where she also combines her talents with those of children at school sites, community facilities and parks to help them create murals that reflect their lives. Poethig gives art lessons to students once a week, where they learn to utilize different mediums to draw self-portraits, animals, and scenes from their homelands, such as temples and celebrations. Poethig loosely plans the murals using the children's images and then works with them to paint themes about their lives. At one of the city's elementary schools for new immigrants, the San Francisco Filipino Education Center, Poethig and the children, who hail from the Philippines and Southeast Asia, created two murals, "My Journey to the United States" and "Wonders of the World." Not only are the murals important to the students, but they make a lasting contribution to the school as a reflection of the city's rich ethnic and cultural heritage.</i>

Murals in the Schools
1951 Oak Street, #4
San Francisco, CA 94117
415-387-4087
Contact: Johanna Poethig, Muralist

Contact E'Vonne C. Rorie, Expansion Arts Program, National Endowment for the Arts, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506, 202-682-5443.

Source	<i>Secretary's Fund for Innovation in Education (FIE), Elementary and Secondary Education Act of 1965, Title IV, Part F, 20 USC 3151-3157.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), and other public and private agencies and organizations.
Amount	\$24 million is appropriated for fiscal year 1992.
Uses	Supports programs and projects that show promise of identifying and disseminating innovative educational approaches at the preschool, elementary, and secondary levels. Activities may be carried out directly or through grants and contracts to SEAs, LEAs, IHEs, and other public and private agencies, organizations, and institutions.

Discretionary grant awards are made under this general authority for the Innovation in Education Program. In addition, five specific discretionary programs are authorized:

Technology Education, including:

- Programs and projects to assist in the training of public and private elementary and secondary school teachers, administrators, and other educational personnel in the coordination of television programming, radio programming, telecommunications programs, or video resources with the school curriculum.
- Educational television, radio, telecommunications or video resources programs or projects which promote a partnership between elementary and secondary schools, parents, SEAs, IHEs, or the community.

Comprehensive school health education, including:

- (a) Personal health and fitness
- (b) Nutrition
- (c) Mental and emotional health
- (d) Prevention of chronic diseases
- (e) Substance use and abuse
- (f) Accident prevention and safety
- (g) Community and environmental health
- (h) Prevention and control of communicable diseases
- (i) Effective use of the health services delivery system
- (j) Development and aging

Innovative alcohol abuse education programs, which authorizes development of materials for programs of alcohol abuse education, particularly to benefit children in grades 5-8 who are children of alcoholics, and grants to inform educators about the special problems such children have. This particular program is administered by the Office of Elementary and Secondary Education.

Contact Department of Education, Office of Educational Research and Improvement, Fund for the Improvement and Reform of Schools and Teaching, 555 New Jersey Avenue, N.W., Washington, D.C. 20208/202-219-1496.

Source	<i>Star Schools Program, Star Schools Program Assistance Act; Education for Economic Security Act, Title IX, P.L. 100-297, 20 USC 4081-4086.</i>
Eligibility	Any of the following types of partnerships: • Public agency or corporation established for the purpose of developing and operating telecommunications networks to enhance educational opportunities. • Partnership to provide a telecommunications network with three or more of the following, at least one of which must be a local educational agency with a significant number of Chapter 1-eligible students or a State education agency or State higher education agency: an institution of higher education; a teacher training center; a public or private agency with experience or expertise in telecommunications; or a public broadcasting entity.
Amount	\$14,812,000 was distributed in FY 90, with awards averaging \$3,700,000.
Uses	Demonstration grants to improve instruction in mathematics, science, and foreign languages through: • Development, construction, and acquisition of audio and visual facilities and equipment. • Development and acquisition of instructional programming. • Acquisition of technical assistance for the use of such facilities and instructional programming.
Contact	Cheryl Garnette, Office of Educational Research and Improvement, Department of Education, Washington, D.C. 20208-5644, 202-219-2267.

Source	<i>Technology Education Demonstration, Omnibus Trade and Competitiveness Act, Title IV, Subtitle B, Chapter 2, Section 6112, P.L. 100-418, 20 USC 5101-5106.</i>
Eligibility	Local educational agencies, State educational agencies, consortia of public and private agencies, organizations, or institutions, and institutions of higher education.
Amount	\$988,000 was distributed in FY 90, with awards ranging from \$56,587 to \$436,231.
Uses	To develop a technologically literate population through demonstration programs for technology education in secondary schools, vocational education centers, and community colleges.
Contact	Robert Miller, Division of National Programs, Office of Vocational and Adult Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-7242, 202-732-2428.

Source	<i>Bilingual Education, Bilingual Education Act; Elementary and Secondary Education Act of 1965, Title VII, Part A, as amended, P.L. 89-10, P.L. 100-297, 98 Stat. 2370-2387, 20 USC 3281-3341.</i>
Eligibility	Local educational agencies, institutions of higher education, private nonprofit and for-profit organizations.
Amount	\$147,407,000 is available for fiscal year 1992 for bilingual programs, including transitional bilingual programs, developmental bilingual programs, and special alternative instructional programs.
Uses	<u>Special Alternative Instructional Programs.</u> Programs that have specially designed curricula and provide structured instructional services to allow children to achieve English competence and to meet grade promotion and graduation requirements.
Example	<i>In the English Language Acquisition program at Tamura School in Fountain Valley, California, limited English proficient (LEP) students in grades K-5 are involved in cross-age tutoring activities. Tutoring not only serves to improve the language skills of the tutees, but also the language and communication skills and self-confidence of the tutors. In addition, the LEP students operate the school's motor laboratory. The children in the program are newly arrived immigrants from many regions around the world, including Southeast Asia, Mexico, Central America, and Eastern Europe.</i> <i>Hisamatsu Tamura School 17340 Santa Suzanne Fountain Valley, California 92708 714-847-8529 Contact: Jan Johnson, Teacher</i>
Contact:	Department of Education, Office of Bilingual Education and Minority Languages, Division of State and Local Programs, 330 C Street, SW, Washington, D.C. 20202, 202-732-5712.

Source	<i>Education of Handicapped Children in State Operated or Supported Schools, Elementary and Secondary Education Act of 1965, Title I, Chapter 1, Part D, Subpart 2, P.L. 97-35, 89-10, 100-297, 20 USC 2791.</i>
Eligibility	State educational agencies. serving handicapped children in State-operated and State-supported schools or programs.
Amount	\$143 million is appropriated for fiscal year 1992. In FY 90, financial assistance ranged from \$22,967 to \$24,727,529.
Uses	Authorized activities include, but are not limited to, the following: • Services in early intervention, preschool, elementary, secondary, and transition programs. • Acquisition of equipment and instructional materials. • Employment of special personnel and education aides. • Training of teachers, parents, and other personnel. • Training in the use and provision of assistive devices. • Training of nonhandicapped children to facilitate participation with handicapped children in joint activities. • Training of employers and personnel involved in the transition of school to work and independent living. • Outreach activities to identify and involve handicapped children and their families more fully in a wide range of educational and recreational activities in their communities. • Planning, evaluation, and dissemination.
Example	<i>At Louis Armstrong Middle School in Queens, New York, special education students meet with first graders from a local elementary school on a regular basis to read aloud to the younger children. The students practice in seminars, with help from the guide, <u>Reading, Writing, and Reviewing: Helpers Promoting Reading</u>, which outlines strategies for teaching adolescents how to choose, critique, and read aloud children's books. According to the teacher Ms. Gass, previously reluctant readers are increasing their self-confidence, leadership, and personal communication skills.</i>

*Louis Armstrong Middle School
32-02 Junction Blvd.
Queens, New York
718-335-7500
Contact: Mary Ellen Levin, Principal*

Contact Department of Education, Office of Special Education and Rehabilitative Services, Special Education Programs, Division of Assistance to States, Washington, D.C. 20202, 202-732-1025.

Source	<i>Immigrant Education - Special Programs, Elementary and Secondary Education Act of 1965, Title IV, Part D, as amended.</i>
Eligibility	State educational agencies (SEAs) on a formula basis to meet the special educational needs of children of migratory agricultural workers and migratory fishermen. Local educational agencies with an immigrant school population of at least 3% of their enrollment apply to the SEA for grants.
Amount	\$30 million is appropriated for fiscal year 1992.
Uses	Authorized activities include, but are not limited to, the following: • Supplementary educational services, such as English language instruction, bilingual educational services, and special materials and supplies. • In-service training for personnel providing services.
Example	<i>At Hamilton Junior High School in Stockton, California, many Latino students, mostly from migrant families, participate in an afterschool program where they receive supplemental tutoring and computerized math instruction. Based on the National Council of La Raza's Project Excel model, the program includes two components: Academia del Pueblo, which provides instruction in language arts, reading, ESL, and math for children in grades K-4 in order to address early failure and retention; and Project Success, which seeks to prepare youth with the critical thinking and problem-solving skills for needed for success in college preparatory high school classes. Volunteer high school students serve as tutors and advisers.</i> <i>Project Excel National Council of La Raza 548 S. Spring St., Suite 802 Los Angeles, CA 90013 213-489-3428 Contact: Lori Orum, Director</i>
Contact	Department of Education, Office of Migrant Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-0740.

Promoting Healthy Lifestyles and Youth Development

**Dropout Prevention
Substance Abuse Prevention
Teenage Pregnancy Prevention
Delinquency Prevention
Adolescent Health**

Source	<i>School Dropout Demonstration Assistance, Elementary and Secondary Education Act of 1965, Title VI, Parts A and C, as amended, P.L. 100-297.</i>
Eligibility	Local educational agencies (LEAs), community-based organizations, and educational partnerships that include an LEA <i>and</i> a business, community based organization, private nonprofit organization, institution of higher education, state educational agency, State or local public agency, private industry council under the Job Training and Partnership Act, museum, library, or educational television and broadcasting station.
Amount	\$40 million is appropriated for FY 92 to be distributed on a competitive basis according to the following: 25% is reserved for LEAs with a total elementary and secondary enrollment of 100,000 or more. 40% for LEAs serving between 20,000-100,000 students. 30% to LEAs serving less than 20,000 students. 5% to community-based organizations. Within each of the above categories, between 25% and 50% of the funds are reserved for educational partnerships. Funds must be matched by 10% the first year, and 25% the second year.
Uses	Authorized activities include, but are not limited to, the following: • Development of extended day or summer programs addressing poor achievement, basic skills and language deficiencies, and course failures in order to assist students at risk of dropping out and students reentering school. • Establishment or expansion of work-study, apprentice, or internship programs. • Evaluation of the effectiveness of dropout prevention programs. • Development of programs for traditionally underserved groups of students. • Implementation of activities which will improve student motivation and the school learning environment. • Mentoring programs.

- Coordination of dropout prevention and reentry programs with drug prevention and community organizations for the prevention of youth gangs.
- Use of educational telecommunications to extend, motivate, and reinforce school, community, and home dropout prevention and reentry activities.

Contact

John R. Fiegel, Department of Education, Division of Educational Support, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Mail Stop 624, Washington, D.C. 20202-6438, 202-401-1342.

