

Archived Information

Grant Competition for Partnerships in Character Education Program

CFDA#84.215V – State Education Agencies; CFDA#84.215S- Local Education Agencies

Information and Application Procedures for Fiscal Year 2004

OMB No. 1890-0009 Expiration Date: 6/30/2005

Application Deadline: April 9, 2004



Frequently Asked Questions
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U.S. Department of Education

Office of Safe and Drug-Free Schools

Letter

February 2004

Dear Applicant:

Thank you for your interest in applying for a Partnership in Character Education grant.

The Elementary and Secondary Education Act (ESEA) authorize this grant program as amended by the No Child Left Behind Act (NCLB) of 2001. NCLB represents the President's education reform plan and contains the most sweeping changes to ESEA since it was enacted in 1965. NCLB changes the federal government's role in kindergarten through grade 12 education by requesting America's schools to describe their success in terms of what each student accomplishes.

The Act contained the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods and other strategies that have been proven to work. This grant specifically addresses the need for local control, parental involvement, effective teaching methods and effective strategies.

In response to NCLB, the Secretary released the Department's Strategic Plan for 2002-2007. This document embraces both the principles of No Child Left Behind and the principles of the President's Management Agenda. Strategic Goal 3 is to "*Develop Safe Schools and Strong Character.*" The Partnership in Character Education Grant will help us meet our objective to promote strong character and citizenship among our nation's youth.

We look forward to receiving your application for support under the Partnership in Character Education Program grant.

Sincerely,

Deborah A. Price
Deputy Under Secretary
Office of Safe and Drug-Free Schools

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I. GENERAL INFORMATION

Overview

We will award grants under this competition to design and implement character education programs that: (1) are able to be integrated into classroom instruction and is consistent with state academic content standards and (2) are able to be carried out in conjunction with other education reform efforts, taking into consideration the view of parents, students, students with disabilities (including those with mental or physical disabilities) and other members of the community, including members of private and nonprofit organizations.

Authority

This grant program is authorized under Title IV, Part D, Subpart 3, Section 5431 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110). Part D is the Fund for the Improvement of Education.

Note to Applicants

This is a complete application package for grants to design and implement a school-based character education program. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant. **Please note that it is mandatory for all applicants to use the electronic application system described further in this package.**

The official document governing this competition is the Closing Date Notice published in the Federal Register on February 24, 2004. This notice also is available electronically at: www.ed.gov/legislation/FedRegister and <http://www.gpoaccess.gov/nara/index.html>

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of this competition either 84.215V for State Education Agencies (SEAs) or 84.215S for Local Education Agencies (LEAs).

Applicable Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Government-wide Requirements for Drug-Free Workplace)
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 97 (Protection of Human Subjects)

- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)
- 34 CFR Part 299 (General Provisions)

Eligibility

An eligible applicant under the 84.215V competition is (a) A state educational agency (SEA) in partnership with one or more local educational agencies (LEAs); or (b) An SEA in partnership with one or more (LEAs) and nonprofit organizations or entities, including an Institution of Higher Education (IHE). An eligible applicant under the 84.215S competition is (a) An LEA or consortium of LEAs; or (b) An LEA or LEAs in partnership with one or more nonprofit organizations or entities, including an IHE.

Purpose

The purpose of this program is to provide grants to eligible entities to assist them in designing and implementing character education programs that teach students any of the following elements of character: caring, civic virtues and citizenships, justice and fairness, respect, responsibility, trustworthiness, giving or any other elements deemed appropriate by the eligible entity, having taken in consideration the view of parents and students. The character education programs supported must be programs that can be integrated in classroom instruction; are consistent with state academic content standards; can be carried out in conjunction with other educational reform efforts; and provide program activities that include parents, students, students with disabilities (including those with mental or physical disabilities, and other members of the community in the design and implementation.

Project Period

The project period for this grant is up to 48 months (4 budget periods of 12 months each), of which no more than 12 months may be used for planning and program design. Projects will be funded for one year with additional years being funded contingent upon substantial progress and the availability of future funds.

Note: Applicants requesting four-year projects must submit Form 524 and a detailed budget narrative for each of the four years. Failure to submit a request for funding for each of the four years will result in no funds being awarded for those years.

Estimated Range of Awards

It is estimated that a total of 6-9 new awards will be made under the Partnership announcement. Projects funded under CFDA 84.215V-State Education Agencies approximately \$350,000 to \$750,000 for each 12-month budget period. For CFDA 84.215S-Local Education Agencies--\$100,00 to \$500,000 for each 12 month budget period. Pursuant to Section 5431 (a) of the ESEA, we will reject any application from an SEA that proposes a total budget for the entire project period that is less than \$500,000. There is no such restriction on applications from LEAs. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

In making awards under this grant program, the Secretary may take into consideration the geographic distribution of the projects in addition to the rank order of applicants. Contingent

upon the availability of funds, the Secretary may make additional awards in Fiscal Year 2005 from the rank-ordered list of nonfunded applications from this competition. The Secretary funds under this competition only those applications that meet the following absolute priority.

Application Due Date

We are requiring that applications for grants under the Partnerships in Character Education Program competition, CFDA# 84.215V – State Education Agencies and CFDA#84.215S- Local Education Agencies, be submitted electronically using the Electronic Grant Application System (e-Application) available through the Department’s e-GRANTS system. The e-GRANTS system is accessible through its portal page at: <http://e-grants.ed.gov>. If you are unable to submit an application through the e-GRANTS system, you may submit a written request for a waiver of the electronic submission requirement. In your request, you should explain the reason or reasons that prevent you from using the Internet to submit your application. Address your request to: Sharon J. Burton, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 203, Washington, DC 20208-5570.

If, within two weeks of the application deadline date, you are unable to submit an application electronically, you must submit a paper application that is postmarked on or before April 9, 2004. Paper applications must include a written request for a waiver documenting the reasons that prevented you from using the Internet to submit your application. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 PM Eastern Time (ET) on April 9, 2004.

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. **Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described on page __ under Pilot Project for Electronic Submission of Applications.**

D-U-N-S Number Instructions

All grantees must have a D-U-N-S Number in order to officially receive a grant. We encourage grant applicants to have a D-U-N-S number in place in case a grant is awarded. You can obtain your D-U-N-S Number at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/aboutdb/intlduns.htm>

Dun & Bradstreet, a global information service provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

Please note that you must have a D-U-N-S number in order to receive a grant award.

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimate to average 24 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW Room 3E324, Washington, DC 20202-6450.

II. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

GOAL 1: Create a culture of achievement

GOAL 2: Improve student achievement.

GOAL 3: Develop Safe Schools and Strong Character.

