U.S. DEPARTMENT OF LABOR

Employment and Training Administration

Notice of Availability of Funds and Solicitation for Grant Applications (SGA) for Mentoring, Educational, and Employment Strategies to Improve Academic, Social, and Career Pathway Outcomes

AGENCY: Employment and Training Administration, U.S. Department of Labor
Announcement Type: Notice of Solicitation for Grant Applications
Funding Opportunity Number: SGA/DFA PY 07-09
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SUMMARY: The Employment and Training Administration announces the availability of $49.5 million for grants to serve high schools that have been designated as persistently dangerous by State Educational Agencies for the 2007-2008 school year under section 9532 of the Elementary and Secondary Education Act. The goal of these grants is to reduce violence within these schools through a combination of mentoring, educational, employment, case management, and violence prevention strategies. These grants will be awarded through a competitive process open both to school districts which include persistently dangerous high schools and to community-based organizations (CBOs) in partnership with these school districts.   High schools which have been designated as persistently dangerous this school year are located in the school districts of Baltimore City, New York City, Berkshire Farms (New York), Salem-Keiser (Oregon), Philadelphia, and Puerto Rico. These schools are listed in Section VIIIA below. School districts and CBOs must submit a separate application for each high school that they propose serving, but may submit as many applications as they have eligible schools. Applications submitted by school districts must include plans to have one or more CBOs as sub-grantees/contractors to operate at a minimum the mentoring component. These proposed CBO sub-grantees/contractors do not need to be listed in the application, as the Department strongly encourages the use of competition in selecting sub-grantees and contractors either before or after grant award. Applications submitted by CBOs must have a school district identified as a partner, with a signed memorandum of understanding with the school district included in the application. To be eligible to apply for

these grants as a CBO, organizations must be not-for-profit entities and can operate either nationally or locally.

This solicitation provides background information and describes the application submission requirements, outlines the process that eligible entities must use to apply for funds covered by this solicitation, and outlines the evaluation criteria used as a basis for selecting the grantees.

KEY DATES: The closing date for receipt of applications under this announcement is XXXXX. Application and submission information is explained in detail in Part IV of this SGA.

ADDRESSES: Applications that do not meet the conditions set forth in this notice will not be considered. No exceptions to the submission requirements set forth in this notice will be granted. For detailed guidance, please refer to Section IV.C.

SUPPLEMENTARY INFORMATION: This solicitation consists of eight parts:

    Part I provides a description of this funding opportunity

    Part II describes the size and nature of the anticipated awards

    Part III describes eligibility information

    Part IV provides information on the application and submission process

    Part V describes the criteria against which applications will be reviewed and explains the proposal review process

    Part VI provides award administration information

    Part VII contains DOL agency contact information

    Part VIII lists additional resources of interest to applicants and other information.

I. Funding Opportunity Description

The Employment and Training Administration announces the availability of $49.5 million for grants to serve high schools that have been designated as persistently dangerous by State Educational Agencies for the 2007-2008 school year under section 9532 of the Elementary and Secondary Education Act. The goal of these grants is to reduce violence within these schools through a combination of mentoring, educational, employment, case management, and violence prevention strategies.

The high schools that have identified this year as persistently dangerous have the following characteristics:

- These high schools are quite large—many of them have enrollments of over 1,200, and a couple have enrollments of over 2,000.
- In particular, these high schools tend to have very large numbers of ninth graders. Many have over 600 ninth graders, and some have over 700 ninth graders.
- The high schools lose great numbers of students between the 9th and 12th grades. Almost all of the schools lose over half of their 9th graders before they reach the 12th grade, and many lose over 60 percent of their 9th graders before they reach the 12th grade.
- These schools serve a predominantly poor population, with many of the schools having 70 percent or more of their students eligible for a free or reduced lunch.
- Several of the schools are located in census tracts with a poverty rate of 20 percent or more.

■ The persistently dangerous special education schools that are ungraded but that serve primarily students ages 14 and above also have between 52 percent and 68 percent of their students eligible for a free lunch.

These statistics suggest that the problems of violence, crime, low educational achievement, poverty, and joblessness that characterize persistently dangerous schools and the neighborhoods they serve are all interrelated.   These various problems can be overwhelming to both individual students and schools, making it very difficult to create a school climate that is safe and in which academic success is the norm. Research by the Center for Social Organization of Schools at Johns Hopkins University suggests that a fundamental problem of troubled high schools is that they have large numbers of incoming ninth graders not prepared academically for high school.[1] A study by the Consortium on Chicago School Research indicates that ninth graders who fail courses are a diverse group, with some who fail almost all of their courses and need sustained interventions, while others fail only one or two courses and could be helped by the school moving towards Ninth Grade Academies.[2] Finally, the *Turnaround Challenge* report by Mass Insight notes that schools in poor communities need to "proactively address the challenges accompanying their students as they walk in the school house door: from something as basic as finding an impoverished child socks or a coat, to assisting where possible with transportation or health services, and attacking the significant cognitive, social, cultural, and psychological barriers to learning that many children of poverty tend to experience."[3]

The Department of Labor's intent is to provide sufficient funding through these grants to allow schools to reconfigure in ways that both significantly expand the level of services provided to

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[1] Robert Balfanz and Nettie Legters, "The Graduation Rate Crisis We Know and What Can Be Done About It", Education Week, July 12, 2006, available at http://web.jhu.edu/CSOS/graduation-gap/edweek/Crisis_Commentary.pdf.
[2] Melissa Roderick, *Closing the Aspirations-Attainment Gap: Implications for High School Reform*, MDRC, April 2006, available at http://www.mdrc.org/publications/427/full.pdf.
[3] *The Turnarund Challenge*, Mass Insight Educational Research Institute, 2007, available at http://www.massinsight.org/resourcefiles/TheTurnaroundChallenge_2007.pdf

students and enhance coordination of these services within the school and with the community.

Consistent with the research described above, the Department expects that each grant will include

three levels of interventions—(1) reforms that affect the whole school; (2) interventions aimed at

particular target groups of at-risk youth, such as entering ninth graders and repeating ninth

graders; and (3) intensive interventions for individual youth who present the greatest challenges

relating to misconduct, truancy, and poor school performance. All three levels of interventions

should be aimed at improving student attendance, behavior, effort, and course performance.

Because persistently dangerous schools tend to have so many ninth graders, the Department sees

that an emphasis of these grants will be improving services to entering and repeating ninth

graders.

The required components for each grant are listed below. In discussing the components we

provide various examples of program models, but applicants are free to include in their proposed

design program models other than those provided here. To design and carry out these

components, each grant must be led by a Turnaround Team that includes the school principal, the

principal's immediate supervisor in the school district, and the CBO sub-grantees. The

Turnaround Team can also include outside educational and youth development experts and

representatives of other partners such as the juvenile justice system, police and school security,

foundations, parents, the private sector, and the local Workforce Investment Board. The

Turnaround Team is responsible for guiding both the planning and the implementation of the

initiative and is to continue this role throughout the term of the grant.