Source	<i>State and Local Comprehensive School Health Programs to Prevent Health Problems and Improve Educational Outcomes, Public Health Service Act, Sections 301(a), 311(b) and (c), and 317(k)(3), as amended.</i>
Eligibility	State educational agencies (SEAs) and local educational agencies (LEAs) in the 20 cities with 1,300 or more reported AIDS cases.
Amount	\$20,100,000 will be distributed in FY 93 on a competitive basis.
Uses	To strengthen the capacity of the SEA and LEA to plan, implement and evaluate effective comprehensive school health programs to prevent important health risk behaviors among youth, including use of alcohol, tobacco, and drugs; poor nutrition and lack of exercise; high risk sexual behavior resulting in HIV/AIDS, sexually transmitted diseases (STDs), and pregnancy; and other behaviors resulting in injury, death, or disability. Comprehensive programs may include health education, health services, promotion of a healthful school environment, physical fitness, food services, school counseling and support, staff wellness, and parent and community involvement.

Cooperative agreements will be funded in the following areas:

- Building state/local education agency and state/local health agency infrastructure for comprehensive school health programs.

No funds for this activity in FY 93.

- Strengthening comprehensive school health education to prevent important health-risk behaviors and health problems related to HIV/AIDS.

\$17,200,000 available for 55 SEAs, with awards ranging from \$50,000 to \$450,000 depending on student population; and 16 LEAs, ranging from \$250,000 to \$450,000 based on student population.

- Addressing the adequacy of school policies, curricula, and training to prevent STDs, and, in collaboration with the State Health Agency, developing plans and specific actions to strengthen STD education within the context of comprehensive school health education.

\$1,400,000 available for up to 55 SEAs and 16 LEAs, with awards of approximately \$20,000.

- Establishing National Training and Demonstration Centers for Comprehensive School Health Programs.

\$1,500,000 available to fund up to 2 SEAs and one LEA, with awards ranging from \$450,000 to \$550,000.

Contact Leah D. Simpson, Grants Management Specialist, Grants Management Branch, Procurement and Grants Office, Centers for Disease Control, Department of Health and Human Services, 255 East Paces Ferry Road, NE, Room 300, Mail Stop E-14, Atlanta, GA 30305, 404-842-6803.

Source	<i>Adolescent Family Life Demonstration Grants, Public Health Service Act, Title XX, Section 2008, P.L. 98-512, 42 USC 300z-2, as amended, Appropriations Act of 1991, P.L. 101-517.</i>
Eligibility	Any public or private nonprofit organization or agency, including city, county, regional, and State government.
Amount	\$9,400,000 was distributed in FY 90 to 26 prevention services projects and 30 care services projects, with financial assistance ranging from \$25,000 to \$400,000. Projects may run up to 3 years, with required matching contributions increasing each year.
Uses	Family-centered, community-based demonstration programs to prevent adolescent pregnancy and early sexual activity and to care for pregnant and parenting adolescents. All proposed programs must incorporate a detailed evaluation plan.

Prevention programs must seek to establish innovative, value-based, family centered approaches to promoting adolescent, premarital abstinence. Proposed programs should seek to use pre-existing educational materials/curricula and provide any one or more of the following services:

- (1) Educational services relating to family life and problems associated with adolescent premarital sexual relations, including:
 - (a) Information about adoption,
 - (b) Education on the responsibilities of sexuality and parenting,
 - (c) Development of material to support the role of parents as the providers of sex education, and
 - (d) Assistance to parents, schools, youth agencies and health providers to educate adolescents and preadolescents concerning self-discipline and responsibility in human sexuality;
- (2) Appropriate educational and vocational services;
- (3) Extended counseling for family members of eligible person;
- (4) Transportation;
- (5) Outreach services to families of adolescents to discourage sexual relations among unemancipated minors;

- (6) Pregnancy testing and maternity counseling;
- (7) Nutrition information and counseling; and
- (8) Referral for screening and treatment of venereal disease.

Contact

Patricia Funderburk, Director, Office of Adolescent Pregnancy Programs, Office of Population Affairs, Office of the Assistant Secretary for Health, Public Health Service, Department of Health and Human Services, Room 736E, Hubert H. Humphrey Building, 200 Independence Avenue, SW, Washington, D.C. 20201, 202-245-7473.

Source	<i>Drug-Free Schools and Communities - National Programs, Elementary and Secondary Education Act, as amended, Title V, Part D; Drug Free Schools and Communities Act of 1986, as amended.</i>
Eligibility	Institutions of higher education (IHEs), state educational agencies (SEAs), local educational agencies (LEAs), and nonprofit organizations.
Amount	\$8,835,000 was distributed in FY 90, with financial assistance ranging from \$100,000 to \$400,000. Twenty-one grants awards were made to IHEs, and 24 among IHEs, SEAs, LEAs, and private nonprofit organizations.
Uses	Projects that assist in drug and alcohol abuse education and prevention, curriculum development, and model demonstration activities.
Contact	Seledia Sheperd, Office of Elementary and Secondary Education, Department of Education, Room 4132, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1599.

Source	<i>Drug-Free Schools and Communities - School Personnel Training, Drug Free Schools and Communities Act of 1986, as amended; Elementary and Secondary Education Act of 1986, Title V, as amended, Part C, Section 5128, P.L. 101-647.</i>
Eligibility	State educational agencies, local educational agencies, and institutions of higher education, or a consortium of eligible applicants.
Amount	\$23,739,000 was distributed in FY 90 to 176 projects, with financial assistance ranging from \$100,000 to \$300,000.
Uses	Establish, expand, or enhance programs and activities for the training of school personnel concerning drug and alcohol abuse education and prevention.
Contact	Ethel Jackson, Drug Free Schools and Communities Program, Office of Elementary and Secondary Education, Department of Education, FOB-6, M520202-6151, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1599.

Source	<i>Emergency Grants, Drug Free Schools and Communities Act of 1986, as amended, Title V; Elementary and Secondary Education Act of 1986, as amended, Part D, Section 5136, P.L. 101-647.</i>
Eligibility	LEAs, based on need, who are also eligible to receive a concentration grant under Section 1006 of Chapter 1, Title I, of the Elementary and Secondary Education Act of 1965, as amended.
Amount	FY 91 est is \$24,331,000, to be distributed to approximately 50 applicants, with financial assistance ranging from \$100,000 to \$1,000,000.
Uses	Project grants improve the quality of alcohol and drug abuse education and prevention activities for students. LEAs must serve an area with a large number or high percentage of: • Arrests of youths under the influence of drugs or alcohol, or convictions of youth for drug or alcohol-abuse related crimes; or • Referrals of youth to drug and alcohol abuse treatment and rehabilitation programs.
Contact	Ruth Tringo, Office of Elementary and Secondary Education, Department of Education, Room 2189, 400 Maryland Avenue, SW, Washington, D.C. 20202, 202-401-1599.

Source	<i>Drug Free Schools and Communities Act - State Grants, Drug Free Schools and Communities Act of 1986, Title V, Part B; Elementary and Secondary Education Act, as amended, P.L. 100-297, P.L. 100-690, P.L. 101-226, and P.L. 101-647.</i>
Eligibility	State educational agencies (SEAs), Governors' offices, and the Insular Areas.
Amount	Approximately \$507.6 million is appropriated for FY 92 for distribution to States and Territories on a formula based on school-age population. Most of each State's grant is administered by the SEA, which must pass along more than 90% to local educational agencies (LEAs). Governors receive the remainder of the State grant to support a variety of drug prevention and education programs.
Uses	SEAs may use funds directly for activities to: (1) Provide training and technical assistance to LEAs, teachers, administrators, parents, and law enforcement officials. (2) Develop and disseminate curricula materials to LEAs. (3) Conduct drug abuse education and prevention demonstration projects. (4) Supplement financial assistance to areas serving large numbers of disadvantaged children, to sparsely populated areas, or to meet other special needs. LEAs that receive funds through the SEA may use funds for programs that include, but are not limited to, the following: (1) Developing and/or purchasing drug abuse education and prevention curricula, textbooks, and materials. (2) Counseling and referral service programs for students and families. (3) School-based programs of drug and alcohol abuse prevention focused on early intervention. (4) Family and community awareness programs for substance abuse prevention. (5) Inservice and preservice training in drug and alcohol abuse prevention for programs for teachers and other school personnel, including judicial officials and other public service officials.

Of the funds made available through the Governor's Office, 42.5% must be used for programs designed for high-risk youth, 10% for drug abuse resistance education programs, and 5% for replication and dissemination of successful drug education programs. The remaining portion may be used to support general drug education and prevention programs and activities which include, but are not limited to, the following:

- (1) Local broadly-based programs for drug and alcohol abuse prevention, early intervention, rehabilitation referral, and education for all age groups.
- (2) Training programs on drug and alcohol abuse education and prevention for teachers, counselors, other school personnel, parents, law enforcement officials, and other public service personnel, including community leaders.
- (3) Technical assistance to community-based organizations and LEAs in the planning and implementation of drug and alcohol abuse prevention, early intervention, rehabilitation, referral, and education programs.
- (4) Drug-Free School Zones.
- (5) Developing and distributing public information materials.

Contact Allen King, Director, Division of Drug-Free Schools and Communities, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-6439, 202-401-1599.

Source *Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High Risk Youth, Public Health Service Act, Section 509A, as amended by Section 2051 of the Anti-Drug Abuse Act of 1988, P.L. 100-690.*

Eligibility Any public or nonprofit private entity.

Amount \$32,787,000 was distributed in FY 90 to 116 applicants, with awards ranging from \$100,000 to \$1,400,000.

Uses Service demonstration projects that seek to: (1) identify and reduce factors in the individual, in the parents and extended family, school, peer group, and neighborhood that place youth at high risk for using alcohol and other drugs; and (2) increase resiliency/protective factors within youth, peer groups, and families to reduce the likelihood that youths will use alcohol and other drugs. These projects must target youth with multiple risk factors and propose comprehensive programs that:

- Focus on and evaluate innovative prevention/early intervention strategies.
- Assess the effectiveness, replicability, and generalizability of existing promising models for prevention and/or early intervention services for high risk youth.

The Anti-Drug Act of 1988 defines "high-risk youth" as "any individual who has not attained the age of 21 years, who is at high risk of becoming or who has become a drug abuser or an alcohol abuser and who:

- is identified as a child of substance abuser;
- is a victim of physical, sexual, or psychological abuse;
- has dropped out of school;
- has become pregnant;
- is economically disadvantaged;
- has experienced mental health problems;
- has attempted suicide;
- has experienced long-term physical pain due to injury; or
- has experienced chronic failure in school."

The program encourages strategies that target youth with mental disorders/emotional problems and other documented groups not included in the definition.

Suggested strategies to address risk factors include peer tutoring, mentoring, youth leadership activities, implementation of a values curriculum, and entrepreneurial and vocational training. Client-oriented interventions should be designed for specific developmental age groups,

such as preschool, elementary school, middle school, high school, dropouts, and college and non-college youth.

