

U.S. DEPARTMENT OF LABOR

Office of Disability Employment Policy

Notice of Availability of Funds and Solicitation for Grant Applications for the National Technical Assistance and Demonstration Center on Preparing Youth with Disabilities for Employment

Announcement Type: Solicitation for Grant Applications (SGA)

Funding Opportunity Number: SGA 12-XX

Catalog of Federal Domestic Assistance (CFDA) Number: 17.720

Key Dates: The closing date for receipt of applications under this announcement is **[insert date 30 days after date of publication in Federal Register]**. Applications must be received no later than 5:00 p.m. Eastern Time.

Addresses: Mailed applications must be addressed to the U.S. Department of Labor, Office of Assistant Secretary of Administration and Management, Office of Procurement Services, Attention: Cassandra Mitchell, Grant Officer, Reference SGA 12-XX, 200 Constitution Avenue, NW, Room N2458, Washington, DC 20210. For complete application and submission information, including online application instructions, please refer to section IV.

Summary:

The U.S. Department of Labor (DOL or Department), Office of Disability Employment Policy (ODEP) announces the availability of up to \$1.1 million to fund a cooperative agreement to

manage and operate the **National Technical Assistance and Demonstration Center on Preparing Youth with Disabilities for Employment (Center)**. The Center will continue to build upon the work of ODEP's previously funded youth technical assistance center, the National Collaborative on Workforce and Disability for Youth (NCWD/Y).

The Center will provide technical assistance, training, and information to Workforce Investment Act (WIA)-funded youth programs and current and former DOL grantees, and future PROMISE¹ grantees, to aid them in integrating evidence-based effective practices for improving transition results for young people with disabilities enrolled in these programs. The Center will use the Guideposts for Success (described below) as a transition framework and recognize that youth, families, educators, workforce professionals and other stakeholders must work together to increase employment expectations for youth with disabilities. The Center will build capacity within and across both generic and disability-specific youth service delivery systems to improve employment and post-secondary education outcomes for youth with disabilities. To accomplish this goal the Center will focus on the following three areas:

- Career Exploration, Management and Planning: providing technical assistance around strategies to improve pathways to further education and careers for youth with disabilities;
- Youth Development and Leadership: increasing the knowledge and leadership skills of youth receiving services from a variety of systems, enabling youth to become engaged stakeholders and skilled contributors to youth serving systems;

¹ PROMISE (Promoting Readiness of Minors in Supplemental Security Income) is a joint initiative of the Social Security Administration (SSA), Department of Education (ED), Department of Health and Human Services (HHS), and Department of Labor (DOL). For more information please see www.ed.gov/promise.

- Professional Development: working to increase the capacity of youth-serving systems to provide quality training to staff, which will result in improved services and better outcomes for all youth, including those with disabilities.

The Center will work in collaboration with federal, state and local agencies across multiple systems including education, workforce, juvenile justice, foster care, transportation, mental health, vocational rehabilitation and others on effective practices and other issues related to the transition of youth. To improve outcomes for youth ages 12 to 24, the Center will utilize social media and other electronic tools to influence its target audience of youth as they transition to adulthood and the people who support them, including their peers, families, educators, workforce professionals, and policymakers. The Center will maintain an accessible Web site containing online resources and publications and will conduct trainings both in person and electronically (web-based and telephonic). The Center will conduct outreach and establish and maintain effective working relationships and collaborations with a broad range of entities with the goal of sharing knowledge and promoting the adoption and implementation of policies and effective practices that improve transition outcomes. The Center will contribute to ODEP's annual performance measures through the development of policies and effective practices, the dissemination of this information, and the promotion of their adoption and implementation.

Funding of up to \$1.1 million will be awarded through a competitive process for a 12-month period of performance, with the possibility of up to 4 option years of funding depending on the availability of funds and satisfactory performance.

This solicitation provides background information, 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 grantee.

I. Funding Opportunity Description

A. Background

1. ODEP Mission, Goals, and Priorities

ODEP provides national leadership by developing and influencing disability-related employment policies and practices that can be used by employers, service delivery organizations, and people with disabilities to improve employment opportunities.

ODEP is guided by DOL's FY 2011-2016 Strategic Plan and Annual Operating Plans which identified the Agency's outcomes, outputs and key milestones. ODEP's strategic plan requires it to promote the adoption and implementation of ODEP-identified disability employment-related policies and practices by the public workforce system, government agencies and employers. Moreover, ODEP established the following three priority areas to frame its efforts and reflect Secretary Hilda L. Solis' vision of *Good Jobs for Everyone*:

- Priority Area I: Countering employers' low expectations and negative perceptions of people with disabilities;
- Priority Area II: Increasing exposure to role models and access to training, employment and transition services particularly for youth and certain ethnic, cultural and socio-economically disadvantaged groups; and

- Priority Area III: Expanding access to employment supports and accommodations.

The majority of the Center's work will support ODEP's Priority Area II: Increasing exposure to role models and access to training, employment and transition services particularly for youth and certain ethnic, cultural and socio-economically disadvantaged groups. The Center's work will also touch upon Priority Area III. As youth with disabilities exit secondary education and enter post-secondary and work settings, access to employment-related supports and accommodations, where necessary, can help them transition successfully.

2. Need for a Technical Assistance Center

Today's youth with disabilities have higher expectations of their future employment opportunities than previous generations. This is due in part to growing up with legislation such as the Individuals with Disabilities Education Act, which afforded them a free and appropriate integrated education, and the Americans with Disabilities Act that removed many barriers to employment opportunities. Yet research shows that youth with disabilities' employment expectations remain lower than their peers without disabilities.² They continue to feel the impact of pre-existing notions of limited employment pathways available to people with disabilities, and are less likely to have work experiences than their peers without disabilities.³

² Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K. (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.

³ Wagoner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005) *After high school: A look at the post-school experiences of youth with disabilities: A report from the National Longitudinal Study-2 (NSTL-2)*. Menlo Park, CA.

Coupled with the effect of the Great Recession on young workers, who were impacted more than any other age groups, it is not surprising that the employment rates of youth with disabilities are very low. The percentage of 16 to 19 year olds, including those with and without disabilities, employed in June 2000 was 45.2 percent and in June 2010 the same group was employed at a rate of 28.6 percent.⁴ Research consistently demonstrates that paid job experiences while still in high school are one of the biggest predictors of future earnings for youth with disabilities.⁵ First job experiences are significant because they help people assess their strengths and weaknesses in the workplace; determine the tasks they like and do not like to do; and learn how to interact with coworkers.

Starting the work readiness process earlier may help. Although middle school students do not need specific careers goals, they can learn more about themselves and begin to discover who they are and where they want to go. They can begin to develop their plans for successful transitions to secondary education, post-secondary education and training options, and, ultimately, adulthood. Doing so helps youth see the connection between their classes and their future, and to understand how making good choices can help them get to where they want to go. Beginning the process early, during the middle school years, allows youth to alter plans as situations change, which helps them learn more about themselves so that they can make informed decisions. Parents, guardians, counselors,

⁴ Paths to Prosperity. Harvard Graduate School of Education. February 2011. p. 4.

⁵ Brewer, David. "The Impact of Paid Employment on Transitioning Students with Disabilities." *Transitions Policy Brief*. Cornell University ILR School Employment and Disability Institute. 2005, pg. 3.

and educators are an integral part of the support system that students need to stay on track.

According to the U.S. Department of Education, students with disabilities are more likely to drop out of high school than their peers without disabilities. Approximately 30 percent of students with disabilities leave secondary school without completing it. Since earning potential and job opportunities increase with the completion of schooling beyond high school, this drop out rate contributes to the lack of employment options for people with disabilities.

A 2012 survey conducted by the Society for Human Resource Management and the Cornell University Industrial Labor Relations School Employment and Disability Institute revealed that almost half of the employers surveyed actively recruit people with disabilities.⁶ Nearly two-thirds of the employers include disability in their diversity plans. Nonetheless, people with disabilities continue to experience high unemployment. As of April 2012, the U.S. Department of Labor reported that 12.5 percent of people with disabilities were unemployed compared to 7.6 percent of the general population. Even more alarming, is the high number of people with disabilities who choose not to enter the labor force.