The Department expects that in carrying out the various components listed below, grantees will

foster connections with neighborhood leaders and institutions which serve youth as part of their

missions, such as churches with youth programs, Settlement Houses, Boys and Girls Clubs, Girls

Inc, YMCAs, and YWCAs. Representatives from such institutions serving the same

neighborhood as the school should be included in the Turnaround Team. Ideally, churches and social service organizations in the neighborhoods served by the school could join together to form a community-wide net to serve at-risk youth and to prevent youth violence, as was done in Boston's 10 Point Coalition. See the description of this effort at http://www.jsonline.com/story/index.aspx?id=212652).

#1. Mentoring. Each grant must include a mentoring component that integrates the other violence prevention, educational, employment, and case management components provided through the grant. The Department requires that a CBO experienced in providing social services in schools with large numbers of high-risk students or in operating mentoring programs will have the lead in this component of the program. This does not need to be the same CBO that is operating the case management component described below. Mentoring can be provided through volunteers recruited through a variety of ways, and may include one-on-one mentoring, group mentoring, and service-based mentoring. The Department does not expect that every student in the school will have a volunteer mentor, but that a sufficient proportion of students have a mentor to make a difference in the school environment. Points to consider in designing this portion of the project include:

- Proposed mentoring projects should seek to address each of three types of mentoring strategies: personal development mentoring educates and supports youth during times of personal or social stress and provides guidance for decision making; educational or academic mentoring helps a student improve their overall academic achievement; and career mentoring helps the youth develop the necessary skills to enter or continue on a career path.

- The proposed mentoring strategies should include a period of mentoring and

follow-up that is no less than 18 months in duration.

■ While starting a volunteer mentoring component may sound easy, it is actually quite difficult to implement. Volunteers need to be recruited, screened, cleared through background checks, trained, correctly matched with youth, and provided ongoing guidance.

■ Conducting thorough background checks will be necessary before assigning a mentor to a youth. Established mentoring organizations such as the Big Brothers/Big Sisters Program and the National Mentoring Partnership may be helpful in sharing the procedures and data sets that are currently available for conducting background checks. Contact information for local Big Brother/Big Sister Programs can be obtained at www.bbbs.org.

■ Information on starting mentorship programs is available at the MENTOR/National Mentoring Partnership website at http://www.mentoring.org/, including their guide *Elements of Effective Practice* at http://www.mentoring.org/downloads/mentoring_411.pdf and their tool kit *How to Build a Successful Mentoring Program Using the Elements of Effective Practice* at http://www.mentoring.org/downloads/mentoring_413.pdf.

■ Faith and community-based organizations may be a good source for recruiting volunteer mentors for youth. For example, the Safer Foundation in Chicago has developed over the years partnerships with faith-based organizations to provide mentors for returning prisoners. See their website at http://www.saferfoundation.org/viewpage.asp?id=349.

■ Service-centered mentoring allows adults and youth to get to know each other while working together on community service projects. These can be both small individual projects and large group projects. For larger service-centered

mentoring projects, local AmeriCorps and City Year programs may be able to set

up such projects with AmeriCorps and City Year volunteers serving as mentors

for students.

■ Local corporations may also be a source for recruiting mentors for students.

Programs can be set up in which corporation employees spend part of their work

day at the school.

■ Information on mentoring youth with disabilities can be found at the Partners for

Youth with Disabilities website at http://www.pyd.org/national-center/council-

goals.htm.

■ Applicants may also be able to learn lessons from the Amachi mentoring

program, which has been developed by Public/Private Ventures to provide

mentors for the children of prisoners. The program's infrastructure and expertise

are provided by Big Brothers/Big Sisters of America, which oversees the

screening, matching, and training of mentors, and provides mechanisms for

monitoring and supporting the mentors. For more information on this program,

see http://www.ppv.org/ppv/publications/assets/167_publication.pdf.

#2. Educational Strategies. This component can include school restructuring efforts and

alternative learning strategies aimed at getting at the underlying causes of violence, high dropout

rates, and low student achievement in the schools. School districts can choose from the options

below or propose other strategies that are well thought-out and for which reasonable evidence

exists to support their inclusion.   There will be sufficient funds in each grant to allow

implementing several educational strategies similar to those presented here:

■ Breaking large schools into houses or career academies. Especially if used for

upper level grades in conjunction with the Ninth Grade Academy and Twilight

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School options discussed below, breaking a large school into career academies can greatly decrease the chances that a student gets lost in the crowd.

- ■ Ninth Grade Academies. Such an academy separates ninth graders into a section of their own in the school building, with their own assistant principal, teachers, and counselors.

- ■ Twilight Schools. Twilight Schools operate as a school-within-a school in the building with a schedule that runs from early afternoon to early evening. Students feel part of both the Twilight School and the larger school. The Department sees Twilight Schools started under these grants as being targeted during the first year on repeating ninth graders who earned few if any credits the previous year. Research indicates that repeating the ninth grade strongly predicts dropping out of school and that repeating ninth graders need intensive interventions or they will simply fail the ninth grade again. Twilight Schools started under these grants could then be expanded in subsequent years to include both a new set of repeating ninth graders and students who choose to stay in the Twilight School rather than moving back to the regular school. Like Ninth Grade Academies, Twilight Schools started under this grant would have their own section of the building, and their own assistant principal, teachers, and counselors.

- ■ Credit Retrieval. A reason that many youth drop out of school is that they become hopelessly behind in credits. Credit retrieval or recovery classes allow students to make up courses that they failed using educational software under the direction of a teacher instead of repeating entire semesters of work. Credit retrieval can be useful to a range of students—helping older youth who are far behind in credits, keeping younger youth from falling too far behind their age

cohort in credits, and helping older students who need only a few more credits to graduate.

- Block Scheduling. Block scheduling allows students to take four courses for 75 minutes a day each semester instead of seven courses for 50 minutes each. This allows students to focus more on a smaller set of courses, and for teachers to work with a much smaller set of students each semester. Block scheduling gives teachers a chance to work collaboratively in serving each student, and provides additional time for joint planning by teachers.

- Double and Triple Doses of Reading and Math. Key predictors of a student dropping out of school are failing ninth grade English or Algebra and having high truancy in the ninth grade. Providing entering and repeating ninth graders with double or triple doses of reading and math during the day can address these causes of youth eventually dropping out of school.

- Reduced Class Sizes in Algebra and Selected Other Courses. Reducing class sizes across the high school from say 27 to 22 may have a minimal impact on student performance, but strategically reducing class sizes in difficult subjects such as Algebra from 27 students to 10 could result in a significant increase in performance.

