

Welcome to Congresswoman Diane E. Watson's

Grant Writing Series

Session I

Featuring University of Southern California Director of
Corporate & Foundation Relations Linda Zukowski

33rd Congressional District Office of California
Monday, August 31, 2009
11:00 AM – 2:00 PM

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I. Agenda

11:00

- ❖ Opening Remarks by Congresswoman Diane E. Watson
- ❖ Introduction of Featured Expert by Congresswoman Diane E. Watson

11:15

- ❖ Featured Presentation: How to Obtain Foundation Funding Without Losing Your Mind”- Linda Zukowski, Director of Corporate & Foundation Relations, University of Southern California

1:00

- ❖ Q & A with Linda Zukowski, Director of Corporate & Foundation Relations, University of Southern California

1:45

- ❖ Closing Remarks- Congresswoman Diane E. Watson

II. Featured Presentation Slides

Featured Presentation:

“How to Obtain Foundation Funding Without Losing Your Mind”

How To Obtain Foundation Funding Without Losing Your Mind

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CHARITABLE GIVING 2007

Total charitable giving in U.S. = \$306.4 Billion

- Individuals 74.8%
- **Foundations** 12.6%
- Bequests 7.6%
- Corporations 5.1%

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TYPES OF FOUNDATIONS

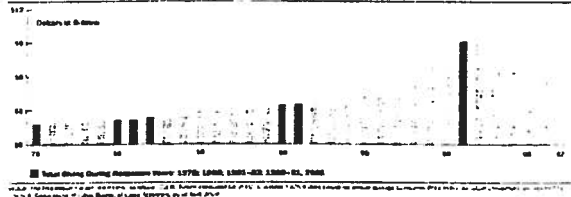
- **Private Foundation** – non-profit, NGO, funded by single/few sources, managed by trustees for social good. Annual distribution = 5% of the fair market value of all investment assets. Annually filing → IRS Form 990-PF.
- **Family Foundation** – private foundation; funded by single family; family members on board of trustees & part of decisions.
- **Community Foundation** – multiple donors. Grants focus on needs of a particular geographic region.
- **Corporate Foundation** – private foundation; assets → primarily from the contributions of a for-profit business. Separate endowment, independent administration, but close corporate ties.
- **Direct Corporate Giving** – administered within a company; no separate endowment; annual grants directly related to corporate profits; not subject to private foundation reporting requirements.

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GIVING DURING RECESSIONS

During most recessionary periods, U.S. foundation giving (inflation-adjusted dollars) did NOT decline.

Gift Giving by Foundations During Recessionary 1979 to 2007



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WHY?

- Donors continued to establish new foundations.
- Donors continued to direct gifts & bequests into endowments of existing foundations.
- Many foundation grant budgets each year were based on a rolling average of their asset values.
- Some foundations increased their payout levels or reached into their corpus.

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😊 WHAT ABOUT 2009? ☹️

○ Dependent on continued economic climate and overall optimism.

○ Impact on grant-making is likely to differ by foundation.

- Giving by some of the largest corporate foundations is likely to be flat, although requests for funding will probably increase.
- Foundation grant-making priorities in most areas – including the arts and international affairs – will not necessarily shift suddenly in the face of reduced resources.
- However, foundations do respond to pressing demands outside of their core focus areas during times of exceptional need.

"Dramatic changes in overall foundation giving priorities are unlikely."
(Foundation Center 11/08)

BUT, if the market fails to recover or falls further → asset losses may be so pronounced and widespread that an overall decrease in grant-making is inevitable.

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◁ WHAT FOUNDATIONS ARE SAYING ▷

- Retrenching, not expansion.
- Not a time for "new."
- Focus → maintaining good existing programs/projects.
- Smart management & decisions – not reactive blunders.
- Collaboration & mergers = x-school & x-institution partnerships.
- Cultivation/development of new contacts & relationships.
- Grant-making = significantly more competitive.

There is at least one possible silver lining in the current economic crisis increasing pressure among grant seekers for collaboration, sharing of resources and even merges, thereby reducing excessive redundancy in the field.

—Paul Brown, President of the William and Flora Hewlett Foundation

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SO...

"Fasten your seat belts, it's going to be a bumpy night."

—Betsy Davis

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THE BUSINESS OF GIVING

Altruism/ "Good Corporate Citizen"

Influence/Relationships

Recognition

Employee Support & Brand Support

Investment

"We consider our philanthropy to be more of a strategic investment in the community, rather than an altruistic donation."

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SIZE OF THE PIE

◦ Foundations in the U.S. = 79,765

◦ Foundations in California = 8,246

Source: IRS Business Master File 01/2007

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IN THEIR OWN WORDS...

"Gone are the days when philanthropic dollars are just given to any group doing important work.

Our funds are limited and there are thousands of non-profits, and universities, and people in this country doing important work.

We need to find a way to distinguish among them."

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TARGETING FOUNDATIONS

"You must read our guidelines and believe our guidelines."

- Guidelines = requirements, not suggestions.
- Best targets:
 - ◊ close fit with issues/programs defined in the guidelines;
 - ◊ geographically close to your location or area of impact;
 - ◊ within funding cycle;
 - ◊ existing relationships or contact with grant officer.
- Avoid targeting a foundation based solely on similarity with previous grantees.
- Avoid foundations that only fund PSOs.
- Geographic restrictions – "all areas, but with a preference for..."

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DEVELOPING "CONTACTS"

- o Your own contacts are most powerful.
- o Relationship-building takes time.
- o Contacts = mutual benefit, but no funding guarantee.
- o ID foundation leadership and look for relationships in your agency.
- o Promote the experts in your agency.
- o Be seen in the community – professional groups, community meetings.
- o Site visits – professional, prepared, passionate.

"Cultivating a relationship with my foundation is not the same as overwhelming us with information."

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APPROACHING FOUNDATIONS - HOW

- o Utilize your relationships, but respect the process and the staff.
- o Call the program officer with a question – not in guidelines:
 - o check guidelines to ensure they accept calls
 - o cold call vs. planned contact
- o Have an elevator speech ready.
- o Avoid "we know you will be interested in our program..."
- o Not all foundations require calls before submission.
- o A request for a submission is just a request for submission.
- o Communicate delays in submission to grant officer.

"Personal relationships simply won't compensate for a poor quality proposal, or a request to fund a program that is of no interest to my foundation."

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APPROACHING FOUNDATIONS - WHY

"When you have a hammer, everything looks like a nail."

- o Advice
 - o reality check
 - o focus of proposal
 - o size of request
 - o best funding cycle
- o Clarification of guidelines or funding process
- o Possibility for intro to other funders
- o Increased visibility for your submission
- o Begin to develop your own "contact list."

"Be proactive – find ways to keep us informed and involved."

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IN THEIR OWN WORDS...

"When seeking our funding, the most effective and, ultimately, the most successful agencies convey a professional attitude, and clearly and concisely explain how their program or research matches our strategic interests."

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LETTER OF INQUIRY

- o Frequently precedes (replaces) a full proposal.
- o If provided, answer questions in the order given.
- o Include the reason for the request and amount – in the first paragraph.
- o Include connection to funder, if any.
- o Also include mission of agency, relevant achievements; the need; objectives & use of funds.
- o End with summary sentence – with funder's words.

"Rely on facts and data, not emotion and avoid any hint of jargon."

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LETTER OF INQUIRY: TIPS

- o Use same terminology as the foundation.
- o Brevity is critical, but be complete. (2-3 pgs)
- o The reader should completely understand the basic request, but not have all the details.
- o Address to the appropriate individual.

"Present a complete, logical request. Don't simply depend on your agency's good reputation to interest us."

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ELEMENTS OF A PROPOSAL

- o Executive Summary
- o Background
- o Need Statement
- o Objectives
- o Results and Evaluation
- o Methods (narrative)
- o Financials
- o Attachments

"A grant is our investment in your ability to create real and lasting change."

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EXECUTIVE SUMMARY

- o The last section to be written, but most important.
- o **Brief** overview of entire proposal. (Including \$ request)
- o Includes the project title, contact person, organization name and one-sentence statements about:
 - ◆ the problem;
 - ◆ the project;
 - ◆ outcomes/results;
 - ◆ evaluation;
 - ◆ budget info: total cost & funders.
- o Provides context for the request.
- o Refreshes the funder's memory.
- o Might be the only document actually seen by the decision-makers.

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ORGANIZATIONAL BACKGROUND

"Demonstrate why your agency is the most qualified to take on this project."

- o Don't assume the funder is familiar with your achievements.
- o Include your mission, similar/recent accomplishments;
- o Credentials & endorsements;
- o Avoid superlatives.
- o Geography & group impacted by project;
- o Relationships to funder.

"You can't just depend on the fact that your agency is well-known. There are lots of well-known groups out there, looking for the same dollars."

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NEED STATEMENT

"New projects must be more than someone's good idea. Why is this particular project needed at this particular time?"

- o Brief, but compelling.
- o The facts should match the scope of the project.
- o Avoid "the lack of a project" as the need for the project.
- o Tie the need to the funder's interests.
- o Use a **few** current facts, with sources, to validate the need.
- o Rely on data, not on emotion, to explain the need.

"Too many issues are determined by gut feel."

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PROGRAM OBJECTIVES

"The ability to define projects using concrete, measurable objectives has increased in importance as demand for our funding increases."

- o Goal (general objective) = what you expect to achieve in general terms.
- o Objectives define not only what will be done; but also what will change.
- o Objectives are closely related to the statement of the problem.
- o Objectives define Specific, Measurable outcomes → resulting change or impact.
- o Objectives are Achievable and Realistic.
- o Objectives include a Timeline for completion.

"We simply can no longer afford to support projects that sound nice or seem interesting."

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EVALUATION PLAN

- o Include, even if not requested.
- o Define success & how it will be determined.
- o Relate to accomplishment of objectives.
- o Data gathering process & analysis – who & how.
 - ◆ testimonials, anecdotes, observations
 - ◆ surveys, questionnaires, interviews
- o Explain reporting & dissemination plans.

"If you can't explain how you'll measure success, how will we know if our funding had an impact?"

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METHODS

"We should be able to gain a picture of exactly how you will put the foundation's money to work."

- o Provide a clear, sequential explanation of actions to be taken to reach objectives.
- o Include a realistic timetable, if appropriate.
- o Use positive language; limit the use of conditional words. (might, could, would, if)
- o Limit emotional narratives.
- o Answer all questions in the guidelines. Avoid "see our website" as a response.
- o Demonstrate capability of program staff.
- o Show that your agency is familiar enough with your field to be aware of different program models and explain your reasons for selecting the model you have.
- o Provide a reasonable & realistic plan that can easily be understood by a "civilian".

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BUDGET

- o Project budget = all expenses & sources of funds.
- o Differentiate between (*actual*) confirmed & pending funders.
- o Show how requested funds will be used.
- o Include justification – no guessing.
- o Show how will you maintain after the grant has run out.

"If the request is out of line, it's easier to just deny it and not give a smaller gift. The smaller gift probably wouldn't help that much anyway."

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HOW MUCH SHOULD I REQUEST?

- o Ask for a specific amount – within the funding range.
- o Consider the value of smaller grants.
- o Do not threaten disaster.
- o Cultivate other funding sources.

"Ask for what you need; but don't assume we have unlimited dollars to give away. We're a foundation, not an ATM."

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INDICATORS OF FINANCIAL HEALTH

- o Appropriateness of line items.
- o Comprehensive listing of all expenses.
- o Reasonable formula for calculating expenses. (justification)
- o Realistic/varied fundraising plans.
- o Cost effective project.
- o Absence of significant debt.

"Receiving a grant from us does not guarantee subsequent funding."

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RED FLAGS IN A BUDGET

- o Appeals for emergency funding.
- o Math errors.
- o Unrealistic funding expectations.
- o Incomplete list of expenses.
- o Irregularities in auditor's notes.

"Asking for anything and hoping for something is not the best method for obtaining foundation funding."

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ATTACHMENTS

- o All documents listed in the guidelines.
- o All subsequent requests from the foundation.
- o Avoid "see our website" or "please contact us..."
- o Minimize non-requested items.
- o Consider use of *Table of Attachments*.
- o Limit brochures; no CDs. ("Available on request.")

"Clearly and concisely provide the information that's requested; nothing more."

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IF THE PROPOSAL IS FUNDED

"The first grant can be the beginning of a two-way street."

- o Send "thank you" letter; clarify the funder's expectations.
- o Plan expense tracking, progress reporting – who, when, what.
- o Inform the press, the public and legislators.
- o Use funds as described or immediately contact funder.
- o Contact funder concerning major changes in overall project.
- o Time future requests appropriately.
- o Cultivate an ongoing relationship. (site visits; complimentary invitations)

"It's important to stay on our radar screen. Don't just take the grant money and disappear until the next funding cycle."

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THANK YOU LETTER

- o Submit with 48 hrs of award notification. (Even with call.)
- o More personal than LOI. Express gratitude - use the "words".
- o Professional tone – refer to your goals, not clichés.
- o Confirm terms of award (amount & use of funds, reporting dates, term, final report, recognition.)
- o Include gift receipt.
- o Summary sentence – convey partnership.
- o Signed by your dean; copy to your contact, if any.

"Foundation giving is similar to a business transaction; both sides need to be aware of the expectations."

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IF THE PROPOSAL IS DENIED

- o Attempt to contact funder for input, but don't argue.
- o Find advice in the denial letter.
- o Consider resubmission.
- o Find a better match.

"A denial letter is only a rejection of your request; it is not a rejection of your agency, your project or your skill as a grant writer."

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WHY WAS MY PROPOSAL DENIED?

- o Guidelines were not followed - 50%-90%
- o Geographic preferences
- o Budget limitations
- o Competition

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GENERAL TIPS

"Proposals are read by people; make it easy for them."

- o Follow exactly any formatting guidelines.
- o Brief, clear, to-the-point writing style. Bigger is not better.
- o Including too much data can indicate a lack of focus.
- o Avoid emotional pleas.
- o Suggest, don't tell.
- o Avoid jargon and acronyms.
- o It should look easy to read – avoid "walls of words." Vary the format.
- o Demonstrate skill and competence of project leaders.

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MORE TIPS

- o Ensure a professional, not expensive, look to the package.
- o Check spelling & grammar – particularly proper names. Submit to the proper person.
- o List community leaders involved in the project.
- o Provide information in order requested; use same wording.
- o Don't create new projects just to match funding opportunities.
- o Don't argue with the grant officer – even if you are right.
- o Submit in advance of the deadline.
- o Avoid assumptions. ("We know you will be interested in this project...")

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A FINAL WORD...

*If you look at the stock market, or
business activity, or budget deficits,
things are dark.*

*But if you consider our own capacity and
opportunities, our passion and vision,
then the outlook is bright."*

... 8th Grade, 2008

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III. Federal Funding Resources

- a. List of Grant Providing Federal Agencies
- b. Federal Funding Sites
- c. Using Grants.gov
 - i. Searching Grant Opportunities
 - ii. American Recovery Act Grant Opportunities
 - iii. Example Grant Notices & Synopses
 - 1. Department of Labor, Green Capacity Building Grants
 - 2. Department of Education, Teacher Quality Partnership Grants Program

a. List of Grant Providing Federal Agencies

The following agencies are federally designated to provide grant opportunities to applicants nationwide:

All Agencies listed below.	General Services Administration
Agency for International Development	IV&V Main Test Agency
Appalachian Regional Commission	IV&V Main Test Agency9999
Bureau of Reclamation - South Central CA Area Ofc	Institute of Museum and Library Services
Christopher Columbus Fellowship Foundation	Institute of Peace
Corporation for National and Community Service	James Madison Memorial Fellowship Foundation
Department of Agriculture	Japan-United States Friendship Commission
Department of Commerce	Marine Mammal Commission
Department of Defense	National Aeronautics and Space Administration
Department of Education	National Archives and Records Administration
Department of Energy	National Council on Disability
Department of Health and Human Services	National Credit Union Administration
Department of Homeland Security	National Endowment for the Arts
Department of Housing and Urban Development	National Endowment for the Humanities
Department of Justice	National Science Foundation
Department of Labor	Nuclear Regulatory Commission
Department of State	Office of the Director of National Intelligence
Department of Transportation	President's Committee on the Arts and Humanities
Department of Veterans Affairs	Small Business Administration
Department of the Interior	Social Security Administration
Department of the Treasury	Woodrow Wilson Center
Election Assistance Commission	
Environmental Protection Agency	
Eric 2009-03 Agency	

b. Federal Funding Sites

FEDERAL FUNDING SITES

The Federal government is still the biggest of all the grant makers. However, much of the federal grant budget moves to the states through formula and block grants. From there it is up to the states to decide how to use the money.

Should they keep some of it to operate their own programs? Should they redistribute these funds through grants or contracts? Each agency of government has its own systems and procedures, so you are wise to identify the principal federal agency that funds your type of work and track the distribution from Washington, DC down to your locality. This way you can begin the process of prospecting for federal funding. Some useful sites:

The American Recovery and Reinvestment Act (ARRA) Grant Opportunities (Federal Economic Stimulus Legislation)

<http://www07.grants.gov/search/search.do;jsessionid=?mode=CATSEARCH&fundActivity=RA>

Federal Register

http://www.access.gpo.gov/su_docs/aces/fr-cont.html

Grants.Gov

<http://www.grants.gov/>

USC.gov for Non – Profits

<http://www.usa.gov/Business/Nonprofit.shtml>

Catalogue of Federal Domestic Assistance

<https://www.cfda.gov/index?cck=1&au=&ck=>

U.S. Dept of Health & Human Services

<http://www.hhs.gov/grants/>

U.S. EPA – Region 9 (California)

<http://www.epa.gov/region09/funding/>

U. S. Department of Education

<http://www.ed.gov/fund/grant/apply/grantapps/index.html?src=rt>

c. Using Grants.gov

i. Searching Grant Opportunities



Searching Grant Opportunities

Grants.gov provides you with the ability to search for federal government-wide grant opportunities. You do not have to register with Grants.gov to find grant opportunities. However, once you are ready to apply for a grant, you will need to get registered. This process takes 3-5 business days. Please go to the **Get Registered** section of the website under For Applicants to learn more about registration.

Instructions for Searching Grant Opportunities

1. To access the **Search Grant Opportunities screen**, click the **Find Grant Opportunities** sub link on the left navigation under **For Applicants**. You may also search for grant opportunities by clicking on the **Grant Search** link under "Quick links" on the right of the screen.
2. There are a number of ways to search and browse on Grants.gov. Use the **Basic Search** and **Advanced Search** options explained in this document when you are looking for something specific. When you want to explore the different types of grants or you are not sure exactly what type of grant opportunity that you are looking for, browse by **Category** or **Agency**.

How do I use the Basic Search Option?

The **Basic Search** option allows you to search by **Keyword**, **Funding Opportunity Number (FON)**, or **Catalog of Federal Domestic Assistance (CFDA) Number**.

