

Rural Youth Development Grants Program

FY 2009 Request for Applications

Application Deadline: May 20, 2009



U.S. Department of Agriculture

Cooperative State Research, Education, and Extension Service

**COOPERATIVE STATE RESEARCH, EDUCATION, AND EXTENSION SERVICE;
U.S. DEPARTMENT OF AGRICULTURE**

RURAL YOUTH DEVELOPMENT GRANTS

INITIAL ANNOUNCEMENT

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: This program is listed in the Catalog of Federal Domestic Assistance under 10.500.

DATES: Applications must be received by close of business (COB) on **May 20, 2009** (5:00 p.m. Eastern Time). Applications received after this deadline will normally not be considered for funding. Comments regarding this request for applications (RFA) are requested within six months from the issuance of this notice. Comments received after that date will be considered to the extent practicable.

STAKEHOLDER INPUT: The Cooperative State Research, Education, and Extension Service (CSREES) is requesting comments regarding this RFA from any interested party. These comments will be considered in the development of the next RFA for the program, if applicable, and will be used to meet the requirements of section 103(c)(2) of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7613(c)(2)). This section requires the Secretary to solicit and consider input on a current RFA from persons who conduct or use agricultural research, education and extension for use in formulating future RFAs for competitive programs. Written stakeholder comments on this RFA should be submitted in accordance with the deadline set forth in the DATES portion of this Notice.

Written stakeholder comments should be submitted by mail to: Policy and Oversight Branch; Office of Extramural Programs; Cooperative State Research, Education, and Extension Service; USDA; STOP 2299; 1400 Independence Avenue, SW; Washington, DC 20250-2299; or via e-mail to: RFP-OEP@csrees.usda.gov. (This e-mail address is intended only for receiving comments regarding this RFA and not requesting information or forms.) In your comments, please state that you are responding to the Rural Youth Development Grants Program RFA.

EXECUTIVE SUMMARY: CSREES announces the availability of grant funds and requests applications for the Rural Youth Development Grants (RYD) Program for fiscal year (FY) 2009 to support the expansion of effective, high quality youth development programs for youth in rural areas and small towns. The amount available for support of this program in FY 2009 is approximately \$1,696,000.

This notice identifies the objectives for RYD projects, the eligibility criteria for projects and applicants, and the application forms and associated instructions needed to apply for a RYD grant. CSREES additionally requests stakeholder input from any interested party for use in the development of the next RFA for this program.

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PART I—FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority and Background

Title IV of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7630) authorized the Secretary of Agriculture to make grants to the Girl Scouts of the United States of America (GSUSA), the Boy Scouts of America (BSA), the National 4-H Council (4-H Council), and the National FFA Organization (FFA). Section 7309 of the Food, Conservation, and Energy Act (FCEA) of 2008 reauthorized 7 U.S.C. 7630, which was also amended to provide additional flexibility in content delivery to each organization receiving funds and to allow recipients to redistribute all or part of the funds to individual councils or local chapters without further need of approval from the Secretary. In FY 2009, Terms and Conditions of these awards should facilitate the redistribution without further need of approval. The Omnibus Appropriations Act, 2009 (Pub. L. 111-8) appropriates funds under Division A, Title I *“for grants to youth organizations pursuant to 7 U.S.C. 7630.”*

A portion of the funding in 2002 was used to support a process that engaged thousands of youth from across America in a dialogue. The process was designed to identify their perceived needs and issues as well as suggested solutions. In February, 2002, nearly 1200 youth and adults representing over 600 youth organizations nationwide participated in the National Conversation on Youth Development in the 21st Century in Washington, DC. This forum produced a report that included recommendations regarding the future of youth programs and youth organizations.

The recommendations focus on the importance of:

- breaking down barriers to participation, especially for rural youth;
- enhancing opportunities for youth involvement in policy and decision-making;
- creating safe and inviting environments for youth activities; and
- improving access to information and technology.

Participants suggested that national youth organizations collaborate to maximize resources and programs for youth. The report concluded that rural youth encounter economic and physical barriers that prevent their receiving adequate care, services, or resources necessary for healthy development. The Rural Youth Development Grants (RYD) program is intended to address the above issues as well as others, some of which are specified in Part I.B.