Contact

Dr. Stephen Gardner, Chief, High Risk Youth Branch, Division of Demonstration and Evaluation, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration, Public Health Services, Department of Health and Human Services, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0353.

Source	<i>Community Youth Activity Demonstration Grants, Anti-Drug Abuse Act of 1988, Section 3521 (c)(3)(B), P.L. 100-690, as amended.</i>
Eligibility	State agencies designated by the Governor of each State, Puerto Rico, and the Mayor of the District of Columbia.
Amount	\$13,960,000 was distributed in FY 90 to 31 applicants, with awards ranging from \$100,000 to \$500,000.
Uses	To make grants to local organizations, agencies, and partnerships to establish and evaluate innovative alcohol and other drug abuse prevention services for at-risk youth.
Contact	Darie Davis or Arnold R. Mills, Division of Community Prevention and Training, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration, Public Health Service, Department of Health and Human Services, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0369.

Source	<i>Community Youth Activity Program Block Grants, Anti-Drug Abuse Act of 1988, Section 3521, P.L. 100-690, as amended, Drug Abuse Treatment Technical Corrections Act of 1989, P.L. 101-93.</i>
Eligibility	States, District of Columbia, and U.S. territories.
Amount	\$4,795,996 was distributed equally on a formula basis to States, with financial assistance averaging \$82,786. The amount distributed to Territories is based on need.
Uses	Partnerships to prevent alcohol and other drug abuse through community-wide education, training, and recreation projects. Services may be provided by or through partnerships with local educational agencies, law enforcement agencies, community-based organizations, community action agencies, local or State recreation departments, and business organizations in consultation with local and State health departments, and community mental health centers. Funds may not be used for State administration.
Contact	Gale A. Held., Director, or Arnold R. Mills, Public Health Advisor, Division of Community Prevention and Training, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration, Public Health Service, Department of Health and Human Services, 9th Floor, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0369.

Source	<i>Preventive Health Services - Sexually Transmitted Diseases Research, Demonstrations, and Public Information and Education Grants, Public Health Service Act, Section 318b, 42 USC 247c, as amended; Disease Control Amendments of 1972, P.L. 92-449; Disease Control Amendments of 1976, P.L. 94-317; Health Services and Centers Amendments of 1978, as amended, P.L. 95-626; Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 1988, P.L. 100-202 (CFDA #93.978).</i>
Eligibility	Official public health agencies of State and local governments, and any other public or private nonprofit institution.
Amount	\$6,817,200 was distributed in FY 90 to 23 applicants, with awards ranging from \$34,000 to \$310,900.
Uses	To develop, improve, apply, and evaluate methods for the prevention and control of gonorrhea, chlamydia, syphilis, and other sexually transmitted diseases (STD) through demonstration and applied research; and to develop, improve, apply, and evaluate methods and strategies for public information and education about STD. This includes the development of innovative and alternative outreach activities in schools, where new approaches would have an impact on the incidence of STD.
Contact	Willard Cates, Jr., M.D. Centers for Disease Control, Public Health Service, Department of Health and Human Services, 1600 Clifton Road, NE, Atlanta, GA 30333, 404-639-2552.

Source	<i>Minority AIDS and Related Risk Factors Education/Prevention Grants, Public Health Service Act, as amended, Title XVII, Section 1707(d)(1), 42 USC 300u et seq.; Disadvantaged Minority Health Improvement Act of 1990, P.L. 101-527.</i>
Eligibility	Public or private nonprofit minority community-based organization (at least 50% minority members; minorities in key program positions; established record of service to minority community) or minority institution (religious or educational institution serving a predominantly minority population).
Amount	\$1,986,148 was awarded in FY 90 for 38 continuation grants.
Uses	Health education and prevention strategies to eliminate or reduce risk of AIDS and other related health problems, such as substance abuse and sexually transmitted diseases (STDs), among targeted minority populations. A proposed program may include such activities as: • Mechanisms to encourage volunteers to develop and deliver community-based education/prevention. • Education/prevention strategies using a variety of settings such as hospital emergency rooms, churches, youth shelters, teen centers, adult education centers, detention centers, social service agencies, and other community sites. • Strategies to assist people at risk in planning, negotiating, and reinforcing behavior change to prevent HIV and STD infection. • Mechanisms for coordinating community-based prevention strategies.
Contact	Georgia Buggs, R.N., M.P.H., Office of Minority Health, Office of the Assistant Secretary for Health, Department of Health and Human Services, Rockwall II Building, Suite 1102, 5515 Security Lane, Rockville, MD 20852, 301-443-9923.

Source	<i>Drug Alliance, Anti-Drug Abuse Act of 1986, Section 4301; Domestic Volunteer Service Act of 1973, Title I, Part C, Section 124, P.L. 93-113, as amended, P.L. 99-570, 42 USC 4994.</i>
Eligibility	State and local government agencies and other public and private nonprofit organizations.
Amount	\$1,314,000 was appropriated in FY 1990, with 80 grants awarded ranging from \$9,000 to \$250,000.
Uses	Project grants to organizations which will utilize local volunteers and resources to conduct innovative and expanded public awareness and education activities to prevent illicit drug use and to promote positive alternatives for youth. Supported projects include positive peer intervention activities for youth; the organization of youth groups; the development of coalitions and partnerships; and adult and older youth mentors for at-risk youth.
Contact	Director, Drug Alliance, Program Demonstration and Development Division, ACTION, 1100 Vermont Avenue, NW, D.C. 20525, 202-634-9757.

Source	<i>Juvenile Justice and Delinquency Prevention - Allocation to States, Juvenile Justice and Delinquency Prevention Act of 1984, Section 221-223, P.L. 93-415, as amended; P.L. 94-503, P.L. 95-115, P.L. 96-509, P.L. 98-473, P.L. 100-690, 42 USC 5601. et seq.</i>
Eligibility	State agency designated by the Governor. The state advisory group must include an educator.
Amount	\$53,038,704 was distributed in FY 90 on the basis of relative populations under 18. By law, each state receives a base allocation of \$325,000 and each territory, \$75,000.
Uses	To increase the capacity of State and local governments to support the development of more effective education, training, research, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency and to improve the juvenile justice system. 7.5% may be used by States and local governments for planning and administration and must be matched on a dollar for dollar basis. Two-thirds of each allocation must be passed through by grants or contract to local government, local private agencies, and eligible Indian tribes, for, among other activities, "advanced techniques" in preventing delinquency and providing community-based alternatives to traditional corrections methods. The Agency recognizes that "schools are an integral component of all delinquency prevention efforts." It supports the infusion of elementary and secondary curriculums with moral education concepts and the development of peer leadership skills. In addition, it emphasizes that educational programs designed for at-risk and delinquent youth should foster self-esteem, academic achievement, and employment skills through the establishment of a mentoring relationship with a caring adult and the provision of vocational preparation and practical work experience. In addition, the Federal interagency Coordinating Council on Juvenile Justice and Delinquency Prevention recommends that Federal agencies collaborate on comprehensive projects that focus on risk factors, including school failure, known to make youth vulnerable to delinquent activity, and to initiate public/private partnerships to help improve youth employability and self-sufficiency (Office of Juvenile Justice and Delinquency Prevention Annual Report, 1990).
Contact	Eugene L. Rhoden, Jr., Assistant Director, State Relations and Assistance Division, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, Department of Justice, 633 Indiana Avenue, NW, Washington, D.C. 20531, 202-307-1150.

Source	<i>Juvenile Justice and Delinquency Prevention - Special Emphasis, Juvenile Justice and Delinquency Prevention Act of 1984, Sections 261, 262, P.L. 93-415, as amended; P.L. 94-503, P.L. 95-115, P.L. 96-509, P.L. 98-473, P.L. 100-690, 42 USC 5601, et seq.</i>
Eligibility	Public and private nonprofit agencies, organizations, individuals, State and local units of government, and combinations of State or local units.
Amount	\$9,428,177 was awarded in FY 90.
Uses	Development and implementation of programs that design, test, and demonstrate effective approaches, techniques, and methods for preventing and controlling juvenile delinquency such as the following: • Community-based alternatives to institutional confinement. • Effective means of diverting juveniles from the traditional juvenile justice and correctional system. • Advocacy activities aimed at improving services to youth impacted by the juvenile justice system. • Model programs to strengthen and maintain the family unit. • Prevention and treatment for juveniles who commit serious crimes. • National law-related education programs of delinquency prevention.

The Agency recognizes that "schools are an integral component of all delinquency prevention efforts." It supports the infusion of elementary and secondary curriculums with moral education concepts and the development of peer leadership skills. In addition, it emphasizes that educational programs designed for at-risk and delinquent youth should foster self-esteem, academic achievement, and employment skills through the establishment of a mentoring relationship with a caring adult and the provision of vocational preparation and practical work experience.

In addition, the Federal interagency Coordinating Council on Juvenile Justice and Delinquency Prevention recommends that Federal agencies collaborate on comprehensive projects that focus on risk factors, including school failure, known to make youth vulnerable to delinquent activity, and to initiate public/private partnerships to help improve youth employability and self-sufficiency (Office of Juvenile Justice and Delinquency Prevention Annual Report, 1990).

Contact

Eugene L. Rhoden, Jr., Assistant Director, State Relations and Assistance Division, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, Department of Justice, 633 Indiana Avenue, NW, Washington, D.C. 20531, 202-307-1150.

Source	<i>Community Partnership Demonstration Grant, Public Health Service Act, Section 508 (b)(10), 42 USC 290aa-6(b)(10), as amended.</i>
Eligibility	Local governments or local nonprofit organizations may apply for funds on behalf of a community coalition consisting of at least seven partners, such as educational institutions, volunteer agencies, community-based organizations, hospitals, law enforcement, and businesses.
Amount	\$41,336,000 was appropriated in FY 1991 to 95 applicants, with awards ranging from \$100,000 to \$500,000.
Uses	Development of a long-range, comprehensive alcohol and drug abuse prevention and early intervention strategy through the formation and support of community partnerships. Rather than fund the direct delivery of services, the program is intended to help create and maintain a mechanism to coordinate local service activities. Funds are to be used to identify local needs and service gaps, establish priorities and leverage public and private resources to address gaps, and coordinate and support new and existing drug abuse prevention programs. In carrying out this mission, applicants may propose the following activities: • Recruitment and training of adults and youth for grassroots leadership; • Community development and empowerment of local citizens; • Organizational development to improve systems aimed at substance abuse education; • Creation of mechanisms to plan, assess, and coordinate planned and/or existing drug abuse prevention activities; • Staff development to build support for community activities or citizen-sponsored advocacy and action planning, including team-building and training workshops.

Only ten percent of the funds may be used for "program development" to initiate or expand direct service activities, such as youth/peer leadership, job training, or parent and family education projects.

Funds are *not* intended to be used for the following activities:

- Providing ongoing, direct prevention and early intervention services;
- Supplanting existing positions, programs, or services; and

- Supporting general operating costs of organizations.

Contact Darie Davis or Dave Robbins, Division of Community Prevention and Training, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration, Public Health Service, Department of Health and Human Services, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0369.