3. Description of Current Project

⁶ Hastings, Rebecca. Disability Employment Practices Vary, SHRM/Cornell Research Finds Retrieved May 18, 2012.
<http://www.shrm.org/hrdisciplines/Diversity/Articles/Pages/disabilityemploymentpracticesvary.aspx>

To address these issues and to help youth with disabilities successfully transition from high school to post-secondary education and/or employment, ODEP has funded the National Collaborative on Workforce and Disability for Youth (NCWD/Y) since 2001. NCWD/Y builds capacity within and across both generic and disability-specific youth service delivery systems, conducts research, and provides technical assistance to youth-focused demonstration projects and the workforce development and other service delivery systems.

ODEP has funded these efforts because data demonstrate that although youth with disabilities are not achieving the same employment rates as their peers without disabilities, steps can be taken to improve the outcomes of youth with disabilities in the post-secondary and employment arenas.

ODEP's NCWD/Y is viewed as a leading resource and authority in the United States on the transition process from school to employment for youth with disabilities. ODEP, in collaboration with the NCWD/Y, identified the Guideposts for Success, a set of key educational and career development interventions that can make a positive difference in the lives of all youth, including youth with disabilities. Based on an extensive literature review of research, demonstration projects, and effective practices covering a wide range of programs and services, the Guideposts framework posits that all youth, including those with disabilities, need exposure to: 1) school-based preparatory experiences; 2) career preparation and work-based learning experiences; 3) youth development and leadership; 4) connecting activities, including knowledge of transportation, health care, and financial

planning; and 5) family involvement and support.⁷ In addition to articulating the general needs of all youth, the Guideposts for Success also address the specific needs of youth with disabilities within each of the five categories. The Guideposts framework is being used in policy-making and service design and delivery at the national, state and local levels.

The Center funded through this solicitation will build upon NCWD/Y's past work in the following three areas:

- Individualized Learning Plans (ILPs),
- Youth development and leadership, and
- Professional development for workforce professionals.

Since 2007, NCWD/Y has conducted a research and technical assistance project focused on ILPs. States across the nation are increasingly mandating the use of ILPs as a graduation requirement for all students. Currently, more than 30 states have established laws or regulations requiring these plans for students as mechanisms to ensure they are on college and career pathways.

Since its inception, NCWD/Y has also worked on increasing youth development and leadership opportunities. A highlight of this work occurred in August 2007 when NCWD/Y and partner organizations brought together more than 200 youth and adults in Washington, D.C. for the Blazing the Trail Summit. The purpose of the Summit was to discuss what action steps to take to ensure that all young people are prepared to move

⁷ <http://www.ncwd-youth.info/topic/guideposts>

successfully from youth to adulthood. Representatives from multiple service delivery systems (including Federal government, national youth leadership organizations, foundations, and community based organizations) planned and attended the Summit. As youth with disabilities are often not included in programs that provide opportunities for growth and development, a specific emphasis at the Summit was placed on making sure that youth with disabilities (including those with mental health needs) were included. Approximately one quarter of the participants were youth and young adults, both with and without disabilities.

Another focus area of NCWD/Y's past work is professional development for workforce professionals (adults who work directly with youth). More than 10 years ago NCWD/Y identified this as an area of need and recognized that in order to make the transition from school to adult life and the world of work, youth need support from caring competent adults who are knowledgeable about the barriers youth with disabilities encounter, and about strategies that focus on their strengths. NCWD/Y's work in this area has grown from the research and publication of a background paper to the establishment of ten core competencies for youth service professionals, the development of eight professional development training modules and a cadre of trainers who deliver the modules. The professional development work has also focused on determining what policies are needed to increase the capacity of youth workers.

NCWD/Y maintains a Web site that has had approximately 721,000 unique visitors and includes a robust list of publications touching on a wide range of transition related topics,

including: assessment, disability disclosure, education, employment, families, ILPs, learning plans, legislation/policy, mentoring, professional development, soft skills, universal design, workforce development and youth development and leadership. NCWD/Y has distributed almost 1 million copies of its various publications, provided technical assistance on the phone and through Webinars, and delivered in person trainings to almost 400,000 people.

B. Description and Purpose

1. Purpose of SGA

In the current solicitation, ODEP is seeking an entity to continue to provide similar services to those previously provided by NCWD/Y. ODEP will award a cooperative agreement to manage and operate its youth technical assistance center in order to increase the capacity of youth, families, educators, workforce development entities and other to improve transition outcomes and career pathways for youth with disabilities.

2. Description of Required Components and Services

a. Focus Area Components.

More employers report actively seeking to recruit employees with disabilities. At the same time, Millennials (people born between 1981 and 2002), have fewer opportunities to gain valuable career readiness skills than previous generations. As a result, a gap exists between the positions employers have available and the skills youth with disabilities are prepared to contribute. To address this gap and to support DOL's ongoing initiatives that seek to improve employment-related outcomes for

youth with disabilities, the Center will focus its efforts on three areas as described below:

- i. **Career Exploration, Management and Planning.** Findings from ODEP's ILP research study show that students with disabilities who feel competent in managing the complexities of doing well in school do not feel as confident in career decision-making as do their peers without disabilities. Higher percentages of students with disabilities than their classmates without disabilities⁸ consider career options without knowing very much about the career. The Career Exploration, Management, and Planning component of the Center's work is intended to address this disparity by increasing the skills and knowledge of adults who formally and informally advise youth with disabilities about future employment goals and opportunities. Activities in this area connect to the second Guidepost-- career preparation and work-based learning experiences. The Center will take what was learned from the ILP work and apply it to improving career options for youth with disabilities. The work in this focus area will play a role in ensuring that youth with disabilities are expected to enter career pathways and that the educators, workforce professionals, families and policymakers who support youth with disabilities have the knowledge and tools to help youth achieve their goals.

⁸ Solberg, V. S. H, Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118th Annual Convention of the American Psychological Association San Diego, CA.

Under this focus area, at a minimum, the management and operation of the Center will:

- Increase the capacity of the workforce system (including education) to prepare youth with disabilities for college and career readiness;
- Increase the public's knowledge of the unlimited career options available to people with disabilities while at the same time connecting stakeholders to decision making tools such as labor market information (LMI);
- Research, develop and evaluate policies, tools and techniques needed to encourage youth to identify: (a) how their interests, values and skills relate to possible careers and careers of interest; (b) the skills and activities associated with those careers; (c) what, if any, accommodations will help them succeed in the careers they are exploring; and (d) post-secondary training, two-year, four-year or graduate degree programs needed to successfully pursue those careers;
- Identify, evaluate and promote principles related to more effective career advising, including how youth are prepared for a lifelong process of career management;
- Disseminate tools and information for youth with disabilities to help them acquire the job search skills needed to secure employment and career-specific workforce readiness skills; and
- Develop tools to bridge gaps of knowledge around how to assist youth with disabilities in career exploration, management and planning.

- ii. **Youth Development and Leadership.** This focus area relates to the skills that youth need to develop to explore and manage career decision-making. Research suggests that youth with disabilities who have emerged as leaders in their communities may be well positioned to improve the transition experiences of other people.⁹ The Center’s work will contribute to the development of the next generation of leaders who have high expectations of people with disabilities and the roles they may play in school, work, and community settings.

Under this focus area, at a minimum the management and operation of the

Center will:

- Increase the knowledge of youth receiving services from a variety of systems, enabling youth with and without disabilities to become engaged stakeholders and skilled contributors to the systems rather than mere service recipients.
- Provide training and mentoring to youth who identify as having a disability and are engaged in Workforce Investment Act (WIA) funded programs and other systems that work with transition age youth (e.g., education, juvenile justice, mental health, foster care, etc.) to prepare them to take leadership roles in their schools, workplaces, and community organizations.