GOAL 4: Transform Education into an Evidence-Based Field.

GOAL 5: Enhance the quality and access to Postsecondary and Adult Education.

GOAL 6: Establish Management Excellence.

One performance indicator has been established for the Partnership in Character Education Program. The indicator is: Partnerships in Character Education Program grantees will demonstrate predicted student effects through valid, rigorous, evaluations. Consequently, applicants for a grant under this program are advised to give careful consideration to this measure in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their annual performance reports on evaluation outcomes. The Secretary will track this indicator through the use of one measure.

Measure: The proportion of projects funded under this competition demonstrating predicted student effects through valid, rigorous evaluations would increase.

III. TIPS FOR APPLICANTS

A. Before you Begin

- Read this application package carefully and make sure you follow all of the instructions
- Use the tools we have provided to help you including
 - Frequently Asked Questions in this application package
 - How to apply for a grant on our web site at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>
- Ask questions of the program contact if you don't understand how to proceed. Technical assistance will be provided about what is and is not allowable under this program.

B. Preparing your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so staff can easily determine how the funds will be spent. **The budget should reflect only proposed activities and expenditures that are included in your program narrative.**
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Note that we are requiring electronic submission of applications for these funds. If you cannot submit your application via the Internet, follow the instruction in this package for requesting a waiver.

D. What Happens Next?

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff screens each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your

application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria.

- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the peer review comments.

IV. GENERAL INFORMATION AND REQUIREMENTS

Grantee Meetings

All applicants must budget for yearly attendance by two persons at the annual grantee meeting (two days) and the OSDFS National Conference (three days). It is strongly recommended that an outside evaluator working on the project be one of the two participants attending the annual grantee meeting. These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

Grantees may additionally fund training activities that require travel that support program development and implement such as professional development activities. All proposed costs for travel and training(s) must be a part of program proposal and approved by the Department.

Administrative Cost Cap

Not more than 4 percent of the grant award amount for any budget period may be used for administrative costs. Applicants are encouraged to review EDGAR Section 80.3 for projects under 84.215V (State Education Agencies) for a definition of administrative requirements. Grants funded under 84.215S (Local Education Agencies) should use their negotiated indirect cost rate if indirect costs are incurred.

Evaluation and Program Reports

Each eligible grantee is required to submit the Secretary a comprehensive evaluation of the program including its impact on students, students with disabilities (including those with mental or physical disabilities), teachers, administrators, parents and others **by the end of the second year of the program and not later than 1 year after completion of the grant period.**

Each grantee is also required to submit **an annual report** to the Secretary that:

- a) describes the entity's progress in carrying out research, development, dissemination, evaluation, and technical assistance;
- b) identifies unmet and future information needs in the field of character education;
- c) Provides the most current performance and financial expenditure information as specified by the Secretary in 34 CFR 75.118.

At the end of the project period, a final performance report, including financial information is required for submission to the Secretary's office.

Technical Assistance Meetings

It is expected that grantees will receive technical assistance from the U.S. Department of Education throughout the grant period. It is anticipated that this assistance will take multiple forms; from meetings to telephone consultation, printed materials, Internet, and other forms of networking to share ideas and identify resources. The focus of this assistance will include such

things as planning for and implementing selected innovative strategies and programs, establishing community partnerships, engaging parental support, establishing measurable goals and objectives, planning and implementing a rigorous process and outcome evaluation of the project, and other evaluation issues.

V. APPLICATION INFORMATION AND SELECTION CRITERIA

Background

The U.S. Department of Education recently published its Strategic Plan: 2002 to 2007. In introducing this Plan, Secretary Rod Paige stated:

“In the midst of some of the greatest challenges it has ever faced the nation’s leaders have kept a focus on what matters most: our children. They worked together in a bipartisan spirit and passed the most fundamental reform of federal education policy in over 35 years: the No Child Left Behind Act. Now it is up to the U.S. Department of Education—in partnership with states, local communities, parents, teachers, and others—to implement this law, and to ensure that its principles guide everything we do. This strategic plan provides the road map.”

Goal Three of the Plan is to “Develop Safe Schools and Strong Character.” In reference to this goal, President George W. Bush said: “Teaching is more than training, and learning is more than literacy. Our children must be educated in reading and writing—but also in right and wrong.” President Bush also quoted the late Martin Luther King, Jr., who said, “Intelligence plus character—that is the true goal of education.”

Since 1995, through the Partnership in Character Education Program, (under the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB)) the Secretary has been authorized to award grants to eligible entities for the design and implementation of character education for K-12 education. The program supports character education projects that are integrated into regular classroom instruction, are consistent with State academic content Standards, and are consistent with other educational reforms. Projects supported under this program should help students develop good character by teaching character elements such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, giving, or other elements of character. Projects must take into consideration the view of parents, students, students with disabilities (including those with mental or physical disabilities), and other members of the community, including members of private and nonprofit organizations, in the design and implementation of the character education program(s).

Absolute Priority

This competition includes one absolute priority and one invitational priority that are explained in the following paragraphs. **To considered for funding, each applicant must address the absolute priority.** Under 34 CFR 75.105(b)(2) (iv), Title V – Section Part D, Subpart 3, Section 5431, the Secretary gives an absolute preference to applications that meet the following priority.

Absolute Priority: Design and Implement Character Education Programs

Under this absolute priority, grant applicants must design and implement character education programs that:

1. are able to be integrated into classroom instruction and to be consistent with State academic content standards; and
2. are able to be carried out in conjunction with other educational reform efforts;

Invitational Priority: Experimental and Quasi-Experimental Evaluation Designs

For FY 2004 this priority is an invitational priority. Under 34 CFR 75.105 (c) (1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

The Secretary is particularly interested in receiving applications that propose evaluation plans that are based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention. The Secretary intends that this priority will allow participants and the Department to determine whether the project produces meaningful effects on student achievement or teacher performance.

Evaluation methods using an experimental design are best for determining project effectiveness. Thus, we encourage projects to use an experimental design under which participants —e.g., students, teachers, classrooms, or schools—are randomly assigned to participate in the project activities being evaluated or to a control group that does not participate in the project activities being evaluated.

If random assignment is not feasible, the project might use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching participants—e.g., students, teachers, classrooms, or schools—with non-participants having similar pre-program characteristics.

In cases where random assignment is not possible and an extended series of observations of the outcome of interest precedes and follows the introduction of a new program or practice, regression discontinuity designs might be employed.

For projects that are focused on special populations in which sufficient numbers of participants are not available to support random assignment or matched comparison group designs, single-subject designs such as multiple baseline or treatment reversal or interrupted time series that are capable of demonstrating casual relationships could be employed.