- Summer Transition Programs for Entering Ninth Graders. These programs would include identifying and contacting in June the eighth graders who will be attending the high school in the fall, and then providing them with a summer transition program or summer camp to prepare them for high school. These summer programs could focus on anti-violent behavior, peer mediation, study skills, and reading and math remediation.

- Vouchers for outside tutoring and supportive services. Such vouchers would allow parents and students to choose among various local organizations to

receive tutoring and supportive services aimed at helping the student succeed in school.

The Department expects that these various educational interventions will be accompanied by extensive staff development efforts, which will include professional development time devoted to the teacher's academic content area, training on instructional methods, training on teachers collaborating across subject areas, and having teams of expert teachers work on an ongoing basis observing teachers and providing them guidance for improvement.

Many of the educational interventions described here combined make up the *Talent Development High School* Model designed by the Center for Social Organization of Schools at Johns Hopkins University, and applicants may select to replicate this entire model. It is described in more detail at the Center's website at http://web.jhu.edu/CSOS/tdhs/index.html. The educational interventions described here are also consistent with the principles developed by Theodore Sizer in the *Coalition for Essential Schools* model, and applicants may select replicating that model. It is described in more detail at the Coalition for Essential School website at http://www.essentialschools.org/. The educational interventions described here are also consistent with the middle school reforms recommended by the Carnegie Corporation in their *Turning Points* report, http://www.carnegie.org/sub/research/index.html#adol. Applicants may also wish to consider in designing their projects the work of the Consortium on Chicago Public School Research and the Turnaround Challenge report by Mass Insight referenced earlier in this grant announcement.

#3. Employment Strategies. The employment component should emphasize internships for juniors and seniors in high-growth occupations and industries. These internships can occur

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during afternoons on school days or during the summer. Points to consider in designing this component include:

- To the extent that the school is broken down into career-focused academies, this employment component should be tied to the themes of these academies. See MDRC's research on Career Academies at http://www.mdrc.org/project_29_1.html.

- These internships should be carefully designed so that students are doing useful work to earn their wages as opposed to job shadowing or sitting idly at their desks.

- Developing these internships will require linkages to major corporations in the city, including possibly corporations willing to adopt the school both to provide internships to the students and to have their employees serve as mentors to the students.

- Implementing this component will also require developing a partnership with the local workforce system to provide access both to the corporations represented on the Workforce Investment Board and the service providers funded by the local workforce system.

- The employment component can also include efforts to expose students to careers and to coordinate with industry-based youth organizations. See the Web sites of Skills USA (http://www.skillsusa.org/) and Health Occupations Students of America (http://www.hosa.org/natorg.html).

- The employment component should also include efforts to expand the career awareness of students and to make them aware of the educational requirements of various careers.

- Some grant funds may be used for wages for these after-school and summer internships. Summer internship efforts should be coordinated where appropriate with summer jobs programs operated by the local Workforce Investment Board.

■ In designing the employment component, grantees will need to do a scan of existing DOL-funded initiatives in the community, including the WIA formula youth program, WIRED, Beneficiary Choice projects, community-based job training projects, youth offender projects, and high-growth job training grants, to determine potential linkages.

#4. Efforts to Improve the School Environment and Student Behavior. This component can include conflict resolution classes, anti-bullying efforts, student courts, peer mediation, anger management classes, crisis intervention strategies, increased involvement of parents, and training teachers in effective classroom management. This component should include both school-wide activities and efforts targeted towards the students who are causing the most discipline problems at the school. Resources for developing this component of the program include:

■ *Safeguarding Our Children: An Action Guide* was produced by the Center for Effective Collaboration and Practice of the American Institutes for Research and the National Association of School Psychologists under a cooperative agreement with the U.S. Department of Education. This guide presents a comprehensive plan for preventing school violence. It is available at http://cecp.air.org/guide/aifr5_01.pdf.

■ The *Resolving Conflict Creatively Program* is a nationally recognized violence prevention program developed by Educators for Social Responsibility (ESR), a non-profit organization that offers comprehensive programming, staff development, and consultation to schools. ESR has also developed a *Partners in Learning Program* specifically for high schools that covers failing students, classroom discipline, school-wide discipline, positive peer culture, peer

mediation, and countering bullying. More information is available at

http://www.esrnational.org/index.php?location=high_school&l=hs.

#5. Case Management. This component will provide a team of full-time advocates for youth

stationed at the school serving as case managers. The Department sees these case managers or

advocates as assisting school counselors in addressing the behavioral, truancy, and academic

problems of youth, and in linking students to available social services. The Department also sees

these case managers or advocates getting to know the parents of youth and making home visits to

the youth. The Department expects that a CBO experienced in providing social services in

schools with large numbers of at-risk youth will have the lead in operating this component of the

program. This can be the same CBO that will be operating the mentoring component or it can be

a different CBO. Consistent with the mentoring component, the Department does not expect that

every student in the school will be assigned to a case manager or advocate, but that a sufficient

proportion of students will be served through this component to make a difference in the school

climate.

There are many models of in-school case management programs which grantees can use or build

upon in developing their own program. Such models include:

- The Communities in Schools model emphasizes bringing to schools the social

    service and health resources available from the community. Site coordinators

    within schools identify the social service needs of individual students and find

    the appropriate community resources to address those needs, whether it be

    eyeglasses, tutoring, food, or a safe place to be. See http://www.cisnet.org/.

- The Quantum Opportunity Program (QOP), developed by OIC of America,

    focuses on advocates staying with the same small group of entering ninth graders

throughout the students' four or sometimes five years of high school. Each QOP advocate is assigned to roughly 20 entering ninth graders. QOP also includes academic remediation, life skills, and community service components. The QOP model has been evaluated through a random assignment study. The program did not produce impacts overall across the seven sites studied, but did have positive impacts in selected sites and with youth who were under age 14 at enrollment. See http://www.mathematica-mpr.com/publications/pdfs/QOPfinalimpacts.pdf.

■ The Jobs for America's Graduates' Multi-Year Dropout Prevention Program has career specialists within schools working with groups of 35 to 45 students to keep the youth on track to graduation. The program starts working with youth in the ninth grade and continues through graduation and one-year of follow-up after graduation. See http://www.jag.org/model.htm.

■ The Violence-Free Zone model developed by the Center for Neighborhood Enterprise uses mature young adults who are from the same neighborhoods as the students in the schools that they serve. The Youth Advisors serve as hall monitors, mentors, counselors, and role models for youth. See http://www.cneonline.org/pages/Violence-Free_Zone

■ The Futures Program in Baltimore operated by the Mayor's Office of Employment Development provides advocates in schools to offer tutoring, incentives, cultural enrichment, and work experience to youth. See http://www.oedworks.com/youthserv/index.htm.