⁹ Carter, E., Swedeen, B., Walter, M., Kurkowski, M., and Ting-Hsin, M. C. Perspectives of Young Adults with Disabilities on Leadership. Career Development for Exceptional Individuals. December 2010.

- Assist a group of youth, representing diverse backgrounds and systems, in becoming well informed about the transition process and how the different systems contribute to successful transitions for youth.
- Work with youth to help them develop leadership skills by engaging in peer-to-peer conversations as well as communicating and informing adults about their personal goals and systems changes needed to improve the transition process for other youth.
- Develop systems capacity to effectively include youth with and without identified disabilities in the policy making process.
- Develop a well defined plan for building cross systems transition knowledge based on the input from youth as well as other Center activities.
- Engage youth to ensure that materials (written and in other formats) contain content that is relevant to the experiences of youth and are designed by the Center in a voice that is meaningful to youth (one of the target audiences of this grant).
- Assist youth involved in this project to find venues to share their knowledge and experiences with their peers, families, educators, workforce professionals, and policymakers.

iii. Professional Development. Youth, including youth with disabilities, receive services and supports from multiple systems (education, workforce, juvenile justice, foster care, transportation, mental health, etc.). Often times the staff working directly with youth in these systems do not receive training

about how the different systems impact youth. Research shows the professional development of staff (attaining skills and knowledge through training or experience) leads to better practice with youth, improves program quality, and increases positive youth outcomes.¹⁰ Further, youth service professionals (adults who work directly with youth) provide better services when they have cross-systems knowledge and information about youth development, education, workforce development, and disability fields. Combining and learning this information, however, is frequently challenging.

This focus area will continue the momentum of the professional development work begun by NCWD/Y and further inform ODEP's efforts to increase the professional development of youth service professionals. Much of the work performed in this focus area will center on a pilot demonstration and evaluation of the eight professional development modules that were developed by ODEP under a previous grant.¹¹ Under this focus area, the Center will work to increase the capacity of youth-serving systems to provide quality training to staff, which will result in improved services and better outcomes for all youth, including those with disabilities.

¹⁰ Solberg, V. S. H., Gresham, S., Phelps, L. A., Durham, J., & Haakenson, K (August, 2010). Impact of exposure to quality learning experiences on career development. In V. S. H. Solberg (Symposium Chair) Study of context in career development research with youth populations. Paper presented at the 118th Annual Convention of the American San Diego, CA.

¹¹ The day long training modules are based on the ten competency areas identified by reviewing the work of more than 70 initiatives from across youth development, education, workforce preparation, and disabilities fields from organizations that define competencies, deliver training, and/or certify professionals.

Specifically, under this focus area, the Center must:

- Conduct an analysis of the eight professional development training modules for youth service professionals by testing them across multiple youth programs and systems in at least five states. The types of organizations and array of settings involved in the demonstration may be quite varied, including One-Stop Career Centers, youth development programs, vocational rehabilitation programs, high schools, community colleges and colleges, after-school programs, and job training programs. Similarly, the systems involved must be diverse including, but not limited to, workforce, juvenile justice, foster care, transportation, mental health, health, vocational rehabilitation, education, etc.
- Evaluate the impact of implementation of this comprehensive professional development strategy on a variety of levels, including, but not limited to, Kirkpatrick's model for evaluating training, which includes the following four stages: reaction, learning, transfer, and results.¹² The evaluation must be an integral component of the professional development focus area and must measure multiple levels of learning within the training initiative. The evaluation framework and the tools to conduct the evaluation must be in place prior to any delivery of trainings.

The findings from this demonstration project will be used to further develop this strand of work, and to continue to inform ODEP's policy work around

¹² Kirkpatrick, D. L. (1998). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.

national standards for professional development and the need to increase alignment of professional development trainings across youth systems at Federal, state, and local levels.

A minimum of 25 percent of the Center's budget is to be spent on the components of the work plan relating to the focus area on professional development for workforce professionals.

Staff time and project resources, including geographic areas for implementation and evaluation, dedicated to the professional development focus area will be negotiated with ODEP as part of the cooperative agreement within 30 days of the date of the award.

b. Other Required Services

i. **Guideposts.** The Center will:

- Assess the Guidepost framework and determine if updates are needed;
- Increase the Guidepost's connection and inclusion in national, state and local transition policies and develop hands on tools to increase the ease by which the Guideposts' are implemented by stakeholders, including families, who work directly with youth with disabilities; and
- Leverage state and/or local level cross systems trainings to increase the transition fields' capacity to improve outcomes for youth with disabilities around the Guideposts.

- ii. **Collaboration.** The Center will:
- Consult with other appropriate technical assistance providers within or funded by the Departments of Labor, Education, Health and Human Services, and other Federal agencies in order to encourage systems coordination and increase the capacity of professionals who directly or indirectly impact policies and practices impacting youth with disabilities, and
 - Develop and maintain effective working relationships and collaborations with organizations that respond to and support transition in order to promote the adoption and implementation of ODEP policies and effective practices and improve outcomes for youth.
- iii. **Research and Policy Analysis.** The Center will:
- Produce reports and documents on trends, patterns, and legislation relating to secondary and post-secondary transition interventions, strategies, and supports and other pertinent topics as requested by ODEP; and
 - Prepare and disseminate reports and documents in publications including peer-reviewed journals.
- iv. **Technical Assistance and Training.** The Center will:
- Provide technical assistance, training, and information that integrates evidence-based effective practices for improving transition results for young people with disabilities enrolled in Workforce Investment Act

(WIA)-funded youth programs, future PROMISE grantees, and current and former DOL grantees as requested by ODEP;

- Provide information to educate relevant stakeholders, including state and local policymakers, educators, systems personnel, as well as youth and families, about changes in policy and practice needed in order to increase employment opportunities and wages for young people with disabilities;
- Provide information to parents, educators, youth, workforce professionals, and the general public about the value of having high employment expectations of youth with disabilities; and
- Provide training at venues such as conferences, workshops, seminars, speaking engagements and virtual trainings.

v. **Electronic Technical Assistance.** The Center will:

- Create and maintain a user-friendly Web site that incorporates social media tools with relevant information and documents in a form that meets a government or industry-recognized standard for accessibility;
- Migrate selected content from the www.ncwd-youth.info Web site, if needed, within 30 days of the award, and manage the maintenance and upgrading of the Web site, including implementing innovative state-of-the-art enhancements. At a minimum, the Web site will be user-friendly and will provide information, resources and links related to the Guideposts, career planning and management; and training materials to

increase the capacity of workforce professionals to serve youth with disabilities. It will include links to resources on Federal, state and local agencies and other organizations' Web sites that can assist workforce professionals (including educators) youth and families in preparing youth with disabilities for employment.

vi. **Data collection and program evaluation.** To assess its performance and evaluate the impact of its services, the grantee will collect the data needed to evaluate its service delivery. In addition, it will participate in data collection, analysis and reporting related to ODEP's Operating Plan, the Government Performance and Results Act (GPRA) measurements, and other similar requirements. It will also respond to specific data collection and analysis requests as they arise in order to support ODEP priorities and initiatives. Since ODEP assesses its performance by measuring the numbers of certain outputs shown to lead to its desired outcome goals of adoption and implementation of policies and practices, the grantee will, as requested, report on the numbers of the following:

- Policy Outputs;
- Effective Practices;
- Formal Agreements;
- Entities Receiving Technical Assistance;
- Technical Assistance Events;
- Outreach Events;

- Outreach Event Attendees;
- Outreach Hours; and
- Collaborative Relationships

c. Other Requirements

- i. Accessible Deliverables. All deliverables produced by the grantee must be accessible. See definition of accessible deliverables in Section I.C of the SGA and the Eligibility Information in SGA Section III.E. Universal Access and Design.)
- ii. Tools will be developed utilizing technology and social media to reach the primary audiences of the Center—namely: youth with disabilities, their peers, families, educators, workforce professionals, policymakers, and others who support the transition of people from youth to adulthood.
- iii. Staffing. All proposed staff for the project (with the exception of support staff such as administrative assistants) must have demonstrated expertise in one or more of the following areas:
 - a) Providing technical assistance, advice and guidance on:
 - Career exploration, planning and management;
 - Youth development and leadership and other Guideposts;
 - Professional development for youth service professionals;
 - Family engagement;
 - The Workforce Investment Act; Americans with Disabilities Amendment Act of 2008; Individuals with Disabilities Act and

related legislation impacting the transition of youth with disabilities into post secondary education and employment;

- b) Developing, maintaining and managing content for an accessible Web site;
- c) Creating training and education and outreach materials;
- d) Providing in-person, telephonic and Web-based training to a variety of audiences;
- e) Conducting strategic outreach and communications including the use of social media for education and outreach;
- f) Developing and maintaining collaborative relationships;
- g) Collecting and analyzing data, and
- h) Conducting program evaluations and assessments.