When sufficient number of participants are available to support evaluation strategies that use experimental designs with random assignment or quasi-experimental designs with random assignment or quasi-experimental designs using a match comparison group or regression continuity designs, applicants are encouraged to use one of these designs. Evaluation strategies that involve sufficient numbers of participants to support group designs should be capable of demonstrating the causal effects of an intervention or program on those participants.

The proposed evaluation plan should describe how the project evaluator will collect—before the project intervention commences and after it ends—valid and reliable data that measure the impact of participation in the program or in the comparison group.

In determining the quality of the evaluation method, we will consider the extent to which the applicant presents a feasible, credible plan that includes the following:

1. The type of design to be used (that is, random assignment, matched comparison, regression continuity, or single-subject designs). If it will be matched comparison, the applicant should include in the plan a discussion of why random assignment is not feasible; if it will not be either random assignment or matched comparison, the applicant should include in a plan a discussion why both were not feasible;
2. Outcomes to be measured;
3. A discussion of how the applicant plans to assign students, teachers, classrooms, or schools to the project and control group or match them for comparison with other students, teachers, classrooms, or schools;
4. A proposed evaluator, preferable independent, with the necessary background and technical expertise to carry out the proposed evaluation. (An independent evaluator does not have any authority over the project and is not involved in its implementation.)

SELECTION CRITERIA

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100.

- 1) Quality of the Project Services - 30 points
- 2) Quality of the Project Personnel - 10 points
- 3) Quality of the Management Plan - 30 points
- 4) Quality of the Project Evaluation - 30 points

1. Quality of the Project Services (30 points)

- A. In determining the quality of services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (10 points)
- B. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (10 points)
- C. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (10 points)

Notes: Reviewers will look for how services provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

In determining the quality of services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Students with disabilities include those with mental or physical disabilities. The Secretary also considers the quality of the proposed project by considering how well the applicant describes a plan for development, implementation, and strengthening of programs focusing on character education within existing curricula. The Secretary also encourages applicants to provide a description of plans to demonstrate how teachers are using the knowledge acquired from project activities to improve the quality of instruction.

2. Quality of Project Personnel (10 points)

- A. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)
- B. The qualifications, including relevant training and experience, of key project personnel. (5 points)

Notes: Reviewers will look for evidence that the applicant has the personnel qualified to develop, implement, and administer the proposed project, including the project evaluation.

In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. If these groups are not currently represented in the proposed or current personnel for the grant, we strongly recommend that applicants to include a detailed description of a plan to recruit applicants representing these groups for the project. Applicants should include a brief outline of all key personnel, including the project director, project coordinator, and evaluator. Most helpful to the reviewers is a brief narrative summary of each individual's background, with a special emphasis on those experiences related to the focus of your project. Resumes or curriculum vitae should be included as an appendix.

3. Quality of the Management Plan (30 points)

- A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)
- B. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients, students or beneficiaries of services, or others as appropriate. (15 points)

In determining the quality of the management plan, the Secretary requires information that a) demonstrates that the program for which the grant is sought has clear objectives that are based on scientifically based research; b) describes any partnerships or collaborative efforts among the organizations and entities of the grantee; c) describes the activities that will be carried out with the grant funds and how such activities will meet the objectives described; including:

- (i) how parents, students, students with disabilities (including those with mental or disabilities), and other members of the community, including members of private and nonprofit organizations, will be involved in the design and implementation of the program and how the eligible grantee will work with the larger community to increase the reach and promise of the program;
- (ii) curriculum and instruction practices that will be used or developed; and
- (iii) methods of teacher training and parent education that will be used or developed;

d) describes how the program for which the grant is sought will be linked to other efforts to improve academic achievement; e) in the case of an grantee that is a SEA, describe how the SEA will:

- (i) will provide technical and professional assistance to its LEA partners in the development and implementation of character education programs; and
- (ii) will assist other interested LEAs that are not members of the original partnership in designing and establishing character education programs.

4. Quality of the Project Evaluation (30 points)

- A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)
- B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)
- C. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (10 points)

Notes: Reviewers will look for a detailed description of the evaluation plan that includes the methods to be used to evaluate the outcomes and effectiveness of the project, including the applicant's plan to address the Government Performance and Results (GPRA) measures established for this program.

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary also considers one or more the following factors:

- (a) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies;
- (b) The extent to which the methods of evaluation are appropriate to the context to within which the project operates;
- (c) The extent to which the methods of evaluation will provide timely guidance for quality assurance.

Factors that may be considered in evaluating the success of programs funded under this competition include the following:

- Discipline issues.
- Student academic achievement
- Participation in extracurricular activities.
- Parental and community involvement
- Faculty and administration involvement
- Student and staff morale
- Overall improvements in school climates for all students, including students with disabilities (including those with mental or physical disabilities).

VI. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts:

- (1) a detailed narrative description of the proposed project and budget, and
- (2) all forms and assurances that must be submitted in order to receive a grant.

A panel of non-Federal readers with experience in school-based prevention programs or other youth development specialty will review each eligible application submitted by the deadline.

The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

We recommend that applicants organize the information in their application in the following order. All pages should be number consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper.

1. Application for Federal Assistance (ED Form 424)

Use the Application for Federal Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application. In item 4 of ED Form 424, clearly identify the Catalog of Federal Domestic Assistance (CFDA) Number and Title of the competition under which funds are being requested. Please include the following if you are applying as a LEA: CDFA #84.25S. If you are applying as a SEA: CDFA #84.215V.

2. Table of Contents

Provide an itemized listing of each section of the application package, including page numbers.

3. Program Abstract

Clearly mark this page with the applicant/organizational name as shown in Item 1 of ED 424 and the title of the project as show in Item 13 of the same form. Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief summary of the project goals and objectives; (2) the intended outcomes of the project; and (3) the theoretical or research basis for the project.

4. Narrative

The narrative must be limited to no more than 25 single-sided, double-spaced pages printed in 12 point font or larger. The page limitation does not include the title page, Application for Federal Assistance (ED 424), one-page abstract, the budget summary (ED 524) and the narrative budget justification, any curriculum vitae, the bibliography of literature cited, or the GEPA statement, assurances, and certifications.

Narratives must contain evidence that the applicant meets the absolute priority, and should contain and follow in sequence the information requested for each selection criterion. Applications should review Section II for a discussion of the selection criteria and the chief considerations for this specific competition. A timeline or schedule of tasks and events, responsible person(s), project milestones(s), and/or completion dates should be included in the narrative.