■ The Partnership for Results program in the Auburn, New York school district uses counselors to conduct home visits and provide links to various social services to families of students with severe behavioral and truancy problems. See http://www.partnershipforresults.org/.

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- The College Bound Foundation model emphasizes assisting students to go on to college. The Foundation places College Access Program Specialists in Baltimore City's public high schools to help students and their parents learn about opportunities to attend college, and to make sure students take academic courses to prepare for college, take the PSAT and SAT tests on time, apply for college admission on time, and apply for available student aid. See http://www.collegeboundfoundation.org/.

II. Award Information

A. Award Amount

Grants to serve high schools with enrollments of 1,000 students or more will amount to $3,167,575 a year for each of two years. Grants to serve high schools with enrollments of less than 1,000 students, including ungraded special education schools that primarily serve students ages 14 and above, will amount to $1,781,761 a year for each of two years. The Department expects to award five grants to larger high schools and five grants to smaller high schools. Applicants should request in their proposals the entire $6,335,151 covering two years of operation for the larger high schools and the entire $3,563,523 covering two years of operation for the smaller schools. These grants will be funded incrementally, with roughly 40 percent of the funds being provided in June of 2008 and the balance being provided in October 2008. Each grant may receive additional years of funding depending on the availability of such funds and satisfactory performance.

B. Period of Performance

Grants will be awarded for an initial 38 month period of performance, which may be later extended with grant officer approval. This period of performance includes a planning period of

up to 14 months leading up to the start of the school year in September 2009, and an operations period of two years. Applicants should budget for two years of direct service delivery for each major component. Grantees do not need to use the entire 14-month planning period and can stagger the implementation of their major components. For example, grantees have the option of opening a 9th Grade Academy this fall and then implementing the other major components the following fall. In this case, grantees would still budget the 9th Grade Academy for two years of operation and the remaining components for two years of operation. All program components need to be started by the beginning of the 2009 school year. If grantees start all of their components early, they will complete their two years of operation early before the end of the 38-month period of performance. Grantees must provide separate budgets for planning and operations, and indicate the anticipated length of their planning period. Grantees should be judicious in their use of planning funds and careful to use them specifically for planning components associated with this grant.

III. Eligibility Information and Other Grant Specifications

A. Eligible Applicants

Either school districts or CBOs can apply for these grants. Applications can only be submitted for projects to serve high schools that have been identified by the State Department of Education for the 2007-2008 school year as persistently dangerous under section 9532 of the Elementary and Secondary Education Act. This includes ungraded special education schools that primarily serve students ages 14 and above. High schools that have been identified as persistently dangerous this year are located in the school districts of Baltimore City, New York City, Berkshire Farms (New York), Salem-Keiser (Oregon), Philadelphia, and Puerto Rico. These high schools and their most recently available enrollment level are listed in Section VIIIA below. Schools that had been identified as persistently dangerous this school year, but that have had this designation removed because of successful appeals are not eligible for award. School districts

may apply for persistently dangerous schools that are the subject of ongoing appeals regarding their persistently dangerous status, but the application should note that such an appeal is in process and the appeal process will need to be resolved prior to award.

School districts applying will need to have one or more CBOs as sub-grantees/contractors to operate at a minimum the mentorship component. These proposed CBO sub-grantees/contractors do not need to be listed in the application, as the Department strongly encourages the use of competition in selecting sub-grantees and contractors either before or after grant award. CBOs applying will need to have the school district as a partner, with a memorandum of understanding signed by the school district included in the application. To be eligible to apply for these grants as a CBO, organizations must be not-for-profit entities and can operate either nationally or locally. Separate applications must be submitted for each high school to be served, but school districts and CBOs may submit as many applications as they have eligible schools.

Because the Department intends that activities started with these grants will be sustained over time, school districts and CBOs must include in each application a statement by the school district that there are no plans currently in place to close the school that is the focus of the proposal.

Note: DOL/ETA's acceptance of a proposal and award of Federal funds to sponsor any program do not provide a waiver of any grant requirements and/or procedures. 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 DOL/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.

B. Cost Sharing or Matching

There are no cost-sharing or matching requirements for these grants.

C. Other Eligibility Requirements

All students enrolled in the target high school are eligible for services under this grant, including

youth who are no longer attending but still listed as enrolled.

D. Legal Rules Pertaining to Inherently Religious Activities by Organizations that Receive

Federal Financial Assistance.   Direct Federal grants, sub-award funds, or contracts under this

program shall not be used to support inherently religious activities such as religious instruction,

worship, or proselytization. Therefore, organizations must take steps to separate, in time or

location, their inherently religious activities from the services funded under this program.

Neutral, secular criteria that neither favor nor disfavor religion must be employed in the selection

of grant and sub-grant recipients. In addition, under the Workforce Investment Act of 1998 and

DOL regulations implementing the Workforce Investment Act, a recipient may not use direct

Federal assistance to train a participant in religious activities, or employ participants to construct,

operate, or maintain any part of a facility that is used or to be used for religious instruction or

worship. See 29 CFR 37.6(f). Under WIA, ''no individual shall be excluded from participation

in, denied the benefits of, subjected to discrimination under, or denied employment in the

administration of or in connection with, any such program or activity because of race, color,

religion, sex (except as otherwise permitted under Title IX of the Education Amendments of

1972), national origin, age, disability, or political affiliation or belief.'' Regulations pertaining to

the Equal Treatment for Faith-Based Organizations, which includes the prohibition against

Federal funding of inherently religious activities, can be found at See 29 CFR Part 2, Subpart D.

Provision relating to the use of indirect support (such as vouchers) are at 29 CFR 2.33(c) and 20 CFR 667.266.

A faith-based organization receiving federal funds retains its independence from Federal, State, and local governments, and may continue to carry out its mission, including the definition, practice, and expression of its religious beliefs. For example, a faith-based organization may use space in its facilities to provide secular programs or services funded with Federal funds without removing religious art, icons, scriptures, or other religious symbols. In addition, a faith-based organization that receives Federal funds retains its authority over its internal governance, and it may retain religious terms in its organization's name, select its board members on a religious basis, and include religious references in its organization's mission statements and other governing documents in accordance with all program requirements, statutes, and other applicable requirements governing the conduct of HHS funded activities.

Faith-based and community organizations may reference the "Guidance to Faith-Based and Community Organizations on Partnering with the Federal Government" at:
http://www.whitehouse.gov/government/fbci/guidance/index.html.
<http://www.whitehouse.gov/government/fbci/guidance/index.html>

IV. Application and Submission Information

A. Address to Request Application Package

This SGA contains all of the information and links to forms needed to apply for grant funding.

B. **Content and Form of Application Submission**

The proposal will consist of two separate and distinct parts -- a cost proposal and a technical proposal. Applications that fail to adhere to the instructions in this section will be considered non-responsive and will not be considered.