In 2005, the eligible youth organizations met to develop a broad framework that would bring a focus to the program while honoring and recognizing the unique attributes of the organizations. The organizations determined that they all provided opportunities for young people to work in partnership with adults to gain leadership, citizenship and life skills. The expectation that members of their respective organizations would improve communities through service learning was another commonality. As a result of this collective work, the overarching theme of this grant program became, “Youth Build Strong Rural Communities.” The sub-theme that emerged was, “Rural youth learn and apply leadership, citizenship, and life skills to improve their own lives and the communities in which they live.” This philosophy undergirds the program design and methodologies of this grant program.

B. Purpose and Priorities

As specified in 7 U.S.C. 7630, grants will be made to establish pilot projects to expand the youth development programs carried out by the eligible organizations in rural areas or small towns.

Broad Purposes:

- Support and enhance the goals, objectives, and priorities of the eligible youth organizations;
- Support programs which address issues and needs of rural youth;
- Involve youth in design and implementation of their educational activities;
- Increase knowledge, skills, attitudes and behaviors necessary for rural youth to live productive, contributing, and fulfilling lives; and
- Increase economic opportunities and sustainability and improve quality of life in rural communities through enhanced human, social, civic, natural, financial, cultural, and built capital.

Assisting Eligible Organizations to Meet Goals:

One of the purposes of this program is to support and enhance the goals, objectives, and priorities of the eligible youth organizations. The mission of each of the eligible organizations includes leadership, citizenship, and life skill development of their members. The organizations also articulate community service (service learning) as strong program components and strategies. With a focus on leadership, citizenship, and life skill development through service learning and social entrepreneurship, the RYD program strongly supports and enhances the missions and priorities of the eligible organizations. For example:

Girl Scouts of the USA (GSUSA)--Beginning in 2006, GSUSA initiated the Girl Scout Leadership Experience (GSLE). This outcomes driven model provides the framework for all Girl Scout programs. Using the 15 outcomes and indicators for each age level, outlined in *Transforming Leadership*, Girl Scouts can now better understand leadership development at each phase of a girls' scouting experience.

Challenge and Change...a curriculum driven leadership program for teen girls specifically developed for this RYD grant program... and the GSLE share many of the same outcomes. Some examples include learning: how to build relationships, about their own abilities, and about their broader community. *Challenge and Change* uses concepts of social entrepreneurship which applies business models to solve social issues. Both the curriculum and organization have received national and international recognition. *Challenge and Change* is at the forefront of the GSLE and is widely seen as a model curriculum that provides a venue for girls to earn their Gold Awards, traditionally the highest honor in Girl Scouts.

The National FFA Organization (FFA)--The opening statement of the FFA Creed states, "I believe in the future of agriculture, with a faith born not of words but of **deeds...**" The organization's commitment to service is also found in the Motto, "Learning to Do, Doing to Learn, Earning to Live, *Living to Serve.*" With these words, hundreds of thousands of young people utilize the skills and talents learned in their agricultural classrooms to effect positive changes in their communities through service and civic engagement.

The RYD program has provided the opportunity for FFA members across the country to have the opportunity to demonstrate knowledge gained in agricultural classrooms through meaningful service for their communities. Furthermore, the RYD program was the catalyst to move FFA from a model of “community service” to a much more rich and meaningful model of “service-learning” during the 2007 National FFA Convention. This transition all began with the RYD funding that allowed FFA to begin to create resources for agricultural teachers and members on service and civic engagement. Funding also supports service-learning projects that meet authentic community needs, build upon knowledge gained in the classroom and support youth and adult partnerships.

The National 4-H Council (4-H)—The RYD Program supports the 4-H Vision which is “a world in which youth and adults learn, grow and work together as catalysts for positive change.” In addition, the 4-H pledge, in part, states “I pledge my...hands to larger service...for my club, my community, my country and my world.” The RYD program supports the vision of the organization and the pledge that is recited often by millions of youth. Using “Engaging Youth, Serving Communities” as the theme for the RYD program, teams of trained youth and adults convene town meetings to identify community needs and develop and implement plans to address those needs.

Additionally, 4-H is currently focusing program efforts in three broad categories: Science, Engineering, and Technology; Healthy Living; and Citizenship. The RYD program is the cornerstone of the Citizenship area.