Source	<i>Minority Community Health Coalition Demonstration, Public Health Service Act, as amended, Title XVII, Section 1707(d)(1), 42 USC 300u et seq.; Disadvantaged Minority Health Improvement Act of 1990, P.L. 101-527.</i>
Eligibility	Public (including city, county, regional, and State government) and private nonprofit organizations.
Amount	FY 91 est \$3,000,000.
Uses	To support community coalitions which conduct unique and intensified health education efforts that seek to modify the behavioral and/or environmental factors associated with the health problems of minority groups, including: cancer; cardiovascular disease and stroke; chemical dependency; diabetes; homicide, suicide, and unintentional injuries; infant mortality; and AIDS. Funds may not be used to provide health care services.
Contact	Joan S. Jacobs, Office of Minority Health, Office of the Assistant Secretary for Health, Department of Health and Human Services, Rockwall II Building, Suite 1102, 5515 Security Lane, Rockville, MD 20852, 301-443-4671.

Source	<i>Community Coalition Intervention Demonstration Projects to Support Health and Human Services Needs for Minority Males, Public Health Service Act, as amended, Title XVII, Section 1707(d)(1), 42 USC 300u et seq.; Disadvantaged Minority Health Improvement Act of 1990, P.L. 101-527.</i>
Eligibility	Public and private nonprofit organizations.
Amount	\$2,400,00 was distributed in FY 90 in the following manner: 58 conference grants averaging \$20,000; and 25 community coalition development grants averaging \$50,000; community coalition demonstration grants averaged \$200,000.
What	To support a community-based response to the problems facing minorities at high risk of: • Health problems, such as drug and alcohol abuse; homicide, suicide, and unintentional injuries; AIDS and other sexually transmitted diseases; and mental health problems; and • Social problems, such as unemployment, undereducation, poor social development, homelessness, family dysfunction, child abuse and neglect, delinquency, criminal backgrounds, teenage pregnancy, and fatherhood.

Funds may be used to support the following types of activities:

1. Conferences on local minority male health and human service issues.
2. Coalition development to initiate or expand the efforts of community organizations to address the specific health and human service needs of a defined high risk population.
3. Demonstration projects to implement, evaluate, and institutionalize strategies to meet the health, social, and related human service needs of minority males. A 25% local match is required for the first year, 40% for the second, and 50% for the third.

The proposed project should seek to build upon existing community groups and institutions and empower them to become active participants in creating solutions. Potential participants may include: pre-school, Head Start, or elementary and secondary education programs; counseling programs; religious institutions, civic and community-based organizations; community health care providers; child welfare and youth services; collegiate, graduate, and postgraduate education programs in health or social sciences; business; job training programs; health and human service

agencies; and local law enforcement.

The Contra Costa County Health Services Department received a \$249,975 grant to improve health and human services outcomes for Black, Asian/Pacific Islander, Hispanic, and Native American youth. The PACT Middle Schools project will develop new ways for boys ages 12-15 to personally deal with violence by teaching conflict resolution skills. The approach will be on learning coupled with anti-aggressive role development. Serving as peer trainers and mediators, the boys will act as part of a larger community information and training effort to reach adolescents and to encourage adults to press for more comprehensive means of violence prevention.

*75 Santa Barbara Road
Pleasant Hill, CA 94523
415-646-6511
Contact: Larry Cohen, Director*

Contact Howard Kelley, D.D.S., M.P.H., Director, Special Initiatives, Office for Minority Health, Office of the Assistant Secretary for Health, Public Health Service, Department of Health and Human Services, Room 118F, 200 Independence Avenue, SW, Washington, D.C. 20201-0001, 202-245-7065.

Source	<i>Alcohol and Drug Abuse and Mental Health Services Block Grant, Public Health Service Act, Title XIX, Part B, Subpart 1, as amended, 42 USC 300X.</i>
Eligibility	States and U.S. Territory Governments; Indian Tribes or Tribal organizations.
Amount	\$1,133,193,000 was distributed to States on a formula basis, with awards averaging \$20,236,000.
Uses	To support projects for the development of more effective prevention, treatment, and rehabilitation programs and activities to deal with alcohol and drug abuse; and to support community mental health centers and coordinated mental health and health care services within health care centers. Funds may be used at the discretion of the State subject to these provisions: 90% of total State allotment for mental health (MH) and substance abuse (SA) in accordance with an intrastate distribution formula. 35% of SA funds for drug abuse 50% for services to intravenous drug users 35% of SA funds for alcohol abuse 20% of SA funds for prevention and early intervention of substance abuse 10% of SA funds for women, especially pregnant and parenting women 10% of MH funds for seriously emotionally disturbed children and adolescents 5% for new or expanded services. 5% for State administration
Contact	Sue Becker, Director, Block Grant Program, Office for Treatment Improvement, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration, Public Health Service, Department of Health and Human Services, 10th Floor, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-3820.

Source	<i>Part D - Juvenile Gangs and Drug Abuse and Drug Trafficking, Juvenile Justice and Delinquency Prevention Act of 1974, Sections 281 and 282, P.L. 93-415, as amended.</i>
Eligibility	Public and private nonprofit agencies, organizations, or individuals.
Amount	\$1,890,777 was awarded in FY 90.
Uses	Establishment and support of programs and activities that involve families and communities in: • Reducing the participation of juveniles in drug-related crimes, particularly in elementary and secondary school. • Developing within the juvenile justice system new and innovative means to address the problems of juveniles convicted of serious drug- and gang-related offenses. • Reducing juvenile involvement in gang-related activity, particularly activities that involve drug distribution. • Promoting the involvement of juveniles in lawful activities in geographical areas in which juveniles commit crimes. • Facilitating Federal and State cooperation with local school officials to assist juveniles who are likely to participate in gang activity and to establish and support cooperation among local education, juvenile justice, employment and social services agencies to prevent this participation. • Providing personnel, personnel training, equipment and supplies in conjunction with programs and activities to prevent the participation of juveniles in gang activity. • Providing substance abuse education, prevention, and treatment involving police and juvenile officials in demand reduction programs.

The Agency recognizes that "schools are an integral component of all delinquency prevention efforts." It supports the infusion of elementary and secondary curriculums with moral education concepts and the development of peer leadership skills. In addition, it emphasizes that educational programs designed for at-risk and delinquent youth should foster self-esteem, academic achievement, and employment skills through the establishment of a mentoring relationship with a caring adult and the provision of vocational preparation and practical work experience.

In addition, the Federal interagency Coordinating Council on Juvenile Justice and Delinquency Prevention recommends that Federal agencies collaborate on comprehensive projects that focus on risk factors, including school failure, known to make youth vulnerable to delinquent activity, and to initiate public/private partnerships to help improve youth employability and self-sufficiency (Office of Juvenile Justice and Delinquency Prevention Annual Report, 1990).

Contact Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, Department of Justice, 633 Indiana Avenue, Washington, D.C. 20531, 202-307-0751.

Source	<i>Edward Byrne Memorial State and Local Law Enforcement Assistance Program - Discretionary Grant, Omnibus Crime Control and Safe Streets Act of 1968, as amended, Title I; 42 USC 50 et seq.; Anti-Drug Abuse Act of 1988, P.L. 100-690.</i>
Eligibility	State and local government agencies, public and private nonprofit organizations, and federally recognized Indian Tribal governments.
Amount	\$54,000,000 is appropriated in FY 92 for competitive, noncompetitive, and continuation programs.
Uses	<u>Discretionary Grants.</u> To provide leadership and discretion in controlling the use and availability of illegal drugs through criminal justice education and training, technical assistance, and programs that demonstrate concepts or strategies which are likely to be successful and suitable for national replication. Programs may be funded in, among others, the following areas: • Demand-reduction programs in which law enforcement officers participate. • Community and neighborhood programs which assist citizens in preventing and controlling crime, including crime against the elderly and crime in rural jurisdictions. • Programs which identify and meet the treatment needs of adult and juvenile drug-dependent and alcohol-dependent offenders. • Alternatives to prevent detention, jail, and prison for persons who pose no danger to the community.

In FY 92, the Agency funded competitive applications in, among others, the following priority areas:

- Community policing strategies, in which police and communities work together in prevention and intervention efforts in such areas as schools, public housing, recreational parks, and community centers threatened by drug-related crime and illegal gang activity. The involvement of residents, neighborhood organizations and institutions is an essential component of this initiative.
- Operation Weed and Seed, a comprehensive and integrated multi-agency approach to law enforcement and community revitalization which seeks to remove the locus of violent crime, drug abuse, and gang activity and to prevent its recurrence through a broad array of education, public health, recreation, housing, and employment

services.

- Alternative corrections options, particularly for youthful offenders (ages 14-25), which seek to promote self-discipline, substance abuse treatment, and productive academic and vocational pursuits, including vocational education, work experience, and community service.
- Evaluations of grant programs to disseminate information to State and local jurisdictions on "what works" against violent gangs, violent crime, drug use, and drug trafficking.

Formula Grants. Funds remaining after a set-aside for the Discretionary Grant Program are distributed under the Formula Grant Program. A lead State agency designated by the Governor administers the program and coordinates the distribution of funds with State agencies receiving Federal funds for drug abuse education, treatment, and research activities. Local units of government must receive a share of the allotment equal to the ratio of local criminal justice expenditures to total criminal justice expenditures for the State.

Contact Pamela Swain, Office of Justice Programs, Bureau of Justice Assistance, Department of Justice, 633 Indiana Avenue, NW, Washington, D.C. 20531, 202-514-5947.

Examples Promoting Healthy Lifestyles and Youth Development

Course. The Early Adolescent Helper Program involves junior high and middle school students across the country in community service. Helpers work after school, at other schools, and during the school day, serving as aides in child care, pre-school and senior citizen centers. Through positive interpersonal relationships with children, senior citizens, peers, and adult role models, adolescents assume meaningful roles, learn to care for others, and develop a sense of competence and confidence. At each school, a teacher, counselor or administrator coordinates the program through training, reflection sessions, location of placement sites, scheduling, arrangements for transportation and on-site supervision, and trouble-shooting. In many schools, reflection takes place in the form of a community service class or as part of a core class such as language arts and social studies.

Course. "Crime, Law and Community" is a political science course at John F. Kennedy High School in Plainview, New York which incorporates an examination of crime in America as a public policy problem with a project to improve community safety. Following a 3-6 week introduction on how crime affects teens and their communities, students conduct outreach projects to teach lessons to elementary school children on latchkey safety, vandalism, peer pressure and substance abuse, and shoplifting. The class fulfills a Participation in Government requirement for students graduating from New York high schools.

Schoolwide. Students at Challenger Middle School in Colorado Springs, Colorado are organized into academic teams which focus on a common project to benefit both school and community. Each team selects a community agency, such as the Colorado Wildlife Association or local Head Start program, and identifies a set of activities, integrated with the core curriculum, to help them meet their needs. Through their community-based learning activities, students develop academic skills through research on issue topics that involves use of the library and technology, community trips, and field interviews. Each team shares its findings and makes presentations to students relating and utilizing core subject area skills. Students not only contribute valuable services to the community but develop leadership skills by organizing and supervising projects and problem-solving among their peers. According to administrators, the program strives to guide each student's growth and character, social skills, knowledge of career possibilities, and productive and effective living as an integral part of a larger community. To support these efforts, a coordinator works with students and teachers to manage activities, liaison with community members, serve as a resource for staff, and assist in follow-up and evaluation.