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

- The Standard Form (SF) 424, "Application for Federal Assistance" (available at http://www.whitehouse.gov/omb/grants/sf424.pdf).   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 representative of the applicant._

- All applicants for Federal grant and funding opportunities are required to have a Dun and Bradstreet (DUNS) number. See Office of Management and Budget (OMB) Notice of Final Policy Issuance, 68 FR 38402 (June 27, 2003). Applicants must supply their DUNS number on the SF 424. The DUNS number is a nine-digit identification number that uniquely identifies business entities. Obtaining a DUNS number is easy and there is no charge. To obtain a DUNS number, access this website: www.dunandbradstreet.com or call 1-866-705-5711.

- The SF 424A Budget Information Form (available at http://www.whitehouse.gov/omb/grants/sf424a.pdf). In preparing the Budget Information Form, the applicant must provide a detailed backup budget for both the planning and operations aspects of the project, with a narrative explanation in support of the request. The budget narrative should break down the budget and leveraged resources by project activity, should discuss cost-per-participant, and should discuss precisely how the administrative costs support the project goals. Administrative costs do not need to be identified separately from program costs on the SF 424A Budget Information Form.

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Please note that applicants who fail to provide a SF 424, SF 424A and/or a budget narrative

will be removed from consideration prior to the technical review process. If the proposal

calls for integrating WIA or other Federal funds or includes other leveraged resources, these

funds should not be listed on the SF 424 or SF 424A Budget Information Form, but should be

described in the budget narrative and in Part II of the proposal. The amount of Federal

funding requested for the entire period of performance should be shown on the SF 424 and

SF 424A Budget Information Form. 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 at http://www.doleta.gov/sga/forms.cfm.

Part II. The Technical Proposal. The Technical Proposal will demonstrate the

applicant's capability to plan and implement a project in accordance with the provisions of this

solicitation. The guidelines for the content of the Technical Proposal are provided in Part V

Section A of this SGA. The Technical Proposal is limited to twenty (20) double-spaced single-

sided pages with 12 point text font and one-inch margins. Any pages submitted in excess of this

20 page limit will not be reviewed. In addition, the applicant must provide a letter from the

school superintendent committing to not displace state and local funds going to the high school

with these grant funds and stating that there are no plans currently in place to close the high

school. Also, CBOs applying for these grants must include evidence of not-for-profit status.

These additional materials do not count against the 20-page limit for the Technical Proposal.

Applicants submitting proposals in hard-copy 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

hard-copy are also requested, though not required, to provide an electronic copy of the proposal

on CD-ROM.

C. Submission Date, Times, and Addresses

The closing date for receipt of applications under this announcement is XXXXXXXXX.

Applications must be received at the address below, or electronically received at the website

below, no later than 5 p.m. (Eastern Daylight Saving 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: James W. Stockton,

Reference SGA/DFA PY 07-09, 200 Constitution Avenue, NW., Room N-4716, 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 overnight mail 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). Any application

received after the deadline will not be accepted. It is strongly recommended that that before the

applicant begins to write the proposal, applicants immediately review the Grants.gov Web site

including all frequently asked questions, and initiate and complete "Get Started" registration steps

at http://www.grants.gov/GetStarted. These steps may take multiple days to complete, and this

time should be factored into plans for electronic application submission in order to avoid facing

unexpected delays that could result in rejection of an application as untimely. If submitted

electronically through http://www.grants.gov, the application must be submitted as either .doc., .pdf., or .xlx files.

Late Applications: 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) was sent by professional overnight delivery service or properly submitted and accepted by Grants.gov to the addressee not later than one working day prior to the date specified for receipt of applications. It is highly recommended that online submissions be completed one working day prior to the date specified for receipt of applications to ensure that the applicant still has the option to submit by overnight delivery service in the event of any electronic submission problems. Applicants take a significant risk by waiting to the last day to submit by Grants.gov. ``Post marked'' means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. 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.

Applications may be withdrawn by written notice or telegram (including mailgram) received at any time before an award is made. Applications may be withdrawn in person by the applicant or by an authorized representative thereof, if the representative's identity is made

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known and the representative signs a receipt for the proposal.

D. Intergovernmental Review

This funding opportunity is not subject to Executive Order (EO) 12372,

"Intergovernmental Review of Federal Programs."

E. Funding Restrictions

All proposal costs must be necessary and reasonable in accordance with Federal

guidelines. 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. Applicants will not be entitled to

reimbursement of pre-award costs. Funds provided under these grants shall only be used for

activities that are in addition to those that would otherwise be available in the local area in the

absence of such funds. In accepting funds under this grant as either the grant recipient or sub-

recipient, the school district agrees not to divert funds received through this grant to other

purposes by reducing the annual budget the school would have received in the absence of the

grant. The Department prohibits paying for security officers, police officers, and clinical

psychologists with funds provided under this grant. Paying for food is only allowable in

circumstances in which it is integral to a training activity. Grant funds may be used to pay wages

to students for after-school and summer internships as long as students are assigned real work at

these internships, but grant funds cannot be used for paying stipends to youth. Grantees must

submit an implementation plan and detailed budget for project officer review and approval prior

to starting operations. If grantees are starting some components sooner than others, they can

submit separate plans for the components as they are ready to start them.

Indirect Costs. As specified in OMB Circulars on Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular 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 the grant award. The Federal Cognizant Agency is generally determined based on the preponderance of Federal dollars received by the recipient.

Administrative Costs. An entity that receives a grant to carry out a project or program may not use more than 10 percent of the amount of the grant to pay administrative costs associated with the program or project. Administrative costs could be both direct and 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 as specified above.

V. Application Review Information

A. **Evaluation Criteria**

This section identifies and describes the criteria that will be used to evaluate proposals submitted. These criteria and point values are:

Criterion	Points
1. Statement of Need	15
2. Analysis of the problems faced by the school and its students	20
3. Project design	45
4. The commitment of the applicant and the community to the project and the quality of proposed staff	20
Total Possible Points	100

The rated components listed above make up the Technical Proposal (along with the additional requirements listed in section IV. B).

1. STATEMENT OF NEED (15 points)

- Provide the number of students in the school's ninth grade class (both entering ninth graders and repeating ninth graders) in the fall of 2003 and the number of students who graduated from the school in the spring of 2007. If the school includes only grades 10 through 12, provide the number of 10th graders in the fall of 2004 and the number of students who graduated from the school in the spring of 2007.
- Discuss the number and severity of behavioral incidents in the school during the past two school years.
- Discuss the extent of juvenile crime and youth gangs in the community served by the school. If the school draws students from the entire city, describe the extent of juvenile

crime and youth gangs in the communities from which most students are drawn. Where possible, provide data on the level of juvenile crime and youth gang involvement in the community or communities served.