The Project Director must devote at least 50 percent of his or her time to this cooperative agreement.

C. Definitions

1. *Individualized Learning Plan (ILP)* is a tool that high school students use – with support from school counselors and parents – to define their personal interests and goals related to their career and postsecondary education and to plan what courses to take and what activities to participate in during high school to further their interests and achieve their goals.

2. *Collaborative relationships* are defined as documented partnerships that support the identification, dissemination, adoption and/or implementation of ODEP approved policy

strategies and effective practices, but are not formalized through an agreement signed by both parties such as a Memorandum of Understanding (MOU); approved inter/intra-agency agreement; public/private partnership agreement; alliance agreement, or contract to establish study/test sites.

3. *Youth with disabilities* refers to individuals with disabilities who are ages 12 to 24.

4. *Accessible deliverables* means that all deliverables produced by the grantee including, but not limited to, training, training materials, presentations, documents, reports, Web sites, Webcasts, podcasts, forms, PDFs, and all other materials must be accessible and meet the criteria outlined in Section 508 of the Rehabilitation Act of 1998 and Web Content Accessibility Guidelines 2.0 (WCAG 2.0).

II. Award Information

A. Award Amount

ODEP has approximately \$1.1 million available under this competition and expects to fund one cooperative agreement. Any grant application with a proposed value greater than \$1.1 million will be deemed non-responsive and will not be considered.

B. Type of Grant

To achieve the goals of this effort, the Department intends to award a cooperative agreement to the successful applicant. Because of the Federal requirements in a cooperative agreement, close cooperation and coordination between ODEP and the grantee is required. DOL will have substantial involvement in the administration of the agreement and input and approval must be obtained in many instances. Participation in monthly conference calls with ODEP and quarterly meetings (virtual or in person) with collaborative members will be required. In addition DOL involvement will consist of:

1. Approval of any sub-contract related to the cooperative agreement awarded by the grantee after the cooperative agreement award;
2. Approval of any changes to key personnel;
3. Participation in site visits to project areas;
4. Providing advice and consultation to the grantee on specific project criteria;
5. Providing the grantee with technical and programmatic support, including training in DOL monitoring and evaluation systems, and standard procedures regarding DOL management of cooperative agreements;
6. Discussing administrative and technical issues pertaining to the project;
7. Reviewing at reasonable times, all documents including status and technical progress reports, and financial reports. ODEP will provide the format for the reports;
8. Oversight, review and approval of all materials at reasonable times including but not limited to fact sheets, training materials, technical assistance tools, policy documents, press releases and publicity-related materials regarding the project;
9. Oversight and approval of all content and graphics for online resources developed through project activities;
10. Oversight and approval of all requests for training sessions (including in-person, web-based and teleconference events) from outside sources, presentations and exhibits at conferences, and other similar events;
11. Oversight and approval of all requests from outside sources and media contacts for interviews, written articles, and similar requests;
12. Reviewing project evaluation design, and participating with ODEP's independent evaluator.

C. Period of Performance

While this award will be funded for a period of performance of 12 months from the date of execution of award documents, ODEP in its discretion may make available up to four additional years of funding, after giving consideration to such factors as: the availability of funding, the demonstrated satisfactory performance of grant activities and other relevant factors.

This performance period includes all necessary implementation and start-up activities. 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

Eligible applicants are consortia made up of a minimum of three entities that may include a combination of any of the following: public/private non-profits or for-profit organizations including faith-based organizations, and universities and colleges. Among the consortia partners, there must be demonstrated experience and expertise in developing policy, conducting research and evaluation, disseminating information and providing technical assistance on issues important to increasing employment opportunities for youth with disabilities. The required expertise also should include, but need not be limited to:

- Education and career planning for transitioning youth;
- Comprehensive transition services delivery; strategies for systems change;

- Family involvement;
- Professional development strategies for youth service professionals;
- Youth development and leadership; and
- Transportation, health and other related employment support services.

Consortia partners must bring different transition expertise either by representing a specific stakeholder group (i.e., parents, youth, educators, policymakers) and/or a different system (e.g., juvenile justice, education, workforce development, etc.). There must be a member of the consortium designated as the lead grant recipient responsible for overall grant management and serving as the fiscal agent. All applications must clearly identify the lead grant recipient as well as all other members of the consortium and specify what expertise each member brings to the consortium.

According to section 18 of the Lobbying Disclosure Act of 1995, an organization, as described in section 501(c)(4) of the Internal Revenue Code of 1986, that engages in lobbying activities will not be eligible for the receipt of Federal funds constituting an award, grant, or loan. See 2 U.S.C. 1611; 26 U.S.C. 501(c)(4). Funding restrictions apply. See Section IV(5).

Selection of an organization as a grantee does not constitute approval of the cooperative agreement application as submitted. Before the actual cooperative agreement is awarded, DOL may enter into negotiations about such items as project components, staffing and funding levels and administrative systems in place to support cooperative agreement 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. Cost Sharing or Matching

Cost sharing, matching funds, and cost participation are not required under this SGA.

C. Other Eligibility Criteria

No organization or individual investigator/program director may submit more than two separate applications.

D. Eligible Participants

1. Veterans Priority for Participants

The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service for 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. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. The Employment and Training Administration's Training and Employment Guidance Letter (TEGL) No. 10-09

(issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at:

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

E. Other Grant Specifications

1. Transparency

DOL is committed to conducting a transparent grant award process and publicizing information about program outcomes. Posting grant applications on public Web sites is a means of promoting and sharing innovative ideas. For this grant competition, we will publish on the Department's public Web site, or similar publicly accessible location, the Abstracts required by Section IV.B.3 and SF-424 for all applications received.

Additionally, we will publish a version of the Project Narrative required by Section IV.B. Part III, for all those applications that are awarded grants, on the Department's Web site or a similar location. Except for the Abstract, none of the attachments to the Project Narrative described in Section IV.B. Part III will be published. The Project Narratives and Abstracts will not be published until after the grants are awarded. In addition, information about grant progress and results may also be made publicly available.

DOL recognizes that grant applications sometimes contain information that an applicant may consider proprietary or business confidential information, or may contain personally identifiable information. Proprietary or business confidential information is information that is not usually disclosed outside your organization and disclosing this information is likely to cause you substantial competitive harm.

Personally identifiable information is any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.¹³

Abstracts will be published in the form originally submitted, without any redactions. Applicants should not include any proprietary or confidential business information or personally identifiable information in this summary. In the event that an applicant submits proprietary or confidential business information or personally identifiable information, DOL is not liable for the posting of this information contained in the Abstract. The submission of the grant application constitutes a waiver of the applicant's objection to the posting of any proprietary or confidential business information contained in the Abstract. Additionally, the applicant is responsible for obtaining all authorizations from relevant parties for publishing all personally identifiable information contained within the Abstract. In the event the abstract contains proprietary or confidential business or personally identifiable information, the applicant is presumed to have obtained all necessary authorizations to provide this information and may be liable for any improper release of this information.