1. To conduct a **Basic Search**, from the **Find Grant Opportunities page**, click on the **Basic Search** sub link under Find Grant Opportunities on the left navigation.
2. Enter your search criteria into one of the fields on the Basic Search page and click **Search**. **Note:** if more than one field is completed, only those opportunities meeting all the criteria will be returned. To clear the **Basic Search** form, click the **Clear Form** button.
3. To use the **Keyword Search** field, enter part or all of the text for the title of the grant you are searching for.
4. If you know the FON, enter it in the **Search by Funding Opportunity Number** field; please note that the text is case-sensitive. If you are not sure of the entire FON:
 - Use an asterisk "*" to replace one or more characters.
 - Use a question mark "?" to replace one character.
5. If you know the offering agency's CFDA Number, enter it in the **Search by CFDA Number** field. If you are not sure of the entire CFDA Number:
 - Use an asterisk "*" to replace one or more characters.
 - Use a question mark "?" to replace one character.

6. To Clear the **Basic Search** form, click the **Clear Form** button.
7. Once you have entered in the necessary search criteria, click the **Start Search** button to begin the search. Your search results will display on the **Search Results** screen.

How do I use the Browse by Category Option?

Do you want to learn about federal grant opportunities available today? Start by selecting a grant category that interests you.

To use the **Browse by Category** option, follow the instructions below:

1. Click the **Browse by Category** link under Find Grant Opportunities in the left navigation or middle section of the screen.
2. Once on the Browse by Category page you will have access to a listing of grant opportunities by category. Click the category that best describes the type of grant you are looking for.
3. Once you have clicked on a category the search results screen will display a listing of grants within the category you selected.

How do I use the Browse by Agency Option?

1. Click the **Browse by Agency** link under **Find Grant Opportunities** in the left navigation.
2. On the Browse by Agency page, click the name of the agency that is offering the grant you are looking for.
3. The search results will display a listing of grants offered by the agency you selected on the **Search Results** screen.

How do I use the Advanced Search Option?

If you still have not found what you are looking for by completing the basic search or browsing, use the **Advanced Search**. This allows you to search by **Keyword search, Funding Opportunity Number, Dates to Search, CFDA Number, Funding Activity Category, Funding Instrument Type, Eligibility and Agency**.

To use the **Advance Search** option, follow the instructions below:

1. Click the **Advanced Search** link under **Find Grant Opportunities** in the left navigation.
2. You must select whether you want to search **Open Opportunities, Closed Opportunities** or **Archived Opportunities** in the **Search In** section by clicking the radio button next to the corresponding field. **Open Opportunities** are grant opportunities that are still available for applicants to submit applications. **Closed Opportunities** are opportunities that are no longer active for applicants to submit applications but are still visible within the database. **Archived Opportunities** are opportunities that are no longer active for applicants to submit applications.
3. Then enter information in one or more of the fields listed and then click the **Search** button. You are not required to enter information in all fields before clicking the **Search** button.

4. To use the **Keyword Search** field, enter part or all of the text for the title of the grant you are searching for.
5. If you know the FON, enter it in the **Search by Funding Opportunity Number** field; please note that the text is case-sensitive. If you are not sure of the entire FON:
 - Use an asterisk "*" to replace one or more characters.
 - Use a question mark "?" to replace one character.
6. Select the time period for which you want to search in the **Dates to Search** field.
7. If you know the offering agency's CFDA Number, enter it in the **Search by CFDA Number** field. If you are not sure of the entire CFDA Number:
 - Use an asterisk "*" to replace one or more characters.
 - Use a question mark "?" to replace one character
8. Select the funding activity category from the **Search by Funding Activity Category** field. If you want to select multiple items in this list, hold down the **CONTROL or SHIFT key**. Mac users should hold the **APPLE or SHIFT key**.
9. Select the funding instrument type from the **Search by Funding Instrument Type** field. If you want to select multiple items in this list, hold down the **CONTROL or SHIFT key**. Mac users should hold the **APPLE or SHIFT key**.
10. Select the opportunity eligibility from the **Search by Eligibility** field. If you want to select multiple items in this list, hold down the **CONTROL or SHIFT key**. Mac users should hold the **APPLE or SHIFT key**.
11. Select the offering agency from the **Search by Agency** field. If you want to select multiple items in this list, hold down the **CONTROL or SHIFT key**. Mac users should hold the **APPLE or SHIFT key**.
12. If you would like to include a sub agency in your search, click the **Select Sub Agencies** button to display a **Search by Sub Agency** field. Select the desired Sub Agency from the list. If you want to select multiple items in this list, hold down the **CONTROL or SHIFT key**. Mac users should hold the **APPLE or SHIFT key**.
13. To clear the **Advanced Search** form, click the **Clear Form** button.
14. Once you have entered in the necessary search criteria, click the **Search** button to begin the search.

Your search results will display on a **Search Results** screen.

Note: Once you find an opportunity you wish to apply for, you will need to record the FON or CFDA Number and then enter it manually when you apply for the grant.

The FON is located under 'Funding Number' column on the **Search Results** screen.

The CFDA Number can be found by clicking the **Opportunity Title** link on the **Search Results** screen. Clicking the **Opportunity Title** link for a specific opportunity, will take you to the opportunity Synopsis screen, which gives a summary of the grant listing. The CFDA Number can be found near the bottom of the grant listing information.

If the download page does not have a link to download an application, the application is not found in Grants.gov. Instead, applicants should apply for that grant as the on-screen instructions state.

Additional Advanced Search Tips

The following are search strategies to help improve the results of an **Advanced Search** for grant opportunities.

Select multiple items when searching by: **Funding Activity Category, Funding Instrument Type, Eligibility, Agency and Sub Agency.**

- If you want to select multiple items, it may be necessary on some browsers to hold down the CONTROL or SHIFT key to select multiple items. If you are a MAC user, use the APPLE or SHIFT key to mark multiple items.

Expand your search by **Keyword, Funding Opportunity or CFDA Number** with a wildcard.

The following two wildcards can be used to expand your search:

- Asterisks "" can be used to replace one or more characters at the end of the term. This is useful for finding pages with words that have multiple endings. For example, if you typed "National*" in the search field, the results would contain links to all grant opportunities with phrases that include the word National, such as National Aeronautics and Space Administration or National Endowment for the Humanities.
- Keyword search allows you to search by one or more specific keywords. Grants.gov's key word search enables to use spaces between different words. A space is defaulted to OR. If you type "Housing Farming", the results would contain a match if Housing or Farming appears in the grant opportunity listing.

Search Results

The **Search Results** screen displays the grant opportunities that are returned from your query. The displayed results are sorted by relevancy.

Notice the headings listed below are displayed at the top of the **Search Results** screen.

- **Sort by Code Date**
- **Sort by Open Date**
- **Sort by Relevance**

Note: The Sort by Relevance and Close Date titles display only after another title is clicked in the header.

Beneath these headings is a table which lists the grant opportunities that are returned from your query. At the top of the table are headings: **Close Date, Opportunity Title, Agency and Funding Number.** The **Attachments** heading is included if there is a match for the keyword is found in the Attachments of the grant opportunities. Contained within the rows of the table is information about individual grant opportunities.

You can sort the **Search Results** screen data to customize results to your needs. Clicking the blue highlighted titles: **Close Date, Open Date, Opportunity Title, Agency and Sort by Relevance** will sort your results by ascending or descending order. Text after the heading "Sort:" indicates the current order of the sort.

To perform a new search, click the **New Search** link located in the upper right hand corner of the screen. Clicking the **New Search** link moves you to the **Search Grant Opportunities** screen.

To view the grant opportunity, click the blue highlighted title of the grant you would like to view. Clicking the grant title opens a page that contains more information about the opportunity.

To move to the next page of grant opportunity search results, click the **Next** link at the bottom of the **Search Results** screen.

Search Results - Grant Information

The **Grant Information** screen contains three buttons: **Synopsis**, **Full Announcement** and **How to Apply**. Clicking each button reveals a screen with specific information:

Synopsis

The synopsis for this grant opportunity is detailed on this page. The synopsis contains all of the updates to the document that have been posted as of the current modification date. If updates have been made to the opportunity synopsis, updated information is **highlighted** and provided below the synopsis.

Full Announcement

The complete text for the grant announcement is contained within this page. Click on the most recent file to download the full announcement. The document name, a description of the file and the type of file are also provided for your information.

How to Apply

Instructions for applying for a grant are listed on this page. There are three main steps:

Apply Step 1: Download a Grant Application Package and Application Instructions

Apply Step 2: Complete the Selected Grant Application Package

Apply Step 3: Submit a Completed Grant Application Package

**ii. American Recovery Act Grant
Opportunities**

American Recovery Act Grant Opportunities

<u>Close Date</u>	<u>Opportunity Title</u>	<u>Agency</u>	<u>Funding Number</u>
04/08/2009	<u>QJJDY FY 09 Recovery Act Internet Crimes Against Children Task Force Program Grants</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2099
04/20/2009	<u>QJJDY FY 09 Recovery Act Local Youth Mentoring Initiative</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2118
04/20/2009	<u>RECOVERY ACT (ARRA) - APPLICATIONS OF NUCLEAR SCIENCE AND TECHNOLOGY</u>	Chicago Service Center	DE-PS02-09ER09-13
04/20/2009	<u>QJJDY FY 09 Recovery Act National Youth Mentoring Programs</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2166
04/20/2009	<u>RECOVERY ACT (ARRA) - R D ON ALTERNATIVE ISOTOPE PRODUCTION TECHNIQUES</u>	Chicago Service Center	DE-PS02-09ER09-14
05/14/2009	<u>QJJDY FY 09 Recovery Act ICAC Task Force Training and Technical Assistance Grants</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2119
05/14/2009	<u>QJJDY FY 09 Recovery Act Internet Crimes Against Children Research Grants</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2120
05/14/2009	<u>QJJDY FY 09 Recovery Act National Internet Crimes Against Children Data System (NIDS)</u>	Office of Juvenile Justice Delinquency Prevention	QJJDY-2009-2121
05/18/2009	<u>RECOVERY - Air Force Fiscal Year 2009 American Recovery and Reinvestment Act Research Program</u>	Air Force Office of Scientific Research	AFOSR-BAA-2009-3
05/19/2009	<u>Recovery Act - Electric Drive Vehicle Battery and Component Manufacturing Initiative</u>	National Energy Technology Laboratory	DE-FOA-0000026
05/25/2009	<u>Transportation Security Administration (TSA) ARRA Airport Checked Baggage Inspection System</u>	Department of Homeland Security	DHS09TSA117-001-ARRA
06/10/2009	<u>RECOVERY ACT-Advanced Research Projects Agency - Energy (ARPA-E)</u>	Headquarters	DE-FOA-0000065
06/30/2009	<u>Recovery Act - Demonstration of Integrated Biorefinery Operations</u>	Golden Field Office	DE-FOA-0000096
06/30/2009	<u>TSA Advanced Surveillance Program</u>	Department of Homeland Security	DHS09TSA118-001
07/14/2009	<u>Recovery Act (ARRA) - Industrial Energy Efficiency</u>	National Energy Technology Laboratory	DE-FOA-0000044
07/15/2009	<u>Recovery Act: National Laboratory Call for Foundational Photovoltaics and Concentrating Solar Power Research and Development</u>	Golden Field Office	DE-FOA-0000087
07/17/2009	<u>Recovery Act Limited Competition: Extramural Research Facilities Improvement Program (C06)</u>	National Institutes of Health	RFA-RR-09-008
07/21/2009	<u>Recovery Act: Energy Efficient Information and Communication Technology</u>	Golden Field Office	DE-FOA-0000107
07/22/2009	<u>Recovery Act: Geothermal Technologies Program</u>	Golden Field Office	DE-FOA-0000109
07/23/2009	<u>Teacher Quality Partnership Grants Program: (ARRA Program) CFDA 84.405A</u>	Department of Education	ED-GRANTS-052709-001
07/28/2009	<u>Recovery BLM-CO GGNCA Rehab of Linear Disturbances, Trails</u>	Department of the Interior	RECOVERY-ACT-BLMCO-NOI09-1178
07/29/2009	<u>Recovery Act: Wind Energy Consortia between Institutions of Higher Learning and Industry</u>	Golden Field Office	DE-FOA-0000090
07/30/2009	<u>Recovery Act: High Penetration Solar Deployment</u>	Golden Field Office	DE-FOA-0000085
07/30/2009	<u>Recovery Act: Solar Market Transformation</u>	Golden Field Office	DE-FOA-0000078
07/30/2009	<u>Recovery Act - Enhancing State Government Energy Assurance Capabilities and Planning for Smart Grid Resiliency</u>	National Energy Technology Laboratory	DE-FOA-0000091
08/04/2009	<u>Recovery Act BLM-CO GGNCA Rehab of Linear Disturbances</u>	Department of the Interior	RECOVERY-ACT-BLMCO-NOI09-1172
08/05/2009	<u>Recovery Act - Green Capacity Building Grants</u>	Employment and Training Administration	SGA-DFA-PY-08-21
08/06/2009	<u>Recovery Act - Smart Grid Investment Grant Program</u>	Headquarters	DE-FOA-0000058
08/06/2009	<u>ARRA - Facility Investment Program</u>	Health Resources & Services Administration	HRSA-10-029
08/06/2009	<u>Recovery Act - Geothermal Technologies Program: GroundSource</u>	Golden Field Office	DE-FOA-0000116

American Recovery Act Grant Opportunities

<u>Heat Pumps</u>		
08/07/2009	<u>Recovery Act: Carbon Capture and Sequestration...</u>	National Energy Technology Laboratory DE-FOA-0000015
08/07/2009	<u>Recovery Act BLM-CO-GUFO- War Eagle Abandoned Mine Land Closure Project</u>	Department of the Interior RECOVERY-ACT-BLMCO-NOI09-1213
08/10/2009	<u>Recovery Act - Energy Efficiency and Conservation Block Grants - Formula Grants</u>	National Energy Technology Laboratory DE-FOA-0000013
08/11/2009	<u>Recovery Act: Geologic Sequestration Training and Research</u>	National Energy Technology Laboratory DE-FOA-0000032
08/14/2009	<u>Recovery Act - State Labor Market Information Improvement Grants</u>	Employment and Training Administration SGA-DFA-PY-08-17
08/14/2009	<u>Recovery Act - Yuki Wilderness Area Excavation</u>	Department of the Interior BLM-CA-NOI-09-2011
08/14/2009	<u>Recovery Act - Broadband Technology Opportunities Program (BTOP)</u>	Department of Commerce 0660-ZA28
08/15/2009	<u>Recovery: State Energy Efficient Appliance Rebate Program (SEEARP)</u>	Idaho Field Office DE-FOA-0000119
08/15/2009	<u>ARRA - State Primary Care Offices</u>	Health Resources & Services Administration HRSA-09-277
08/17/2009	<u>RECOVERY ACT - DOI - NATIONAL PARK SERVICE REPAIR DETERIORATING HIKING TRAILS SLEEPING BEAR DUNES NATIONAL LAKESHORE</u>	National Park Service NPS-ARRANOI6620090001
08/18/2009	<u>Recovery Act: Advanced Energy Efficient Building Technologies</u>	National Energy Technology Laboratory DE-FOA-0000115
08/18/2009	<u>Recovery Act Partnership and volunteer projects to enhance public lands recreation near Salida, Colorado</u>	Department of the Interior RECOVERY-ACT-BLMCO-NOI09-1444
08/24/2009	<u>Recovery Act: Clean Coal Power Initiative - Round 3</u>	National Energy Technology Laboratory DE-FOA-0000042
08/24/2009	<u>Recovery Act - Solid State Lighting U.S. Manufacturing -Round 1</u>	National Energy Technology Laboratory DE-FOA-0000057
08/24/2009	<u>Recovery Act - Building America Energy Efficient Housing Partnerships</u>	National Energy Technology Laboratory DE-FOA-0000099
08/26/2009	<u>Recovery Act - Smart Grid Demonstrations</u>	National Energy Technology Laboratory DE-FOA-0000036
08/28/2009	<u>RECOVERY ACT - Repair Ice Age Trail</u>	National Park Service A6281090100
08/30/2009	<u>Public Housing Capital Fund Capital Recovery Competition Grants</u>	Department of Housing and Urban Development FR-5311-N-01
08/31/2009	<u>Recovery Act - State Electricity Regulators Assistance</u>	National Energy Technology Laboratory DE-FOA-0000100
09/01/2009	<u>Recovery Act Limited Competition: Small Business Catalyst Awards for Accelerating Innovative Research (R43)</u>	National Institutes of Health RFA-OD-09-009
09/01/2009	<u>Recovery Act (ARRA) - Early Career Research Program</u>	Chicago Service Center DE-PS02-09ER09-26
09/01/2009	<u>Recovery Act Limited Competition: Biomedical Research, Development, and Growth to Spur the Acceleration of New Technologies (BRDG-SPAN) Pilot Program (RC3)</u>	National Institutes of Health RFA-OD-09-008
09/03/2009	<u>Recovery Act: Community Renewable Energy Deployment</u>	Golden Field Office DE-FOA-0000122
09/04/2009	<u>Recovery Act - Energy Training Partnership Grants</u>	Employment and Training Administration SGA-DFA-PY-08-18
09/09/2009	<u>Recovery Act - Systems Level Technology Development, Integration and Demonstration for Efficient Class 8 Trucks (SuperTruck) and Advanced Technology Powertrains For Light-Duty Vehicles (ATP-LD)</u>	National Energy Technology Laboratory DE-FOA-0000079
09/14/2009	<u>Recovery Act-Resource Assessment and Interconnection-Level Transmission Analysis and Planning</u>	National Energy Technology Laboratory DE-FOA-0000068
09/14/2009	<u>Recovery Act: Development of Algal/Advanced Biofuels Consortia</u>	Golden Field Office DE-FOA-0000123
09/17/2009	<u>Recovery Act Limited Competition: Core Facility Renovation, Repair, and Improvement (G20)</u>	National Institutes of Health RFA-RR-09-007
09/24/2009	<u>Recovery Act Limited Competition: Academic Research Enhancement Award (R15)</u>	National Institutes of Health RFA-OD-09-007