- Ungraded schools serving students with special needs should discuss the behavioral issues and academic challenges faced by their students instead of the three discussion points above.

Proposals will be evaluated under this criterion based on:

- The percentage of students lost between the ninth grade class in the fall of 2003 and the graduating class in the spring of 2007, or for schools that include only grades 10 through 12, the percentage of students lost between the tenth grade class in the fall 2004 and the graduating class in the spring of 2007 (5 points).
- The number and severity of behavioral incidents per student in the school during the past two school years (5 points).
- The extent of the juvenile crime and youth gang problem in the community served by the school (5 points).
- Ungraded schools serving students with special needs will be evaluated based on the severity of the behavioral problems and academic challenges of the students that they serve, with a maximum total of 15 points for their answer.

2. ANALYSIS OF THE PROBLEMS FACED BY THE SCHOOL AND ITS STUDENTS (20 points)

If a school district is applying, this section should be prepared jointly by the school district and the principal and staff of the high school. If a CBO is applying, it should be prepared jointly by

the school district, principal and staff of the high school, and the CBO. The section should present a discussion of the problems and challenges faced by the school and its students, and a discussion of why students drop out without graduating and of why students become involved in behavioral incidents at the school or in juvenile crime or youth gangs outside the school. This section should also provide evidence that the principal and staff of the school were involved in these discussions.

Proposals will be evaluated under this criterion based on:

- The clarity of the discussion of the problems and challenges faced by the school and its students (10 points).
- Evidence that the school principal and staff were active participants in these discussions. Such evidence could include, for example, dates of meetings held (10 points).

3. PROJECT DESIGN (45 points)

We are asking you to describe your project design in two ways in this section—(1) in a summary form in the matrix below and (2) in a more detailed way in a narrative.   Begin this section by filling out the matrix below by inserting the new activities to be funded under this grant that will be directed towards (1) the whole school; (2) particular target groups of at-risk youth, such as entering ninth graders and repeating ninth graders; and (3) individual youth who present the greatest challenges relating to misconduct, truancy, and poor school performance. Use the matrix to show how new activities will be introduced at all three of these levels to improve student attendance, behavior, effort, and course performance.

Here are some examples. (1) If mentors will be provided to particular target groups of students and to individual students with the greatest challenges and if the mentors will attempt to improve

student attendance, behavior, motivation, and course performance, then mentoring should be listed in all of the blocks relating to target groups and individual youth. (2) If tutoring and credit retrieval will be made available to all students, then both of these activities should be listed in the block for initiatives affecting the whole school to improve student course performance. (3) If conflict resolution skills will be taught to all students in the school, then it should be listed as an initiative affecting the whole school aimed at improving student behavior. (4) If new counselors are to be hired to conduct home visits to chronically truant students, it should be listed as an initiative aimed at students with greatest challenges to improve attendance. (5) If a Twilight School will be started for repeating ninth graders to improve their attendance, behavior, motivation, and course performance, it should be listed as an activity in all four blocks for targeted at-risk groups. There can be one, two, three, or more activities listed in each block.

	Improving Student Attendance	Improving Student Behavior and Reducing Violence	Improving Student Effort and Motivation	Improving Student Course Performance
Initiatives Affecting Whole School				
Initiatives Targeted at Specific At-Risk Groups (for example, all 9th graders,				

repeating 9th graders, juvenile offenders, and teen parents)				
Intensive Interventions for Individual Students with Greatest Challenges				

In addition to completing the matrix, provide a narrative that describes your strategies in detail that includes the following:

■ More complete information on each of the strategies identified in the matrix, including roles and responsibilities for identified project partners;

■ Implementation plans to meet the required project components in Part I of the grant announcement:

1. Turnaround Team: Discuss who will serve on this team, including community-based and faith-based organizations and groups. Discuss the roles and responsibilities of the Turnaround Team.

2. Mentoring: Describe how the mentoring component will be carried out, including how mentors will be recruited, screened, and trained, the

anticipated number of students who will receive mentors, and the number of full-time staff to be hired for this component.

3. Educational Strategies: Discuss the educational strategies that you will implement with grant funds. Provide details regarding how you will implement each strategy, including the number of full-time staff positions that will be dedicated to each new strategy and the expected number of students to be served each year by each strategy. Describe the level of staff development that will be provided in implementing these educational strategies. If vouchers for after-school tutoring or supportive services are proposed, describe how the vouchers will be implemented in a way consistent with federal Equal Treatment rules on indirect support of religious organizations.

4. Employment Strategies: Discuss plans for developing internships for juniors and seniors during the school year or during the summer. Discuss ideas for possible places for these internships, and the number of students expected to be involved in the internships. Describe potential linkages with other DOL-funded formula and discretionary youth employment programs that currently exist in the neighborhood served by the school, and possible links with the local Workforce Investment Board and local One-Stop Centers.

5. Improving the School Environment and Student Behavior: Discuss how you will provide students with conflict resolution and anger management skills, how you will in other ways promote violence reduction in the school, and the anticipated number of students to be served by this component.

6. Case Management: Discuss plans for carrying out this component, including the number of case managers or advocates you expect to hire, how these case managers or advocates will interact with guidance counselors and staff, the expected number of students to be served each year in this component, and the anticipated case load size.

■ Projected outcomes to be achieved. Indicate for each component the expected outcomes to be attained. For example, the expected outcomes of the mentoring component may be reducing truancy by 5 percent, reducing behavioral incidents by 10 percent, and increasing the percentage of ninth graders promoted to the 10th grade by 10 percent.

Proposals will be evaluated under this criterion based on:

▪ The design for school-wide activities, including its potential for having a measurable impact on the school, the extent to which the applicant demonstrates that it has thought through how it will implement the various school-wide activities, and the extent to which it has considered possible links with other DOL grants and other neighborhood programs (15 points).

▪ The design for initiatives aimed at specific target groups, including its potential for having a measurable impact on the school and the extent to which the applicant demonstrates that it has thought through how it will implement the various target group activities (15 points).

▪ The design for initiatives aimed at students with the greatest challenges, including its potential for having a measurable impact on the school and the extent to which the applicant demonstrates that it has thought through how it will implement the various activities aimed at students with the greatest challenges (15 points).

4. THE COMMITMENT OF THE APPLICANT AND THE COMMUNITY TO THE PROJECT AND THE QUALITY OF PROPOSED STAFF (20 points)

If the school district is applying, this section should include:

- A clear statement indicating the school district's commitment to this project, including a commitment to making a good faith effort to sustain initiatives after federal funds cease using average daily attendance funds and other resources. This statement should be backed up by a letter of support from the school superintendent. This letter should acknowledge that "in accepting funds under this grant as either the grant recipient or sub-recipient, the school district agrees not to divert funds received through this grant to other purposes by reducing the annual budget the school would have received in the absence of the grant" and that no plans are currently in place to close the school.