¹³ OMB Memorandum 07-16 and 06-19. GAO Report 08-536, *Privacy: Alternatives Exist for Enhancing Protection of Personally Identifiable Information*, May 2008, <http://www.gao.gov/new.items/d08536.pdf>.

By submission of this grant application, the applicant agrees to indemnify and hold harmless the United States, the U.S. Department of Labor, its officers, employees, and agents against any liability or for any loss or damages arising from this application. By such submission of this grant application, the applicant further acknowledges having the authority to execute this release of liability.

In order to ensure that proprietary or confidential business information or personally identifiable information is properly protected from disclosure when DOL posts the winning Project Narratives, applicants whose Project Narratives will be posted will be asked to submit a second redacted version of their Project Narrative, with any proprietary or confidential business information and personally identifiable information redacted. All non-public information about the applicant's and consortium members' staff (if applicable) should be removed as well.

The Department will contact the applicants whose Project Narratives will be published by letter or email, and provide further directions about how and when to submit the redacted version of the Project Narrative.

Submission of a redacted version of the Project Narrative will constitute permission by the applicant for DOL to make the redacted version publicly available. We will also assume that by submitting the redacted version of the Project Narrative, the applicant has obtained the agreement from project participants (i.e. sub-awardees, partners, etc.) about what material to redact of all persons and entities whose proprietary, confidential

business information or personally identifiable information is contained in the Project Narrative. If an applicant fails to provide a redacted version of the Project Narrative within two weeks from the date of receipt of directions regarding submission of a redacted version of the Project Narrative, DOL will publish the original Project Narrative in full, after redacting only personally identifiable information. (Note that the original, unredacted version of the Project Narrative will remain part of the complete application package, including an applicant's proprietary and confidential business information and any personally identifiable information.)

Applicants are encouraged to maximize the grant application information that will be publicly disclosed, and to exercise restraint and redact only information that clearly is proprietary, confidential commercial/business information, or capable of identifying a person. The redaction of entire pages or sections of the Project Narrative is not appropriate, and will not be allowed, unless the entire portion merits such protection. Should a dispute arise about whether redactions are appropriate, DOL will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70).

Redacted information in grant applications will be protected by DOL from public disclosure in accordance with Federal law, including the Trade Secrets Act (18 U.S.C. § 1905), FOIA, and the Privacy Act (5 U.S.C. § 552a). If DOL receives a FOIA request for your application, the procedures in DOL's FOIA regulations for responding to requests for commercial/business information submitted to the Government will be followed, as

well as all FOIA exemptions and procedures. 29 CFR § 70.26. Consequently, it is possible that application of FOIA rules may result in release of information in response to a FOIA request that an applicant redacted in its “redacted copy.”

2. Universal Access and Design

The grantee must demonstrate a solid knowledge of Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), as amended, and the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) Level AA. The grantee is responsible for ensuring that all information computer technologies (ICT) deliverables meet or exceed accessibility and universal design requirements under Section 508 and WCAG 2.0 Level AA. The grantee must have the ability and experience in determining 508 compliance of ICT including design specification, testing and verification, and remediation as required.

The grantee will be responsible for acquiring the necessary tools to perform 508 and accessibility testing in multiple computing environments with a comprehensive selection of assistive technologies and must be able to present these findings to ODEP Federal managers. The grantee shall be prepared to present a Government Product Availability Template (GPAT) for each ICT deliverable upon request to support the accessibility level of the various ICT deliverables. These findings must be presented in an accessible electronic format.

All ICT deliverables produced by the grantee must be accessible and meet the criteria outlined in Section 508 of the Rehabilitation Act of 1973, as amended, and the Web

Content Accessibility Guidelines 2.0 (WCAG 2.0) Level AA. ICT deliverables include, but are not limited to: collaborative workspaces and tools, documents and materials, PDFs, forms, online tools, Web sites and mobile applications, Webcasts, Webinars, multimedia, social media, any training and related training materials, PowerPoint and other presentations and presentation materials, Word and electronic document formats, reports, etc. Print materials must be made available in an alternate accessible format when requested.

3. Security

The grantee shall implement the necessary security controls and configuration management for data collection of Personally Identifiable Information (PII). This support shall be in accordance with Department-wide guidelines, policies, procedures and templates that will be in compliance with National Institute for Standards and Technology (NIST) guidance and will satisfy the requirements of the E-Government Act of 2002 including Title III, Federal Information Security Management Act (FISMA), the Clinger-Cohen Act, Office of Management Budget (OMB) guidance, Homeland Security Presidential Directives (HSPD) 7, 8, and 12, and the DOL Cyber Security Program Plan (CSPP). The grantee will respond to security data calls requested by ODEP's Information Security Officer (ISO).

IV. Application and Submission Information

A. How to Apply

This SGA contains all of the information and links to forms needed to apply for grant funding. Additional application packages and amendments to this SGA may be obtained from the ODEP Web site address at www.dol.gov/odep, and the Federal Grant Opportunities Web site address at <http://www.grants.gov>.

Regardless of the method of application submission, all applicants must register with the Federal Central Contractor Registry (CCR) before submitting an application. Step-by-step instructions for registering with CCR can be found at: http://www.grants.gov/applicants/org_step2.jsp. An awardee must maintain an active CCR registration with current information at all times during which it has an active Federal award or an application under consideration. To remain registered in the CCR database after the initial registration, the applicant is required to review and update on an annual basis from the date of initial registration or subsequent updates its information in the CCR database to ensure it is current, accurate and complete. For purposes of this paragraph, the applicant is the entity that meets the eligibility criteria and has the legal authority to apply and to receive the award. Failure to register with the CCR before application submission will result in your application being found non-responsive and not being reviewed.

B. Content and Form of Application Submission

Proposals submitted in response to this SGA must consist of three separate and distinct parts: (I) a cost proposal; (II) a project narrative; and (III) attachments to the project narrative.

Applications that do not contain all of the three parts or that fail to adhere to the instructions in this section will be deemed non-responsive and will not be reviewed. It is the applicant's

responsibility to ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

Part I. The Cost Proposal. A minimum of 25 percent of the Center’s budget is to be spent on the components of the work plan relating to the focus area on professional development for workforce professionals. Staff time and project resources, including geographic areas for implementation and evaluation, dedicated to the professional development focus area will be negotiated with ODEP as part of the cooperative agreement within 30 days of the date of the award.

The Cost Proposal must include the following items:

- SF-424, “Application for Federal Assistance” (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). The SF-424 must clearly identify the applicant and must 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. The signature of the authorized representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). All applicants for Federal grant and funding opportunities are required to have a Data Universal Numbering System (D-U-N-S®) number, and must supply their D-U-N-S® Number on the SF-424. The D-U-N-S® Number is a nine-digit identification number that uniquely identifies business entities. If you do not have a D-U-N-S® Number, you can get one for free through the Web site: <http://fedgov.dnb.com/webform/displayHomePage.do>.

- The SF-424A Budget Information Form (available at <http://apply07.grants.gov/apply/FormLinks?family=15>). In preparing the Budget Information Form, the applicant must provide a concise narrative explanation to support the budget 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. It should also include a description of leveraged resources provided (as applicable) to support grant activities.
- Note that the entire Federal grant amount requested (not just one year) must be included on the SF-424 and SF-424A and budget narrative. No leveraged resources should be shown on the SF-424 and SF-424A. The amount listed on the SF-424, SF-424A and budget narrative must be the same. Please note, the funding amount included on the SF-424 will be considered the official funding amount requested if any inconsistencies are found. Applications that fail to provide an SF-424 including D-U-N-S® Number, SF-424A, and a budget narrative will be considered non-responsive and not reviewed.

Part II. The Project Narrative.