American Recovery Act Grant Opportunities

09/29/2009	<u>Recovery Act - Pathways Out of Poverty</u>	Employment and Training Administration	SGA-DFA-PY-08-19
09/30/2009	<u>Recovery Act - Partners for Fish and Wildlife Program</u>	Fish and Wildlife Service	ARRA-PARTNERS-2009
09/30/2009	<u>Recovery Act - National Fish Habitat Action Plan</u>	Fish and Wildlife Service	RECOVERYACT-NATIONALFISHHABITATPLAN
09/30/2009	<u>Recovery Act - Fish Passage</u>	Fish and Wildlife Service	RECOVERYACT-FISHPASSAGE-2009
09/30/2009	<u>Recovery Act-Coastal</u>	Fish and Wildlife Service	ARRA-COASTAL-2009
10/05/2009	<u>Recovery Act-Health Care Sector and Other High Growth and Emerging Industries</u>	Employment and Training Administration	SGA-DFA-PY-09-01
10/06/2009	<u>Teacher Quality Partnership Grants Program Recovery Act (ARRA) CFDA 84 405A</u>		ED-GRANTS-080409-001
10/06/2009	<u>Teacher Quality Partnership Grants Program Recovery Act (ARRA) CFDA 84 405A</u>	Department of Education	ED-GRANTS-080409-001
10/08/2009	<u>Recovery Act Local Energy Assurance Planning (LEAP) Initiative</u>	National Energy Technology Laboratory	DE-FOA-0000098
10/15/2009	<u>Recovery Act Limited Competition: Protection of Human Health by Immunology and Vaccines (U01, U19)</u>	National Institutes of Health	RFA-AI-09-040
10/20/2009	<u>Recovery Act - State Energy Sector Partnership (SESP) and Training Grants</u>	Employment and Training Administration	SGA-DFA-PY-08-20
11/19/2009	<u>Institute of Education Sciences:(IES) Grant Program for Statewide Longitudinal Data Systems Recovery Act Program (ARRA) CFDA 84 384A</u>	Department of Education	ED-GRANTS-072909-0001
06/30/2010	<u>EDA Recovery Act Funding</u>	Economic Development Administration	EDA03102009RECOVERYACT
02/16/2011	<u>Assisted Housing Stability and Energy and Green Retrofit</u>	Department of Housing and Urban Development	HUD-RA-01
	<u>Office of Elementary and Secondary Education: Overview Information: Impact Aid Discretionary Construction Program – Recovery Act (ARRA) CFDA 84.401</u>	Department of Education	ED-GRANTS-030909-003
	<u>08082009-KV-EMAIL</u>	General Dynamics Information Technology	08082009-KV-EMAIL
	<u>08082009-KV-S2S-RA</u>	General Dynamics Information Technology	08082009-KV-S2S-RA
	<u>Recovery Act - State Broadband Data and Development Grant Program</u>	Department of Commerce	0660-ZA29
	<u>05302009-KV-S2S-RA</u>	General Dynamics Information Technology	05302009-KV-S2S-RA
	<u>Department of Labor Recovery Act Competitive Grant Opportunities</u>	Employment and Training Administration	SGA-DFA-PY-08-13
	<u>Rural Business Enterprise Grant Programs (RBEG)</u>	Business and Cooperative Programs	RDBCP-09-RBEG-ARRA

American Recovery Act Grant Opportunities

<u>NIH Announces the Availability of Recovery Act Funds for Administrative Supplements</u>	National Institutes of Health	NOT-OD-09-056
<u>Office of Elementary & Secondary Education: Overview Information: Teacher Incentive Fund Program- Recovery Act (ARRA) CFDA 84.385</u>	Department of Education	ED-GRANTS-030909-005
<u>NIH Announces the Availability of Recovery Act Funds for Administrative Supplements Providing Summer Research Experiences for Students and Science Educators</u>	National Institutes of Health	NOT-OD-09-060
<u>Recovery Act - 2008 Aquaculture Grant Program</u>	Farm Service Agency	USDA-FSA-PECD-ARRA-01

iii. Example Grant Notices & Synopses

- 1. Department of Labor, Green
Capacity Building Grants**
- 2. Department of Education, Teacher
Quality Partnership Grants Program**

**1. Department of Labor, Green
Capacity Building Grants**

DEPARTMENT OF LABOR**Employment & Training Administration**

[SGA/DFA-PY-08-21]

Solicitation for Grant Applications (SGA); Amendment One; Green Capacity Building Grants**AGENCY:** Employment and Training Administration (ETA), Labor.**ACTION:** Notice: Amendment to SGA/DFA-PY-08-21.

SUMMARY: The Employment and Training Administration published a document in the *Federal Register* on June 24, 2009, announcing the availability of funds and Solicitation for Grant Applications (SGA) for Green Capacity Building Grants to be awarded through a competitive process. This notice is the first amendment to the SGA and clarifies items related to (1) Eligible Applicants (Section III.A); (2) Participants Eligible to Receive Training (Section III.C.1); and (3) Section B on Green Industries and Occupations (Supplementary Information). The document is hereby amended.

(1) *Section III.A, Eligible Applicants:* The eligible applicant list in Section III, A. on p. 30167 is revised by removing the following grantee program, "Advancing Registered Apprenticeship into the 21st Century: Collaborating for Success (SGA/DFA PY 08-11)" because funding decisions for this program have not been made and resultant grantees will not be eligible to apply for funds through this SGA. Accordingly, Section III, A. on p. 30167 is revised by replacing the language designated below as "old text" with the language designated as "new text":

Old Text: "DOL intends to build the green training capacity of our current grantees, therefore, eligible applicants are limited to the following DOL grantees who received funding through the SGA number indicated in the parentheses: Indian and Native American Program (SGA/DFA PY 07-04), National Farmworker Jobs Program (NFJP) (SGA/DFA PY 06-04), Prisoner Re-Entry Initiative (PRI) (SGA/DFA PY 08-03 & SGA/DFA PY 07-05), Senior Community Service Employment Program (SCSEP) (SGA/DFA PY 07-02 & SGA/DFA PY 05-06), Women in Apprenticeship and Non-Traditional Occupations (WANTO) (SGA/DFA PY 07-08 & SGA/DFA PY 06-01), Advancing Registered Apprenticeship into the 21st Century: Collaborating for Success (SGA/DFA PY 08-11), YouthBuild (SGA/DFA PY 08-07 & SGA/DFA PY 06-08), and Young Offender Grants (SGA/DFA PY 08-09,

SGA/DFA PY 06-10, & SGA/DFA PY 06-14)."

New Text: "DOL intends to build the green training capacity of our current grantees, therefore, eligible applicants are limited to the following DOL grantees who received funding through the SGA number indicated in the parentheses: Indian and Native American Program (SGA/DFA PY 07-04), National Farmworker Jobs Program (NFJP) (SGA/DFA PY 06-04), Prisoner Re-Entry Initiative (PRI) (SGA/DFA PY 08-03 & SGA/DFA PY 07-05), Senior Community Service Employment Program (SCSEP) (SGA/DFA PY 07-02 & SGA/DFA PY 05-06), Women in Apprenticeship and Non-Traditional Occupations (WANTO) (SGA/DFA PY 07-08 & SGA/DFA PY 06-01), YouthBuild (SGA/DFA PY 08-07 & SGA/DFA PY 06-08), and Young Offender Grants (SGA/DFA PY 08-09, SGA/DFA PY 06-10, & SGA/DFA PY 06-14)."

(2) *Section III.C.1, Participants Eligible to Receive Training:* A portion of this section is revised to clarify that individuals with disabilities are among the populations that may be served. Accordingly, Section III.C.1 on p. 30167 is revised by replacing the language designated below as "old text" with the language designated as "new text":

Old Text: "Other individuals, such as untapped labor pools and entry-level and incumbent workers that do not fit into the categories above, may also be served through these projects subject to the priority considerations given to the populations above and consistent with the populations to be served through the grantee's statements of work for their existing grant(s)."

Next Text: "Other individuals, such as untapped labor pools including individuals with disabilities and entry-level and incumbent workers that do not fit into the categories above, may also be served through these projects subject to the priority considerations given to the populations above and consistent with the populations to be served through the grantee's statements of work for their existing grant(s)."

(3) *Supplementary Information Section B "Green Industries and Occupations":* On p. 30166 is revised to provide further information on the industries in which applicants may focus and includes the following statement:

New Text: "We will also evaluate applications for projects that include emerging green occupations from industries that have not been discussed in this section."

FOR FURTHER INFORMATION CONTACT: Denise Roach, Grants Management

Specialist, Division of Federal Assistance, at (202) 693-3820.

Signed at Washington, DC this 17th day of July, 2009.

Eric D. Luetkenhaus,

Grant Officer.

[FR Doc. E9-17455 Filed 7-22-09; 8:45 am]

BILLING CODE 4510-FN-P

DEPARTMENT OF LABOR**Employment & Training Administration**

[SGA/DFA-PY-08-20]

Solicitation for Grant Applications (SGA) Amendment One; State Energy Sector Partnership (SESP) and Training Grants**AGENCY:** Employment and Training Administration (ETA, Labor).**ACTION:** Notice: Amendment to SGA/DFA-PY-08-20.

SUMMARY: The Employment and Training Administration published a document in the *Federal Register* on June 24, 2009, announcing the availability of funds and solicitation for grant applications (SGA) for State Energy Sector Partnership (SESP) and Training Grants to be awarded through a competitive process. This notice is the first amendment to the SGA and clarifies items related to: (1) Updated Attachment 1—Counties Impacted by Automotive-Related Restructuring; (2) the number of parts to the technical proposal (Section IV: Application and Submission Information, Part 2 Technical Proposal); (3) the number of sub criteria to the Strategy and Project Work Plan criteria in Section V.A.3); (4) participants eligible to receive training (Section III.D.1); and (5) Section B on Green Industries and Occupations (Supplementary Information). The document is hereby amended.

1. Attachment I—Counties Impacted by Automotive Restructuring. This notice replaces "Attachment I" as referenced on p. 30127-30128, which is a list of 281 counties impacted by automotive-related restructuring from the Center for Automotive Research. In addition to the 281 counties, an additional 31 counties have been included on the list due to an inadvertent omission on the original list. This is the complete and final list and there will be no further changes to this list. Accordingly, the "old" Attachment I on p. 30127-30128 is being replaced by the "new" Attachment I below:

E. Promising Training Approaches

ETA encourages applicants to research promising training approaches in order to inform their proposals. The following list of Web sites provides a starting place for this research, but by no means should be considered a complete list:

- ETA's home site (<http://www.doleta.gov>) and the ETA Research Publication Database (wdr.doleta.gov/research/keyword.cfm).
- ETA's knowledge sharing site (<http://www.workforce3one.org>), including the "workforce solutions" section that contains over 6,000 additional resources applicants may find valuable in developing workforce strategies and solutions.
- The National Governors Association Center for Best Practices (<http://www.nga.org>).
- The National Association of State Workforce Agencies (<http://www.workforceatn.org>).
- The National Association of Workforce Boards (<http://www.nawb.org>).

IX. Other Information

OMB Information Collection No. 1225-0086

Expires September 30, 2009

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the OMB Desk Officer for ETA, Department of Labor, in the Office of Management and Budget, Room 10235, Washington, DC 20503. Please do not return the completed application to the OMB. Send it to the sponsoring agency as specified in this solicitation.

This information is being collected for the purpose of awarding a grant. The information collected through this SGA will be used by DOL to ensure that grants are awarded to the applicant best suited to perform the functions of the grant. Submission of this information is required in order for the applicant to be considered for award of this grant. Unless otherwise specifically noted in this announcement, information

submitted in the respondent's application is not considered to be confidential.

Signed at Washington, DC, this 19th day of June, 2009.

Donna Kelly,

Grant Officer, Employment and Training Administration.

[FR Doc. E9-14924 Filed 6-23-09; 8:45 am]

BILLING CODE 4510-FN-P

DEPARTMENT OF LABOR**Employment and Training Administration****American Reinvestment and Recovery Act of 2009; Notice of Availability of Funds and Solicitation for Grant Applications for Green Capacity Building Grants**

Announcement Type: Notice of Solicitation for Grant Applications.
Funding Opportunity Number: SGA/DFA PY-08-21.

Catalog of Federal Domestic Assistance (CFDA) Number: 17.275.

DATES: Key Dates: The closing date for receipt of applications under this announcement is August 5, 2009. Applications must be received no later than 4 p.m. Eastern Time. A pre-recorded Webinar will be made available online at <http://www.workforce3one.org> to prospective applicants for this grant competition on July 10, 2009 by 3 p.m. Eastern Time, and will be available for viewing anytime after that date as well. While a review of this webinar is encouraged, it is not mandatory. Access information for the Webinar will be posted on the Employment and Training Administration (ETA) Web site listed above.

ADDRESSES: Mailed applications must be addressed to the U.S. Department of Labor, Employment & Training Administration, Division of Federal Assistance, Attention: B. Jai Johnson, Grants Officer, Reference SGA/DFA PY 08-21, 200 Constitution Avenue, NW., Room N4716, Washington, DC 20210. For complete "Application and Submission Information," please refer to Section IV.

SUMMARY: Under the American Recovery and Reinvestment Act of 2009 (the Recovery Act), the Department of Labor (DOL or the Department) announces the availability of approximately \$5 million in grant funds for projects that build the capacity of DOL-funded training programs to ensure that targeted groups are prepared to meet the needs of our country's expanding green industries. Only active DOL-funded grantees

specified in Part III of this SGA are eligible to apply. Specifically, this SGA supports capacity building for organizations to provide training for entry-level positions leading to career pathways and/or additional training in the energy efficiency and renewable energy industries described in Section 171(e)(1)(B) of the Workforce Investment Act of 1998 (WIA). The Department expects to award between 50 and 100 grants under this competition, providing awards ranging from \$50,000 to \$100,000.

SUPPLEMENTARY INFORMATION:**A. Recovery Act: Competitive Grants for Green Job Training**

This section of the SGA provides general background on the American Recovery and Reinvestment Act of 2009 (Recovery Act), the competitive grants funded through the Recovery Act to prepare workers for careers in the energy efficiency and renewable energy, and the occupations and industries on which these grants should focus. On February 17, 2009, President Barack Obama signed into law the American Recovery and Reinvestment Act of 2009 (Recovery Act) through which Congress intended to preserve and create jobs, promote the nation's economic recovery, and assist those most impacted by the recession. Among other funding directed toward the Department of Labor, the Recovery Act provides \$750 million for a program of competitive grants for worker training and placement in high growth and emerging industries. Of the \$750 million allotted for competitive grants, the Recovery Act designates \$500 million for projects that prepare workers for careers in the energy efficiency and renewable energy industries described in Section 171(e)(1)(B) of the Workforce Investment Act (WIA). DOL intends to use a portion of the \$500 million for providing technical assistance for this program of grants.

The purpose of these green job training grants is to teach workers the skills required in emerging energy efficiency and renewable energy industries. These efforts will lead program participants to job placement while leveraging other Recovery Act investments intended to create jobs and promote economic growth. For additional information about the series of competitive grants for green job training, please refer to Training and Employment Notice (TEN) 44-08 available at <http://www.doleta.gov/Recovery/legislation.cfm>.

B. Green Industries and Occupations

The Department will award grants to workforce development projects that focus on connecting target populations, including auto and auto-related industry workers affected by significant automotive-related restructurings, to career pathways in green industries. Training programs will prepare individuals for careers in any of the seven energy efficiency and renewable energy industries defined in Section 171(e)(1)(B)(ii) of the WIA, which include:

- The energy-efficient building, construction, and retrofit industries;
- The renewable electric power industry;
- The energy efficient and advanced drive train vehicle industry;
- The biofuels industry;
- The deconstruction and materials use industries;
- The energy efficiency assessment industry serving residential, commercial, or industrial industries; and
- Manufacturers that produce sustainable products using environmentally sustainable processes and materials.

Additionally, the Department is interested in applicants contributing to our understanding of green industries and jobs that clean and enhance our environment. Initial research supported by the Department shows that there are "growth, enhanced and emerging" green occupations across a number of industries. Applicants may propose strategies that train for those occupations from among the following industries: Transportation; green construction; environmental protection; sustainable agriculture including healthy food production; forestry; and recycling and waste reduction (see O*NET report at <http://www.onetcenter.org/reports/Green.html>). The Department will consider proposals that focus on these occupations within these industries if applicants can offer supporting data demonstrating these are emerging industries which are producing jobs in their communities.

For the purpose of the SGAs, the Department defines energy efficiency and renewable energy as follows. Section 203(b)(2) of the Energy Policy Act of 2005, Public Law 109-58, 119 Stat. 595, defines "renewable energy" as "electric energy generated from solar, wind, biomass, landfill gas, ocean (including tidal, wave, current, and thermal), geothermal, municipal solid waste, or new hydroelectric generation capacity achieved from increased

efficiency or additions of new capacity at an existing hydroelectric project." "Energy efficiency" can be broadly defined as programs aimed at mitigating the use of energy, reducing harmful emissions, and decreasing overall energy consumption.

The Department of Labor's Bureau of Labor Statistics (BLS) is working to develop a definition for green industries and jobs, which will be used to ensure that workforce development efforts identify and target these green jobs and their training needs. The Department has also supported occupational research that begins to define green jobs, review industries impacted by green investments and understand how new green technology and materials will affect occupational requirements. The Occupational Information Network (O*NET) project has drafted a research paper titled, *Greening of the World of Work: Implications for O*NET-SOC and New and Emerging Occupations*. This study reflects three general categories of occupations, based on different consequences of green economy activities and technologies: (1) Existing occupations expected to experience primarily an increase in employment demand; (2) existing occupations with significant change to the work and worker requirements; and (3) new and emerging green occupations. This research may be used as a starting point for identifying green industries and occupations and informing the development of training and job placement programs. For a copy of the O*NET report and a listing of the identified occupations go to <http://www.onetcenter.org/reports/Green.html>.

C. Working With Other Recovery Act Programs

The Recovery Act made funds available to a number of other Federal programs that will impact the creation and expansion of green jobs. DOL is partnering with other Federal agencies to support the creation of jobs by developing a pipeline of skilled workers in the energy efficiency and renewable energy industries. Where possible, ETA encourages applicants to connect their workforce development strategies to other Recovery Act funded projects that create jobs or impact the skill requirements of existing jobs. ETA recommends that applicants review other parts of the Recovery Act, with a focus on the activities funded through the Department of Energy (Energy), the Environmental Protection Agency (EPA), the Department of Housing and Urban Development (HUD), the Department of Transportation (DOT), the Department of Education

(Education) and others. For additional resources and information about our Federal partners, please see Section VIII, "Additional Resources of Interest to Applicants."

I. Funding Opportunity Description

Through this SGA, ETA will help individuals acquire the skills needed to enter and advance in green industries and occupations by building the capacity of active DOL-funded training programs to provide education and training in the key skills and competencies that are needed in these green industries and occupations.

Specifically, this SGA supports capacity building for organizations to provide training for entry-level positions leading to career pathways and/or additional training in the energy efficiency and renewable energy industries, as well as other green occupations within the detailed list of industries specified in Supplementary Information: Part B of this SGA. Grantees may bolster the capacity of their training programs through the purchase of equipment, staff professional development, curriculum development and/or adaptation, partnership development, and where necessary, the hiring of additional staff. Organizations that have already begun the integration of energy efficiency and renewable energy industries and other green job-related skill training into their programs may apply for funds to enhance their current efforts. These awards do not require an increase in enrollment in the existing DOL-funded training program. These funds will help organizations in building the infrastructure necessary to provide ongoing training and job placement into green jobs after the grant funds have been expended.

It is critical that grantees consult with key industry and other stakeholders about current and future workforce needs. Further, grantees should work with key partners (described in Section V.A.1) to determine the specific enhancements they should make to their training programs.

Applicants are not limited in the strategies and approaches they may use to implement projects in this SGA, provided that the strategy is well developed, includes a strong partnership, and focuses on training to prepare workers for employment in the occupations and industries identified in Supplementary Information: Part B of this SGA, subject to funding restrictions described in this SGA and the grant agreement. Increasing the capacity of DOL grantees will enable them to provide training for green industries and

occupations through their existing DOL grants, and support green jobs-related projects funded through the Recovery Act and from other sources.