Elective Course. The Peer Counseling Program in the Palo Alto Unified School District trains middle and high school students to establish one-to-one relationships with their troubled peers. The curriculum, offered both afterschool and as an elective course, includes such topics as questioning, listening, non-verbal communication, confidentiality, and specific

adolescent concerns about family, drugs, sexuality, and death. After their training, students meet for weekly problem-solving sessions. In addition, training is offered to all parents, staff, and other adults in the school. The peer counselors are recruited from the entire student body and includes minority and high-risk youth, "unnoticed" students, newcomers, and shy adolescents.

Curricular. *The Urban Rehabilitation Project* at Custer High School in Milwaukee, Wisconsin involves regular and special education students in a technical education program to rebuild boarded-up houses in the community. Students learn construction skills in the classroom as sophomores and juniors through work on small segments of the homes. During their senior year, they spend two hours every day at the site under the direction of teachers. During the summer, the Northwest Side Community Development Council pays wages for continuing student work, and community-based businesses regularly offer advice to students. Students participate in every phase of renovation, from cost estimates, analysis, and preparation to design, roofing, landscaping, painting, electrical installation, plumbing, and the laying of floors and dry-walls. This work must pass the city's inspection before it is sold to a disadvantaged family for "the lowest price consistent with good business practice." According to teachers, the project has boosted pride and motivation as students learn why geometry and English are important to real-world work and contribute to the welfare of their community. The project is part of Custer's Renaissance Program, which has revitalized the troubled inner-city school, whose student body is 77% Black. Through the assistance of the Development Council, the school obtained a \$30,000 interest-free line of credit to cover supplies, materials, and other expenses until the restored homes can be sold.

Extra-curricular. *Girls Incorporated* of Worcester, Massachusetts operates a peer tutoring program at three schools where "PEERsuaders," adolescent girls aged 10 to 14, teach "PEERsuade-Mes," 6-10 year old boys and girls how to avoid drug and alcohol abuse. PEERsuaders receive 14 hours of training, during the school day, consisting of activities such as role playing, skits, simulation exercises, puppetry, and group discussion. Issue topics include communication, peer pressure, information on drugs, refusal skills, community resources, and leadership. Teams of PEERsuaders work under the guidance of staff to create lesson plans to teach small groups of PEERsuade-Mes about decisionmaking and drugs and to reflect to evaluate their problems and successes. The girls participating in the program develop important leadership skills and also participate in community service activities at day care centers, public libraries, and health clinics. This particular program receives funding from the Department of Health and Human Services, Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration.

Extra-curricular. Through the *conflict resolution* program at Oakland area high schools, students are trained to run mediation sessions for other people that are in dispute. Because the Oakland school population is very culturally diversified, tension and misperception cause many conflicts among students of different racial groups, particularly immigrants. Mediation sessions, initiated mostly through self-referral, enable students to express their feelings and

perceptions, and thus get to the roots of problems, rather than resorting solely to punishment. Sessions lead to specific balanced agreements which are always honored by students and followed up by student mediators. By empowering students to resolve their own disputes, the program has improved the school climate and has resulted in a decrease in suspensions.

Addressing Community Development Needs

Economic Development

Homelessness

Aging

Public Health

Source	<i>Cooperative Extension Service, Smith-Lever Act, as amended, 7 USC 341-349; District of Columbia Public Postsecondary Education Reorganization Act, P.L. 93-471; Food and Agriculture Act of 1977, 7 USC 341-349, as amended; Renewable Resources Extension Act of 1978, Section 1361(c), P.L. 93-306; P.L. 95-113, 7 USC 301n; P.L. 97-98; Agriculture and Food Act of 1981; Food Security Act of 1985, as amended, P.L. 99-198.</i>
Eligibility	Designated land-grant institutions in the 50 States and Puerto Rico, Guam, the Virgin Islands, American Samoa, Micronesia, Northern Marianas, and the District of Columbia.
Amount	\$360,435,000 was distributed in FY 90 on a formula basis, with financial assistance averaging \$6,762,842.
Uses	The Cooperative Extension System is a future-oriented, self-renewing educational network that seeks to help people improve their lives and communities. Local programs help citizens to identify and solve their farm, home, and community problems through the practical application of research findings of USDA and the Land Grant Colleges and Universities. Base programs common to most Extension units include the following: • Agricultural Competitiveness and Profitability • Community Resource and Economic Development • Family Development and Resource Management • 4-H and Youth Development • Leadership and Volunteer Development • Natural Resources and Environmental Management Current national initiatives that will be addressed through the educational base programs include: • Food Safety and Quality • International Marketing • Plight of Young Children • Revitalizing Rural America • Sustainable Agriculture • Waste Management • Water Quality • Youth at Risk
Contact	Extension Service, Department of Agriculture, Washington, D.C. 20250, 202-447-3377.

Source *Historically Black Colleges and Universities Program, Housing and Community Development Act of 1974, as amended, Section 107(b)(3).*

Eligibility Historically Black Colleges and Universities (HCBUs) as determined by the U.S. Department of Education.

Amount \$4,500,000 is appropriated for FY 91, with awards expected to range from \$275,000 to \$500,000.

Uses To help HCBUs expand their role and effectiveness in addressing local community development needs through the following priorities:

- Expanding home ownership and affordable housing opportunities
- Creating jobs and economic development through enterprise zones
- Empowering the poor through resident management
- Promoting drug-free public housing
- Eliminating homelessness

The following eligible activities are subject to approval of local government and may, in specified instances, be carried out by the recipient, a public agency designated by the eligible recipient, neighborhood-based nonprofit organizations, small business investment companies, and local development corporations.

- Acquisition and disposition of real property.
- Construction, rehabilitation, and/or preservation of public and residential housing, closed buildings, and historic properties.
- Provision of public services, which may constitute only 15% of the allotment, including those related to employment, crime prevention, child care, health, drug abuse education, fair housing counseling, energy conservation, welfare, or recreational needs.
- Emergency repair of streets, sidewalks, parks, playgrounds, public utilities, and public buildings and debris removal.
- Special economic development activities.
- Planning, urban environmental design, and policy-planning-management-capacity building activities.

Contact James Turk, Technical Assistance Office, Department of Housing and Urban Development, Room 7152, 451 7th Street, SW, Washington, D.C. 20410, 202-708-3176.

Source	<i>Payments to 1890 Land-Grant Colleges and Tuskegee University, National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1445, P.L. 95-113; P.L. 95-547; P.L. 97-98; P.L. 99-198, P.L. 101-624.</i>
Eligibility	Sixteen 1890 Land-Grant Colleges and Tuskegee University in the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.
Amount	\$23,958,369 was distributed in FY 90 on a formula basis, with financial assistance averaging \$1,484,481.
Uses	To support continuing agricultural research and to promote the efficient production, marketing, distribution, and utilization of products of the farm as essential to the health and welfare of the people and rural life. Funds may cover the costs of planning, coordinating, and conducting research by institutions in cooperation with each other and other such agencies, institutions, and individuals as may contribute to the solution of agricultural problems. The primary objective is to deal with problems of the rural poor through the development of programs such as crop and livestock enterprises for limited resource farmers, nutrition programs to monitor and improve the nutritional status of limited income families, and studies to improve economic opportunities for rural people.
Contact	Administrator, Cooperative State Research Service, Department of Agriculture, Washington, D.C. 20250, 202-447-4423.

Source	<i>Higher Education Strengthening Grants, National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1417 (b)(1), P.L. 95-113, 7 USC 3152 (CFDA #10.211).</i>
Eligibility	University of the District of Columbia and sixteen 1890 Land-Grant Colleges and Tuskegee University in the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.
Amount	\$1,940,000 was distributed in FY 91 on an equitable basis, with all awards at \$107,777.
Uses	To strengthen institutional capacities to respond to State, regional, national, or international educational needs in the food and agricultural sciences through: • Curriculum development • Faculty development • Library resources enhancement • Instructional equipment enhancement • Student recruitment and retention Past programs have included enrichment/awareness programs in agriculture for students as well as summer programs to introduce minority high school students to careers in food and agricultural sciences.
Contact	Richard Hood, Grants Specialist (202-401-1790) or Administrator, Cooperative State Research Service, Department of Agriculture, Washington, D.C. 20250, 202-720-4423.

Source	<i>1890 Institution Capacity Building Grants, National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1472, P.L. 95-113, 7 USC 3318.</i>
Eligibility	Sixteen 1890 Land-Grant Colleges and Tuskegee University in the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.
Amount	\$8,250,000 was distributed in FY 91 for 23 teaching and 20 research projects. Teaching grants range from \$50,000 to \$175,000 for up to 3 years. A non-Federal match is strongly encouraged.
Uses	To advance university teaching and research capabilities as well as to foster partnerships with industry and other institutions of higher learning. Teaching grants may be used in the following areas: • Curricula design and materials development, including utilization of alternative instructional methodologies such as hands-on learning and educational programs outside of the classroom • Faculty preparation and enhancement for teaching, including expanding competence with new methods of instruction • Instruction delivery systems • Scientific instrumentation for teaching • Student experiential learning, including research, apprenticeships, internships, practicums, and mentoring experiences • Student recruitment and retention activities, including those which target elementary and secondary school students and establish more effective linkages with science classes. Projects funded in FY 91 include community service internships, summer employment, mentoring, experiential learning opportunities for high school students, and outreach and education for middle school and high school students, teachers, parents, and counselors.
Contact	Richard Hood, Grants Specialist (202-401-1790) or Deputy Administrator, Office of Higher Education Programs, Cooperative State Research Services, Department of Agriculture, Room 350-A, Administration Building, 14th and Independence Avenue, SW, Washington, D.C. 20250-2200, 202-447-7854.

Source	<i>Higher Education Challenge Grants, National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1417 (b)(1), as amended, P.L. 95-113, 7 USC 3152 (CFDA #10.217).</i>
Eligibility	Colleges and universities having a demonstrable capacity to teach the food and agricultural sciences.
Amount	\$1,400,000 was distributed in FY 90, with 24 awards ranging from \$30,000 to \$72,000. These funds must be matched on a one-to-one basis.
Uses	To increase institutional capacities to respond to State, regional, national, or international educational needs by strengthening college and university teaching programs in the food and agricultural sciences through: • Curricula design and materials development, including utilization of alternative instructional methodologies such as hands-on learning and educational programs outside of the classroom • Faculty preparation and enhancement for teaching, including expanding competence with new methods of instruction • Innovative instruction delivery systems • Scientific instrumentation for teaching • Student experiential learning, including research, apprenticeships, internships, practicums, and mentoring experiences • Student recruitment and retention activities, including those which target elementary and secondary school students and establish more effective linkages with science classes.
Contact	Richard Hood, Grants Specialist (202-401-1790) or Deputy Administrator, Office of Higher Education Programs, Cooperative State Research Services, Department of Agriculture, Room 350-A, Administration Building, 14th and Independence Avenue, SW, Washington, D.C. 20250-2200, 202-447-7854.