- A description of the experience of key school district staff that will be involved in the project.

- A description of the requirements that will go into the grant announcement for selecting CBO sub-grantees/contractors. The Department strongly encourages the competitive selection of sub-grantees and contractors either before or after grant award.

- A discussion of the community's potential commitment to the project, including a description of organizations that serve the same neighborhoods as the school that could be potential partners, including churches with youth programs, Settlement Houses, Boys and Girls Clubs, Girls Inc, YMCAs, and YWCAs, and how these organizations could help serve as a community-wide net for at-risk youth.

- A discussion of other partners that the school district hopes to develop in implementing this grant, including the juvenile justice system, the local police, the workforce investment system, local foundations, and corporations.

If a CBO is applying, this section should include:

- A clear statement indicating the school district's commitment to this project, including a commitment to making a good faith effort to sustain initiatives after federal funds cease using average daily attendance funds and other resources. This statement should be backed up by a letter of support from the school superintendent. This letter should acknowledge that "in accepting funds under this grant as either the grant recipient or sub-recipient, the school district agrees not to divert funds received through this grant to other purposes by reducing the annual budget the school would have received in the absence of the grant" and that no plans are currently in place to close the school.

- A description of the experience of key CBO and school district staff that will be involved in the project, and of how CBO staff who will serving students will be recruited.

- A description of the experience of the CBO either in providing social services in schools with large numbers of at-risk students or in operating mentoring or other youth-serving programs.

- A description of the requirements that will go into the grant announcement for selecting other CBOs as sub-grantees/contractors. The Department strongly encourages the competitive selection of sub-grantees and contractors either before or after grant award.

- A discussion of the community's potential commitment to the project, including a description of organizations that serve the same neighborhoods as the school that could be potential partners, and how these organizations could help serve as a community-wide net for at-risk youth.

- A discussion of other partners that the CBO and school district hope to develop in implementing this grant, including the juvenile justice system, the local police, the workforce investment system, local foundations, and corporations.

If a school district is applying, proposals will be evaluated under this criterion based on:

- The commitment of the school district to the project, as demonstrated in the letter of support from the school superintendent and evidence in the application that staff at the school district level will be involved in designing and overseeing the proposed project (4 points);

- The experience of school district staff assigned to the project, as demonstrated by their involvement in other efforts to improve and restructure high schools (4 points);

- The requirements that will be included in the grant announcement for selecting CBO sub-grantees (4 points);

- The potential commitment of the community to the project, as demonstrated by the description of organizations that serve the same neighborhoods as the school that could be potential partners and how these organizations could help serve as a community-wide net for at-risk youth (4 points).

- Plans for developing partnerships with other agencies and organizations, as demonstrated by how specific and practical such plans are (4 points).

If a CBO is applying, proposals will be evaluated under this criterion based on:

- The commitment of the school district to the project, as demonstrated in the letter of support from the school superintendent and evidence in the application that staff at the school district level will be involved in designing and overseeing the proposed project (4 points);

- The experience of CBO and school district staff assigned to the project, as demonstrated by their involvement in other efforts to improve and restructure high schools (4 points);

- The experience of the CBO either in providing social services in schools with large numbers of at-risk students or in operating mentoring or other youth-serving programs (4

points).

- The potential commitment of the community to the project, as demonstrated by the description of organizations that serve the same neighborhoods as the school that could be potential partners and how these organizations could help serve as a community-wide net for at-risk youth (4 points);

- Plans for developing partnerships with other agencies and organizations, as demonstrated by how specific and practical such plans are (4 points).

B. Review and Selection Process

Proposals that are timely and responsive to the requirements of this SGA will be rated against the criteria listed above by an independent panel comprised of representatives from DOL. The ranked scores will serve as the primary basis for selection of applications for funding, in conjunction with other factors such as geographic balance; the availability of funds; and which proposals are most advantageous to the Government. Applications that receive a score of 80 and above will be considered for award. 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).

C. Anticipated Announcement and Award Dates

The anticipated date of announcement and award is June 30, 2008. Both school districts and CBOs applying for these grants should include in their technical proposals the name and contact

information for persons who will be available for discussions with the Department in late June when awards are made.

VI. Award Administration Information

A. Award Notices

All award notifications will be posted on the ETA homepage (http://www.doleta.gov). The notice of award signed by the Grants Officer will serve as the authorizing document. Applicants not selected for award will be notified as soon as possible.

B. Administrative and National Policy Requirements

1. Administrative Program Requirements

All grantees, including faith-based organizations, will be subject to all applicable Federal laws (including provisions of appropriation laws), regulations, and the applicable OMB Circulars. The grant(s) awarded under this SGA must comply with all provisions of this solicitation and will be subject to the following statutory and administrative standards and provisions, as applicable to the particular grantee:

1. 20 Code of Federal Regulations (CFR) 667.220, administrative costs;

2. Non-Profit Organizations –OMB Circular A-122 (cost principles) and 29 CFR part 95 (administrative requirements);

3. Educational Institutions – OMB Circular A-21 (cost principles) and 29 CFR part 95 (administrative requirements);

4. State, local and Indian Tribal – OMB Circular A-87 (cost principles) and 29 CFR part 97 (administrative requirements);

5. All entities must comply with 29 CFR parts 93 and 98 and, where applicable, 29 CFR parts 96 and 99;

6. In accordance with Section 18 of the Lobbying Disclosure Act of 1995, Public Law 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 received Federal funds and grants;

7. 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;

8. 29 CFR part 30 – Equal Employment Opportunity in Registered Apprenticeship and Training;

9. 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;

10. 29 CFR part 32 – Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance;

11. 29 CFR part 33 – Enforcement of Nondiscrimination on the Basis of Handicap in Programs or Activities Conducted by the Department of Labor;

12. 29 CFR part 35 – Nondiscrimination on the Basis of Age in Program or Activities Receiving Federal Financial Assistance from the Department of Labor;

13. 29 CFR part 36 – Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance;

14. 29 CFR part 37 – Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Investment Act of 1998 (WIA);

15. 29 CFR part 1926, Safety and Health Regulations for Construction of the Occupational Safety and Health Act (OSHA); and

16. 29 CFR part 570, Child Labor Regulations, Orders and Statements of Interpretation of the Employment Standard Administration's Child Labor

Provisions.

2. Special Program Requirements

Evaluation. DOL will require that grantees participate in an evaluation of overall

performance.   To measure the effect of the project, DOL will arrange for or conduct an

independent evaluation of the outcomes and benefits of the project. The grantee must agree to

make records on participants, employers and funding available, and to provide access to program

operating personnel and participants, as specified by the evaluator(s) under the direction of DOL,

including after the expiration date of the grant.