II. Award Information

A. Award Amount

Approximately \$5 million is available to fund Green Capacity Building grants. The Department expects to award between 50 and 100 grants under this competition, providing awards ranging from \$50,000 to \$100,000. This does not preclude funding a smaller or larger number of projects, based on the type and the number of quality submissions.

B. Period of Performance

The period of grant performance will be up to 12 months from the date of execution of the grant documents. This performance period includes all necessary implementation and start-up activities. The Department intends for all grantees funded under this SGA to implement projects as soon as possible. Further, applicants should plan to fully expend grant funds during the period of performance, while ensuring full transparency and accountability for all expenditures.

III. Eligibility Information

A. Eligible Applicants

DOL intends to build the green training capacity of our current grantees, therefore, eligible applicants are limited to the following DOL grantees who received funding through the SGA number indicated in the parentheses: Indian and Native American Program (SGA/DFA PY 07-04), National Farmworker Jobs Program (NFJP) (SGA/DFA PY 06-04), Prisoner Re-Entry Initiative (PRI) (SGA/DFA PY 08-03 & SGA/DFA PY 07-05), Senior Community Service Employment Program (SCSEP) (SGA/DFA PY 07-02 & SGA/DFA PY 05-06), Women in Apprenticeship and Non-Traditional Occupations (WANTO) (SGA/DFA PY 07-08 & SGA/DFA PY 06-01), Advancing Registered Apprenticeship into the 21st Century: Collaborating for Success (SGA/DFA PY 08-11), YouthBuild (SGA/DFA PY 08-07 & SGA/DFA PY 06-08), and Young Offender Grants (SGA/DFA PY 08-09, SGA/DFA PY 06-10, & SGA/DFA PY 06-14).

Organizations with multiple DOL-funded training programs may only submit one application. That application should indicate which DOL-funded program(s) will be enhanced through capacity building activities supported by this Solicitation.

B. Cost Sharing

Cost sharing or matching funds are not required as a condition for application.

C. Other Eligibility Requirements

1. Participants Eligible to Receive Training

Grantees must use these grants to enhance their capacity to serve individuals who meet the eligibility requirements of their programs who need training in green industries and occupations. Given the participants that they serve through their existing grants, grantees should give priority for training and other services provided through these grants to individuals in the following categories:

- Workers impacted by national energy and environmental policy;
- Individuals in need of updated training related to the energy efficiency and renewable energy industries;
- Veterans;
- Unemployed individuals;
- Individuals, including at-risk youth, seeking employment pathways out of poverty and into economic self-sufficiency; and
- Individuals with a criminal record.

Other individuals, such as untapped labor pools and entry-level and incumbent workers that do not fit into the categories above, may also be served through these projects subject to the priority considerations given to the populations above and consistent with the populations to be served through the grantee's statements of work for their existing grant(s). For specific definitions for these target populations, applicants must refer to Section VI.B.

2. Veterans Priority

The Jobs for Veterans Act (Pub. L. 107-288) provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. Grantees are required to provide priority of services for veterans and eligible spouses pursuant to 20 CFR part 1010, the regulations implementing priority of service for veterans and eligible spouses in Department of Labor job training programs under the Jobs for Veterans Act published at 73 FR 78132 on December 19, 2008. In circumstances where a grant recipient must choose between two equally qualified candidates for training, one of whom is a veteran, the Jobs for Veterans Act requires that grant recipients give the veteran priority of service by admitting him or her into the program. Please note

that to obtain priority of service a veteran must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. Currently, ETA Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) provides general guidance on the scope of the job for Veterans Act and its effect on current employment and training programs. TEGL No. 5-03, along with additional guidance, is available at the "Jobs for Veterans Priority of Service" Web site: <http://www.doleta.gov/programs/vets>.

3. Grantee Training

Grantees are required to participate in all ETA training activities related to orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the life of the grant. These trainings may occur via conference call, webinar, and in-person meetings. For budgeting purposes, grant recipients should allocate adequate staff time and travel resources to ensure participation at a two-day in-person event.

IV. Application and Submission Information

A. How to Obtain an Application Package

This SGA contains all the information and links to forms needed to apply for this funding opportunity.

B. Content and Form of Application Submission

The proposal will consist of three separate and distinct parts—(I) a cost proposal, (II) a technical proposal, and (III) attachments to the technical proposal. Applications that fail to adhere to the instructions in this section will be considered non-responsive and will not be reviewed. Please note that it is the applicant's responsibility to ensure that the amount of funds requested is consistent across all parts and sub-parts of the application.

Part I. The Cost Proposal. The Cost Proposal must include the following four items:

- The Standard Form (SF) 424, "Application for Federal Assistance" (available at http://www07.grants.gov/agencies/forms_repository_information.jsp and http://www.doleta.gov/grants/find_grants.cfm). The SF 424 must clearly identify the applicant and be signed by an individual with authority to enter into a grant agreement. Upon confirmation of an award, the individual signing the SF 424 on behalf

of the applicant shall be considered the authorized representative of the applicant.

- Applicants must supply their D-U-N-S® Number on the SF 424. All applicants for Federal grant and funding opportunities are required to have a D-U-N-S® Number (Data Universal Numbering System). See Office of Management and Budget (OMB) Notice of Final Policy Issuance, 68 FR 38402, Jun. 27, 2003. The

D-U-N-S® Number is a non-indicative, nine-digit number assigned to each business location in the D&B database having a unique, separate, and distinct operation, and is maintained solely by D&B. The D-U-N-S® Number is used by industries and organizations around the world as a global standard for business identification and tracking. If you do not have a D-U-N-S® Number, you can get one for free through the SBS site: <http://smallbusiness.dnb.com/webapp/wcs/stores/servlet/Glossary?Link=glossary&footerflag=y&storeId=10001&indicator=7>.

- The SF 424A Budget Information Form (available at http://www07.grants.gov/agencies/forms_repository_information.jsp and http://www.doleta.gov/grants/find_grants.cfm). In preparing the Budget Information Form, the applicant must provide a concise narrative explanation to support the request, explained in detail below.

- **Budget Narrative:** The budget narrative must provide a description of costs associated with each line item on the SF-424A. In addition, the applicant should address precisely how the administrative costs support the project goals. The entire Federal grant amount requested should be included on both the SF 424 and SF 424A. Please note that applicants that fail to provide a SF 424, a SF 424A, a D-U-N-S® Number, and a budget narrative will be removed from consideration prior to the technical review process.

- Applicants are also encouraged, but not required, to submit OMB Survey N. 1890-0014: Survey on Ensuring Equal Opportunity for Applicants, which can be found under the Grants.gov. Tips and Resources From Grantors, Department of Labor section at http://www07.grants.gov/applicants/tips_resources_from_grantors.jsp#13 (also referred to as Faith Based EEO Survey PDF Form).

Part II. The Technical Proposal. The Technical Proposal will demonstrate the applicant's capability to implement the grant project in accordance with the provisions of this solicitation. The guidelines for the content of the Technical Proposal are provided in Part

V.A of this SGA. The Technical Proposal is limited to 12 double-spaced single-sided pages with 12 point text font and 1 inch margins. Any materials beyond the 12-page limit will not be reviewed. Applicants should number the Technical Proposal beginning with page number 1. Applicants that do not provide Part II, the Technical Proposal of the application will be removed from consideration prior to the technical review process. Applications that do not meet these requirements will not be considered.

Part III. Attachments to the Technical Proposal. In addition to the 12-page Technical Proposal, the applicant must submit an Abstract, not to exceed one page, summarizing the proposed project including the applicant name, project title, a description of the area to be served, and the funding level requested. The one-page abstract does not count against the 12-page limit for the Technical Proposal. Additional materials such as resumes or general letters of support or commitment will not be read.

Applications may be submitted electronically on Grants.gov or in hardcopy via mail or hand delivery. These processes are described in further detail in Section IV.C. Applicants submitting proposals in hardcopy must submit an original signed application (including the SF 424) and one (1) "copy-ready" version free of bindings, staples or protruding tabs to ease in the reproduction of the proposal by DOL. Applicants submitting proposals in hardcopy are also required to provide an identical electronic copy of the proposal on compact disc (CD).

C. Submission Process, Date, Times, and Addresses

The closing date for receipt of applications under this announcement is August 5, 2009. Applications must be received at the address below no later than 4 p.m. Eastern Time. Applications sent by e-mail, telegram, or facsimile (FAX) will not be accepted. Applications that do not meet the conditions set forth in this notice will not be honored. No exceptions to the mailing and delivery requirements set forth in this notice will be granted.

Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: B. Jai Johnson, Grant Officer, Reference SGA/DFA, PY 08-21, 200 Constitution Avenue, NW., Room N4716, Washington, DC 20210. Applicants are advised that mail delivery in the Washington area may be delayed due to mail decontamination

procedures. Hand-delivered proposals will be received at the above address. All applications through professional overnight delivery service will be considered to be hand-delivered and must be received at the designated place by the specified closing date and time.

Applicants may apply online through Grants.gov (<http://www.grants.gov>); however, due to the expected increase in system activity resulting from the American Recovery and Reinvestment Act of 2009, applicants are encouraged to use an alternate method to submit grant applications during this heightened period of demand. While not mandatory, DOL encourages the submission of applications through professional overnight delivery service.

Applications that are submitted through Grants.gov must be successfully submitted at <http://www.grants.gov> no later than 4 p.m. Eastern Time on August 5, 2009, and then subsequently validated by Grants.gov. The submission and validation process is described in more detail below. The process can be complicated and time-consuming. Applicants are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems if necessary.

It is strongly recommended that before the applicant begins to write the proposal, applicants should immediately initiate and complete the "Get Registered" registration steps at http://www.grants.gov/applicants/get_registered.jsp. These steps may take multiple days or weeks to complete, and this time should be factored into plans for electronic submission in order to avoid unexpected delays that could result in the rejection of an application.

It is strongly recommended that applicants use the "Organization Registration Checklist" at http://www.grants.gov/assets/Organization_Steps_Complete_Registration.pdf to ensure the registration process is complete.

Within two business days of application submission, Grants.gov will send the applicant two email messages to provide the status of application progress through the system. The first email, almost immediate, will confirm receipt of the application by Grants.gov. The second email will indicate the application has either been successfully validated or has been rejected due to errors. Only applications that have been successfully submitted and successfully validated will be considered. It is the sole responsibility of the applicant to ensure a timely submission; therefore sufficient time should be allotted for submission (two business days) and, if applicable, subsequent time to address

errors and receive validation upon resubmission (an additional two business days for each ensuing submission). It is important to note that if sufficient time is not allotted and a rejection notice is received after the due date and time, the application will not be considered.

To ensure consideration, the components of the application must be saved as either .doc, .xls or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent our ability to consider the application. ETA will attempt to open the document but will not take any additional measures in the event of issues with opening. In such cases, the non-conforming application will not be considered for funding.

Applicants are strongly advised to utilize the tools and documents, including FAQs, that are available on the "Applicant Resources" page at http://www.grants.gov/applicants/app_help_reso.jsp#faqs. To receive updated information about critical issues, new tips for users and other time sensitive updates as information is available, applicants may subscribe to "Grants.gov Updates" at http://www.grants.gov/applicants/email_subscription_signup.jsp.

If applicants encounter a problem with Grants.gov and do not find an answer in any of the other resources, call 1-800-518-4726 to speak to a Customer Support Representative or e-mail support@grants.gov.

Late Applications: For applications submitted on Grants.gov, only applications that have been successfully submitted no later than 4 p.m. Eastern Time on the closing date and successfully validated will be considered.

Any application received after the exact date and time specified for receipt at the office designated in this notice will not be considered, unless it is received before awards are made, it was properly addressed, and it was: (a) Sent by U.S. Postal Service mail, postmarked not later than the fifth calendar day before the date specified for receipt of applications (e.g., an application required to be received by the 20th of the month must be postmarked by the 15th of that month); or (b) sent by professional overnight delivery service to the addressee not later than one working day prior to the date specified for receipt of applications. "Postmarked" means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been

supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. Therefore, applicants should request the postal clerk to place a legible hand cancellation "bull's eye" postmark on both the receipt and the package. Failure to adhere to the above instructions will be a basis for a determination of non-responsiveness. Evidence of timely submission by a professional overnight delivery service must be demonstrated by equally reliable evidence created by the delivery service provider indicating the time and place of receipt.

D. Intergovernmental Review

This funding opportunity is not subject to Executive Order 12372, "Intergovernmental Review of Federal Programs."

E. Funding Restrictions

Determinations of allowable costs will be made in accordance with the applicable Federal cost principles. Disallowed costs are those charges to a grant that the grantor agency or its representative determines not to be allowed in accordance with the applicable Federal cost principles or other conditions contained in the grant. Successful and unsuccessful applicants will not be entitled to reimbursement of pre-award costs.

1. Indirect Costs

As specified in OMB Circular Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. In order to utilize grant funds for indirect costs incurred, the applicant must obtain an Indirect Cost Rate Agreement with its Federal cognizant agency either before or shortly after grant award.

2. Administrative Costs

Under this SGA, an entity that receives a grant to carry out a project or program may not use more than 5 percent of the amount of the grant to pay administrative costs associated with the program or project. Administrative costs could be direct or indirect costs, and are defined at 20 CFR 667.220. Administrative costs do not need to be identified separately from program costs on the SF 424A Budget Information Form. They should be discussed in the budget narrative and tracked through the grantee's accounting system. To claim any administrative costs that are also indirect costs, the applicant must obtain an Indirect Cost Rate Agreement from its Federal cognizant agency.

3. Use of Funds for Supportive Services

Grant funds may not be used for supportive services.

4. Salary and Bonus Limitations

Under Public Law 109-234 and Public Law 111-8, Section 111, none of the funds appropriated in Public Law 111-5 or prior Acts under the heading "Employment and Training" that are available for expenditure on or after June 15, 2006, shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. These limitations also apply to grants funded under this SGA. The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133. See Training and Employment Guidance Letter number 5-06 for further clarification: http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262.

5. Intellectual Property Rights

The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use for Federal purposes: (i) The copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and (ii) any rights of copyright to which the grantee, subgrantee or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds:

"This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no

guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This solution is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner."

F. Use of Funds for Wage Subsidies

Grant funds awarded through this SGA shall not be used to subsidize the wages of program participants.

G. Other Submission Requirements

Withdrawal of Applications: Applications may be withdrawn by written notice at any time before an award is made.

V. Application Review Information

A. Evaluation Criteria

CRITERION

Criterion	Points
1. Capacity Building Rationale	20
2. Strategy and Project Work Plan	65
i. Organizational capacity—10	
ii. Proposed strategies—55	
3. Outcomes and Deliverables	15
Total Points	100

Applicants will be evaluated on the completeness and quality of their submission. A total of 100 points may be achieved in accordance with the criteria articulated below. This section identifies and describes the criteria that will be used to evaluate the grant proposals. These criteria and point values are:

1. Capacity Building Rationale (20 Points)

The applicant must fully demonstrate that the proposed activities build capacity to deliver training and/or related services that are responsive to local or State green industry needs, and, if applicable are linked to overall green industry economic development efforts under way in the region, State, or community. Applicants should provide a complete description of the industries and occupations within those industries that the training will target, as well as the rationale for targeting industries and occupations, and outline the involvement of key organizations in informing capacity building activities.

Applicants should also fully describe how key organizations such as the State and local workforce system, employers

and industry-related organizations (e.g., trade associations, labor organizations, labor-management organizations), educational institutions, regional, State, or local consortiums or organizations that focus on green industries and occupations, foundations, research laboratories, and other key stakeholders in green initiatives have informed the proposed capacity building activities. Please describe which entities have and will be involved in all aspects of the project and how they have informed and enriched the process. Please describe how they are part of your region, State, and/or local strategy for energy efficiency and/or renewable energy job creation, green job training, and green economic development. Proposals will be evaluated using the following criteria:

i. Applicants must fully describe the specific industries and occupations on which their training will focus, including the specific knowledge, skills, and/or abilities required by the occupation.

ii. Applicants must demonstrate evidence of region, State, and/or local green industry need for training and, if applicable, how the proposed project is linked to green economic development efforts; and.

iii. Applicants must detail the role that key organizations have played or will play in determining the proposed enhancements and capacity building activities in your existing job training and placement programs.

2. Strategy and Project Work Plan (65 Points)

In this section the applicant must fully describe the activities that it will undertake to build or enhance the capacity of its organization to provide skills training for the target industries and occupations through its existing job training and placement programs, and their capacity for implementing these activities. This will ensure that targeted groups are prepared to meet the needs of our country's expanding green jobs-related industries.

Project activities leading to degrees and certificates must identify the degrees and certificates that participants will earn as a result of the proposed training, and the employer-, industry-, or State-defined standards associated with the degrees and certificates (See Section VI.B.3.ii for the definition of certificate).

i. Organizational Capacity (10 Points)

Applicant should fully demonstrate that they have the ability to implement and manage the capacity building activities described in this proposal.

This includes providing a complete description of the applicant organization and its qualifications for running a job training and placement program. Applicants should describe the relevant experience of key staff and continuity of leadership, their ability to comply with the grant's fiscal and administrative requirements, and their capacity to track and report on the grant's programmatic performance. Applicants must indicate the duration of the job training and placement activities that will be offered once the capacity building activities/strategies described in this application are completed. Proposals will be evaluated using the following criteria:

- The demonstration by the applicant that they have the capacity to accomplish the goals and outcomes of the project as demonstrated by the experience of the key staff and continuity of leadership;

- The demonstration by the applicant that they have the capacity to comply with the grant's fiscal and administrative requirements, and to track and report on the grant's programmatic performance.

ii. Proposed Capacity Building Strategies (55 Points)

In this section, the applicant should provide a complete description of how it will modify all or a portion of its existing job training and placement programs to support skills training for the energy efficiency and renewable energy industries or within other green industries. ETA is interested in applicants describing any evidence-based research that they considered in designing the strategy. Some potential activities include but are not limited to:

- Professional development opportunities in the energy efficiency and renewable energy industries for staff;

- Modifications to existing curriculum and/or teaching methodologies;

- The purchase of equipment that will contribute to continued training after the funding under this award is expended;

- Training provided for industry-recognized entry-level credentials for program participants;

- Strategies that support the development of clear pathway options and job placement for program participants into the energy efficiency and renewable energy industries or within other green industries; and

- Specific skills and competencies that will be integrated into the job-training program and how these support

growth in green energy career pathways for project participants.

Proposals will be evaluated using the following criteria:

- Applicants should provide a complete description of their capacity building activities including (1) professional development opportunities in the energy efficiency and renewable energy industries or within other green industries provided to key staff; (2) key equipment that will build the capacity of the organization to provide training in the key industries and occupations; and (3) curriculum and/or teaching methodology modifications based on input from partners identified in Section V.A.1:
- Applicant shall provide a description of the industry recognized credentials (if applicable) to be awarded and how training for these credentials will be provided to program participants;
- Applicant shall demonstrate that the skills and competencies integrated into existing training programs are related to the proposed industry or occupation targeted.
- Applicants should provide a complete description of their strategy to sustain the core training and placement activities in their project after grant funds are expended.
- Applicants should provide a timeline that outlines a schedule for the key capacity building activities that will take place during the period of performance.