The Boy Scouts of America (BSA) provides a program for young people that builds character, trains them in the responsibilities of participating citizenship, and develops personal fitness. For nearly a century, the BSA has helped build the future leaders of this country by combining educational activities and lifelong values with fun. The Boy Scouts of America believes — and through nearly a century of experience, knows — that helping youth is a key to building a more conscientious, responsible, and productive society. The mission statement of the BSA says, “The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader...” The RYD program provides opportunities for youth to become strong leaders and responsible citizens.

Addressing Youth Issues:

In addition to assisting the eligible organizations with reaching their goals and objectives, the RYD program aims to address issues facing rural youth. Research, studies, and public opinion polls indicate there are several important youth issues that can be addressed through existing youth development organizations. The following list represents some, but certainly not all, of those issues. Literature reveals that rural youth:

- Experience less community interconnection of people due to long commute times of parents to work and children to school which leads to:
 - a. Lack of first hand observation of potential career opportunities;

- b. Fewer adult role models for civic responsibility and volunteering; and
- c. More unsupervised time, generally after-school.

- Experience geographic isolation due to distance between homes and towns, and a lack of public transportation;
- Are impacted by new populations moving into rural communities, increasing diversity;
- Have fewer physical locations in which to interact with peers and adults;
- Have limited programs and social opportunities;
- Have limited employment opportunities, especially meaningful employment;
- Experience increased isolation and alienation due to high teacher turnover;
- Live in cultures characterized by prejudice, ethnocentricity and intolerance to nonconforming ideas that could lead to violence;
- Experiment with negative behaviors;
- Have seen a three fold increase in gang-related activity in many places;
- Have less access to health care, services and resources necessary for healthy development;
- Have access to technology at school, but not necessarily at home;
- Are more likely to live in poverty; and
- Are part of the growing epidemic of childhood obesity.

Community Sustainability and Quality of Life:

Another purpose and long-term priority of this program is for the youth to improve their own lives and the communities in which they live. To measure the long-term impact on communities, a research based framework guides the RYD program. The framework outlines the following seven (7) areas, or “Community Capitals,” that can be improved: human, social, civic, cultural, natural, financial and built (infrastructure). Youth in this program, working in partnership with adults, are expected to identify, implement and evaluate programs that improve their communities in one or more of the “capital” areas. For more information on community capitals, the Iowa State University web site has several resources. Two specific sites are: <http://www.ag.iastate.edu/centers/rdev/projects/commcap/7-capitalshandout.pdf> and <http://www.ag.iastate.edu/centers/rdev/pubs/Communitycapitals.pdf>.

Projects funded through the RYD program must work toward achieving the knowledge, actions and conditions outcomes for youths, adults, community leaders, and communities listed on the tables (Logic Model) found on pages (8 and 9) of this RFA.

Rural Youth Development Program Logic Model Outcomes

Youth Knowledge	Youth Actions	Conditions
<p>Youth will develop knowledge, skills, & attitudes in:</p> <ul style="list-style-type: none"> • +communication • +conflict management/resolution • +decision-making • +goal setting • +problem solving • planning • team building • group facilitation • concepts of leadership, civic engagement and youth/adult partnerships • visionary thinking <p>Youth will develop positive attitudes and opinions of:</p> <ul style="list-style-type: none"> • efficacy • self-confidence • inclusivity, pluralism and diversity <p>Youth are motivated to:</p> <ul style="list-style-type: none"> • serve in leadership roles • become engaged in their communities • be of service to others <p>Youth have awareness and knowledge of elements of ethical leadership (character):</p> <ul style="list-style-type: none"> • trustworthiness • responsibility • respect • fairness • caring • citizenship <p>+primary outcomes</p>	<p>Youth Serve in:</p> <ul style="list-style-type: none"> • group decision-making roles within their youth organizations & schools • leadership roles in their youth organizations & schools • leadership roles in community organizations <p>Youth work in partnership with adults to:</p> <ul style="list-style-type: none"> • facilitate community forums or conduct needs assessments to identify community needs • develop and implement action plans to address community needs • evaluate how community needs were met <p>Youth Demonstrate and Practice:</p> <ul style="list-style-type: none"> • the competencies listed as “short term” • inclusivity, pluralism and valuing diversity • ethical leadership • motivation to be engaged in their communities • self-confidence and efficacy <p align="center">Continued on next page.</p>	<p>Improved <u>Human</u> Capital:</p> <p>Increased use of skills & abilities of local people; increased initiative, responsibility and innovation</p> <p>Young adults serve in leadership roles, serve as change agents, and are stakeholders in their communities</p> <p>Improved <u>Cultural</u> Capital:</p> <p>Increased cultural consciousness and engagement</p> <p>Improved <u>Social</u> Capital:</p> <p>Increased networks, communication, cooperation, trust</p> <p>Improved <u>Civic</u> Capital:</p> <p>Increased ability to secure resources for the community & active citizen participation</p> <p>Improved <u>Financial</u> Capital:</p> <p>Improved diverse and vital economies in areas such as new financial instruments established, new bond issues passed; outside funding obtained to improve infrastructure and business development; poverty reduction.</p> <p>Improved <u>Built</u> Capital:</p> <p>Infrastructure improved and strengthened in areas such as telecommunications; education facilities; government buildings; community buildings; transportation; business district; health care facilities; indoor recreational facilities; cultural facilities; housing; churches; city services; and energy services.</p>