A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) how the data will be analyzed; (4) when reports of results and outcomes will be available; and (5) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Successful applicants will be expected to report annually on the progress of each project or study included in the grant, including a description of preliminary or key findings and an explanation of any changes in goals, objectives, methodology, or planned products or publications.

5. Budget Form

Use the Budget Information Form (ED Form 524, Section A) provided in the Appendix of this application package to prepare a budget for the funded project period. Note: A budget must be submitted for each which funds are requested. Failure to supply a budget for each year of the project will result in no funding for those years.

6. Budget Narrative

Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form (ED Form 524). Use the sample budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities. All expenditures must be

necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the programs, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form.

7. Appendices

Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

8. Assurances and Certifications

Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. Note: If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and mark not applicable (NA) on the face. ED Form 80-0013 three-in-one form will be used only for lobbying certification. (We have crossed out the two obsolete certifications for Drug-Free Workplace and Debarment and Suspension).

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1890-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E300, Washington, DC 20202-6450.

VII. APPLICATION SUBMISSION PROCEDURES

Applications Submitted Electronically

Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. This program requires electronic submission of applications, and has specific requirements and waiver instructions in the Federal Register notice.

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the application deadline date. The regular hours of operation of the e-Grants website are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesday for maintenance (Washington, DC time). Any modifications to these hours are posted on the e-Grants Web site.

Note: Applications may not be submitted via e-mail.

Other Submission Requirements

Application Procedures: The Government Paperwork Elimination Act (GPEA) of 1998 (Pub. L. 105-277) and the Federal Financial Assistance Management Improvement Act of 1999 (Pub. L. 106-107) encourage us to undertake initiatives to improve our grant processes. Enhancing the ability of individuals and entities to conduct business with us electronically is a major part of our response to these Acts. Therefore, we are taking steps to adopt the Internet as our chief means of conducting transactions in order to improve services to our customers and to simplify and expedite our business processes.

Some of the procedures in these instructions for transmitting applications differ from those in the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.102). Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

We are requiring that applications for grants under Partnerships in Character Education--CFDA Number 84.215V-State Education Agencies or CFDA Number 84.215S- Local Education Agencies be submitted electronically using the Electronic Grant Application System (e-Application) available through the Department's e-GRANTS system. The e-GRANTS system is accessible through its portal page at: <http://e-grants.ed.gov>

If you are unable to submit an application through the e-GRANTS system, you may submit a written request for a waiver of the electronic submission requirement. In your request, you should explain the reason or reasons that prevent you from using the Internet to submit your application. Address your request to Sharon J. Burton, U.S. Department of Education, 555 New

Jersey Avenue, NW, room 203, Capitol Place, Washington, DC 20208-5570. Please submit your request no later than two weeks before the application deadline date.

If, within two weeks of the application deadline date, you are unable to submit an application electronically, you must submit a paper application by the application deadline date in accordance with the transmittal instructions in the application package. The paper application must include a written request for a waiver documenting the reasons that prevented you from using the Internet to submit your application.

Pilot Project for Electronic Submission of Applications:

We are continuing to expand our pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. Partnerships in Character Education--CFDA Number 84.215V-State Education Agencies or CFDA Number 84.215S- Local Education Agencies is one of the programs included in the pilot project. If you are an applicant under Partnerships in Character Education, you must submit your application to us in electronic format or receive a waiver.

The pilot project involves the use of e-Application. If you use e-Application, you will be entering data online while completing your application. You may not e-mail an electronic copy of a grant application to us. The data you enter online will be saved into a database. We shall continue to evaluate the success of e-Application and solicit suggestions for its improvement.

If you participate in e-Application, please note the following:

- When you enter the e-Application system, you will find information about its hours of operation. We strongly recommend that you do not wait until the application deadline date to initiate an e-Application package.
- You will not receive additional point value because you submit a grant application in electronic format, nor will we penalize you if you submit an application in paper format.
- You must submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- Your e-Application must comply with any page limit requirements described in this notice.
- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the Application for Federal Education Assistance (ED 424) to the Application Control Center after following these steps:
 1. Print ED 424 from e-Application.
 2. The institution's Authorizing Representative must sign this form
 1. Place the PR/Award number in the upper right hand corner of the hard copy signature page of the ED.
 2. Fax the signed ED to the Application Control Center at (202) 260-1349.

- We may request that you give us original signatures on other forms at a later date.
- Application Deadline Date Extension in Case of System Unavailability:** If you are prevented from submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--
1. You are a registered user of e-Application and you have initiated an e-Application for this competition; and
 2. (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or
(b) The e-Application system is unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 p.m. and 4:30 p.m., Washington, DC time) on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person [persons] listed elsewhere in this notice under For Further Information Contact (see VII. Agency Contact [Contacts]) or (2) the e-GRANTS help desk at 1-888-336-8930.

You may access the electronic grant application for Partnerships in Character Education at:
<http://e-grants.ed.gov>

VIII. INTERGOVERNMENTAL REVIEW

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. ***Note: A copy of the applicant's letter to the State Single Point of Contact must be included with their application.***

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by April 14, 2004, at the following address: The Secretary, EO 12372—[for State Education Agency applicants use CFDA #84.215V; for Local Education Agency applicants use CFDA #84.184H], U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on April 14, 2004. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single point of Contact. If you are located within one of these States, you are exempt from this requirement.

STATE SINGLE POINT OF CONTACT

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below.

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional and local entities must be received by May 18, 2004, at the following address: The Secretary, EO 12372—CFDA # 84.215V (for State Education Agencies) or CFDA #84.215S (for Local Education Agencies), U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on April 14, 2004. Please do not send applications to this address.

States not listed having chosen not to participate in the intergovernmental review process, and therefore, do not have a State Single Point of Contact. If your organization is located within one of these States, it is exempt from this requirement.