3. Outcomes and Deliverables (15 Points)

Applicants must demonstrate a results-oriented approach to managing and operating their project by fully describing the proposed outcome data measures that impact the success of the project, as well as the products and deliverables that will be produced as a result of the grant activities. In this section, applicants should identify specific outcomes that will occur as a direct result of grant-funded activities and how appropriate outcomes will be tracked. Points will be awarded based on the criteria below.

The applicant should list outcomes for capacity building activities, and the projected date the product(s) will be completed. Outcomes for capacity building activities include, but are not limited, to:

- Curriculum, course materials or competency models and career ladders developed or updated with grant funds;
- The number of instructors projected to participate in capacity building activities;

- The number of individuals projected to be trained by these instructors; and
- The estimated number of other individuals (besides these students and instructors) projected to participate and/or benefit from capacity building activities. For example, the number of individuals who will use equipment purchased through this grant.

If applicable, applicants must provide a list of expected deliverables that will be developed with grant funds during the grant's period of performance that is consistent with the project activities that includes a brief description of the deliverable (such as updated curriculum and outreach materials), the anticipated completion date, and an estimated timeframe and method for electronic delivery to ETA. Electronic delivery may include email for smaller documents, DVDs or other electronic media for transmission of larger files.

B. Review and Selection Process

Applications for grants under this solicitation will be accepted after the publication of this announcement until the closing date. A technical review panel will make careful evaluation of applications against the criteria. These criteria are based on the policy goals, priorities, and emphases set forth in this SGA. Up to 100 points may be awarded to an application, based on the required information described in Section V.A. The ranked scores will serve as the primary basis for selection of applications for funding, in conjunction with other factors such as urban, rural, and geographic balance; representation across eligible grant programs; and which proposals are most advantageous to the government. The panel results are advisory in nature and not binding on the Grant Officer, and the Grant Officer may consider any information that comes to his/her attention. The government may elect to award the grant(s) with or without discussions with the applicants. Should a grant be awarded without discussions, the award will be based on the applicant's signature on the SF 424, which constitutes a binding offer by the applicant including electronic signature via E-Authentication on <http://www.grants.gov>.

VI. Award Administration Information

A. Award Notices

All award notifications will be posted on the ETA Homepage (<http://www.doleta.gov>). Applicants selected for award will be contacted directly before the grant's execution and non-selected applicants will be notified by

mail. Selection of an organization as a grantee does not constitute approval of the grant application as submitted. Before the actual grant is awarded, ETA may enter into negotiations about such items as program components, staffing and funding levels, and administrative systems in place to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the Grant Officer reserves the right to terminate the negotiation and decline to fund the application.

B. Administrative and National Policy Requirements

1. Administrative Program Requirements

All grantees will be subject to all applicable Federal laws, regulations, and the applicable OMB Circulars. The grant(s) awarded under this SGA will be subject to the following administrative standards and provisions:

- i. Non-Profit Organizations—OMB Circulars A-122 (Cost Principles) and 29 CFR part 95 (Administrative Requirements).
- ii. Educational Institutions—OMB Circulars A-21 (Cost Principles) and 29 CFR part 95 (Administrative Requirements).
- iii. State and Local Governments—OMB Circulars A-87 (Cost Principles) and 29 CFR part 97 (Administrative Requirements).
- iv. Profit Making Commercial Firms—Federal Acquisition Regulation (FAR)—48 CFR part 31 (Cost Principles), and 29 CFR part 95 (Administrative Requirements).
- v. All entities must comply with 29 CFR parts 93 and 98, and, where applicable, 29 CFR parts 96 and 99.
- vi. 29 CFR part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations, Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
- vii. 29 CFR part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
- viii. 29 CFR part 32—Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance.
- ix. 29 CFR part 33—Enforcement of Nondiscrimination on the Basis of Handicap in Programs or Activities Conducted by the Department of Labor.
- x. 29 CFR part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.

xi. 29 CFR part 36—
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.

The following administrative standards and provisions may be applicable

i. The American Recovery and Reinvestment Act of 2009, Public Law 111-5, 123 Stat. 115, Division A, Title VIII (February 17, 2009).

ii. The Green Jobs Act of 2007, Public Law 110-140, 121 Stat. 1748 (codified at 29 U.S.C. 2916).

iii. The Workforce Investment Act of 1998, Public Law 105-220, 112 Stat. 939 (codified as amended at 29 U.S.C. 2801 *et seq.*) and 20 CFR part 667 (General Fiscal and Administrative Rules;

iv. 29 CFR part 29 & 30—
Apprenticeship & Equal Employment Opportunity in Apprenticeship and Training;

v. 29 CFR part 37—Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998:

- The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. sec. 2000bb, applies to all Federal law and its implementation. If your organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive Federal financial assistance under Title I of the Workforce Investment Act and maintain that hiring practice even though Section 188 of the Workforce Investment Act contains a general ban on religious discrimination in employment. If you are awarded a grant, you will be provided with information on how to request such an exemption.

vi. Ensuring the Health and Safety of Participants Under WIA Section 181(a)(4)—Health and safety standards established under Federal and State law otherwise applicable to working conditions of employees are equally applicable to working conditions of participants engaged in training and other activities. Applicants that are awarded grants through this SGA are reminded that these health and safety standards apply to participants in these grants.

In accordance with Section 18 of the Lobbying Disclosure Act of 1995 (Pub. L. 104-65) (2 U.S.C. 1611) non-profit entities incorporated under Internal Revenue Service Code section 501(c)(4) that engage in lobbying activities are not eligible to receive Federal funds and grants.

Except as specifically provided in this SGA, ETA's acceptance of a proposal and an award of Federal funds to sponsor any program(s) does not

provide a waiver of any grant requirements and/or procedures. For example, the OMB Circulars require that an entity's procurement procedures must ensure that all procurement transactions are conducted, as much as practical, to provide open and free competition. If a proposal identifies a specific entity to provide services, the ETA's award does not provide the justification or basis to sole source the procurement, *i.e.*, avoid competition, unless the activity is regarded as the primary work of an official partner to the application.

2. Special Program Requirements

i. *Evaluation:* To measure the impact of grants funded under the SGA, ETA intends to fund one or more independent evaluations. By accepting funding, grantees must agree to participate in such an evaluation, should they be selected to participate. Grantees must agree to make records on participants, employers, and funding available and to provide access to program personnel and participants, as specified by the evaluator(s) under the direction of ETA, including after the expiration date of the grant.

ii. *Definition of Certificate:* A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A State educational agency or a State agency responsible for administering vocational and technical education within a State.
- An institution of higher education described in Section 102 of the Higher Education Act (20 U.S.C. 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.

- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g.,

Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.

- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, State certified asbestos inspector).

- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.

- Job Corps centers that issue certificates.

- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

iii. *Definitions of Populations and Other Key Terms*

Organizations submitting an application in response to this SGA should use the following definitions for any of the following populations and/or other key terms that are specifically identified in this SGA:

- *High school drop-outs:* For the purposes of this SGA, ETA defines "high school drop-out" as an individual who is no longer attending any secondary school and who has not received a secondary school diploma or its recognized equivalent.

- *Individuals in need of updated training related to the energy efficiency and renewable energy industries:* For the purposes of this SGA, this term refers to individuals who are currently employed; or were terminated or laid-off or have received a notice of termination or lay-off from employment; or were self-employed but are now unemployed; and can benefit from training that will help them enter or advance in the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), and/or will enable them to acquire or enhance skills needed to enter occupations within one or more of the "growth, enhanced, and emerging" green industries referenced in Supplementary Information: Part B of this SGA.

- *Individuals, including at-risk youth, seeking employment pathways out of poverty and into economic self-sufficiency:* For the purposes of this SGA, ETA defines this term as individuals who reside in high poverty

areas (which are areas where the poverty rate is 15% or greater), have no or low incomes, and who can benefit from skill training that will help them enter or advance in the energy efficiency and renewable energy industries identified in WIA section 171(e)(1)(B)(ii), and/or will enable them to acquire or enhance skills needed to enter occupations within one or more of the "growth, enhanced, and emerging" green industries referenced in Supplementary Information: Part B of this SGA.

- *Individuals with a criminal record:* For the purposes of this SGA, ETA defines this term as an individual who is or has been subject to any stage of the juvenile or criminal justice process, for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. ETA includes individuals with a juvenile or criminal record in the definition for this term.

- *Unemployed individuals:* For the purposes of this SGA, ETA defines "unemployed individual" as an individual who is without a job and who wants and is available to work.

- *Veterans:* For the purposes of this solicitation, ETA follows the WIA definition of veteran under 29 U.S.C. 2801(49)(A), which defines the term "veteran" as "an individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable." Active military service includes full-time duty (other than full-time duty for training purposes) in Reserve components ordered to active duty, or in National Guard units called to Federal Service by the President.

- *Workers impacted by national energy and environmental policy:* For the purposes of this SGA, ETA defines this term as individuals who: (1) Are currently employed in an occupation in the utilities; transportation and warehousing; manufacturing; construction; mining, quarrying, and oil and gas extraction; or other sectors that have been adversely affected by national energy and environmental policies; and have received a notice of termination or lay-off from employment; or (2) were employed in an occupation in the utilities; transportation and warehousing; manufacturing; construction; mining, quarrying, and oil and gas extraction; or other sectors that have been adversely affected by national energy and environmental policies; and are now unemployed.

- *National labor-management organization:* A national labor-

management organization is a nonprofit entity, such as a training fund, training trust fund, or an education trust fund, with joint participation of employers and labor organizations on its executive board or comparable governing body. This entity must have a formalized agreement between the employer(s) and labor organization(s) to operate a joint labor management training program(s) in multiple sites across the country through the state, local, or regional networks affiliated with the nonprofit entity.

3. American Recovery and Reinvestment Act of 2009 (Pub. L. 111-5) Provisions

Prospective applicants are advised that, if they receive an award, they must comply with all requirements of the American Recovery and Reinvestment Act of 2009 [Pub. L. 111-5]. Applicants are advised to review the Act and implementing OMB guidance in the development of their proposals. Requirements include, but are not limited to:

- Adherence to all grant clauses and conditions as they relate to Recovery Act activity.

- Prohibition on expenditure of funds for activities at any casino or other gambling establishment, aquarium, zoo, golf course or swimming pool.

- Compliance with the requirements to obtain a D-U-N-S® Number and register with the Central Contractor Registry (CCR). ETA will issue additional guidance related to this requirement shortly.

- Submission of required reports in accordance with Section 1512 of the Recovery Act. These reports will be due quarterly within 10 days of the end of the reporting period and are in addition to the ETA required reports addressed in Section VI of this SGA. ETA will issue additional guidance related to these reports and their submission requirements shortly.

Implementing OMB guidance may be found at <http://www.recovery.gov>.

C. Reporting

The grantee is required to provide the reports and documents listed below:

1. Quarterly Financial Reports

A Quarterly Financial Status Report (SF 9130) is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due 45 days after the end of each calendar year quarter, including the last calendar quarter of the grant period. Grantees must use ETA's On-Line Electronic Reporting System. A Closeout Financial Status Report is due 90 days after the end of the grant period.

2. Quarterly Performance Reports

The grantee must submit a quarterly progress report within 45 days after the end of each calendar year quarter. In order to submit these quarterly reports, grantees will be expected to track participant-level data regarding the individuals that are involved in training and other services provided through the grant and report on participant status in a variety of fields and outcome categories, as well as provide narrative information on the status of the grant. The last quarterly progress report that grantees submit will serve as the grant's Final Performance Report. This report should provide both quarterly and cumulative information on the grant's activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and should thoroughly document the training or labor market information approaches utilized by the grantee. DOL will provide grantees with formal guidance regarding data and other information that is required to be collected and reported on either a regular basis or special request basis. Grantees must agree to meet DOL reporting requirements.

3. Record Retention

Applicants should be aware of Federal guidelines on record retention, which require grantees to maintain all records pertaining to grant activities for a period of not less than three years from the time of final grant close-out.

VII. Agency Contacts

For further information regarding this SGA, please contact Denise Roach, Grants Management Specialist, Division of Federal Assistance, at (202) 693-3820 (This is not a toll-free number). Applicants should e-mail all technical questions to roach.denise@dol.gov and must specifically reference SGA/DFA PY 08-21, and along with question(s), include a contact name, fax and phone number.

This announcement is being made available on the ETA Web site at <http://www.doleta.gov/grants> and at <http://www.grants.gov>.

VIII. Additional Resources of Interest to Applicants

A. Other Web-Based Resources

DOL maintains a number of Web-based resources that may be of assistance to applicants. America's Service Locator (<http://www.servicelocator.org>) provides a directory of our nation's One Stop Career Centers.

B. Industry Competency Models

ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. A competency model is a collection of competencies that taken together define successful performance in a particular work setting. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry-validated models visit the Competency Model Clearinghouse (CMC) at <http://www.careeronestop.org/CompetencyModel>. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and/or career lattices.

C. Federal Collaboration

DOL encourages other Federal partners to recommend or require, where appropriate, that organizations receiving Recovery Act funding list jobs created with their State public labor exchange. The Department is developing specific strategies to link job listings, training opportunities and placement among programs funded by Departments of Housing and Urban Development, Energy, and Education. Where the grantee is not the public workforce system, they are strongly encouraged to work with the local One Stop Career Centers to make these connections.

D. Links to Federal Recovery Sites

For specific information on a range of Federal agency Recovery Act activities and funding opportunities, please access the following Web sites:

- Department of Education: <http://www.ed.gov/policy/gen/leg/recovery/index.html>.
- Department of Energy: <http://www.doe.gov/recovery>.
- Department of Housing and Urban Development: <http://www.hud.gov/recovery>.
- Department of Transportation: <http://www.dot.gov/recovery/>.
- Environmental Protection Agency: <http://www.epa.gov/recovery>.

E. Promising Training Approaches

ETA encourages applicants to research promising training approaches in order to inform their proposals. The following list of Web sites provides a starting place for this research, but by no means should be considered a complete list:

- ETA's home site (<http://www.doleta.gov>) and the ETA Research

Publication Database (wdr.doleta.gov/research/keyword.cfm)

- ETA's knowledge sharing site (<http://www.workforce3one.org>), including the "workforce solutions" section that contains over 6,000 additional resources applicants may find valuable in developing workforce strategies and solutions
- The National Governors Association Center for Best Practices (<http://www.nga.org>)
- The National Association of State Workforce Agencies (<http://www.workforceatm.org>)
- The National Association of Workforce Boards (<http://www.nawb.org>)

IX. Other Information

OMB Information Collection No. 1225-0086.

Expires September 30, 2009.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the OMB Desk Officer for ETA, Department of Labor, in the Office of Management and Budget, Room 10235, Washington, DC 20503. Please do not return the completed application to the OMB. Send it to the sponsoring agency as specified in this solicitation.

This information is being collected for the purpose of awarding a grant. The information collected through this SGA will be used by DOL to ensure that grants are awarded to the applicant best suited to perform the functions of the grant. Submission of this information is required in order for the applicant to be considered for award of this grant. Unless otherwise specifically noted in this announcement, information submitted in the respondent's application is not considered to be confidential.

Signed at Washington, DC, this 19th day of June, 2009.

B. Jai Johnson,

Grant Officer, Employment and Training Administration.

[FR Doc. E9-14920 Filed 6-23-09; 8:45 am]

BILLING CODE 4510-FN-P

NATIONAL SCIENCE FOUNDATION**National Science Board; Committee on Strategy and Budget; Sunshine Act Meetings; Notice**

The National Science Board's Committee on Strategy and Budget, pursuant to NSF regulations (45 CFR Part 614), the National Science Foundation Act, as amended (42 U.S.C. 1862n-5), and the Government in the Sunshine Act (5 U.S.C. 552b), hereby gives notice in regard to the scheduling of meetings for the transaction of National Science Board business and other matters specified, as follows:

DATE AND TIME: Friday, June 26, 2009 at 2 p.m.

SUBJECT MATTER: Discussion of future NSF budgets.

STATUS: Closed.

This meeting will be held by teleconference originating at the National Science Board Office, National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230. Please refer to the National Science Board Web site (<http://www.nsf.gov/nsb>) for information or schedule updates, or contact: Jennie Moehlmann, National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230. Telephone: (703) 292-7000.

Ann Ferrante,

Writer-Editor.

[FR Doc. E9-14962 Filed 6-22-09; 11:15 am]

BILLING CODE 7555-01-P

NUCLEAR REGULATORY COMMISSION**Advisory Committee on Reactor Safeguards; Revision to July 8-10, 2009 ACRS Meeting Federal Register Notice**

The Federal Register Notice for the ACRS meeting scheduled to be held on July 8-10, 2009, is being revised to make the following changes:

The discussion of Draft Final Regulatory Guide 1.215, "Guidance for ITAAC Closure under 10 CFR Part 52," scheduled between 10:15 and 11:45 a.m. on Wednesday, July 8, 2009, is now scheduled between 10:45 a.m. and 12:15 p.m. on Thursday, July 9, 2009. The discussion of Draft Final Revision 3 to Regulatory Guide 1.100, "Seismic Qualification of Electric and Mechanical Equipment for Nuclear Power Plants," scheduled between 10:45 a.m. and 12:15 p.m. on Thursday, July 9, 2009, is now scheduled between 10:15 and 11:45 a.m. on Wednesday, July 8, 2009.

In addition, the topic on Applicability of TRACE Code to Analyze ESBWR

The synopsis for this grant opportunity is detailed below, following this paragraph. This synopsis contains all of the updates to this document that have been posted as of **06/24/2009**. If updates have been made to the opportunity synopsis, update information is provided below the synopsis.

If you would like to receive notifications of changes to the grant opportunity click [send me change notification emails](#). The only thing you need to provide for this service is your email address. No other information is requested.

Any inconsistency between the original printed document and the disk or electronic document shall be resolved by giving precedence to the printed document.

Description of Modification

This notice is the first amendment to the SGA and clarifies items related to (1) Eligible Applicants (Section III.A); (2) Participants Eligible to Receive Training (Section III.C.1); and, (3) Section B on Green Industries and Occupations (Supplementary Information). Please see Revised Full Announcement for more details.