The Project Narrative must demonstrate the applicant's capability to implement the grant project in accordance with the provisions of this solicitation. The successful applicant will describe their comprehensive plan for providing the services and accomplishing the goals discussed in sections I.A. (Background) and I.B. (Description and Purpose) of the SGA. Additional guidance on what should be addressed in the Project Narrative is contained in Section V of the SGA. The Project Narrative is limited to 30 double-spaced

single-sided 8.5 x 11 inch pages with 12 point text font and 1 inch margins. Any materials beyond the specified page limit will not be read. Applicants should number the Project Narrative beginning with page number one. Applications that do not include Part II, the Project Narrative, will be considered non-responsive and not reviewed.

a. Required Components and Services. The Project Narrative must describe in detail how the consortium will approach activities related to each focus areas including: 1) Career Exploration, Management and Planning; 2) Youth Development and Leadership; and 3) Professional Development for youth service professionals including evaluation of the impact of the comprehensive professional development strategy. It must also describe in detail how it will promote the Guideposts for Success through its work including, but not limited to research, policy analysis, technical assistance, and evaluation

The Project Narrative must also describe the applicant's experience with and capacity to:

- Host and maintain a complex, robust and accessible Web site;
- Create expert-level technical assistance, training and outreach documents and materials regarding, transition for youth with disabilities including in accessible formats. Samples of these materials should be included in the attachments;
- Provide expert-level, accessible training sessions regarding professional development for staff and transition-related topics;

The Project Narrative must also include the communication and outreach plan for promoting the Center and its services and describe the strategies that would be used to

establish, maintain and leverage collaborative relationships with appropriate stakeholders with the goal of improving transition outcomes, increasing systems capacity around transition and knowledge sharing, and promoting the adoption and implementation of ODEP policies and effective practices.

b. Project Management and Evaluation Plans.

The Project Narrative must describe the procedures and approaches that will be used to evaluate the project and contribute to ODEP’s annual performance measures and the development of its policies. Each Project Narrative must include:

- A list of the members of the consortium and the lead organization, provide documentation of intent to work together as an appendix attachment, discuss what roles and tasks partners will perform and partners’ areas of expertise as it relates to the five Guideposts;
- A detailed 12 month management plan for project goals, objectives, activities and expected outcomes [A Logic Model must be included to illustrate the connection between grant activities, outputs and outcomes and the outputs and outcomes of ODEP’s logic model. A sample logic model with outputs and outcomes from ODEP’s logic model is included in the SGA as an attachment.];
- A detailed 12 month timeline for project activities, including producing and submitting required reports;
- A detailed outline for an evaluation of the program that references the connection between grant activities and ODEP’s outputs and outcomes and

the applicant's commitment to working with ODEP on all evaluation activities;

- A description of procedures and approaches that will be used to provide ongoing communication, collaboration with, and input from ODEP's Project Officer on all cooperative agreement-related activities;

c. Staffing. The Project Narrative must describe the proposed staffing for the project and must identify and summarize the qualifications of the personnel who will carry it out. In addition, the applicant must provide an organizational chart for staff that will operate the proposed project. In instances where the project is part of the work of a larger organization, please include a diagram that indicates where the proposed project will fit within the larger organization. (The organizational chart can be an attachment and does not count toward the 25 page limit for the Project Narrative). In addition, the evaluation criteria listed in Section V includes consideration of the qualifications such as relevant education, training and experience of key project personnel and project consultants or subcontractors. Resumes of key personnel must be included in the attachments. Key personnel include all individuals playing a substantial role in the project. In addition, the applicant must specify in the application, the percentages of time to be dedicated by each key person on the project.

- For each staff person named in the application, please provide documentation of all internal and external time commitments. In instances where a staff person is committed on a federally supported project, please provide the project name, federal office, program title, the project Federal Award Number, and the amount of committed time for the project year. This information (e.g.,

Staff: Jane Doe; Project Name: Succeeding in the General Curriculum;
Federal Office: Office of Special Education Programs; Program Title: Field
Initiated Research; Award Number: H324C980624; Time Commitments: 30
percent) can be provided as an attachment to the application.

- In general, ODEP will not reduce time commitments on currently funded grants from the time proposed in the original application. Therefore, we will not consider for funding any application where key staff are bid above a time commitment level that staff have available to bid (i.e., 100 percent). Further, the time commitments stated in newly submitted applications will not be negotiated down to permit the applicant to receive a new grant award.

The Project Narrative should also describe how the applicant plans to comply with the employment discrimination and equal employment opportunity requirements of the various laws listed in the assurances section.

Part III. Attachments to the Project Narrative.

In addition to the Project Narrative, the applicant must submit the following attachments:

a. An Abstract, of no more than 3 single-spaced, single-sided pages on 8 1/2” x 11” paper with standard margins throughout that identifies the following:

- The lead entity that is applying for the grant and partner consortium members (there must be at least three partners; and
- An overview of how the applicant will carry out tasks, strategies, and policies described in this solicitation.

- b. Samples** of technical assistance and training materials in accessible formats [see IV.B.2.a.iii]
- c. Detailed** timeline for the professional development for youth service professionals and its evaluation plan
- d. Organizational** chart for staff that will operate proposed project and time allocated to the project [see IV.B.2.c]
- e. Resumes** of key personnel, including consultants and subcontractors, who will play a substantial role in the project [see IV.B.2.c.i]
- f. Documentation** of consortium members' commitment and areas of focus under this grant opportunity (such as letters of intent and memorandum of agreement of a formal agreement of participation)
- g. Documentation** of staff's other commitments [see IV.B.2.c.ii]
- h. Logic** model illustrating the connection between grant activities and outputs and outcomes [see IV.B.2.b.i)]

Applications that do not include the required attachments will be considered non-responsive and will not be reviewed.

Only those attachments listed above as required attachments will be excluded from the page limit. The required attachments must be affixed as separate, clearly identified appendices to the application. Applicants should not send documents separately to DOL, because documents received separately will be tracked through a different system and will not be attached to the application for review. DOL will not accept general letters of support submitted by organizations or individuals that are not partners in the proposed project and

that do not directly identify the specific commitment or roles of the project partners. Support letters of this nature will not be considered in the evaluation review process.

C. Submission Date, Times, Process and Addresses

The closing date for receipt of applications under this announcement is [insert date **30** days after date of publication in Federal Register]. Applications may be submitted electronically on <http://www.grants.gov> or in hard copy by mail or hand delivery (**including overnight delivery**). Hard copy applications must be received at the address below no later than 5:00 p.m. Eastern Time. Applications submitted on grants.gov must also be successfully submitted (as described below) no later than 5:00 p.m. Eastern Time. Applications sent by email, telegram, or facsimile (fax) will not be accepted.

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 required to provide an identical electronic copy of the proposal on compact disc (CD). If discrepancies between the hard copy submission and CD copy are identified, the application on the CD will be considered the official applicant submission for evaluation purposes. Failure to provide identical applications in hardcopy and CD format may have an impact on the overall evaluation.

If an application is physically submitted by both hard copy and through <http://www.grants.gov>, a letter must accompany the hard-copy application stating which

application to review. If no letter accompanies the hard copy, we will review the copy submitted through <http://www.grants.gov>.

Applications that do not meet the conditions set forth in this notice will be considered non-responsive. No exceptions to the mailing and delivery requirements set forth in this notice will be granted. Further, documents submitted separately from the application, before or after the deadline, will not be accepted as part of the application.

Mailed applications must be addressed to the U.S. Department of Labor, Employment and Training Administration, Division of Federal Assistance, Attention: Cassandra Mitchell, Grant Officer, Reference SGA XX-XX, 200 Constitution Avenue, N.W., Room N2458, Washington, DC 20210. Applicants are advised that mail delivery in the Washington, D.C. 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.

Applications that are submitted through Grants.gov must be successfully submitted at <http://www.grants.gov> no later than 5:00 p.m. Eastern Time on the closing date 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.

The Department strongly recommends 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. Applicants should read through the registration process carefully before registering. These steps may take as much as four 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. The site also contains registration checklists to help you walk through the process. The Department strongly recommends that applicants download the “Organization Registration Checklist” at http://www.grants.gov/assets/Organization_Steps_Complete_Registration.pdf and prepare the information requested before beginning the registration process. Reviewing and assembling required information before beginning the registration process will alleviate last minute searches for required information and save time.