<p><u>ARKANSAS</u> Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Admin. 1515 W. 7th St., Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 Fax: (501) 682-5206 tlcopeland@dfa.state.ar.us</p>	<p><u>CALIFORNIA</u> Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 Fax: (916) 323-3018 state.clearinghouse@opr.ca.gov</p>
<p><u>DELAWARE</u> Sandra R. Stump Executive Department Office of the Budget 540 S. Dupont Highway, 3rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 Fax: (302) 739-5661 sandy.stump@state.de.us</p>	<p><u>DISTRICT OF COLUMBIA</u> Luisa Montero-Diaz Office of Partnerships and Grants Development Executive Office of the Mayor District of Columbia Government 441 4th Street, NW, Suite 530 South Washington, DC 20001 Telephone: (202) 727-8900 Fax: (202) 727-1652 opgd.eom@dc.gov</p>
<p><u>FLORIDA</u> Lauren P. Milligan</p>	<p><u>GEORGIA</u> Barbara Jackson</p>

<p>Florida State Clearinghouse Florida Dept. of Environmental Protection 3900 Commonwealth Blvd., Mail Station 47 Tallahassee, Florida 32399-3000 Telephone: (850) 245-2161 Fax: (850) 245-2190 Lauren.Milligan@dep.state.fl.us</p>	<p>Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 Fax: (404) 656-7901 gach@mail.opb.state.ga.us</p>
<p><u>ILLINOIS</u> Roukaya McCaffrey Department of Commerce and Economic Opportunities 620 East Adams, 6th Floor Springfield, Illinois 62701 Telephone: (217) 524-0188 Fax (217) 558-0473 roukaya_mccaffrey@illinoisbiz.biz</p>	<p>IOWA Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 Fax: (515) 242-4809 steve.mccann@ided.state.ia.us</p>
<p>KENTUCKY Ron Cook Department for Local Government 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 Fax: (502) 573-2512 ron.cook@mail.state.ky.us</p>	<p>MAINE Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 (direct) (207) 287-1461 Fax: (207) 287-6489 joyce.benson@state.me.us</p>
<p><u>MARYLAND</u> Linda C. Janey, J.D. Director, Capital Plng. & Devel. Review Maryland Department of Planning 301 West Preston Street, Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 Fax: (410) 767-4480 linda@mail.op.state.md.us</p>	<p>MICHIGAN Richard Pfaff Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 Fax: (313) 961-4869 pfaff@semcog.org</p>
<p>MISSISSIPPI Cathy Mallette Clearinghouse Officer Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 Fax: (601) 359-6758</p>	<p><u>MISSOURI</u> Angela Boessen Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Truman Building, Room 840 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 Fax: (573) 522-4395 igr@mail.oa.state.mo.us</p>
<p><u>NEVADA</u> Heather Elliott Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 Fax: (775) 684-0260 helliott@govmail.state.nv.us</p>	<p><u>NEW HAMPSHIRE</u> Jeffrey H. Taylor Director, New Hampshire Office of State Planning Attn: Intergovernmental Review Process Mike Blake 2-1/2 Beacon Street Concord, New Hampshire 03301 Telephone: (603) 271-2155 Fax: (603) 271-1728 jtaylor@osp.state.nh.us</p>

<p><u>NEW MEXICO</u> Ken Hughes Local Government Division Room 201 Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 Fax: (505) 827-4948 khughes@dfa.state.nm.us</p>	<p>NEW YORK Linda Shkreli Office of Public Security Homeland Security Grants Coordination 633 3rd Avenue New York, NY 10017 Telephone: (212) 867-1289 Fax: (212) 867-1725</p>
<p><u>NORTH DAKOTA</u> Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 Fax: (701) 328-2308 jboyd@state.nd.us</p>	<p>RHODE ISLAND Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence, Rhode Island 02908-5870 Telephone: (401) 222-2093 Fax: (401) 222-2083 knelson@doa.state.ri.us</p>
<p><u>SOUTH CAROLINA</u> SC Clearinghouse Budget and Control Board Office of State Budget 1201 Main Street, Suite 950 Columbia, South Carolina 29201 Telephone: (803) 734-0494 Fax: (803) 734-0645 clearinghouse@budget.state.sc.us</p>	<p><u>TEXAS</u> Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 Fax: (512) 936-2681 dfrancis@governor.state.tx.us</p>
<p><u>UTAH</u> Clare Walters Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol, Room 116 Salt Lake City, Utah 84114 Telephone: (801) 538-1555 Fax: (801) 538-1547 cwalters@utah.gov</p>	<p>WEST VIRGINIA Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 Fax: (304) 558-3248 fcutlip@wvdo.org</p>
<p><u>WISCONSIN</u> Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street, 6th Floor P.O. Box 7868 Madison, Wisconsin 53707 Telephone: (608) 266-0267 Fax: (608) 267-6931 jeffrey.smith@doa.state.wi.us</p>	
<p>AMERICAN SAMOA Pat M. Galea'i Federal Grants/Programs Coordinator Office of Federal Programs/Office of the Governor Department of Commerce American Samoa Government</p>	<p>GUAM Director Bureau of Budget and Mgmt. Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: 011-671-472-2285</p>

<p>Pago Pago, American Samoa 96799 Telephone: (684) 633-5155 Fax: (684) 633-4195 pmgaleai@samoatelco.com</p>	<p>Fax: 011-472-2825 jer@ns.gov.gu</p>
<p>NORTH MARIANA ISLANDS Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (670) 664-2289 Fax: (670) 664-2272 omb.jseman@saipan.com</p>	<p>PUERTO RICO Jose Caballero / Mayra Silva Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P. O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 723-6190 Fax: (787) 722-6783</p>
<p>VIRGIN ISLANDS Ira Mills Director, Office of Management and Budget #41 Norre Gade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Telephone: (340) 774-0750 Fax: (340) 776-0069 irmills@usvi.org</p>	

Changes to this list can be made only after OMB is notified by a State’s officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address above. The best source for this information is the Catalog of Federal Domestic Assistance.

IX. FREQUENTLY ASKED QUESTIONS

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet either of the absolute priorities for this grant competition, it will not be considered for funding.
- A panel of three persons from the character and civic education fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not allowed to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification for each project year.
- Be sure to mail in your application on or before the deadline date of.

What is the purpose of this grant competition?

- The purpose of this program is to provide grants to eligible entities to assist them in designing and implementing character education programs that teach students any of the following elements of character: caring, civic virtues and citizenships, justice and fairness, respect, responsibility, trustworthiness, giving or any other elements deemed appropriate by the eligible entity, having taken in consideration the view of parents and students. The character education programs supported must be programs that can be integrated in classroom instruction; are consistent with state academic content standards; can be carried out in conjunction with other educational reform efforts; and provide program activities that include parents, students, students with disabilities (including those with mental or physical disabilities, and other members of the community in the design and implementation.

How much money is available under this grant competition?

- The Department expects to make available approximately \$2.5 million for this program in Fiscal Year 2004.

How many new awards will be made?

- It is estimated that 6-9 new awards will be made.

What is the average amount of each grant?

- State Education Agency projects (CFDA 84.215V) will be funded for approximately \$500,000 to \$750,000 for each 12-month budget period. Local Education Agency projects (CFDA 84.215S) will be funded for approximately \$100,000 to \$500,000 for each 12-month period. States must submit a proposed budget of not less than \$500,000 or will not be considered. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant

Is there a matching requirement?

- No.

Can grant funds be used to support professional development activities?

- Yes, as long as the activities directly support the purposes of the grant.