Document Type:	Modification to Previous Grants Notice
Funding Opportunity Number:	SGA-DFA-PY-08-21
Opportunity Category:	Other
Posted Date:	Jun 24, 2009
Creation Date:	Jul 23, 2009
Original Closing Date for Applications:	Aug 05, 2009
Current Closing Date for Applications:	Aug 05, 2009
Archive Date:	Sep 04, 2009
Funding Instrument Type:	Grant
Category of Funding Activity:	Employment, Labor and Training Recovery Act
Category Explanation:	
Expected Number of Awards:	
Estimated Total Program Funding:	\$5,000,000
Award Ceiling:	\$100,000
Award Floor:	\$50,000
CFDA Number(s):	17.275 – Competitive Grants for Worker Training and Placement in High Growth and Emerging Industry Sectors
Cost Sharing or Matching Requirement:	No

Eligible Applicants

Others (see text field entitled "Additional Information on Eligibility" for clarification)

Additional Information on Eligibility:

DOL intends to build the green training capacity of our current grantees, therefore, eligible applicants are limited to the following DOL grantees who received funding through the SGA number indicated in the parentheses: Indian and Native American Program (SGA/DFA PY 07-04), National Farmworker Jobs Program (NFJP) (SGA/DFA PY 08-04), Prisoner Re-Entry Initiative (PRI) (SGA/DFA PY 08-03 & SGA/DFA PY 07-05), Senior Community Service Employment Program (SCSEP) (SGA/DFA PY 07-02 & SGA/DFA PY 05-06), Women in Apprenticeship and Non-Traditional Occupations (WANTO) (SGA/DFA PY 07-08 & SGA/DFA PY 06-01), Advancing Registered Apprenticeship into the 21st Century: Collaborating for Success (SGA/DFA PY 08-11), YouthBuild (SGA/DFA PY 08-07 & SGA/DFA PY 06-08), and Young Offender Grants (SGA/DFA PY 08-09, SGA/DFA PY 06-10, & SGA/DFA PY 06-14).

Agency Name

Employment and Training Administration

Description

The Department of Labor (DOL) announces the availability of approximately \$5 million in grant funds for projects that build the capacity of DOL-funded training programs to ensure that targeted groups are prepared to meet the needs of our country's expanding green industries. Only active DOL-funded grantees (eligible grantees specified in the SGA) are eligible to apply. Specifically, this SGA supports capacity building for organizations to provide training for entry-level positions leading to career

pathways and/or additional training in the energy efficiency and renewable energy industries. The Department expects to award between 50 and 100 grants under this competition, providing awards ranging from \$50,000 to \$100,000.

Link to Full Announcement

[SGA-DFA-PY-08-21](#)

**If you have difficulty accessing the full announcement electronically,
please contact:**

Denise Roach
Grants Management Specialist
Phone 202-693-3820 [Denise Roach](#)

Synopsis Modification History

The following files represent the modifications to this synopsis with the changes noted within the documents. The list of files is arranged from newest to oldest with the newest file representing the current synopsis. Changed sections from the previous document are shown in a light grey background.

File Name	Date
<u>Original Synopsis</u>	Jun 23, 2009

2. Department of Education, Teacher Quality Partnership Grants Program

information. The Commission specifically solicits information relevant to the following topics:

—Whether the collection of information described above is necessary for the proper performance of the Commission's functions, including whether the information would have practical utility;

—Whether the estimated burden of the proposed collection of information is accurate;

—Whether the quality, utility, and clarity of the information to be collected could be enhanced; and

—Whether the burden imposed by the collection of information could be minimized by use of automated, electronic or other technological collection techniques, or other forms of information technology.

Dated: May 20, 2009.

Todd A. Stevenson,

Secretary, Consumer Product Safety Commission.

[FR Doc. E9-12148 Filed 5-26-09; 8:45 am]

BILLING CODE 6355-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information; Teacher Quality Partnership Grants Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalog of Federal Domestic Assistance (CFDA) Number: 84.405A.

Dates:

Applications Available: May 27, 2009.

Deadline for Notice of Intent to Apply: June 26, 2009.

Dates of Pre-Application Meeting:

There will be two pre-application meetings for prospective applicants on June 8, 2009 from 10:00 a.m. to 12:00 p.m. and on June 8, 2009 from 2:00 p.m. to 4:00 p.m.

Deadline for Transmittal of Applications: July 23, 2009.

Deadline for Intergovernmental Review: September 21, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of the Teacher Quality Partnership (TQP) Grants Program are to: Improve student achievement; improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and

recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

More specifically, the TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs)) their high-need schools, and/or high-need early childhood education (ECE) program. These partnerships would create model teacher preparation programs at the pre-baccalaureate level through the implementation of specific reforms of the IHE's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience. The TQP Grants Program may also support school leadership programs to train superintendents, principals, ECE program directors, and other school leaders in high-need or rural LEAs.

General Application Requirements:

All applicants must meet the following general application requirements in order to be considered for funding. Except as specifically noted in this section, the general application requirements are from section 202 of the Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA) (20 U.S.C. 1022(a)).

Each eligible partnership desiring a grant under this program must submit an application that contains—

(a) A needs assessment of the partners in the partnership, for the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators;

(b) A description of how the partnership will—

(1) Prepare prospective and new general education and special education teachers to understand and use research and data to modify and improve classroom instruction and prepare prospective and new teachers with strong teaching skills;

(2) Support in-service professional development strategies and activities;

(3) Engage faculty at the partner institution to work with highly qualified teachers in the classrooms of high-need schools served by the high-need LEA in the partnership in order to—

(i) Provide high-quality professional development to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and

(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;

(4) Design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;

(5) Prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA);

(6) Prepare general education and special education teachers to teach limited English proficient students; and

(7) Collect, analyze, and use data on the retention of all teachers and early childhood educators in high-need schools and high-need ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system;

(c) A description of the induction program activities that demonstrates—

(1) That the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;

(2) The eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;

(3) How faculty involved in the induction program will be able to substantially participate in a high-need ECE program or a high-need elementary school or high-need secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation; and

(4) How the teacher preparation program will support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by the program for the mentors' work with new teachers;

(d) A description of how the partnership will—

(1) Coordinate strategies and activities with other teacher preparation or professional development programs, including programs funded under the

Elementary and Secondary Education Act of 1965, as amended (ESEA), and the IDEA, and through the National Science Foundation; and how those activities will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement; and

(2) Align the teacher preparation program with the—

(i) State early learning standards for ECE programs, as appropriate, and with the relevant domains of early childhood development; and

(ii) Student academic achievement standards and academic content standards under section 1111(b)(2) of the ESEA, established by the State in which the partnership is located;

(e) An assessment that describes the resources available to the partnership, including—

(1) The integration of funds from other related sources;

(2) The intended use of the grant funds; and

(3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends;

(f) A description of the partnership's evaluation plan that includes strong and measurable performance objectives, including objectives and measures for increasing—

(1) Achievement for all prospective and new teachers and their students, as measured by the eligible partnership. The HEA permits the Secretary to establish additional requirements for applications under this program. In that regard, in addition to the statutory requirement that each application describe in its evaluation plan the objectives and measures for increasing the achievement for prospective and new teachers, we also require the application to describe objectives and measures for increasing the achievement of students taught by teachers who have participated in the projects. As one of the key statutory purposes of the TQP Grants Program is to improve student achievement (section 201(1) of the HEA) we believe that any evaluation of the performance of the projects funded under this program should include an assessment of the impact of the project on student achievement and that applicants should describe the objectives and measures for doing so in their evaluation plan;

(2) Teacher retention in the first three years of a teacher's career;

(3) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers;

(4) The percentage of highly qualified teachers hired by the high-need LEA participating in the eligible partnership, including the percentage of those teachers—

(i) Who are members of underrepresented groups;

(ii) Who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);

(iii) Who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and ECE); and

(iv) Who teach in high-need schools, disaggregated by the elementary school and secondary school levels;

(5) As applicable, the percentage of ECE program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and

(6) As applicable, the percentage of teachers trained—

(i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and

(ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement; and

(g) A description of—

(1) How the partnership will meet the purposes of the TQP Grants Program as specified in section 201 of the HEA;

(2) How the partnership will carry out the activities required under section 202(d) of the HEA (Partnership Grants for Pre-Baccalaureate Preparation of Teachers) and/or section 202(e) of the HEA (Partnership Grants for the Establishment of Teaching Residency Programs); and

(3) If the partnership chooses to use funds under the TQP Grants Program for a project or activities under section 202(f) of the HEA (Partnership Grants for the Development of Leadership Programs) or section 202(g) of the HEA (Partnership with Digital Education Content Developer), how the partnership will carry out the project or required activities based on the needs identified in the needs assessment described in paragraph (a), with the goal of improving student academic achievement.

Program Evaluation Requirements: All applicants must cooperate with the

national evaluation contractor selected by ED to evaluate the TQP Grants Program. This will include responding to modest data requests by the evaluation contractor (for example, requested program information and program participant information such as GRE or SAT scores and contact information).

Priorities: This notice contains two absolute priorities, four competitive preference priorities, and one invitational priority that are explained in the following paragraphs.

Absolute Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), Absolute Priority 1 is from section 202(d) of the HEA and Absolute Priority 2 is from section 202(e) of the HEA. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet one or both of these absolute priorities. These priorities are:

Absolute Priority 1: Partnership Grants for Pre-Baccalaureate Preparation of Teachers. Under this priority, an eligible partnership must carry out an effective program for the pre-baccalaureate preparation of teachers that includes all of the following:

(a) *Program Accountability.* Implementation of reforms, described in paragraph (b) of this priority, within each of the partnership's teacher preparation programs and, as applicable, each of the partnership's preparation program for ECE programs, to hold each program accountable for—

(1) Preparing—

(i) New or prospective teachers to be highly qualified (including teachers in rural school LEAs who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects);

(ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and

(iii) As applicable, early childhood educators to be highly competent; and

(2) Promoting strong teaching skills and, as applicable, techniques for early

childhood educators to improve children's cognitive, social, emotional, and physical development.

(b) *Specific reforms.* The reform of the quality of each teacher preparation program, or each ECE program, by—

(1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;

(2) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified (which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the IDEA);

(3) Developing admission goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership;

(4) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully;

(5) Developing and implementing an induction program for new teachers, or in the case of an ECE program, providing mentoring or coaching for new early childhood educators as described in paragraph (f) of this priority; and

(6) Using empirically based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective students, and as applicable, early childhood educators—

(i) Understand and can implement research based teaching practices in classroom instruction;

(ii) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;

(iii) Possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction;

(iv) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the IDEA;

(v) Have knowledge of student learning methods; and

(vi) Possess teaching skills and an understanding of effective instructional

strategies across all applicable content areas that enable general education and special education teachers and early childhood educators in order to—

(A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, children in ECE programs; and

(B) Differentiate instruction for these students.

(c) *Literacy training.* Strengthening the literacy teaching skills of prospective and, as applicable, new elementary and secondary school teachers to—

(1) Implement literacy programs that incorporate the essential components of reading instruction;

(2) Use screening, diagnostic, formative and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills;

(3) Provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills; and

(4) Integrate literacy skills in the classroom across subject areas.

(d) *Clinical experience.* Development and implementation (or improvement) of a sustained and high-quality preservice clinical education program, offered over the course of a program of teacher preparation, to further develop the teaching skills of all prospective teachers, and as applicable, early childhood educators involved in the project. This preservice clinical education program must—

(1) Incorporate year-long opportunities for enrichment, including—

(i) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and

(ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction;

(2) Integrate pedagogy and classroom practices and effective teaching skills in academic content areas;

(3) Provide high-quality teacher mentoring;

(4) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program);

(5) Where feasible, allow prospective teachers to learn to teach in the same LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA; and

(6) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

(e) *Support for program participation.* The provision of support and training for individuals participating in an activity for prospective or new teachers, whether in the teacher preparation program (or program for early childhood educators), the clinical experience, or in the LEA's induction program for new teachers, and for individuals who serve as mentors for these teachers, based on each individual's experience. This support and training may include—

(1) With respect to a prospective teacher or a mentor, release time for such individual's participation;

(2) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities; and

(3) With respect to a faculty member, the receipt of course workload credit and compensation for time teaching in the eligible partnership's activities.

(f) *Participants in an ECE program.* Where a project focuses on preparation of early childhood educators, implementation of initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.

(g) *Teacher recruitment.* Development and implementation of effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership. These mechanisms may include an emphasis on recruiting into the teaching profession—

(1) Individuals from under represented populations;

(2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and

(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs. Under this priority, an eligible partnership

must carry out a teaching residency program for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership. The program must ensure that teaching residents who participate in the teaching residency program receive the preparation and support described in the following required program components:

(a) *Establishment and design.* The teaching residency program must be based upon models of successful teaching residencies that serve as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and be designed to include the following characteristics of successful programs:

(1) Integration of pedagogy, classroom practice, and teacher mentoring.

(2) Engagement of teaching residents in rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship.

(3) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.

(4) The development of admissions goals and priorities—

(i) That are aligned with the hiring objectives of the high-need LEA partnering with the program, as well as the instructional initiatives and curriculum of the high-need LEA, in exchange for a commitment by the high-need LEA to hire qualified graduates from the teaching residency program; and

(ii) Which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.

(5) Experience and learning opportunities alongside a trained and experienced mentor teacher—

(i) Whose teaching complements the residency program so that classroom clinical practice is tightly aligned with coursework;

(ii) Who has been given extra responsibilities—

(A) As a teacher leader of the teaching residency program;

(B) As a mentor for residents;

(C) As a teacher coach during the induction program for new teachers; and

(D) For establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and

(iii) Who may be relieved, if appropriate, from teaching duties as a

result of these additional responsibilities.

(6) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. For purposes of this section, evaluation of teacher effectiveness must be based on, but not limited to, observations of the following:

(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.

(ii) Appropriate instruction that engages students with different learning styles.

(iii) Collaboration with colleagues to improve instruction.

(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.

(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.

(7) Support for teaching residents, once they are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

(b) *Additional support for residents after completing the program.* In addition to the services described in paragraph (a)(7) of this priority, a partnership must place graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.

(c) *Selection of individuals as teacher residents.*

(1) In order to be eligible to be a teacher resident in a teaching residency program, an individual must be a recent graduate of a four-year IHE or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment, and submit an application to the teaching residency program.

(2) An eligible partnership must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics—

(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;

(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and

(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.

(d) *Provision of stipends or salaries.*

(1) A teaching residency program must provide a one-year living stipend or salary during the one-year teaching residency program to any teacher resident candidate accepted into the program who requests the stipend or salary and submits the application described in paragraph (d)(2) of this priority.

(2) Each teaching residency candidate desiring a living stipend or salary during the one-year period of the residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.

(3) Each application submitted under paragraph (d)(2) of this priority, must contain or be accompanied by an agreement that the applicant will—

(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the one-year teaching residency program;

(ii) Fulfill the requirement under paragraph (d)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high need by the partnership;

(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the high-need LEA in which the teacher resident is employed, documenting the employment required under paragraph (d)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;

(iv) Meet the requirements to be a highly qualified teacher, as defined in section 9101 of the ESEA, or section 602 of the IDEA, when the applicant begins to fulfill the service obligation under the program; and

(v) Comply with the requirements established by the eligible partnership under paragraph (e) of this priority if the

applicant is unable or unwilling to complete the service obligation required by the paragraph.

(e) *Repayments.*

(1) Each grantee carrying out a teaching residency program must require a recipient of a stipend or salary under paragraph (d)(1) of this priority who does not complete, or who notifies the partnership that he or she intends not to complete, the service obligation required by paragraph (d)(3) of this priority to repay the stipend or salary to the eligible partnership—

(i) Together with interest at a rate specified by the partnership in the agreement; and

(ii) In accordance with such other terms and conditions specified by the eligible partnership, as necessary.

(2) Other terms and conditions specified by the eligible partnership may include, among other things, reasonable provisions for pro-rata repayment of the stipend or salary described in paragraph (e)(1) of this priority, or for deferral of a teaching resident's service obligation required by paragraph (d)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.

(3) An eligible partnership must use any repayment received under paragraph (e) to carry out additional activities that are consistent with the purposes of the Teaching Residency program.

Competitive Preference Priorities:

Within these absolute priorities, we give competitive preference to applications that address one or more of the following priorities. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: We are establishing Competitive Preference Priority 1 in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award up to an additional 10 points to an application that meets Competitive Preference Priority 1, depending on how well the application meets the priority. We will add any competitive preference priority points only to highly rated applications on one or both of the absolute priorities.

This priority is:

Competitive Preference Priority 1: Student Achievement and Continuous

Program Improvement. The Secretary gives priority to applications from an eligible partnership that would use appropriate means to—

(1) Collect and use data on student achievement to assess the effect of teachers prepared through the pre-baccalaureate teacher preparation and/or teaching residency program on student learning in the classrooms of the high-need schools in which they work; to be eligible to receive the maximum number of points, applicants must demonstrate their capacity to include longitudinal data capturing student achievement by teacher from year to year, and

(2) Provide for continuous improvement of the participating teachers, and of the pre-baccalaureate teacher preparation program and/or teaching residency program based on these data.

Our purpose in establishing this priority is to support the collection and use of data showing the effect of teachers on student learning and achievement. The relevant data would include both teachers in the program and teachers not in the program. As noted earlier, a key statutory purpose of this program is to improve student achievement. Having these data will enable grantees both to assess the effectiveness of their projects and to use the data to improve the project's impact on student achievement.

Competitive Preference Priority 2: Competitive Preference Priority 2 is from section 202(f) of the HEA. As used in this priority, the definition of "LEA located in a rural area" is established in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award up to an additional 5 points to an application that meets Competitive Preference Priority 2, depending on how well the application meets the priority. We will add any competitive preference priority points only to highly rated applications on one or both of the absolute priorities.

This priority is:

Competitive Preference Priority 2: Partnership Grants for the Development of Leadership Programs. Under this competitive preference priority the Secretary gives priority to applications from eligible partnerships that propose to carry out an effective school leadership program that will prepare individuals enrolled or preparing to enroll in those programs for careers as superintendents, principals, ECE program directors, or other school leaders (including individuals preparing to work in LEAs located in rural areas who may perform multiple duties in

addition to the role of a school leader). An eligible partnership may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.

The school leadership program carried out under this priority must include the following activities:

(a) *Preparation of school leaders.* In preparing school leaders, the school leadership program must include the following activities:

(1) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively—

(i) Create and maintain a data-driven, professional learning community within the leader's schools;

(ii) Provide a climate conducive to the professional development of teachers, with a focus on improving student achievement and the development of effective instructional leadership skills;

(iii) Understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning;

(iv) Manage resources and school time to improve student academic achievement and ensure a safe school environment;

(v) Engage and involve parents, community members, the LEA, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and

(vi) Understand how students learn and develop in order to increase academic achievement for all students.

(2) Developing and improving a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. This clinical education program must do the following:

(i) Incorporate year-long opportunities for enrichment, including—

(A) Clinical learning in high-need schools served by the high-need LEA or an LEA located in a rural area in the eligible partnership and identified by the eligible partnership; and

(B) Closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in those high-need schools.

(ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.

(iii) Provide for mentoring of new school leaders.

(3) Creating an induction program for new school leaders.

(4) Ensuring that individuals who participate in the school leadership program receive—

(i) Effective preservice preparation as described in paragraph (a)(2) of this priority;

(ii) Mentoring; and

(iii) If applicable, full State certification or licensure to become a school leader.

(5) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through activities that may include an emphasis on recruiting into school leadership professions—

(i) Individuals from underrepresented populations;

(ii) Individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and

(iii) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(b) *Selection of Participants.* In order to be eligible for the school leadership program, an individual must—

(i) Be enrolled in or preparing to enroll in an IHE;

(ii) Be a—

(A) Recent graduate of an IHE;

(B) Mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;

(C) Current teacher who is interested in becoming a school leader; or

(D) School leader who is interested in becoming a superintendent; and

(iii) Submit an application to the school leadership program containing such information as the eligible partnership may require.