Source	<i>Community Services Block Grant, Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Community Services Block Grant Act, Title VI, Subtitle B, Section 671, 42 USC 9901; Community Economic Development Act of 1981, Title VI, Chapter 8, Subchapter A, Section 611, as amended, 42 USC 9801; Human Services Reauthorization Act of 1984, P.L. 98-558; Human Services Reauthorization Act of 1986, P.L. 99-425, 42 USC 9901(b); Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	States and Indian tribes, with 5% for State administration. Most funds are legislatively mandated to community action agencies or migrant or seasonal farmworker organizations, which in turn may award grants to public and private agencies. States may grant up to 7% to entities not eligible in the previous fiscal year and may transfer up to 5% for programs under the Older Americans Act, Head Start, Low-Income Home Energy Assistance, or the Temporary Emergency Food Assistance Act of 1983.
Amount	\$423,085,128 was distributed in FY 90 on a formula based on the FY 81 appropriation.
Uses	A range of services and activities having a measurable and significant effect on the causes of poverty in the community, including those designed to help low-income individuals: • Secure and retain meaningful employment. • Attain an adequate education. • Make better use of available income. • Obtain and maintain adequate housing and a suitable living environment. • Obtain emergency services assistance to meet immediate and urgent individual and family needs, including health care, food, housing, and employment related assistance. • Achieve greater participation in the affairs of the community. • Make more effective use of other related programs through coordination and establishment of linkages between governmental and social service programs. • Receive emergency supplies and services, such as nutritious foodstuffs, and related services to prevent starvation and malnutrition.

- Receive expanded services through the encouragement of efforts from the private sector to ameliorate poverty in the community.

Contact

Mae Brooks, Chief, Division of Block Grants, Office of Community Services, Family Support Administration, Department of Health and Human Services, 370 L'Enfant Promenade, SW, Washington, D.C. 20447, 202-401-9344.

Source	<i>Community Services Block Grant - Discretionary Awards, Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Community Services Block Grant Act, Title VI, Subtitle B, Section 681, 42 USC 9910; Community Economic Development Act of 1981, Title VI, Chapter 8, Subchapter A, Section 611, as amended, 42 USC 9801; Human Services Reauthorization Act of 1984, P.L. 98-558; Human Services Reauthorization Act of 1986, P.L. 99-425, Section 204, 42 USC 9901(b); Human Services Reauthorization Act of 1986, P.L. 99-425, 42 USC 9910b; Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	States, public agencies, and private nonprofit organizations.
Amount	\$37,939,355 was awarded in FY 90, with financial assistance ranging from \$50,000 to \$500,000.
Uses	Program activities of national or regional significance to alleviate the causes of poverty in distressed communities and which promote: • Full-time permanent jobs for poverty level project area residents. • Income and/or ownership opportunities for low-income community members through business, physical, or commercial development and which generally improve the quality of the economic and social environment in economically depressed areas. Eligibility restricted to private, locally initiated, nonprofit community development corporations or affiliates governed by a board consisting of the community and business and civic leaders. • Better standard of living for rural low-income individuals in terms of housing or water and waste-water treatment. • Projects proposing new and innovative strategies for addressing the special needs of migrant and seasonal farmworkers, including crisis nutritional relief; development of self-help systems of food production; emergency health and social services referral and assistance; home repair, rehabilitation, and ownership; and long-term and permanent employment. • National or regional programs designed to provide instructional activities for low-income youth.
Contact	Eleria Hunter, Director, Office of State and Project Assistance, Office of Community Services, Family Support Administration, Department of Health and Human Services, 370 L'Enfant Promenade, SW, Washington, D.C. 20447, 202-401-9341.

Source	<i>Community Services Block Grant Discretionary Awards - Demonstration Partnerships, Human Services Reauthorization Act of 1986, as amended, Section 408, P.L. 99-425, 100 Stat. 972, 42 USC 9910b; Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	Eligible entities are current recipients of Community Services Block Grant Funds, including community action agencies. An organization which is not an eligible entity may participate if accepted as a partner by an eligible entity.
Amount	\$4,050,000 was awarded in FY 91 to 15 applicants, for a project period of up to 30 months. Funds must be matched a one-to-one basis with public or private sector dollars.
Uses	To develop, in partnership with local or State agencies, new ideas for increasing economic self-sufficiency among low-income individuals and communities. Projects must involve significant new combinations of resources or new and innovative partnership approaches to meet the objectives of the Community Services Block Grant Act and to coordinate with ongoing programs. The Agency evaluates projects in order to replicate those which are most successful. Target populations include homeless individuals and families, female heads of households, low-income families, young minority males, teen parents, and school-aged at-risk youth. The program funds projects which focus on small business ventures, self-employment, youth life skills, case management, comprehensive integrated services, and early intervention/prevention. In particular, the Agency welcomes projects proposing creative solutions to address the lack of integrated support systems for unemployed young men in the inner cities.
Contact	Jacqueline Lemire, Office of Community Services, Family Support Administration, Department of Health and Human Services, 370 L'Enfant Promenade, SW, Washington, D.C. 20447, 202-401-9342.

Source	<i>State Activities - Education for Homeless Children and Youth, Stewart B. McKinney Homeless Assistance Act of 1987, Section 722.</i>
Eligibility	State educational agencies.
Amount	\$4,935,000 was awarded in FY 90 on a formula basis, with financial assistance ranging \$50,000 to \$440,807 and averaging \$91,389.
Uses	State may establish an office to identify homeless children and develop and implement a plan to enable them to enroll in, attend, and achieve success in school. States must provide grants to local educational agencies for direct assistance and educational services.
Contact	Mary Jean LeTendre, Compensatory Education, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-6132, 202-401-1682.

Source	<i>Education for Homeless Children and Youth - Exemplary Grants, Stewart B. McKinney Homeless Assistance Act of 1987, Section 723.</i>
Eligibility	State educational agency (SEA) in States that have compiled appropriate statistical data and established a coordinated plan for educating homeless students. SEAs may award funds to local educational agencies (LEAs).
Amount	\$2,469,000 was distributed in FY 90 based on Chapter 1 formula, with financial assistance ranging from \$265,000 to \$641,414. \$25 million is appropriated for fiscal year 1992.
Uses	Exemplary programs that successfully address the needs of homeless students in the elementary and secondary schools, including preschool programs and before- and after-school and summer educational programs.
Example	<i>Under the direction of a home economics teacher and the Sixth Street Shelter in Allentown, Pennsylvania, the Salisbury Township School District developed a curriculum to educate students about the reality of homelessness and its effects on the individual and the family. The curriculum is integrated into six courses - mathematics, home economics, social studies, art, English, and reading. In the 7th grade, the curriculum provides a base with a creative perspective, "What is it like to be homeless?" The 8th grade curriculum entitled "Taking Charge" focuses on the critical thinking component and helps students analyze the socio-economic reasons that force families into the situation of homelessness. As part of their classes, students undertake activities such as reading newspaper articles about homeless families and rising trends; writing letters to state and federal legislators; discussing with a shelter director the why's and realities of homelessness; and designing gift boxes for</i>

homeless families.

Example *The Pennsylvania Department of Education conducts technical assistance workshops on educating homeless students in school districts across the state. Drawing on the practices of successful programs nationwide, they developed an accompanying document which profiles exemplary curricula for teaching about homelessness. This resource tool for teachers includes sample K-12 lesson plans, reading lists, and program models that are integrated into the core curriculum and provide opportunities for student preparation, community service, and reflection. Copies of "Homelessness Curricula: Five Exemplary Approaches" were disseminated to each of the State Coordinators for the Education of Homeless Children and Youth for use in their respective states.*

*Education of Homeless Children and Youth Program
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Contact: Cynthia L. Uline, Coordinator
717-787-4605*

Contact Mary Jean LeTendre, Compensatory Education, Office of Elementary and Secondary Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-6132, 202-401-1682.

Source	<i>Special Programs for the Aging - Title IV - Training, Research and Discretionary Projects and Programs, Older Americans Act of 1965, Title IV, P.L. 89-73, 79 Stat. 218, as amended; P.L. 97-115, 95 Stat. 1595; P.L. 98-459, 98 Stat. 1767; P.L. 100-175; P.L. 100-628, 42 USC 3031-3037b.</i>
Eligibility	Public or private nonprofit organizations, agencies, or institutions.
Amount	\$25,315,000 was distributed in FY 90, with awards ranging from \$25,000 to \$300,000.
Uses	Funds support model projects, research, education, and training related to aging. Priorities areas vary each year and in the past have included the integration of aging into the public school curriculum, intergenerational programming, and the expansion of the volunteer network.
Contact	Saadia Greenberg, Acting Associate Commissioner, Office of Program Development, Administration on Aging, Department of Health and Human Services, Washington, D.C. 20201, 202-619-0441.

Source	<i>Health Careers Opportunity Program, Public Health Service Act, Title VII, Section 787, as amended; Health Omnibus Program Extension Act of 1988, Title VI, P.L. 100-607; as amended, P.L. 100-690.</i>
Eligibility	Health professions schools, schools of allied health, and public or private nonprofit health or educational entities which provide health or educational programs as one of their major functions, including colleges, universities and junior colleges, State and local health or educational agencies, and health or educational associations and organizations.
Amount	\$21,088,408 was distributed in FY 90 to 161 new and continuing projects, with financial assistance ranging from \$30,095 to \$425,769.
Uses	Project grants to assist organizations in preparing disadvantaged individuals who have completed at least their junior year of high school for education and training in a health or allied health professions program. Grants may support personnel, consultants, equipment, supplies, travel, stipends, and courses associated with at least two of the following: • Activities designed to identify, recruit, and select students for education in the health or allied health professions, such as motivational activities, counseling, dissemination of information, and exposure to role models and health facilities. • Preliminary education to assist individuals to complete the regular course of education in a health professions school or school of allied health. • Activities designed to help students who have been accepted to, or are enrolled in, a health professions or allied health program to complete their education, including tutoring, counseling, and transitional assistance. • Activities to assist individuals to compete for admissions and apply for financial aid. Funds may not be used to support existing courses already taught as part of the school's curriculum or job placement activities.
Contact	Chief, Program Coordination Branch, Division of Disadvantaged Assistance, Bureau of Health Professions, Health Resources and Services Administration, Public Health Service, Department of Health and Human Services, Room 8A-09, 5600 Fishers Lane, Rockville, MD 20857, 301-443-4493.