Will the 6-9 new grants to be funded this year be from the same pool of applicants that the Department currently has on file or will these be new awards?

- The 6-9 new grants will be funded to new applicants only.

What is the project and budget period for these grants?

- Up to 48 months, of which no more than 12 months may be used for planning and program design.

What is the deadline date for applications under this grant competition?

- April 9, 2004

May I get an extension of the deadline date?

- Under extra ordinary circumstances, the Department may change the closing date for a competition. Notice of all such changes will be announced in the Federal Register. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Applications.

Who is eligible to apply?

- An eligible applicant under the 84.215V competition is: (a) A State education agency (SEA) in partnership with one or more local educational agencies (LEAs); or (b) an SEA in partnership with one or more LEAs and nonprofit organizations or entities, including an institution of higher education (IHE).
- An eligible applicant under the 84.215S competition is: (a) an LEA or consortium of LEAs; or (b) an LEA in partnership with one or more nonprofit organizations or entities, including an IHE.

Does my application have to address the invitational priority?

- No. While we are interested in receiving applications that propose evaluation plans that are based on rigorous evidence-based research methods that assess the effectiveness of a particular intervention, it is not necessary to address the invitational priority. **However, in order for your application to be considered, it must address the absolute priority.**

Are there substantial changes from the previous grants in Character Education?

- This competition will emphasize the integration of character education into the existing curriculum and the perspectives of parents, students, students with disabilities (including those with mental and physical disabilities) and other members of the community be involved in the design and implementation of the program.

Is there a list of evidence-based Character Education curricula that can be considered for the grant funding?

- The U.S. Department of Education is prohibited by law from exercising “any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials”.... (20 U.S.C. 1232a.). Any curriculum that has been proven effective can be included in proposals for this funding opportunity.

Are there specific areas for outside sources to participate in this grant?

- Outside sources may be awarded contracts to:
 - ✓ Evaluate the program, i.e. measuring the integration of the program into the curriculum and teaching methods of schools, and measure the success of the program in fostering the elements of character selected by the recipient.
 - ✓ Develop secular curricula, teacher training and other activities related to character education
 - ✓ Integrate secular character education into the curricula and teaching methods of the schools

Are there specific selection criteria that will be considered in the peer review process?

- The authorizing legislation for the Partnerships in Character Education Programs states the following selection criteria should be taken in to consideration:
 - (A.) The extent to which the program foster character in students and the potential for improved student academic achievement.
 - (B.) The extent and ongoing nature of parental, student, and community involvement.
 - (C.) The quality of the plan for measuring and assessing success.
 - (D.) The likelihood that the objectives of the program will be achieved.

Does this grant require understanding of the Federal Human Subjects Requirement and the laws governing the use of student records and student surveys on sensitive topics?

- If surveys are to be administered to students regarding program evaluation grantees will need to gain Federal Human Subjects Requirement approval and meet the requirements of the Protection Rights Amendment (PPRA) of the Federal Educational Rights and Privacy Act (FERPA)

What program elements should my proposal address?

- Each eligible entity awarded a grant under this competition may select the elements of character that will be taught under the program for which the grant was awarded. In selecting elements of character, the grantee should consider the views of the parents, students and the community.
- Example elements of character that may be used include any of the following:
 - ✓ Caring
 - ✓ Civic virtue and citizenship
 - ✓ Justice and fairness
 - ✓ Respect
 - ✓ Responsibility
 - ✓ Trustworthiness
 - ✓ Giving
 - ✓ Any other elements deemed appropriate by the grantee

What information should I include in my application?

- Complete instructions are given in the application package. Requested information includes:
 - ✓ an established set of specific and measurable goals and objectives linked to identified needs;
 - ✓ program activities that research or evaluation has shown to be effective in character education; and
 - ✓ evaluation methods to refine, improve, and strengthen the program and refine goals and objectives as appropriate.

How does the Freedom of Information Act affect my application?

- The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

Does the Department of Education require an independent third party evaluation or principal investigator?

- No. Although a project evaluation is required, an independent third party evaluation or principal investigator is not. As long as the proposed evaluator has the necessary background and technical expertise to carry out the required evaluation, an application is technically eligible for funding. However, please note that the quality of the proposed project evaluation is a key part of the selection criteria used to evaluate all applications submitted. When possible, the Department prefers independent third party evaluations and independent principal investigators—meaning that the principal investigator has no authority over the project and is not involved in its implementation—because these design features help ensure that the evaluation will provide an objective and reliable basis for examining overall project effectiveness.

Does the Department of Education require that research findings be disseminated?

- No. Research findings do not have to be disseminated by grantees. However, if funded, applicants are requested to collect and report data to the Department on evaluation outcomes in required annual performance reports and at the completion of the grant.

Who do I contact for more information about this grant competition?

- Sharon J. Burton, Education Program Specialist, U.S. Department of Education, 555 New Jersey Avenue, NW, Capitol Place, Room 203, Washington, DC 20208-5570, Phone: 202/219-2044, Fax: 202/208-1190, E-mail: Sharon.Burton@ed.gov

X. APPENDICES AND FORMS

The required application forms are included in this package. Applicants can access additional copies of these forms by going to the grant forms website at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

Authorizing Legislation

The Elementary and Secondary Education Act of 1965 As amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Title V, Part D, Subpart 3, Sec. 5431—Partnerships in Character Education Program

(a) PROGRAM AUTHORIZED-

(1) **IN GENERAL-** The Secretary is authorized to award grants to eligible entities for the design and implementation of character education programs that —

(A) are able to be integrated into classroom instruction and to be consistent with State academic content standards; and

(B) are able to be carried out in conjunction with other educational reform efforts.

(2) **ELIGIBLE ENTITY-** In this section, the term eligible entity' means —

(A) a State educational agency in partnership with —

(i) one or more local educational agencies; or

(ii) one or more —

(I) local educational agencies; and

(II) nonprofit organizations or entities, including an institution of higher education;

(B) a local educational agency or consortium of local educational agencies; or

(C) a local educational agency in partnership with one or more nonprofit organizations or entities, including an institution of higher education.

(3) **DURATION-** Each grant under this section shall be awarded for a period not to exceed 5 years, of which the eligible entity may not use more than 1 year for planning and program design.

(4) **AMOUNT OF GRANTS FOR STATE EDUCATIONAL AGENCIES-**

Subject to the availability of appropriations, the amount of a grant made by the Secretary to a State educational agency under this section shall not be less than \$500,000 if the State educational agency —

(A) is in a partnership described in paragraph (2)(A); and

(B) meets such requirements as the Secretary may establish under this section.