Section 202(g) of the HEA, like this priority, permits an eligible partnership to implement a school leadership program in an LEA that is not a high-need LEA provided the LEA is located in a rural area. However, the statute does not define the phrase "LEA located in a rural area," for the purpose of this priority. The National Center for Educational Statistics (NCES), which has established locale codes based on geographic location, and assigned codes to all LEAs, considers an LEA with an assigned locale code of 31, 32, 33, 41, 42, or 43 as located in a rural area. (Codes 41–43 correspond with former locale codes 7 and 8 used to determine eligibility for the Small Rural School Achievement program; while codes 31–33 correspond to former locale code 6 used to help determine eligibility for the Rural Low Income Schools program.) In

order to extend the potential benefits of the TQP School Leadership program to as many rural LEAs as possible, we have determined that any LEA assigned any of these six locale codes may qualify under this TQP program as an "LEA located in a rural area."

Prospective applicants may determine whether a particular LEA has one of these six locale codes by referring to the following Web site: <http://www.nces@ed.gov> and using the following procedures:

a. From the options listed across the top of this Web page, select "School, & College Library Search."

b. From the menu that appears, select "Search for School Districts."

c. On the "Search for Public School Districts" page, type in the LEA or school district name (do not include phrases like "School District" or "Public Schools" that follow the name, and the State in which it is located. Then select "Search."

d. From the list of LEAs shown, select the appropriate LEA. On the "District Information" page, the NCES locale code for the district is shown under the subheading "District Details", next to "Locale."

Competitive Preference Priorities 3 and 4: Competitive Preference Priorities 3 and 4 are from section 203(b)(2) of the HEA. Under 34 CFR 75.105(c)(2)(ii) we give preference to an application that meets one or both of these priorities over an application of comparable merit that does not meet the priorities.

These priorities are:

Competitive Preference Priority 3: Rigorous Selection Process. Eligible partnerships that include an IHE whose teacher preparation program has a rigorous process for selecting students entering the program to ensure the highest quality of students entering the program.

Competitive Preference Priority 4: Broad-based Partners. Applications from broad-based eligible partnerships with significant involvement of businesses or community organizations.

Invitational Priority: Within Absolute Priorities 1 and 2, we are particularly interested in applications that address the following invitational priority. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Partnership with Digital Education Content Developer. Consistent with

section 202(g) of the HEA, we are interested in receiving applications that propose to use grant funds to carry out one or both of the absolute priorities, through partnerships with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934, as amended (47 U.S.C. 397(6)), or another entity that develops digital educational content, for the purpose of improving the quality of pre-baccalaureate teacher preparation programs or to enhance the quality of preservice training for prospective teachers.

Waiver of Proposed Rulemaking:

Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities, selection criteria, definitions, and other requirements. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements, regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for the TQP Grants Program authorized by section 202 of the HEA, and it therefore qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forego public comment on (a) the requirement that grantees include in their evaluations objectives and measures for improving student achievement; (b) Competitive Preference Priority 1; (c) the definition of "LEA located in a rural area" in Competitive Preference Priority 2, (d) the requirement that a required member of the eligible partnership be the fiscal agent for the grant; (e) the Teacher Need component of the definition of "high-need LEA"; and (f) the selection criteria, Quality of the Project Design and Significance, under section 437(d)(1) of GEPA. These priorities, definitions, and selection criteria will apply to the FY 2009 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition.

Program Authority: 20 U.S.C. 1021–1022(c).

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

Note: The regulations in 34 CFR part 79 apply to all applicants except Federally recognized Indian Tribes.

Note: The regulations in 34 CFR part 86 apply to IHEs only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds:

\$143,000,000: \$43,000,000 from the Department of Education's FY 2009 appropriation and \$100,000,000 from the American Recovery and Reinvestment Act (ARRA) of 2009, Public Law No. 111-5. The purposes of the ARRA include the following:

(1) To preserve and create jobs and promote economic recovery;

(2) To assist those most impacted by the recession;

(3) To provide investments needed to increase economic efficiency by spurring technological advances in science and health;

(4) To invest in transportation, environmental protection, and other infrastructure that will provide long-term economic benefit; and

(5) To stabilize State and local government budgets in order to minimize and avoid reductions in essential services and counterproductive State and local tax increases.

Estimated Range of Awards:

\$1,000,000–\$2,000,000.

Estimated Average Size of Awards:

\$1,500,000.

Estimated Number of Awards: 25–35.

Note: The Department is not bound by any estimates in this notice. The Department will first fund applications with FY 2009 appropriations. If the Department does not receive enough quality applications, the Department may re-open the competition.

Project Period: 60 months.

III. Eligibility Information

1. *Eligible Applicants:* An eligible applicant must be an "eligible partnership" as defined in section 200(6) of the HEA. The fiscal agent of the grant must be one of the required partners in the eligible partnership, as described in section 200 of the HEA. We are establishing this requirement in accordance with section 437(d)(1) of GEPA to ensure that a required member of the partnership is responsible for the administration of the grant. The eligible partnership means an entity that—

(1) Must include each of the following:

(i) A high-need LEA.

(ii) A high-need school or consortium of high-need schools served by the high-need LEA, or, as applicable, a high-need ECE program.

(iii) A partner institution.

(iv) A school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven

outcomes within a four-year IHE that provides intensive and sustained collaboration between faculty and LEAs consistent with the requirements of Title II of the HEA.

(v) A school or department of arts and sciences within such partner institution; and

(2) May include any of the following:

(i) The Governor of the State.

(ii) The State educational agency.

(iii) The State board of education.

(iv) The State agency for higher education.

(v) A business.

(vi) A public or private nonprofit educational organization.

(vii) An educational service agency.

(viii) A teacher organization.

(ix) A high-performing LEA, or a consortium of high-performing LEAs, that can serve as a resource to the partnership.

(x) A charter school (as defined in section 5210 of the ESEA).

(xi) A school or department within the partner institution that focuses on psychology and human development.

(xii) A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development.

(xiii) An entity operating a program that provides alternative routes to State certification of teachers.

Definitions: For purposes of the definition of "eligible partnership," the following definitions are from section 200 of the HEA, as amended.

(1) *High-Need Local Educational Agency:* To be eligible as a "high-need LEA," an LEA must establish that it meets one of the criteria for requisite poverty or geographic location in component (i), below, and one of the requisite criteria for teacher need in component (ii). Thus, under section 200(10) of the HEA, the term "high-need LEA" means an LEA—

(i)(A) For which not less than 20 percent of the children served by the agency are children from low-income families;

(B) That serves not fewer than 10,000 children from low-income families;

(C) That meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA, or

(D) That meets eligibility requirements for funding under the Rural and Low-Income School Program under section 6221(b) of the ESEA:

(ii) And—

(A) For which there is a high percentage of teachers not teaching in the academic subject areas or grade

levels in which the teachers were trained to teach; or

(B) There is a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

So that the Department may be able to confirm the eligibility of the LEAs participating in the partnership as "high-need LEAs," applicants will need to include information in their applications that demonstrates that each participating LEA in the partnership meets the above definition of "high-need." This information must be based on the most recent data available.

Poverty Data. Under component (i)(A) or (i)(B) of the definition of "high-need LEA," an LEA must show that not less than 20 percent of the children served by the LEA are children from low-income families or that the LEA serves fewer than 10,000 children from low-income families. Under section 200(2) of the HEA (20 U.S.C. 1021(2)), the term "children from low-income families" means children described in section 1124(c)(1)(A) of the ESEA (20 U.S.C. 6333(c)(1)(A)). Consistent with that provision, the eligibility of an LEA as a "high-need LEA" under component (i)(A) or (i)(B) must be determined on the basis of the most recent U.S. Census Bureau data, which is currently for 2007. U.S. Census Bureau data are available for all LEAs with geographic boundaries that existed when the U.S. Census Bureau collected its information. The link to the most recent census data is: <http://www.census.gov/hhes/www/saife/district.html>. The Department also makes these data available at its Web site at: <http://www.ed.gov/programs/lsl/eligibility.html>.

Some LEAs, such as newly formed LEAs or charter schools in States that accord them LEA status, are not included in Census Bureau poverty data. Eligibility of these particular LEAs will be determined on a case-by-case basis after review of information in the application that addresses, as well as possible, the number or percentage of children from low-income families these LEAs serve.

Eligibility under the Small Rural School Achievement (SRSA) Program or Rural and Low-Income School (RLIS) Program. Under component (i)(C) or (i)(D) of the definition of "high-need LEA," an LEA may show that it is eligible for the SRSA or RLIS programs authorized in the ESEA. Prospective applicants may determine whether a particular LEA is eligible for these programs by referring to information available on the following Department Web sites. For the SRSA: <http://>

www.ed.gov/programs/reaprsra/eligible08/index.html.

For the RLIS: <http://www.ed.gov/programs/reaprlisp/eligibility.html>.

Teacher Need. Under component (ii)(A) or (ii)(B) of the definition of a "high-need LEA," to be a "high-need" LEA, an LEA must have (A) a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach, or (B) either a high teacher turnover rate, or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

Under component (ii)(A) of Teacher Need, for purposes of the TQP Grants Program, and in accordance with section 437(d)(1) of GEPA, an LEA has "a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" if either:

(1) The percentage of its classes taught by teachers of core academic subjects who are not highly qualified exceeds the average percentage for the State in which the LEA is located; or

(2) The applicant submits other information, which the Department accepts, that the percentage of the LEA's teachers who lack training in the academic subject areas or grade levels in which the teachers were trained to teach perhaps because of the short amount of training that many highly qualified teachers may have received before becoming teachers of record, is "high." Assuming that the Department accepts the applicant's information, the Department will determine eligibility under this test on a case-by-case basis if the percentage of teachers who lack training in the subject area or grade levels they were trained to teach is below five percent.

Section 1119 of the ESEA requires that all of an LEA's teachers of core academic subjects be highly qualified by the end of the 2005–2006 school year, and we know that most LEAs are relatively close to meeting this goal. Because highly qualified teachers are generally teachers with sufficient knowledge or training in the subject they teach, we believe the percentage of an LEA's classes taught by teachers who are not highly qualified (data that SEAs and LEAs must publicly report under section 1111(h)(1)(C)(vii) and (h)(2)(B) of the ESEA, respectively), is a reasonable proxy for the "percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach." In order to extend eligibility to as many LEAs as possible we provide that an LEA has a "high percentage" of these

teachers if the percentage of its classes taught by teachers who are not highly qualified exceeds the State's average.

At the same time, we recognize that LEAs that do not meet this test may also have a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach. For example, an LEA might (1) be in a State with a very high average for LEAs statewide, or (2) have many teachers who, while highly qualified in one or more academic subject areas, are teaching an academic subject or grade level for which they are not highly qualified or have little training. In order to accommodate these other situations, we will determine on a case-by-case basis, and based on the data a partnership submits with its application, whether other LEAs also have a "high percentage" of such teachers.

Regarding component (ii)(B) of Teacher Need, an LEA is considered to meet this component of "high-need" if it demonstrates that it has either a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure. In determining what is a "high teacher turnover rate" for purposes of this program, pursuant to section 437(d)(1) of GEPA we adopt, with one minor difference, the same interpretation of this phrase that the Department used under the HEA Teachers for a Competitive Tomorrow (TCT) Baccalaureate and Master's programs. For reasons explained in the notice inviting applications for new FY 2008 awards under the baccalaureate program (see 73 FR 31835, 31837, June 4, 2008), we thus determine that a "high teacher turnover rate" means an annual attrition rate of 16 percent among classroom teachers who did not return to the same school in the LEA, *i.e.*, those teachers who moved the following year to a different school as well as those who left teaching altogether. We adopt this 16 percent rate rather than the 15 percent rate used in the previously authorized HEA Teacher Quality Enhancement Grants program regulations referenced in the TCT notice because the higher rate better reflects the more current data on which ED relied. Consistent with the discussion in the TCT notice, an LEA may calculate this attrition rate by averaging data over the last three years.

The alternative criterion in component (ii)(B) of the definition of "high-need LEA" provides that the LEA must have a high percentage of teachers with emergency, provisional, or temporary certification or licensure. In accordance with section 437(d)(1) of

GEPA, and for reasons the Department discussed in the April 30, 2004 notice announcing requirements for the Transition to Teaching Program (69 FR 24001, 24003), the Department adopts the same standard used in that program authorized in Title II, Part C of the ESEA. This standard relies on data that States collect for each LEA on the percentage of teachers in the LEA who are teaching on waivers of State certification, for inclusion in the reports on the quality of teacher preparation that the States provide to the Department in October of each year as required by section 207 of the HEA, as previously authorized.

Consistent with the approach the Department has taken in the Transition to Teaching program, which includes this same criterion in its eligibility requirements, the Department will consider an LEA as meeting the teacher need component of the definition of "high-need LEA" if LEA data the State used for purpose of the State's October 2008 HEA, section 207 report on teachers teaching on waivers of State certification demonstrate that at least 1.37 percent of its teachers (the national average for all 2008 HEA, State reports submitted under section 207 of the HEA, as previously authorized) were on waivers of State certification requirements.

(2) **High-Need School:** Under section 200(11) of the HEA, the term "high-need school" means a school that, based on the most recent data available, meets at least one of the following:

(i) The school is in the highest quartile of schools in a ranking of all schools served by an LEA, ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the LEA based on one of the following measures of poverty:

(A) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary;

(B) The percentage of students eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act;

(C) The percentage of students in families receiving assistance under the State program funded under Part A of Title IV of the Social Security Act;

(D) The percentage of students eligible to receive medical assistance under the Medicaid program; or

(E) A composite of two or more of the measures described in paragraphs (A) through (D).

(ii) If the school is—

(A) An elementary school, not less than 60 percent of its students are

eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act; or

(B) Not an elementary school, not less than 45 percent of its students are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act.

Note: For criterion (i)(A), the only school-level data for these criteria of which the Department is aware are those that concern eligibility for free and reduced price school lunches (paragraph (i)(B)). In addition criterion (ii)(A) does not itself permit an LEA to determine that a middle school or high school is a "high-need school" on the basis of the percentage of students attending its feeder schools that are eligible for free and reduced price school lunch subsidies. However, the Special Rule found in Section 200(11)(B)(i) of the HEA allows the Secretary, upon approval of an application submitted by an eligible partnership, to designate a school as a high-need school for purposes of this program even though that school does not meet the definition of "high need" under the above definition. Specifically, section 200(11)(B)(i) permits the Secretary to approve an eligible partnership's application to designate any school as a high-need school based on consideration of the specific information identified in section 200(11)(B)(ii) and, at the Secretary's option, any other information the eligible partnership submits.

The need that middle and high schools located in high-poverty areas served by high-need LEAs have for more able, higher quality teachers is abundantly clear. However, while criterion (i)(A) requires a high-need school to have a minimum percentage of its students eligible for free and reduced price school lunch subsidies, it is common knowledge that, as students get older, the percentage of them choosing to apply for these lunch subsidies decreases.

We do not believe that Congress intended to erect such a barrier to the ability of middle and high schools located in high-poverty areas to be able to benefit from teachers trained through the pre-baccalaureate teacher preparation program or teaching residency program. Therefore, the Secretary will identify a middle or high school as "high-need" if—

(a) The aggregate level of poverty of the school's feeder schools, based on the aggregate percentage of their students eligible for free and reduced price school lunch subsidies, yields the percentage provided in section 200(11)(A)(ii); and

(b) The eligible applicant provides in its application the information identified in section 200(11)(B)(ii).

(3) *High-Need Early Childhood Education Program:* Under section 200(9) of the HEA, the term "high-need ECE program" means an ECE program serving children from low-income families that is located within the

geographic area served by a high-need LEA.

(4) *Partner Institution:* Under section 200(17) of the HEA, the term "partner institution" means an IHE, which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program—

(i) Whose graduates exhibit strong performance on State-determined qualifying assessments for new teachers through—

(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or

(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State using criteria consistent with the requirements for the State report card under section 205(b) of the HEA before the first publication of the report card.

(ii) And that requires—

(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;

(B) Each student in the program preparing to become a teacher to become "highly qualified" (as defined in section 9010(23) of the ESEA); and

(C) Each student in the program preparing to become an "early childhood educator" to meet degree requirements, as established by the State, and become "highly competent."

Note: For purposes of paragraph (ii)(C) of this definition, the term "highly competent," under section 200(12) of the HEA, means the early child educator has—

(a) Specialized education and training in development and education of young children from birth up to entry into kindergarten; and

(b)(i) A baccalaureate degree in an academic major in the arts and sciences; or

(ii) An associate's degree in a related educational area; and

(c) Demonstrated a high level knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.

(5) *Additional Definitions:* Definitions for the following terms that apply to this

program are in section 200 of the HEA: "arts and sciences," "early childhood educator," "highly qualified," "induction program," "limited English proficient," "professional development," "scientifically valid research," "teacher mentoring" and "teaching residency program."

2. *Cost Sharing or Matching:*

(1) Under section 203(c) of the HEA (20 U.S.C. 1022(b)), each grant recipient must provide, from non-Federal sources, an amount equal to 100 percent of the amount of the grant, which may be provided in cash or in-kind, to carry out the activities supported by the grant. Grantees must budget their matching contributions on an annual basis relative to each annual award of Teacher Quality Partnership Program funds.

However, the HEA also authorizes the Secretary to waive this matching requirement for any partnership for any fiscal year if the Secretary determines that "applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out the authorized activities described in" the law. In view of the impact of the Nation's current economic difficulties on the fiscal situation of so many LEAs and IHEs, for purposes of this competition the Secretary will waive up to 100 percent of the required match for each of the first two years of the grant based on a certification of serious hardship from the applicant that is included in the application. The Department will not at this time entertain a request for a waiver of the matching requirement for project years three through five, and applicants must provide a proposed non-Federal budget for these project years. Applicants who do not request a waiver or who request a waiver for only a portion of the matching amount in years one and two must provide a non-Federal budget for the required portion of their years one and two match that they intend to provide.

(2) *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements. In accordance with section 202(k) of the HEA funds made available under this program must be used to supplement, and not supplant other Federal, State, and local funds that would otherwise be expended to carry out activities under this program.

IV. Application and Submission Information

1. *Address To Request Application Package:* Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone, toll free: 1-877-433-7827. FAX: (301) 470-1244. If

you use a telecommunications device for the deaf (TDD), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: <http://www.ed.gov/pubs/edpubs.html> or at its e-mail address: edpubs@inet.ed.gov.

If you request an application package from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.405A.

2. Content and Form of Application Submission: Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

Notice of Intent To Apply: June 26, 2009.

The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify the Department by sending a short e-mail message indicating the applicant's intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this e-mail notification be sent to [Peggi Zelinko at TQPartnership@ed.gov](mailto:Peggi.Zelinko@ed.gov). Applicants that fail to provide this e-mail notification may still apply for funding.