<p>Knowledge--Adults Working With Youth</p> <p>Adults will develop knowledge and skills to:</p> <ul style="list-style-type: none"> • work in partnership with youth in leadership roles • serve as mentors and role models • guide youth to learn the competencies, skills and attitudes listed above • engage the community in identifying community issues • create an action plan to address identified community issues • implement an action plan to address community needs • evaluate the implementation of the plan <p>Adults develop positive attitudes and opinions of:</p> <ul style="list-style-type: none"> • youth as resources and equal partners • inclusivity, pluralism and diversity 	<p>Action--Adults Working with the Program</p> <p>Adults work in partnership with youth to:</p> <ul style="list-style-type: none"> • identify community needs • develop and implement plans to address community needs • evaluate plans to address community needs <p>Adults:</p> <ul style="list-style-type: none"> • ensure that issues and activities reflect the diversity of the community • actively seek, support, and engage youth in leadership roles • ensure that youth have an “authentic” voice • are effective mentors and role models 	<p>Conditions</p> <p>Improved <u>Natural Capital</u>:</p> <p>Improvements in air, water, soil, biodiversity, landscape, scenery, outdoor recreation, wildlife, land development plans, ecosystems used for multiple community benefits.</p>
<p>Community Stakeholder Knowledge</p> <p>Community stakeholders and decision-makers:</p> <ul style="list-style-type: none"> • are aware of policies, resources, and/or supports needed to address community needs and support positive youth development • are engaged with youth in identifying and addressing community needs and evaluating the effectiveness of addressing those needs. • develop positive attitudes and opinions of: <ul style="list-style-type: none"> ◆ youth as resources and equal partners ◆ inclusivity, pluralism and diversity 	<p>Community Stakeholder Action</p> <p>Stakeholders and decision makers change policies</p> <p>Stakeholders and decision-makers provide resources and supports to:</p> <ul style="list-style-type: none"> • identify community needs • develop and implement a plan to address community needs • evaluate the resulting community outcomes <p>Stakeholders:</p> <ul style="list-style-type: none"> • ensure needs and activities reflect the diversity of the community, including youth • actively recruit, train, and support youth to serve on community boards and committees • genuinely consider youth voices and involve youth in decision-making 	<p>All conditions outcomes on the previous page also apply to this page and the next page.</p>

C. Program Area Description

For purposes of the RYD RFA, the **PROGRAM NAME** is **Rural Youth Development Grants** and the **PROGRAM CODE** is **AA-H**.

1. Community Based Programs and Site Selection

As stated in 7 U.S.C. 7630, this grant program was authorized to establish pilot projects to expand the programs carried out by the (eligible) organizations in rural areas and small towns. To that end, the national offices of the eligible organizations develop a competitive process to award money to their affiliates at local levels. The money can be awarded directly to local chapters, troops, clubs or groups, or it can be awarded through a higher level administrative office such as state land-grant universities, Girl Scout Councils, or State FFA organizations.

It is the responsibility of the national organization to select and support local projects that understand the philosophy of the program, agree to implement programs in accordance with this RFA, and the terms and conditions of any resulting awards and agree to work toward the outcomes as articulated in the Logic Model on pages 8 and 9 of this RFA.

2. Sustainable Community Sites

Contingent on Federal funding, it is expected that the same communities will be funded for multiple years to produce long-term outcomes, address community needs, and continue sustainability after the Federal dollars are no longer available. National organizations should develop plans to integrate the communities and program strategies into the ongoing work of the organizations. Communities selected should have the assets and commitments to continue the program after Federal funding is no longer available.