(b) CONTRACTS UNDER PROGRAM-

(1) **EVALUATION-** Each eligible entity awarded a grant under this section may contract with outside sources, including institutions of higher education and private and nonprofit organizations, for the purposes of —

(A) evaluating the program for which the assistance is made available;

- (B) measuring the integration of such program into the curriculum and teaching methods of schools where the program is carried out; and
 - (C) measuring the success of such program in fostering the elements of character selected by the recipient under subsection (c).
- (2) MATERIALS AND PROGRAM DEVELOPMENT- Each eligible entity awarded a grant under this section may contract with outside sources, including institutions of higher education and private and nonprofit organizations, for assistance in —
- (A) developing secular curricula, materials, teacher training, and other activities related to character education; and
 - (B) integrating secular character education into the curricula and teaching methods of schools where the program is carried out.
- (c) ELEMENTS OF CHARACTER-
- (1) SELECTION-
- (A) IN GENERAL- Each eligible entity awarded a grant under this section may select the elements of character that will be taught under the program for which the grant was awarded.
 - (B) CONSIDERATION OF VIEWS- In selecting elements of character under subparagraph (A), the eligible entity shall consider the views of the parents of the students to be taught under the program and the views of the students.
- (2) EXAMPLE ELEMENTS- Elements of character selected under this subsection may include any of the following:
- (A) Caring.
 - (B) Civic virtue and citizenship.
 - (C) Justice and fairness.
 - (D) Respect.
 - (E) Responsibility.
 - (F) Trustworthiness.
 - (G) Giving.
 - (H) Any other elements deemed appropriate by the eligible entity.
- (d) USE OF FUNDS BY STATE EDUCATIONAL AGENCY RECIPIENTS- Of the total funds received in any fiscal year under this section by an eligible entity that is a State educational agency —
- (1) not more than 3 percent of such funds may be used for administrative purposes; and
 - (2) the remainder of such funds may be used for —
 - (A) collaborative initiatives with and between local educational agencies and schools;
 - (B) the preparation or purchase of materials, and teacher training;
 - (C) providing assistance to local educational agencies, schools, or institutions of higher education; and
 - (D) technical assistance and evaluation.
- (e) APPLICATION-
- (1) IN GENERAL- Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require.
 - (2) REQUIRED INFORMATION- Each application for a grant under this section shall include (together with any other information that the Secretary may require) information that —

- (A) demonstrates that the program for which the grant is sought has clear objectives that are based on scientifically based research;
- (B) describes any partnerships or collaborative efforts among the organizations and entities of the eligible entity;
- (C) describes the activities that will be carried out with the grant funds and how such activities will meet the objectives described in subparagraph (A), including —
 - (i) how parents, students, students with disabilities (including those with mental or physical disabilities), and other members of the community, including members of private and nonprofit organizations, will be involved in the design and implementation of the program and how the eligible entity will work with the larger community to increase the reach and promise of the program;
 - (ii) curriculum and instructional practices that will be used or developed; and
 - (iii) methods of teacher training and parent education that will be used or developed;
- (D) describes how the program for which the grant is sought will be linked to other efforts to improve academic achievement, including —
 - (i) broader educational reforms that are being instituted by the eligible entity or its partners; and
 - (ii) State academic content standards;
- (E) in the case of an eligible entity that is a State educational agency, describes how the State educational agency —
 - (i) will provide technical and professional assistance to its local educational agency partners in the development and implementation of character education programs; and
 - (ii) will assist other interested local educational agencies that are not members of the original partnership in designing and establishing character education programs;
- (F) describes how the eligible entity will evaluate the success of its program —
 - (i) based on the objectives described in subparagraph (A); and
 - (ii) in cooperation with any national evaluation conducted pursuant to subsection (h)(2)(B)(iii); and
- (G) assures that the eligible entity annually will provide to the Secretary such information as may be required to determine the effectiveness of the program.

(f) SELECTION OF RECIPIENTS-

(1) PEER REVIEW-

(A) IN GENERAL- In selecting eligible entities to receive grants under this section from among the applicants for such grants, the Secretary shall use a peer review process that includes the participation of experts in the field of character education and development.

(B) USE OF FUNDS- The Secretary may use funds appropriated under this section for the cost of carrying out peer reviews under this paragraph.

(2) SELECTION CRITERIA- Each selection under paragraph (1) shall be made on the basis of the quality of the application submitted, taking into consideration such factors as —

- (A) the extent to which the program fosters character in students and the potential for improved student academic achievement;
 - (B) the extent and ongoing nature of parental, student, and community involvement;
 - (C) the quality of the plan for measuring and assessing success; and
 - (D) the likelihood that the objectives of the program will be achieved.
- (3) **EQUITABLE DISTRIBUTION-** In making selections under this subsection, the Secretary shall ensure, to the extent practicable under paragraph (2), that the programs assisted under this section are equitably distributed among the geographic regions of the United States, and among urban, suburban, and rural areas.
- (g) **PARTICIPATION BY PRIVATE SCHOOL CHILDREN AND TEACHERS-** Each eligible entity that receives a grant under this section shall provide, to the extent feasible and appropriate, for the participation in programs and activities under this section of students and teachers in private elementary schools and secondary schools.
- (h) **EVALUATION AND PROGRAM DEVELOPMENT-**
- (1) **STATE AND LOCAL REPORTING AND EVALUATION-** Each eligible entity receiving a grant under this section shall submit to the Secretary a comprehensive evaluation of the program assisted under this section, including its impact on students, students with disabilities (including those with mental or physical disabilities), teachers, administrators, parents, and others —
 - (A) by the end of the second year of the program; and
 - (B) not later than 1 year after completion of the grant period.
 - (2) **NATIONAL RESEARCH, DISSEMINATION, AND EVALUATION-**
 - (A) **IN GENERAL-**
 - (i) **AUTHORIZATION-** The Secretary is authorized to award grants to, or enter into contracts or cooperative agreements with, State educational agencies or local educational agencies, institutions of higher education, tribal organizations, or other public or private agencies or organizations to carry out research, development, dissemination, technical assistance, and evaluation activities that support or inform State and local character education programs.
 - (ii) **RESERVATION OF FUNDS-** The Secretary shall reserve not more than 5 percent of the funds made available under this section to carry out this paragraph.
 - (B) **USES-** Funds made available under subparagraph (A) may be used for the following:
 - (i) Conducting research and development activities that focus on matters such as —
 - (I) the extent to which schools are undertaking character education initiatives;
 - (II) the effectiveness of instructional models for all students, including students with disabilities (including those with mental or physical disabilities);
 - (III) materials and curricula for use by programs in character education;
 - (IV) models of professional development in character education;

(V) the development of measures of effectiveness for character education programs (which may include the factors described in paragraph (3)); and

(VI) the effectiveness of State and local programs receiving funds under this section.