As described above, applicants must have a D-U-N-S® Number and must register with the Federal Central Contractor Registry (CCR).

An application submitted through Grants.gov constitutes a submission as an electronically signed application. The registration and account creation with Grants.gov, with E-Biz POC approval, establishes an Authorized Organizational (AOR). When you submit the application through Grants.gov, the name of your AOR on file will be inserted into the signature line of the application. Applicants must register the individual who is able to make legally binding commitments for the applicant organization as the AOR; this step is often missed and it is crucial for valid submissions.

When a registered applicant submits an application with Grants.gov, an electronic time stamp is generated within the system when the application is successfully received by Grants.gov. Within two business days of application submission, Grants.gov will send the applicant two email messages to provide the status of the application's progress through the system. The first email, sent almost immediately, will contain a tracking number and 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 by the deadline and subsequently successfully validated will be considered. It is the sole responsibility of the applicant to ensure a timely submission. While it is not required that an application be successfully validated before the deadline for submission, it is prudent to reserve time before the deadline in case it is necessary to resubmit an application that has not been successfully validated. Therefore, sufficient time should be allotted for submission (two business days) and, if applicable, additional 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.

The components of the application must be saved in an accessible (508 compliant) format as either .doc, .xls or .pdf files. Documents received in a format other than .doc, .xls or .pdf will not be read. If submitted in any other format or are inaccessible (not 508 compliant), applicants assume the risk that compatibility or other issues will prevent our ability to consider the application. ODEP will attempt to open the document, but will not take any

additional measures in the event of problems with opening. In such cases, the non-conforming application will not be considered for funding.

We strongly advise applicants to use the various tools and documents, including FAQs, which are available on the “Applicant Resources” page at:

<http://www.grants.gov/applicants/resources.jsp>.

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 email “support@grants.gov”. The Contact Center is open 24 hours a day, 7 days a week. It is closed on Federal holidays.

1. Late Applications: For applications submitted on Grants.gov, only applications that have been successfully submitted no later than 5:00 p.m. Eastern Time on the closing date and then successfully validated will be considered. Applicants take a significant risk by waiting to the last day to submit by Grants.gov.

Any hard copy 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 before 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 these instructions will be a basis for a determination that the application was not filed timely and will not be considered. 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

All proposal costs must be necessary and reasonable and 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, whether successful or not, will not be entitled to reimbursement of pre-award costs. Under this funding opportunity, applications claiming an indirect cost rate greater than 15 percent will not be considered.

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. An indirect cost rate (ICR) is required when an organization operates under more than one grant or other activity, whether Federally-assisted or not. Organizations must use the ICR supplied by the Federal Cognizant Agency. If an organization requires a new ICR or has a pending ICR, the Grant Officer will award a temporary billing rate for 90 days until a provisional rate can be issued. This rate is based on the fact that an organization has not established an ICR agreement. Within this 90 day period, the organization must submit an acceptable indirect cost proposal to their Federal Cognizant Agency to obtain a provisional ICR. Under this funding opportunity, applications claiming an indirect cost rate greater than 15 percent will not be considered.

2. Administrative Costs

Under this SGA, 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 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. However, they must be 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.

3. 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. The grantee may not use Federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. 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 product was funded by a grant awarded by the U.S. Department of Labor’s Office of Disability Employment Policy. This product does not necessarily reflect the views or policies of the Office of Disability Employment Policy, U.S. Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. 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 product 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.”

4. Travel

Any travel undertaken in performance of this cooperative agreement shall be subject to and in strict accordance with federal travel regulations.

5. Acknowledgement of DOL Funding

In all circumstances, the following shall be displayed on printed materials prepared by the grantee under the cooperative agreement: “Preparation of this item was funded by the United States Department of Labor under Cooperative Agreement No. XX-XX.”

All printed materials must also include the following notice: “This document does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.”

Public reference to cooperative agreement: When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving Federal funds must clearly state:

- a. The percentage of the total costs of the program or project, which will be financed with Federal money.
- b. The dollar amount of Federal financial assistance for the project or program; and
- c. The percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

6. Use of DOL and ODEP Logo

In consultation with DOL/ODEP, the grantee must acknowledge DOL's role as described. The DOL and/or ODEP logo may be applied to DOL-funded material prepared for world-wide distribution, including posters, videos, pamphlets, research documents, national

survey results, impact evaluations, best practice reports, and other publications of global interest. The grantee must consult with DOL on whether the logo may be used on any such items prior to final draft or final preparation for distribution. In no event shall the DOL and/or ODEP logo be placed on any item until DOL has given the grantee written permission to use the logo on the item.

7. Use of Grant Funds for Participant Wages

Organizations that receive grants through this SGA may not use grant funds to pay for the wages of participants. Further, the provision of stipends to training enrollees for the purposes of wage replacement is not an allowable cost under this SGA.

F. Other Submission Requirements

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

V. Application Review Information

A. Evaluation Criteria

This section identifies and describes the criteria that will be used for each category to evaluate grant proposals. The evaluation criteria are described below:

Criterion	Points
<i>a.</i> Significance of Proposed Project	25
<i>b.</i> Project Design	30

c. Organizational Capacity & Quality of Key Personnel	20
d. Quality of the Management Plan including Budget and Resource Capacity	15
e. Management and Outcomes	10
TOTAL	100

A technical panel will review cooperative agreement applications against the criteria listed below, on the basis of the maximum points indicated.

a. Significance of the Proposed Project (25 points)

In determining the significance of the proposed project, ODEP will consider the following factors:

- The extent to which the proposed project will develop tools, strategies, and policies grounded in high expectations for youth that lead to increased systems capacity and options for youth with disabilities (5 points);
- The extent to which the proposed project is likely to result in demonstrable improvement in the workforce development system (5 points);
- The extent to which the proposed project involves the development or demonstration of promising new strategies that build upon, or are alternatives to existing strategies and the extent to which the project builds upon prior work done around youth in transition, including the Guideposts for Success and related policies and practices (5 points);
- The extent to which the proposed project promotes the adoption and implementation of core competencies for youth service professionals that will increase the capacity

of youth services professionals across multiple systems to improve services for all youth, including youth with disabilities (5 points); and

- The extent to which the proposed project will increase collaboration and the effectiveness of relationships between transition stakeholders (5 points).

b. Project Design (30 points)

In evaluating the quality of the proposed project design, ODEP will consider the following factors:

- The extent to which the proposed project reflects a clear vision and goals for how youth from different backgrounds and service delivery systems will be integrated into the project including during the design, implementation, and evaluation stages of the project (5 points);
- The extent to which the proposed project identifies an approach, framework or model suited to obtaining meaningful youth participation and building their capacity to serve in leadership roles that promotes the ideals of youth development (5 points);
- The extent to which the proposed project leverages the results of the ILP research and applies its findings to expand the availability of career information and pathways for youth with disabilities through creative policies and practices (5 points);
- The extent to which the proposed project identifies implementation and evaluation strategies that appear likely to result in youth with disabilities have access to better career exploration materials as a result of project activities (5 points);
- The extent to which the proposed project illustrates a plan to engage at least five states in cross systems training using the eight professional development modules to

improve staff knowledge, skills and abilities and outcomes for youth participants, including youth with disabilities (5 points); and

- The extent to which the proposed project develops a plan to provide quality technical assistance to the field (5 points).

c. Organizational Capacity and Quality of Key Personnel (20 points)

In evaluating the quality of the project's Organizational Capacity and Quality of Key Personnel, ODEP will consider the following factors:

- The extent to which the proposed applicant has demonstrated experience in successfully operating federal or other grants providing technical assistance, policy analysis, research and evaluation of this size and scope (5 points);
- The extent to which the qualifications and experiences of the applicant's key personnel have demonstrated expertise in one or more of the content areas identified in section IV. B. 2.c. of the SGA (5 points);
- The extent to which the proposed project demonstrates experience and commitment to using social media and electronic tools to reach stakeholders (3 points);
- The extent to which the proposed project includes individuals with disabilities in leadership roles (2 points); and
- The extent to which the proposed project consortia's structure and staff time are appropriate to carry out the project (i.e., how the structure and staffing of the organization align with the project's requirements, vision, and goals and are

designed to assure responsible general management of the project around the Guideposts) (5 points).

d. Quality of the Management Plan including Budget and Resource Capacity (15 points)

In evaluating the quality of the management plan for the proposed project, ODEP will consider the following factors:

- The extent to which the management plan for project implementation appears likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined staff responsibilities, time allocation to project activities, time lines, project deliverables and information on adequacy of other resources necessary for project implementation (3 points);
- The adequacy of mechanisms for ensuring high-quality products and services relating to the scope of work for the proposed project (2 points);
- The extent to which the time commitments of the Project Director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project, including time commitments (5 points);
- The extent to which the proposed project will maintain and continuously improve its services and products as described in this SGA, including technical assistance; telephonic, Web site and social media presence; training; materials development, and outreach (3 points); and
- The extent to which the anticipated costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (2 points).

e. Quality of the Project Evaluation (10 points)

In evaluating the quality of the project's evaluation design, the Department will consider the following factors:

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, context, and outcomes of the proposed project (2 points) ;
- The extent to which the design of the evaluation includes the use of objective performance measures and methods that will clearly document the project's intended outputs and outcomes and will produce measurable quantitative and qualitative data; (2 points)
- The extent to which the methods of evaluation provide measures that will inform ODEP's annual performance goals and measures and the development of its policies (4 points); and
- The extent to which the applicant ensures cooperation with ODEP's independent evaluation. (2 points).

B. Review and Selection Process

Applications for grants under this Solicitation will be accepted after the publication of this announcement and until the closing date. A technical review panel will carefully evaluate applications against the selection 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, depending on the quality of the responses to 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; the availability of funds; and which proposals are most advantageous to the Government. The panel results are advisory in nature and not binding on the Grant Officer. 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 applicant. Should a grant be awarded without discussions, the award will be based on the applicant's signature on the SF-424, including electronic signature via E-Authentication on <http://www.grants.gov>, which constitutes a binding offer by the applicant.

VI. Award Administration Information

A. Award Notices

All award notifications will be posted on the ODEP Homepage (<http://www.dol.gov/odep>). Applicants selected for award will be contacted directly before the grant's execution. Non-selected applicants will be notified by mail or email and may request a written debriefing on the significant weaknesses of their proposal.

Selection of an organization as a grantee does not constitute approval of the grant application as submitted. Before the actual grant is awarded, ODEP 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 negotiations and decline to fund the application. DOL reserves the right to not fund any application related to this SGA.

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:

- a.** Non-Profit Organizations – OMB Circular A–122 (Cost Principles), relocated to 2 CFR Part 230, and 29 CFR Part 95 (Administrative Requirements)
- b.** Educational Institutions – OMB Circular A–21 (Cost Principles), relocated to 2 CFR Part 220, and 29 CFR Part 95 (Administrative Requirements).
- c.** State, Local and Indian Tribal Governments – OMB Circular A–87 (Cost Principles), relocated to 2 CFR Part 225, and 29 CFR Part 97 (Administrative Requirements).
- d.** Profit Making Commercial Firms – Federal Acquisition Regulation (FAR) – 48 CFR part 31 (Cost Principles), and 29 CFR Part 95 (Administrative Requirements).
- e.** All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Government wide Requirements for Drug-Free Workplace (Financial Assistance)), 29 CFR 95.13 and Part 98 (Government wide Debarment and Suspension, and drug-free workplace requirements), and, where applicable, 29 CFR Part 96 (Audit Requirements for Grants, Contracts, and Other Agreements) and 29 CFR Part 99 (Audits of States, Local Governments and Non-Profit Organizations).
- f.** 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.

g. 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.

h. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.

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

j. 29 CFR Part 35— Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.

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

l. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.

2. Other Legal Requirements:

a. Religious Activities

The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. Section 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.

b. Lobbying or Fundraising the U.S. Government with Federal Funds

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 receive Federal funds and grants. No activity, including awareness-raising and advocacy activities, may include fundraising for, or lobbying of, U.S. Federal, State or Local Governments (see OMB Circular A-122).

c. Transparency Act Requirements

Applicants must ensure that it has the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by section 6202 of Pub. Law 110-252) (Transparency Act), as follows:

- All applicants, except for those excepted from the Transparency Act under subparagraphs 1, 2, and 3 below, must ensure that they have the necessary processes and systems in place to comply with the subaward and executive total compensation reporting requirements of the Transparency Act, should they receive funding.
- Upon award, applicants will receive detailed information on the reporting requirements of the Transparency Act, as described in 2 CFR Part 170, Appendix A, which can be found at the following Web site:

<http://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf> The following types of

awards are not subject to the Federal Funding Accountability and Transparency Act:

- (1) Federal awards to individuals who apply for or receive Federal awards as natural persons (i.e., unrelated to any business or non-profit organization he or she may own or operate in his or her name);
- (2) Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
- (3) Federal awards, if the required reporting would disclose classified information.

3. Other Administrative Standards and Provisions

Except as specifically provided in this SGA, DOL/ODEP's acceptance of a proposal and an award of Federal funds to sponsor any programs(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 DOL'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.

4. Special Program Requirements for Evaluation

DOL may require that the program or project participate in an evaluation of overall performance of ODEP grants and require the cooperation of the grantee as a condition of

award.

All grantees must agree to cooperate with an independent evaluation to be conducted by ODEP. ODEP will arrange for and conduct this independent evaluation of the outcomes, impacts, and accomplishments of each funded project. Grantees must agree to make available records on all parts of project activity, including participant employment and wage data, available data on specific models being evaluated, and to provide access to personnel, as specified by the evaluator(s), under the direction of ODEP. This evaluation is separate from the process evaluation required of the grantee for project implementation.

C. Reporting

Grantees must agree to meet DOL reporting requirements. Quarterly financial reports and quarterly progress reports, in addition to a final project report must be submitted by the grantee electronically. The grantee is required to provide the reports and documents listed below:

1. Quarterly Financial Reports

A Standard Form 425; Federal Financial Form (FFR) is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due 30 days after the end of each calendar year quarter. Grantees must use DOL's Online Electronic Reporting System, and information and instructions will be provided to grantees.

2. Quarterly Performance Reports

The grantee must submit a quarterly progress report within 30 days after the end of each calendar year quarter. The report must include quarterly information regarding grant activities.

3. Final Project Report

The final report will include an assessment of project performance and outcomes achieved. The final report is estimated to take 20 hours to complete. This report will be submitted in hard copy and electronically using a format and following instructions, which will be provided by ODEP. Grantees must agree to meet DOL reporting requirements.

4. Record Retention

Applicants must be prepared to follow 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 about this SGA, please contact Cassandra Mitchell, Grants Officer, at (202) 693-4570. Applicants should e-mail all technical questions to mitchell.cassandra@dol.gov and must specifically reference SGA **XX-XX**, and along with question(s), include a contact name, fax and phone number. This announcement is being made available on the ODEP Web site at <http://www.dol.gov/odep> and at <http://www.grants.gov>.

VIII. Other Information

OMB Information Collection No 1225-0086, Expires November 30, 2012.

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 about the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, to the attention of the Departmental Clearance Officer, 200 Constitution Avenue NW, Room N1301, Washington, DC 20210. Comments may also be emailed to DOL_PRA_PUBLIC@dol.gov. PLEASE DO NOT RETURN THE COMPLETED APPLICATION TO THIS ADDRESS. 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.

Signed **XXXXXX**, in Washington, D.C. by:

Cassandra R. Mitchell

Grant Officer

Billing Code: 4510-FN-P