Sustainability is the capacity of programs to continue to respond to the identified community needs. A sustained program maintains a focus consistent with its original goals and objectives, including the individuals and communities it was originally intended to serve. Some programs contract in scope, while some expand and others maintain the original program activities. Some programs align with other organizations and institutions while others maintain their independence. The key element of sustainability is providing continued benefits, regardless of the particular activities that are delivered. To most effectively sustain programs an intentional effort must be made early in the program planning process.

3. Program Participants

Research has shown that the most significant positive outcomes for youth are achieved through programs that have sufficient scope, breadth and duration. In addition, the frequency in which youth are involved in programs and the intensity of their engagement makes a substantial and quantifiable difference. Therefore, contingent on Federal funding, it is expected that a large majority of youth will participate in the RYD program over multiple years and be strongly engaged in the program.

4. Program Design

The program design for the RYD program focuses on leadership, citizenship and life skill development through service learning and social entrepreneurship strategies. While each eligible organization has the flexibility to develop their unique curriculum, training and technical assistance, program design, and evaluation methodology, the following characteristics are common:

- Youth and adults work in partnership where youth are seen as valuable resources to the community.
- A community needs assessment, town hall meeting or other strategy is utilized to identify and prioritize community needs. Ideally, a broad cross-section of community leaders and stakeholders would be involved.
- A priority issue (or issues) is identified that can be addressed by the youth-adult teams. The issue should be one of broad and long-term significance of the community (i.e., health, obesity, hunger, safety, workforce development, water quality, or entrepreneurship). Conversely, the issue(s) should not be a one time, community service type project (i.e. picking up trash along the road, serving meals at a soup kitchen, collecting food for an animal shelter, or visiting the elderly).
- The issue(s) should also address improving one or more community capitals as referenced on page 7. These include human, social, civic, cultural, natural, financial and built (infrastructure).
- An action plan is developed and implemented to address those needs.
- The impact on the community is evaluated using acceptable data collection and analysis methods.

5. Program Characteristics: Philosophies and Research-Based Strategies

The RYD programs will:

- Provide constructive and encouraging relationships among youth and adults, as well as youth and their peers;
- Provide safe and inclusive environments;
- Provide an array of youth development opportunities for youth to build competencies in areas such as mastery, independence, generosity, and sense of belonging;
- Provide access to multiple opportunities for youth to develop assets in the physical, intellectual, psychological, emotional, and/or social domains;
- Engage youth as partners in their own development and the development of their communities;
- Promote positive development so youth will be engaged in their communities and more likely to promote the well-being of other young people;
- Be effectively child and youth focused;
- Build human capital to reverse the “brain drain” caused by capable young people leaving rural communities;
- Build community-wide programs (not facilities) such as comprehensive community centers;

- Connect the formal classroom to real-life experience and use the community as a context for learning. Programs can be delivered in-school and/or during out-of-school time;
- Guide youth to see themselves as active participants in the future; and/or
- Offer opportunities for youth to value and practice service to others.

6. Grant Amount and Duration

In FY 2009, an applicant may request a grant up to \$549,000 for a duration of 18 months.

PART II—AWARD INFORMATION

A. Available Funding

There is no commitment by USDA to fund any particular application or to make a specific number of awards. The Omnibus Appropriations Act, 2009 (Pub. L. 111-8) appropriates funds under Division A, Title I “*for grants to youth organizations pursuant to 7 U.S.C. 7630.*”

Approximately The Omnibus Appropriations Act, 2009 (Pub. L. 111-8) appropriates funds under Division A, Title I “*for grants to youth organizations pursuant to 7 U.S.C. 7630.*” \$1,696,000 will be available to support up to four grants under the Rural Youth Development (RYD) grants program in FY 2009. Awards will be made on a competitive basis as a result of merit review and recommendations of a peer review panel.

B. Types of Applications

In FY 2009, applications may be submitted to the RYD Program as one of the following types of requests:

(1) New application. This is a project application that has not been previously submitted to the RYD Program. The only organization eligible to submit a new application is the Boy Scouts of America. All new applications will be reviewed competitively using the selection process and evaluation criteria described in Part V (Application Review Requirements). Since the Boy Scouts of America has not been awarded funds in the past, the lack of Progress Reports and Program Accomplishments will not reflect negatively in scoring.