Source	<i>Rural Health Services Outreach, Fiscal Year Appropriations Act, P.L. 101-517.</i>
Eligibility	Consortium of at least three or more nonprofit, for-profit, public and private entities located in a non-Metropolitan Statistical Area, including school districts, hospitals, public health agencies, social service agencies, emergency service providers, and community health centers. The lead agency must be a nonprofit entity.
Amount	FY 91 est is \$18,000,000, to be distributed to 60 applicants, with financial assistance to range from \$50,000 to \$300,000.
Uses	Projects that demonstrate new and innovative collaborative models of outreach to large numbers of people in rural areas. These include the following areas of special interest: • Projects for the direct provision of services to special needs populations, including the poor, the elderly, the disabled, pregnant women, infants, adolescents, minorities, and others with financial, geographical, social, and cultural barriers to access. • Projects to establish or improve access to basic health and mental health services in clearly defined rural areas that lack such care. • Efforts to improve the retention of rural health care providers. • Projects to provide and link ambulatory health, mental health, and substance abuse services. • Projects to provide, enhance, or revitalize emergency medical services. • Projects to reduce high rates of suicide and depression among rural adolescents through the provision of mental, social, educational, and related services. • Projects to enhance the health and safety of farmers, farm families, and migrant and seasonal farm workers.
Contact	Jake Culp, Associate Administrator, Office of Rural Health Policy, Health Resources and Services Administration, Public Health Service, Department of Health and Human Services, Room 14-22, Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0835.

Source	<i>Preventive Health and Health Services Block Grants, Public Health Service Act, as amended; Omnibus Budget Reconciliation Act of 1981, Title XIX, Section 1905, P.L. 97-35, as amended; Preventive Health Amendments of 1984, P.L. 98-555; Health Omnibus Programs Extension Act of 1988, P.L. 100-607.</i>
Eligibility	State governments, U.S. Territories, District of Columbia, and, in certain cases, Tribes or Tribal organizations within the State.
Amount	\$83,176,000 was distributed on a formula basis in FY 90, with financial assistance averaging \$1,409,762.
Uses	To assist States in providing preventive health services, including costs for related planning, administration, and educational activities, in the following areas: • Control of rodents and community and school-based fluoridation programs. • Screening, detection, diagnosis, prevention, referral, and treatment for hypertension, and elevated serum cholesterol. • Health education/risk reduction programs to reduce incidence of chronic diseases and to deter smoking and alcohol use among children and adolescents. • Comprehensive public health services, including immunization. • Establishment of home health agencies. • Establishment, expansion, and improvement of emergency medical systems, such as training and certification, feasibility studies, and communications equipment. • Services to victims of sex offenses and for prevention of sex offenses. • Screening, detection, diagnosis, prevention, referral, and follow-up for uterine and breast cancer. State allotments may be subcontracted only to public and private nonprofit entities. Services may be conducted through school-based programs.
Contact	C. Joseph Webb, Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, Public Health Service, Department of Health and Human Services, 1600 Clifton Road, NE, Atlanta, GA 30333, 404-488-5299.

Protecting the Environment

Environmental Education

Pollution Prevention

Energy

Waste Management

Coastal Management

Source	<i>Environmental Education Grants, Section 6, National Environmental Education Act, P.L. 101-619.</i>
Eligibility	Local educational agencies, State educational agencies, colleges and universities, environmental agencies, nonprofit organizations, and noncommercial educational broadcasting entities.
Amount	\$2.7 million is appropriated for fiscal year 1992. Anticipated award amounts range from \$5,000 to \$250,000. Funds must be matched with a 25% in-cash or in-kind contribution.
Uses	Eligible activities include, but are not limited to, the following: • Design, demonstration, or dissemination of environmental curricula, including development of educational tools and materials. • Design and demonstration of field methods, practices, and techniques, including assessment of environmental and ecological problems and conditions, and analysis of environmental pollution problems. • Projects to understand and assess a specific environmental issue or problem. • Provision of training or related education for teachers, faculty, or related personnel in a specific geographic area or region. • Design and demonstration projects to foster international cooperation in addressing environmental issues and problems involving the United States, Canada, or Mexico.
Potential Example	<i>Teams from four Puget Sound area high schools are combining their studies of science, language arts, and social studies to investigate local environmental issues. Using scientific methods, students examine chemical and biological indicators of environmental health; in social studies, they learn about the political, environmental, and economic factors that contribute to policy development, and, through English classes, communicate their findings to peers, policymakers, and the public. Projects include monitoring water quality, studying the carcinogenic levels of certain sea foods, assessing local wetlands, and developing comprehensive strategies to reduce air pollutants within the school and community. Teachers work in collaboration with both the Environmental Protection Agency and Project Service Leadership to identify critical issues and integrate their study into the curriculum. According to Tom Wilson, Chief of EPA Region 10 Office of Water Planning in Seattle, Washington, service learning offers a unique opportunity to work through the educational system to effect lifestyle changes at the individual and community level.</i>

Tom Wilson
Environmental Protection Agency, Region 10
WD 139
1200 Sixth Avenue
Seattle, WA 98101
206-442-1354

Contact Christopher Rice, Special Assistant, Office of Environmental Education,
Environmental Protection Agency, 401 M Street, Washington, D.C. 20460,
202-260-5986.

Source	<i>Environmental Education and Training Program, Section 5, National Environmental Education Act, P.L. 101-619.</i>
Eligibility	Institutions of higher education or other nonprofit institutions or consortia. Eligible training participants include teachers, faculty, administrators and related support staff associated with local educational agencies, colleges and universities, employees of State education, environmental protection, and natural resource departments, and employees of nonprofit organizations involved in environmental education activities and issues.
Amount	\$1,700,000 is appropriated for FY 92.
Uses	To train educational professionals in the development and delivery of environmental education and training programs and studies, including: • Classroom training in environmental sciences and theory, educational methods and practices, environmental career or occupational education, and topical environmental issues and problems. • Demonstration of the design and conduct of environmental field studies and assessments. • Development of environmental education programs and curriculum, including programs and curriculum to meet the needs of diverse ethnic and cultural groups. • Sponsorship and management of international exchanges of teachers and other educational professionals between the United States, Canada, and Mexico. • Maintenance or support of a library of environmental education materials, information, literature, and technologies. • Evaluation and dissemination of environmental education materials, training methods, and related programs. • Sponsorship of conferences, seminars, and related forums for the advancement and development of environmental education and training curricula and materials, including international conferences, seminars, and forums. • Support of effective partnerships and networks and the use of distance learning technologies.

Contact

Christopher Rice, Special Assistant, Office of Environmental Education,
Environmental Protection Agency, 401 M Street, Washington, D.C. 20460,
202-260-5986.

Source	<i>Pollution Prevention Incentives for States, Pollution Prevention Act of 1990, Section 5.</i>
Eligibility	Any agency or instrumentality of a State, including State universities. Although local governments, private universities, businesses, and private nonprofit organizations are ineligible to apply, it is strongly encouraged that States work with them in developing proposals and include them as participants in a cooperative arrangement.
Amount	\$7,300,000 was distributed in FY 90 to 25 State agencies and one interstate organization, with financial assistance averaging \$300,000. Funds must be matched on a one-to-one basis with in-cash or in-kind contributions.
Uses	Innovative pollution prevention programs that address the transfer of potentially harmful pollutants across all media - air, land, surface water, and group water. These programs should reflect comprehensive and coordinated planning and implementation efforts state-wide. Eligible activities include, but are not limited to, the following: • Institutionalizing multi-media pollution prevention as an environmental management priority, establishing prevention goals and strategies to achieve them, and integrating the pollution prevention ethic within both governmental and nongovernmental institutions of the State. • Collecting and analyzing data to target outreach and technical assistance opportunities; conducting outreach activities; identifying regulatory and non-regulatory barriers and incentives and developing plans to implement incentives. • Incorporating public involvement into voluntary pollution prevention activities. • Initiating demonstration projects that test and support innovative pollution prevention approaches and methodologies. Although activities focus on the industrial, agricultural, and municipal sectors, planned or implemented State activities have included technical assistance to schools; education for, and outreach to, government and academic personnel; curriculum development; recycling projects; educational programs for students; the integration of vocational and environmental education; and expansion of the use of students as volunteers.
Potential Example	<i>In conjunction with the Tennessee Valley Authority (TVA) and the University of Tennessee at Chattanooga, a network of schools monitor and report on the</i>

water quality of the streams, rivers, and lakes in the TVA system. For example, biology students at Soddy Daisy High School examine chemical parameters through tests for pH, phosphate, nitrogen, and chlorides and biological parameters through indexes on invertebrate diversity. During their tests, students identified a strip mined area as a source of nonpoint pollution into Soddy Lake and the local ground water supply. Their efforts helped to obtain funding to have some of the orphaned mine lands reclaimed, thus helping with erosion and illegal dumping as well as improving the water quality and the general aesthetics of the community. The studies by Soddy Daisy and other network schools helps TVA to achieve its mission in ways not possible with present funding.

Contact

Jackie Krieger (202-260-4172) or Lena Hann (202-260-2237), Office of Pollution Prevention, Office of Policy, Planning, and Evaluation, PM-222B, Environmental Protection Agency, 401 M Street, SW, Washington, D.C. 20460.

Source *Energy Extension Service, National Energy Extension Service Act, Title V, P.L. 95-39; Department of Energy Organization Act of 1977, as amended, P.L. 95-91, 42 USC 7101, P.L. 101-440.*

Eligibility States.

Amount \$3,983,000 was distributed by formula - 50% based on state population and 50% equal distribution. Financial assistance averaged \$67,000. Funds must be matched with a 20% in cash or in-kind contribution.

Uses Programs to provide small-scale energy users with education, information, and technical assistance on energy conservation, alternative sources of fuel, and innovative energy efficient technologies. Specific programs are targeted to homeowners, farmers, small businesses, local governments, and public institutions through local networks of government agencies, colleges and universities, and volunteers.

To carry out energy outreach programs to educate consumers on the responsible and efficient use, conservation, and development of energy resources as well as the relationship between energy and other national issues, the National Energy Extension Service Advisory Board recommends:

- Inclusion of an energy related curriculum as part of the general science requirements for high school graduation.
- Improvement in the quality of math and science education.
- Use of existing delivery mechanisms - Federal, State, and local governmental bodies - for energy education.
- Use of electronic communication technologies in K-12 energy education.
- Promotion of community-based recycling programs and waste-to-energy technologies.

Funded projects have included the implementation of an energy education curriculum that involves high school students in constructing solar energy devices and conducting demonstrations; training of educators and students in energy conservation techniques and their demonstration; recruitment and training of volunteers to counsel senior citizens on weatherization and conduct installation.

Potential Example *Teachers and students at the Lloyd Diedrichsen Elementary School in Sparks, Nevada have developed an extensive energy awareness program for schools and communities in Northern Nevada. Starting with a simple calendar on*

energy facts, students have been involved in many activities over the past several years, including the following: teaching energy lessons to lower grades; production of skits, puppet shows, posters, and flyers on energy conservation; production of plays and videos on energy alternatives; pen-pal program with Alaska to discuss energy-related issues; production and teaching of energy-related workshops, offered for university credit, for rural counties of Nevada; sponsorship of recycling drives to raise money to weatherize the homes of senior citizens; and presentations to the City Council, PTA, and local and national news media.