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. It is recommended that the application narrative (Part III) be no more than 50 pages, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. However, you may single space all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget

justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the page limit does apply to all of the application narrative section (Part III).

3. Submission Dates and Times:
Applications Available: May 27, 2009.
Deadline for Notice of Intent To Apply: June 26, 2009.

Date of Pre-Application Meeting: There will be two pre-application meetings for prospective applicants: (1) June 8, 2009, from 10:00 a.m. to 12:00 p.m. in the LBJ Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, SW., Washington, DC 20202; and (2) June 8, 2009 from 2:00 p.m. to 4:00 p.m. in the LBJ Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, SW., Washington, DC 20202. The Department is accessible by Metro on the Blue, Orange, Green, and Yellow lines at the 7th Street and Maryland Avenue exit of the L'Enfant Plaza Metro Station. Please contact the U.S. Department of Education contact persons listed under **FOR FURTHER INFORMATION CONTACT** if you have any questions about the details of the pre-application meetings.

Individuals interested in attending this workshop are encouraged to pre-register by e-mailing their name, organization, and contact information to TQPartnership@ed.gov. There is no registration fee for this workshop.

Assistance to Individuals With Disabilities at the Pre-Application Meeting: The meeting site is accessible to individuals with disabilities, and a sign language interpreter will be available. If you will need an auxiliary aid or service other than a sign language interpreter in order to participate in the meeting (e.g., other interpreting service such as oral, cued speech, or tactile interpreter; assistive listening device; or materials in alternate format), notify the contact person listed in this notice at least two weeks before the scheduled meeting date. Although we will attempt to meet a request we receive after this date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it.

Deadline for Transmittal of Applications: July 23, 2009.

Applications for grants under this program must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery

if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. **Other Submission Requirements** of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: September 21, 2009.

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. Other Submission Requirements: Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

(a) **Electronic Submission of Applications.** Applications for grants under the Teacher Quality Partnership—CFDA Number 84.405A must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under **Exception to Electronic Submission Requirement**.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an

electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this program after 4:30:00 p.m., Washington, DC time, on the application deadline date.

Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: The Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the

Application Control Center after following these steps:

- Print SF 424 from e-Application.

- The applicant's Authorizing Representative must sign this form.

- Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of e-Application Unavailability:

If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if—

- You are a registered user of e-Application and you have initiated an electronic application for this competition; and

- (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

- (b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under **FOR FURTHER INFORMATION CONTACT** (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of e-Application.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through e-Application because—

- You do not have access to the Internet; or

- You do not have the capacity to upload large documents to e-Application; and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Peggi Zelinko, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W306, Washington, DC 20202-5960. Fax: (202) 401-8466.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail. If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, *Attention:* (CFDA Number 84.405A), LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

You must show proof of mailing consisting of one of the following:

- A legibly dated U.S. Postal Service postmark.

- A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

- A dated shipping label, invoice, or receipt from a commercial carrier.

- Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- A private metered postmark.

- A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before

relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery. If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.405A), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202-4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

Selection Criteria: The selection criteria governing this competition are listed in the following paragraphs. The selection criterion, Quality of Project Evaluation, is from 34 CFR 75.210 in the Education Department General Administrative Regulations (EDGAR) and section 204 of the HEA. The selection criterion, Quality of the Management Plan, is from 34 CFR 75.210 in EDGAR. The selection criterion, Quality of the Project Design, includes a combination of the factors under that criterion in 34 CFR 75.210(c) EDGAR and the criterion, Quality of Project Services in 34.210(d); specifically, factor (2)(i) is from 34 CFR 75.210(c) and factors (2)(ii), (iii) and (iv) are from 34 CFR 75.210(d). The selection criterion, Significance, includes a combination of the factors under that criterion in 34 CFR 75.210(b) and the criterion, Quality of Project Personnel, in 34 CFR 75.210(e); specifically, factors (2)(i), (ii) and (iii) are from section 34 CFR 75.210(b) and factor (2)(iv) is from section 34 CFR 75.210(e). We are combining these

factors under these specific criteria to provide greater clarity on how applicants should address the criteria in their applications.

The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion. These criteria are for the FY 2009 grant competition and any subsequent year in which we make awards based on the list of unfunded applicants from this competition only.

(a) **Quality of the Project Design** (up to 40 points).

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of—

(i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition;

(ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services;

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services; and

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Note: The Secretary encourages applicants to address this criterion by discussing the overall project design and its key components, and the degree to which the design's key components are based on sound research and practice. Applicants are also encouraged to address this criterion by connecting the project design to the intended impact of the project and how the project will affect the participants, including preparation, placement, retention, and effect on improved student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and document each partner's responsibilities and commitment to the project.

(b) **Quality of the Project Evaluation** (up to 25 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers—

(i) The extent to which the methods of evaluation include the use of

objective performance measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;

(ii) The extent to which the methods of evaluation address the evaluation requirements in section 204(a) of the HEA; and

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: The Secretary encourages applicants to include a plan of how the project's evaluation will address the TQP Grants Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA). (The specific performance measures established for the overall TQP Grants Program are discussed under *Performance Measures* in section VI of this notice.) Further, each applicant is encouraged to describe how the applicant's evaluation plan will be designed to collect both output data and outcome data including benchmarks to monitor progress. Finally, each applicant is encouraged to select an independent, objective evaluator who has experience in evaluating educational programs and who will play an active role in the design and development of the project. For resources on what to consider in designing and conducting project evaluations, go to www.whatworkshelpdesk.ed.gov/.

(c) **Significance** (up to 20 points).

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors—

(i) The likelihood that the proposed project will result in system change or improvement;

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement; and

(iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Note: The Secretary encourages applicants to describe the use of a needs assessment to determine the specific needs of project participants and how the project will address these needs. Applicants are also encouraged to indicate how the project will affect teaching and student achievement in the proposed service area. Finally, applicants are encouraged to include a description of the commitment to build local capacity for the

project and how this capacity building will be achieved.

(d) *Quality of the Management Plan* (up to 15 points).

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

Note: The Secretary encourages applicants to address these criteria by including in the application narrative a clear, well thought-out implementation plan that includes annual timelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as a description of the personnel who would be responsible for each activity and the level of effort each activity entails.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

Applicants are encouraged to include in their budgets funds for at least two project staff members to attend two meetings of the TQP Grants Program in Washington DC during each year of the project.

3. *Reporting:* At the end of your project period, you must submit a final

performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

Some of the funds awarded through this program were appropriated under the American Recovery and Reinvestment Act (ARRA) of 2009, Public Law 111-5, and are subject to additional accountability and transparency reporting requirements, which are described in section 1512(c) of the ARRA. Grantees receiving funds provided by the ARRA must be able to distinguish these funds from any other funds they receive through this program. Recipients of ARRA funds will be required to submit quarterly reports on the expenditure of these funds no later than ten days after the end of each calendar quarter through a centralized reporting Web site administered by the Office of Management and Budget (OMB): <http://www.federalreporting.gov>. The information reported at this Web site will be available to the Department, the White House, OMB and the public on <http://www.Recovery.gov>. Additional guidance providing further detail on the quarterly report will be provided at a later time.

4. *Performance Measures:* The objective of the TQP Grants Program is to increase student achievement in K-12 schools by developing highly qualified teachers. Under GPRA, the following measures will be used by the Department in assessing the performance of this program:

(a) *Performance Measure 1: Graduation.* The percentage of program completers who—

(1) Attain initial certification/licensure by passing all necessary certification/licensure assessments and attain a bachelor's degree (pre-baccalaureate program) within six years of beginning the program or a master's degree (residency program) within two years of beginning the program; or

(2) Attain Highly Competent Early Childhood Educator status by earning a bachelor's degree within six years of beginning the program or an associate's degree within three years of beginning the program.

(b) *Performance Measure 2: Employment Retention.* The percentage of beginning teachers who are retained

in teaching in the partner high-need LEA or high-need ECE program three years after being hired by the high-need LEA or high-need ECE program;

(c) *Performance Measure 3: Improved Scores.* The percentage of grantees that report improved scaled scores on assessments for initial State certification or licensure of teachers;

(d) *Efficiency Measure: Employment Retention.* The cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA or high-need ECE program three years after the teacher is hired by the high-need LEA or high-need ECE program;

(e) *Short-Term Performance Measures.* Because the performance measures already listed would not provide data for a number of years, the Department has also established the following two measures that will provide data in a shorter timeframe—

(1) *Short-Term Performance Measure 1: Persistence.* The percentage of program participants, who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period; and

(2) *Short-Term Performance Measure 2: Employment Retention.* The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or high-need ECE program one year after being hired by the LEA or high-need ECE program.

Note: If funded, you will be asked to collect and report data on these measures in your project's annual performance report (EDGAR, 34 CFR 75.590).

Applicants are also advised to consider these measures in conceptualizing the design, implementation, and evaluation of their proposed projects because of their importance in the application review process. Collection of data on these measures should be a part of the evaluation plan, along with measures of progress on goals and objectives that are specific to your project.

All grantees will be expected to submit an annual performance report documenting their success in addressing these performance measures.

VII. Agency Contact

For Further Information Contact: Teacher Quality Partnership Grants Program, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W320, Washington, DC 20202. Telephone: (202) 260-0563 or by e-mail: TQPartnership@ed.gov.

If you use a TDD, call the Federal Relay Service, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under *For Further Information Contact* in section VII of this notice.

Electronic Access to this Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: May 20, 2009.

James H. Shelton, III,
Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-12180 Filed 5-26-09; 8:45 am]
BILLING CODE 4000-01-P

DEPARTMENT OF ENERGY**Federal Energy Regulatory Commission**

[Project No. 2079-063]

Placer County Water Agency; Notice Dismissing Pleading

May 19, 2009.

On March 26, 2009, the Commission issued Placer County Water Agency, licensee for the Middle Fork Hydroelectric Project No. 2079, a Statement of Annual Charges for U.S. Lands for fiscal year (FY) 2009. On April 26, 2009, the licensee filed a request for rehearing of the FY 2009 annual charge bill and on May 6, 2009, the licensee filed a timely appeal of its FY 2009 annual charge bill, which is still pending.

Pursuant to section 11.20 of the Commission's regulations,¹ if the licensee believes its annual charges bill is incorrect, the licensee may seek an

appeal of its bill with the Chief Financial Officer within 45 days after the bill's rendition. Subsequently, the licensee may seek rehearing within 30 days after the Chief Financial Officer's decision on the appeal. As noted above, the licensee's appeal for its FY 2009 annual charge bill is still pending. Therefore, the licensee's request for rehearing is dismissed as premature.

This notice constitutes final agency action. Request for rehearing of this dismissal notice must be filed within 30 days of the date of issuance of this notice, pursuant to 18 CFR 385.713 (2008).

Kimberly D. Bose,
Secretary.

[FR Doc. E9-12213 Filed 5-26-09; 8:45 am]
BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY**Federal Energy Regulatory Commission**

[Docket Nos. QF88-110-006, EL09-54-000]

Ripon Cogeneration, LLC; Notice of Filing

May 19, 2009.

Take notice that on May 12, 2009, Ripon Cogeneration, LLC filed a petition for limited waiver of the operating and efficiency standards for a topping-cycle qualifying cogeneration facility located in Ripon, San Joaquin County, California for years 2009 and 2010, pursuant to subsections 209.205(c) and 209.205(a) of the Commission's Regulations. 18 CFR 292.205(a) and 18 CFR 29.205(a).

Any person desiring to intervene or to protest this filing must file in accordance with Rules 211 and 214 of the Commission's Rules of Practice and Procedure (18 CFR 385.211, 385.214). Protests will be considered by the Commission in determining the appropriate action to be taken, but will not serve to make protestants parties to the proceeding. Any person wishing to become a party must file a notice of intervention or motion to intervene, as appropriate. Such notices, motions, or protests must be filed on or before the comment date. On or before the comment date, it is not necessary to serve motions to intervene or protests on persons other than the Applicant.

The Commission encourages electronic submission of protests and interventions in lieu of paper using the "eFiling" link at <http://www.ferc.gov>. Persons unable to file electronically should submit an original and 14 copies of the protest or intervention to the

Federal Energy Regulatory Commission, 888 First Street, NE., Washington, DC 20426.

This filing is accessible on-line at <http://www.ferc.gov>, using the "eLibrary" link and is available for review in the Commission's Public Reference Room in Washington, DC. There is an "eSubscription" link on the Web site that enables subscribers to receive e-mail notification when a document is added to a subscribed docket(s). For assistance with any FERC Online service, please e-mail FERCOnlineSupport@ferc.gov, or call (866) 208-3676 (toll free). For TTY, call (202) 502-8659.

Comment Date: 5 p.m. Eastern Time on June 11, 2009.

Kimberly D. Bose,
Secretary.

[FR Doc. E9-12211 Filed 5-26-09; 8:45 am]
BILLING CODE 6717-01-P

DEPARTMENT OF ENERGY**Federal Energy Regulatory Commission**

[Docket Nos. ER05-1410-000; EL05-148-000; ER09-412-000]

PJM Interconnection L.L.C.; Notice of Filings

May 19, 2009.

On March 26, 2009, the Commission issued an order accepting new tariff provisions relating to PJM Interconnection, L.L.C. (PJM's) Reliability Pricing Model (RPM) capacity market, including changes to the procedures governing Incremental Auctions that became effective March 27, 2009.¹ One such revision was to the table of default Avoidable Cost Rate (ACR) values for the Base Residual Auction and three subsequent Incremental Auctions that PJM administers for each Delivery Year. Capacity suppliers who fail the market power test may use these ACR values as default bids when they offer capacity into the Incremental Auctions.

On April 29, 2009, the PJM Market Monitor filed a letter to the Commission stating that, due to an oversight on its part, it believes the ACR values contained in those provisions are higher than appropriate for the upcoming Incremental Auctions in June 2009 and January 2010. The Market Monitor is concerned that use of these ACR values may lead to non-competitive market outcomes in the first Incremental Auction (June 1-5, 2009) for Delivery

¹ 18 CFR 11.20 (2008).

¹ PJM Interconnection, L.L.C., 126 FERC ¶ 61,275 (2009).

The synopsis for this grant opportunity is detailed below, following this paragraph. This synopsis *has been modified* and is not considered current. Please click on the Synopsis link above to display the current synopsis.

If you would like to receive notifications of changes to the grant opportunity click [send me change notification emails](#). The only thing you need to provide for this service is your email address. No other information is requested.

Changed sections from the previous version of the synopsis are highlighted with a light grey background.

Any inconsistency between the original printed document and the disk or electronic document shall be resolved by giving precedence to the printed document.

Document Type:	Grants Notice
Funding Opportunity Number:	ED-GRANTS-052709-001
Opportunity Category:	Discretionary
Posted Date:	May 27, 2009
Creation Date:	May 27, 2009
Current Closing Date for Applications:	Jul 23, 2009 Applications Available: May 27, 2009. Deadline for Notice of Intent to Apply: June 26, 2009. Notice of Intent To Apply: June 26, 2009. The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify the Department by sending a short e-mail message indicating the applicant's intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this e-mail notification be sent to Peggi Zelinko at TQPartnership@ed.gov. Applicants that fail to provide this e-mail notification may still apply for funding. Dates of Pre-Application Meeting: There will be two pre-application meetings for prospective applicants on June 8, 2009 from 10:00 a.m. to 12:00 p.m. and on June 8, 2009 from 2:00 p.m. to 4:00 p.m. There will be two pre-application meetings for prospective applicants: (1) June 8, 2009, from 10:00 a.m. to 12:00 p.m. in the LBJ Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, SW., Washington, DC 20202; and (2) June 8, 2009 from 2:00 p.m. to 4:00 p.m. in the LBJ Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, SW., Washington, DC 20202. The Department is accessible by Metro on the Blue, Orange, Green, and Yellow lines at the 7th Street and Maryland Avenue exit of the L'Enfant Plaza Metro Station. Please contact the U.S. Department of Education contact persons listed under FOR FURTHER INFORMATION CONTACT if you have any questions about the details of the pre-application meetings. Individuals interested in attending this workshop are encouraged to pre-register by e-mailing their name, organization, and contact information to TQPartnership@ed.gov. There is no registration fee for this workshop. Assistance to Individuals With Disabilities at the Pre-Application Meeting: The meeting site is accessible to individuals with disabilities, and a sign language interpreter will be available. If you will need an auxiliary aid or service other than a sign language interpreter in order to participate in the meeting (e.g., other interpreting service such as oral, cued speech, or tactile interpreter; assistive listening device; or materials in alternate format), notify the contact person listed in this notice at least two weeks before the scheduled meeting date. Although we will attempt to meet a request we receive after this date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it. Deadline for Transmittal of Applications: July 23, 2009.
Archive Date:	Aug 22, 2009
Funding Instrument Type:	Grant
Category of Funding Activity:	Recovery Act Education
Category Explanation:	
Expected Number of Awards:	35
Estimated Total Program Funding:	\$143,000,000
Award Ceiling:	
Award Floor:	
CFDA Number(s):	84.405 – Teacher Quality Enhancement Partnerships
Cost Sharing or Matching Requirement:	Yes

Eligible Applicants

Others (see text field entitled "Additional Information on Eligibility" for clarification)

Additional Information on Eligibility:

Eligible Applicants: An eligible applicant must be an "eligible partnership" as defined in section 200(8) of the HEA. The fiscal agent of the grant must be one of the required partners in the eligible partnership, as described in section 200 of the HEA. We are establishing this requirement in accordance with section 437(d)(1) of GEPA to ensure that a required member of the partnership is responsible for the administration of the grant.

Agency Name

Department of Education

Description

Note: Each funding opportunity description is a synopsis of information in the Federal Register application notice. For specific information about eligibility, please see the official application notice. The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.access.gpo.gov/nara/index.html>. Please review the official application notice for pre-application and application requirements, application submission information, performance measures, priorities and program contact information. Purpose of Program: The purposes of the Teacher Quality Partnership (TQP) Grants Program are to: improve student achievement; improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force. More specifically, the TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs)) their high-need schools, and/or high-need early childhood education (ECE) program. These partnerships would create model teacher preparation programs at the pre-baccalaureate level through the implementation of specific reforms of the IHE's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience. The TQP Grants Program may also support school leadership programs to train superintendents, principals, ECE program directors, and other school leaders in high-need or rural LEAs. Catalog of Federal Domestic Assistance (CFDA) Number: 84.405A. Applications for grants under the Teacher Quality Partnership—CFDA Number 84.405A must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>. While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Link to Full Announcement

[Teacher Quality Partnership Grants Program; \(ARRA Program\) CFDA 84.405A; Notice Inviting Applications for New Awards for Fiscal Year \(FY\) 2009](#)

If you have difficulty accessing the full announcement electronically, please contact:

Julius Cotton
ED Grants.gov FIND Systems Admin.
Phone 202-245-6140
julius.cotton@ed.gov
Program Office:
Teacher Quality Partnership Grants
Program
U.S. Department of Education
400 Maryland Avenue, SW., Room 4W320
Washington, DC 20202
Telephone: (202) 260-0563 or by e-mail: [e-Mail: Program Mailbox](#)