(ii) Providing technical assistance to State and local programs, particularly on matters of program evaluation.

(iii) Conducting evaluations of State and local programs receiving funding under this section, that may be conducted through a national clearinghouse under clause (iv).

(iv) Compiling and disseminating, through a national clearinghouse or other means —

(I) information on model character education programs;

(II) information about high quality character education materials and curricula;

(III) research findings in the area of character education and character development; and

(IV) any other information that will be useful to character education program participants nationwide, including educators, parents, and administrators.

(C) PARTNERSHIPS- In carrying out national activities under this paragraph, the Secretary may enter into partnerships with national nonprofit character education organizations and institutions of higher education with expertise and successful experience in implementing —

(i) character education programs that had an effective impact on schools, students, students with disabilities (including those with mental or physical disabilities), and teachers; or

(ii) character education program evaluation and research.

(D) PARTNERSHIP FOR ACTIVITIES UNDER SUBPARAGRAPH (B)(iv)- In carrying out national activities under subparagraph (B)(iv), the Secretary may enter into a partnership with a national nonprofit character education organization that will disseminate information to educators, parents, administrators, and others nationwide, including information about the range of model character education programs, materials, and curricula.

(E) REPORT- Each entity awarded a grant or entering into a contract or cooperative agreement under this paragraph shall submit an annual report to the Secretary that —

(i) describes the entity's progress in carrying out research, development, dissemination, evaluation, and technical assistance under this paragraph;

(ii) identifies unmet and future information needs in the field of character education; and

(iii) if applicable, describes the progress of the entity in carrying out the requirements of subparagraph (B)(iv), including a listing of

(I) the number of requests for information received by the entity in the course of carrying out such requirements;

(II) the types of organizations making such requests; and

(III) the types of information requested.

(3) FACTORS- Factors that may be considered in evaluating the success of programs funded under this section include the following:

- (A) Discipline issues.
- (B) Student academic achievement.
- (C) Participation in extracurricular activities.
- (D) Parental and community involvement.
- (E) Faculty and administration involvement.
- (F) Student and staff morale.
- (G) Overall improvements in school climate for all students, including students with disabilities (including those with mental or physical disabilities).

(i) PERMISSIVE MATCH-

(1) IN GENERAL- The Secretary may require eligible entities to match funds awarded under this section with non-Federal funds, except that the amount of the match may not exceed the amount of the grant award.

(2) SLIDING SCALE- The amount of a match under paragraph (1) shall be established based on a sliding scale that takes into account —

- (A) the poverty of the population to be targeted by the eligible entity; and
- (B) the ability of the eligible entity to obtain funding for the match.

(3) IN-KIND CONTRIBUTIONS- The Secretary shall permit eligible entities to match funds in whole or in part with in-kind contributions.

(4) CONSIDERATION- Notwithstanding this subsection, the Secretary in making awards under this section shall not consider the ability of an eligible entity to match funds.

IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that: **Failure to meet a deadline will mean that an applicant will be rejected without any consideration.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. Six-month or one-year subscriptions to the daily, official Federal Register may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/fed-reg.html>. The Federal Register Complete Service also is available in microfiche on the same Web page. In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: http://www.archives.gov/federal_register/index.html.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFPs are now available on-line for downloading at the following Web site: <http://www.ed.gov/fund/contract/apply/currrfp.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform to any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal, which is non-responsive to the RFP. Six-month or one-year subscriptions to the CBD may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/cbd.html>. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1. The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following Web site: <http://cbdnet.access.gpo.gov>. The Federal Acquisition Regulations are available on-line at the following Web site: <http://www.arnet.gov/far>.

OTHER INFORMATION

Grant Application Receipt Acknowledgement

If you fail to receive the notification of application receipt within 15 days from the closing date, call the U.S. Department of Education's Application Control Center at 202/708-9493.

Grant and Contract Funding Information

The Department of Education provides information about grant and contract opportunities electronically in several ways:

Department of Education Web site – <http://www.ed.gov/fund/grant/apply/grantapps/index.html>
Office of the Chief Financial Officer Web Page – <http://www.ed.gov/offices/OCFO/>

D-U-N-S NUMBER INSTRUCTIONS

The D-U-N-S Number is a unique nine-digit number provided by Dun & Bradstreet that does not convey any information about the recipient. A built-in check helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 800/333-0505 or by completing a D-U-N-S Number Request Form on the Internet at the following Web site: <http://www.dnb.com>.

Note: Applicants are strongly encouraged to apply for a DUNS Number during the initial development of the application. We cannot make a grant award without an active D-U-N-S Number.

Use This Checklist in Preparing Your Application Package

- ❑ Application for Federal Education Assistance (ED Form 424) – Page 1.
 - ✓ ED Form 424 has been completed according to the instructions and includes the nine-digit active D-U-N-S Number and Tax Identification Number.
 - ✓ ED Form 424 has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ❑ Table for Contents – Page 2.
- ❑ Project Abstract- Page 3 (one page maximum).
- ❑ Project Narrative (up to 25 pages double-spaced)
- ❑ Budget Information Form (ED Form 524) and budget narrative
- ❑ Assurances—Non-Construction Programs (ED Form 424B) signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certifications Regarding Lobbying (ED Form 80-0013) signed and dated by an authorized official (including original signature in at least one copy) **NOTE:** Certifications for Drug-Free Workplace and Debarment and Suspension are no longer required. The three-in-one form will be used for lobbying certification until a new form is developed.
- ❑ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ A narrative response to the GEPA provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ❑ Copy of Applicant’s Letter to State Single Point of Contact (Executive Order 12372)
- ❑ One signed original and two copies of the application (including all forms), plus one voluntarily submitted additional copy has been included. All copies are unbound. Each page is consecutively numbered.
- ❑ Mailing Address: U.S. Department of Education, Application Control Center, Attention CFDA Number, ROB 3-Room 3671, 400 Maryland Avenue, SW, Washington, DC 20202-4725.
- ❑ Deadline Date: Applications must be postmarked or hand delivered by April 9, 2004 (see page 24-28 of this application package for additional application submission procedures).

For further information contact:

Sharon J. Burton
Office of Safe and Drug-Free Schools
U.S. Department of Education
555 New Jersey Avenue, NW
Capitol Place, Room 203
Washington, DC 20208-5570

Phone: (202) 219-2044
Email: sharon.burton@ed.gov

Individuals who sue a telecommunications device for the death (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT).

Information about other funding opportunities, including copies of application notices for discretionary grant competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/fund/grant/find/edlite-forecast.html>