ETA Intellectual Property Rights. Applicants should note that grantees must agree to provide

DOL/ETA a fully paid, nonexclusive and irrevocable license to reproduce, publish, or otherwise

use for Federal purposes all products developed or for which ownership was purchased 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.

C. Reporting and Accountability

These grants will be subject to performance standards measuring their progress in meeting the

goals of the grants. The problems of truancy, failing the ninth grade, having low reading and

math skills, dropping out of school, creating behavioral problems in school, and participating in

violence and gangs are all interrelated, and the performance measures for these grades will reflect

each of these. National goals will be set after grant award in the following areas:

- Decreasing the number and seriousness of behavioral incidents at the school:

    This will require tracking the number and type of behavioral incidents at the

school each year. This information is already collected by school districts.

- Decreasing the number of students who become involved in the juvenile justice system: This will require increased coordination with the city's juvenile justice system. Such increased coordination also will have positive benefits in serving youth involved in delinquency, as research shows that such youth currently have very poor educational outcomes.

- Improving the high school's daily attendance rate: This will involve tracking the high school's daily attendance. High schools and school districts already collect this information.

- Decreasing its rate of students failing the ninth grade: This will require tracking the number of entering ninth graders who fail the ninth grade and the number of repeating ninth grade who fail the ninth grade a second time. High schools and school districts already collect this information.

- Increasing the reading and math scores of its students: This will involve conducting baseline and follow-up reading and math tests of students. DOL will accept the results of reading and math tests already being conducted by high schools that are the focus of these grants. Given that some special groups of youth such as repeating ninth graders or entering ninth graders will likely receive more concentrated reading and math instruction under this grant, it will make sense from both a programmatic and a performance management standpoint to provide additional reading and math testing of these students.

- Decreasing the school's dropout rate: This will require tracking the number of students in the school's ninth grade each year and the subsequent number of students who graduate four years later. High schools and school districts already collect such information.

- Increasing the proportion of the school's graduating seniors who are placed in

post-secondary education or employment: This will involve documenting the

number of seniors who have either been accepted into a college or have been

placed in employment at the time of their graduation. High schools already

collect such information on college acceptances of students, and this would add

looking at whether youth who are not going on to college have jobs that they will

enter.

- The cost-effectiveness of the program: DOL will coordinate with grantees in

setting this measure and in identifying the data sources necessary for this

element.

Quarterly financial reports, quarterly progress reports, and MIS data will be submitted by

the grantee electronically. Grantees must agree to meet DOL reporting requirements. The

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

Quarterly Financial Reports. A Quarterly Financial Status Report is required until such

time as all funds have been expended or the grant period has expired, whichever is

sooner. Quarterly reports are due 45 days after the end of each calendar year quarter.

Grantees must use ETA's On-Line Electronic Reporting System; information and

instructions will be provided to grantees.

Quarterly Progress Reports. The grantee must submit a quarterly progress report based

on a DOL template to its designated Federal Project Officer within 45 days after the end

of each quarter. This report should provide a detailed account of activities undertaken

during that quarter. The quarterly progress report should be in narrative form and should

include:

1. In-depth information on accomplishments, including project success stories, upcoming grant activities, and promising approaches and processes.

2. Progress toward meeting performance outcomes.

3. Challenges being faced by the grantee in implementing the project.

MIS Reports. Organizations will be required to submit updated MIS data within 45 days after the end of each quarter based on a DOL template that reports on enrollment, services provided, placements, outcomes, and follow-up status.

VII. Agency Contacts

For further information regarding this SGA, please contact B. Jai Johnson, Grants Management Specialist, Division of Federal Assistance, at (202) 693-3296 (please note this is not a toll-free number). Applicants should fax all technical questions to (202) 693-2705 and must specifically address the fax to the attention of B. Jai Johnson and should include SGA/DFA PY 06-10, a contact name, fax and phone number, and e-mail address. This announcement is being made available on the ETA Web site at http://www.doleta.gov/sga/sga.cfm, at http://www.grants.gov, and in the Federal Register.

VIII. Additional Resources and Other Information

A. High Schools and Ungraded Schools that serve primarily students ages 14 and above that have been designated as Persistently Dangerous for the 2007-2008 School Year:

Maryland

- Dr. W.E.B. Dubois High School, Baltimore, 684 students

- Liberal Arts Academy—Walbrook Campus, Baltimore, 389 students

New York

- Jamaica High School, New York City, 2,489 students

- Samuel Tilden High School, New York City, 2,295 students

- The American Sign Language and English Dual Language High School, NewYork City, 166 students

- Berkshire Junior-Senior High School, Canaan, 185 students

- PS 12, New York City, 246 students ages 14 and above

- PS 752, New York City, 535 students ages 14 and above

- PS 754, New York City, 472 students ages 14 and above

- PS 811, New York City. There are four PS 811 schools in New York City, depending which one has been designated persistently dangerous it is eligible if it serves primarily students ages 14 and above.

Oregon

- McKay High School, Salem, 1,791 students

Pennsylvania

- Frankford High School, Philadelphia, 2,057 students

- Germantown High School, Philadelphia, 1,496 students

- John Bartram High School, Philadelphia, 1,931 students

- Abraham Lincoln High School, Philadelphia, 1,970 students

- Martin Luther King High School, Philadelphia, 1,655 students

- Overbrook High School, Philadelphia, 1,993 students

- Samuel Fels High School, Philadelphia, 1,546 students

- South Philadelphia High School, Philadelphia, 1,469 students

- Thomas Fitzsimons High School, Philadelphia, 613 students

- University City High School, Philadelphia, 1,639 students

- West Philadelphia High School, Philadelphia, 1,217 students

Puerto Rico

- Superior Dra. Trina Padilla de Sanz, Arecibo, 732 students

- Superior Dr. Rafael Lopez Landron, Guayama, 1,094 students

- Superior Benito Cerezo, Aguadilla, 616 students

- Superior Medardo Carazo, Trujillo Alto, 781 students

- Superior Judith Vivas, Utuado, 443 students

- Superior Lorenzo Coballes Gandia, Hatillo, 800 students

B. Resources for the Applicant

DOL maintains a number of web-based resources that may be of assistance to applicants:

- Questions and responses submitted to the Grant Officer regarding the SGA will be posted on the Employment and Training website at http://www.doleta.gov. Questions will be received for one month after publication.

C. Other Information

OMB Information Collection No. 1205-0458

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, Office of Management and Budget, Room 10235, Washington, DC 20503. PLEASE DO NOT RETURN YOUR 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 "Solicitation for Grant Applications" will be used by the Department of Labor 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, D.C., this _____ of_____, 2008

Name of Grant Officer should be above the title

Employment and Training Administration, Grant Officer

Billing Code: 4510-FT-P