Contact James Demetrops, Acting Director, State Energy Programs Division,
Department of Energy (CE-522), Forrestal Building, 1000 Independence
Avenue, SW, Washington, D.C. 20585, 202-586-2300.

Source	<i>Academic Partnerships, National Defense Authorization Act, P.L. 101-189.</i>
Eligibility	Public and private two and four year academic institutions.
Amount	\$4,000,000 was distributed in FY 90.
Uses	Infusion of an environmental restoration and waste management focus into existing curriculums and efforts to increase participation of minority and educationally disadvantaged students in these fields.
Potential Example	<i>The Cooperative Extension Service at Mississippi State University and Alcorn State University are designing a state-wide educational program on waste management that includes a K-12 curriculum with components in household waste, agricultural development, community development, and community service. In addition many other agencies are providing in-kind support, funding, and recommendations, including the Department of Education, Department of Environmental Quality, Mississippi Manufacturers Association, Appalachian Regional Commission, and local school systems. One community leader and one educator in each school will work together to implement county and community-based educational efforts. Training will be conducted through Extension's teleconferencing facilities and county agents.</i>
Contact	T. Chee, Office of Technology Development, Environmental Restoration and Waste Management, Department of Energy, EM-52, Washington, D.C. 20545, 301-353-4215.

Source *Coastal Zone Management Estuarine Research Reserves - Education Awards, Subpart G, Coastal Zone Management Act of 1972, Section 312, P.L. 92-583, 16 USC 1451 Seq.; Coastal Zone Management Act Amendments of 1987, Section 315 (1), P.L. 94-370, 16 USC 1451 Seq.; Coastal Zone Management Act Amendments of 1980, P.L. 96-464; Coastal Zone Management Act Amendments of 1984, P.L. 98-960; Coastal Zone Act Reauthorization Amendments of 1990, P.L. 101-508.*

Eligibility Any coastal state entity designated by the Governor. Coastal states include states and territories in or bordering on, the Atlantic, Pacific, or Arctic Ocean, the Gulf of Mexico, Long Island Sound, or the Great Lakes.

Amount \$3,650,400 was distributed in FY 90 for acquisition, monitoring, research, development, operation, and education awards. Education awards have ranged from \$9,000 to \$150,000. Funds must be matched on a one-to-one basis. Funds are in addition to any other funds provided under the Coastal Zone Management Act.

Uses Education Awards. To stimulate the development of innovative or creative interpretive and educational projects and materials to enhance public awareness and understanding of estuarine areas - part of a river or stream or body of water having unimpaired connection with the open sea. Projects are funded under the following categories:

- Design, development, and distribution/placement of interpretive or educational media, such as exhibits, publications, posters, audio-visuals, computer software and maps which have an educational or interpretive purpose, and techniques for making available or locating information concerning reserve resources, activities, or issues.
- Development and presentation of curricula, workshops, lectures, seminars, and other structured programs or presentations for facility or field use.
- Extension/outreach programs.
- Creative and innovative methods and technologies for implementing interpretive or educational projects.

Priority is given to projects that benefit more than one research reserve and/or the entire National Estuarine Reserve Research System.

Projects have included the design and implementation of educational programs, training, and curriculum for schools, teachers, and students; production of videos, exhibits, and publications; development of a living

laboratory for public involvement and monitoring; development of an internship program and volunteer enrichment and continuing education program; and development and implementation of a fish population study by college and high school faculty and students.

**Potential
Example**

K-5 students at Jackson Elementary School in Everett, Washington are conducting a project spanning several years to introduce the fingerling coho salmon into the Puget Sound. In the fall, students begin their fish watch in Pigeon Creek, where the salmon return to spawn. In the winter, classes raise eggs and in the summer, release them into Pigeon Creek where they live for a few months before moving into Puget Sound. The school-wide project integrates lessons in watershed management, salmon life cycles, water quality, stream habitats, storm drainage problems, and solid waste management into the curriculum. In addition, the students share their story with the community as a way of fighting pollution into the creek.

Contact

Eileen Kane, Policy Coordination Division, Office of Ocean and Coastal Resource Management, National Ocean Service, National Oceanic and Atmospheric Administration, Department of Commerce, 1825 Connecticut Avenue, NW, Washington, D.C. 20235, 202-673-5126.

Promoting Literacy

Source *Library Literacy, Library Services and Construction Act, as amended, Title VI, 20 USC 351 et seq.*

Eligibility State and local public libraries.

Amount \$5,365,000 was awarded in FY 90 to 237 applicants, with financial assistance averaging \$22,637.

Uses State libraries may use funds to:

- Assist libraries in providing adult literacy programs in cooperation with other agencies and organizations.
- Provide in-service training for librarians and volunteers in the use of appropriate library materials for illiterate or functionally illiterate adults.
- Assist or train librarians and volunteers in extending library literacy programs to groups and individuals that may not be adequately served by existing programs, including disabled, institutionalized, elderly, and disadvantaged individuals.

Local libraries may use funds to:

- Promote the use of volunteers in disseminating information about literacy programs.
- Train volunteers to serve local literacy programs.
- Acquire library materials designed to improve the literacy of illiterate and functionally illiterate adults.
- Conduct adult literacy programs.
- Encourage other community libraries to volunteer the use of their facilities for literacy programs.

Potential Example *In order to strengthen bonds in the community, English and Business classes at Madison High School in Norridgewock, Maine cooperated in the production of an oral history project with the institutionalized residents of a local nursing home. Students interviewed residents as part of their Advanced Composition class and composed rich histories of their lives; Business students proofread, formatted, and produced the publication entitled **Thyme and Sages**. In addition, students developed a respect and admiration for their elders as well as an awareness about the problems of housing and medical care in the community that would enhance their future decisionmaking as adult*

community members. According to the teacher who directed the project, they also witnessed profound changes in the seniors: "We saw reclusive people begin to socialize again, talkative ones find a new and willing audience, lonely people discover another reason to get up in the morning." Copies of the book are were given to each resident and student as well as school and public libraries, and the offices of the superintendent, mayor, Governor, and State Department of Education. Other teachers in the school plan to conduct similar projects to develop student writing abilities and enable other neglected populations to share their experiences with the community.

Madison Area Memorial High School
R.F.D. #1, Box 229
Madison, Maine 04950
207-696-3395
Contact: Mrs. Selena Bourassa, Teacher

Contact Carol Lyons, Program Officer (202-219-1321) or Barbara Humes, Program Officer (202-219-1376), Library Development Staff, Library Programs, Office of Educational Research and Improvement, Department of Education, Washington, D.C. 20208-5571.

Source	<i>Public Library Services, Library Services and Construction Act, Title I, as amended, 20 USC 351 et seq.</i>
Eligibility	State library administrative agencies.
Amount	\$80,854,529 was distributed in FY 90 on a formula basis. Funds must be matched on a percentage basis according to per capita income.
Uses	Funds may be subgranted to: • Extend library services to areas without adequate services. • Expand services to individuals with barriers to access, including distance, residence, handicap, age, and literacy level. • Adapt public library services to meet local needs, including persons with limited English proficiency. • Assist libraries to serve as community information referral centers. • Assist libraries to provide adult literacy programs in cooperation with other agencies and organizations. • Establish library literacy centers. • Strengthen capacity of State library administrative agencies to meet local needs. • Strengthen major urban resource libraries. • Establish, expand, and operate library service projects for residents in State institutions and for those who are disabled, elderly, child care providers, or disadvantaged in urban and rural areas. • Expand access through technology. • Strengthen metropolitan public libraries which serve as national or regional resource centers. • Develop intergenerational library services. • Provide drug abuse prevention services.
Potential Example	<i>As part of a whole language curriculum to teach students how to read, kindergartners at Hawthorne Elementary School in Seattle, Washington visit monthly with the senior residents of a nursing home and interact through art,</i>

games, songs, and conversation. When the children return to school, they describe their experiences to parents and other volunteers who transcribe their stories. These stories are made into books for the seniors as well as the library, where they serve as reading material for other students. The children's rich stories of their intergenerational encounters express themes and values based on literature read with them about aging, fear, friendship, disabilities, giving, and courage.

The intergenerational reading program is part of Hawthorne's academic acceleration model, which seeks to implement and disseminate educational practices that are successful in nurturing and educating all children, especially those from ethnic minority groups which have traditionally achieved at lower levels than other groups.

Contact

Robert Klassen, Public Library Support Staff, Library Programs, Office of Educational Research and Improvement, Department of Education, Washington, D.C. 20208-5571, 202-219-6303.

Source	<i>English Literacy Program, Adult Education Act, as amended, Part C, Section 372, P.L. 100-297.</i>
Eligibility	Designated State educational agencies, local educational agencies, U.S. territories and possessions. Public or private nonprofit agencies, organizations, and institutions are eligible to apply for subgrants from the state as well as for discretionary funding.
Amount	\$5,888,000 was distributed in FY 90 on a formula and discretionary basis, with awards ranging from \$1,170 to \$953,185.
Uses	Establishment, operation, and improvement of English literacy programs of instruction designed to help limited English proficient adults, out-of-school youths, or both, achieve full competence in the English language. 50% of a State's formula grant must be subgranted to community-based organizations. Discretionary grants support innovative approaches and methods for English literacy education.
Contact	Formula Grants: Ronald Pugsley (202-732-2272), Division of Adult Education and Literacy; and Discretionary Grants: Laura Karl (202-732-2365), Division of National Programs; Office of Vocational and Adult Education, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-7242.

Source	<i>VISTA Literacy Corps, Domestic Volunteer Service Act of 1973, as amended, Title I, Part A, Section 109, P.L. 93-113, 42 USC 4959; Domestic Volunteer Service Act Amendments of 1986, P.L. 99-551.</i>
Eligibility	Federal, State or local government agencies, private nonprofit organizations, State and local educational agencies, and State and local agencies administering poverty programs or job training plans may act as sponsors.
Amount	\$3,048,000 was appropriated in FY 90 to fund full-time, full-year volunteers in local communities.
Uses	To develop and expand efforts to mobilize Federal, State, local, and private sector resources to address the problem of illiteracy in local communities. Programs of sponsoring organizations must target functionally illiterate and illiterate individuals who are underserved by current programming and actively involve them in the development and implementation of the projects. Volunteers may be involved in the recruitment of students and tutors, training, fund raising, and public awareness.
Example	<i>As part of their senior English classes, high school students in the Philadelphia School District participate in a literacy corps. Students study literacy skills and tutor elementary school students as part of the course curriculum. The project has expanded from one pilot school to 10 schools in the district with the help of a curriculum model developed by the Pennsylvania Institute for Environmental and Community Service Learning.</i> <i>Pennsylvania Institute for Environmental and Community Service Learning Pennsylvania State University (Ogontz Campus) Sutherland Building, 4th Floor 1600 Woodland Road Abingdon, PA 19001 215-887-8170 Contact: Barbara Horwitz</i>
Contact	Director of VISTA and Service-Learning Programs, Office of Domestic Operations, ACTION, 1100 Vermont Avenue, NW, Washington, D.C. 20525, 202-634-9445.