(2) Renewal application. This is a project application that requests additional funding for a project beyond the period that was approved in an original or amended award. The only organizations eligible to submit renewal applications are GSUSA, 4-H Council, and FFA. Applications for renewed funding must contain the same information as required for new applications, and additionally must contain a Progress Report (see Project Narrative, Part IV.B.3.c). Renewal applications must be received by the relevant due dates and will be reviewed according to the same evaluation criteria as new applications.

In FY 2009, renewal applications should build on the goals, outcomes and program implementation strategies established for FY 2005/2006 projects. The majority of the communities selected by the national organizations for funding in FY 2009 shall be the same ones funded in FY 2005/2006 provided they are effective and demonstrating results. The majority of youth participating in the program should be involved for multiple years.

C. Project Types

In FY 2009, a proposal may request a grant up to \$549,000 for a duration of 18 months. Priority will be given to proposals that effectively demonstrate the capacity to develop programs that deliver desired outcomes as listed in the logic model in Part I.B. of this RFA. It is strongly encouraged that a minimum of 50% of the funds received by the national organization be allocated to local communities.

PART III—ELIGIBILITY INFORMATION

A. Eligible Applicants

Pursuant to 7 U.S.C. Section 7630, only the Girl Scouts of the United States of America, the National 4-H Council, the Boy Scouts of America, and the National FFA Organization are eligible to apply. CSREES will accept only one application from each organization. The application must be developed and submitted by the national office of each respective organization. In FY 2009, RYD awards will be distributed to each of the four (4) eligible organizations that submits an application in accordance with the requirements of this RFA, if the application is found to be worthy of support through the peer review process. The amount awarded to each organization will be determined based on review and recommendations of a peer review panel.

Award recipients may subcontract to organizations not eligible to apply provided such organizations are necessary for the conduct of the project.

If an applicant fails to meet an eligibility criterion by the time of the application deadline, the application will be at risk of being excluded from CSREES review and will preclude CSREES from making an award.

B. Cost Sharing or Matching

There are no matching requirements associated with the RYD program, and matching resources will not be factored into the review process as evaluation criteria.

PART IV—APPLICATION AND SUBMISSION INFORMATION

A. Electronic Application Package

Only electronic applications may be submitted via Grants.gov to CSREES in response to this RFA.

Prior to preparing an application, it is suggested that the PD/PI first contact an Authorized Representative (AR)(also referred to as Authorized Organizational Representative or AOR) to determine if the organization is prepared to submit electronic applications through Grant.gov. If the organization is not prepared, the AR should see http://www.grants.gov/applicants/get_registered.jsp for steps for preparing to submit applications through Grants.gov.

The steps to access application materials are as follows:

1. In order to access, complete and submit applications, applicants must download and install a version of Adobe Reader compatible with Grants.gov. This software is essential to apply for CSREES Federal assistance awards. For basic system requirements and download instructions, please see http://www.grants.gov/help/download_software.jsp. To verify that you have a compatible version of Adobe Reader, Grants.gov established a test package that will assist you in making that determination. Grants.gov Adobe Versioning Test Package: <http://www.grants.gov/applicants/AdobeVersioningTestOnly.jsp>.
2. The application package must be obtained via Grants.gov, go to <http://www.grants.gov>, click on “Apply for Grants” in the left-hand column, click on “**Step 1: Download a Grant Application Package and Instructions,**” enter the funding opportunity number **USDA-CSREES-F4HN-002177** in the appropriate box and click “Download Package.” From the search results, click “Download” to access the application package.

Contained within the application package is the “CSREES Grants.gov Application Guide: A Guide for Preparation and Submission of CSREES Applications via Grants.gov.” This Guide contains an introduction and general Grants.gov instructions, information about how to use a Grant Application Package in Grants.gov, and instructions on how to complete the application forms.

If assistance is needed to access the application package (e.g., downloading or navigating Adobe forms), refer to resources available on the Grants.gov Web site first (<http://grants.gov/>). Grants.gov assistance is also available as follows:

- Grants.gov customer support
Toll Free: 1-800-518-4726
Business Hours: M-F 7:00 am – 9 pm Eastern Standard Time
Email: support@grants.gov

B. Content and Form of Application Submission

Electronic applications should be prepared following Parts V and VI of the document entitled “A Guide for Preparation and Submission of CSREES Applications via Grants.gov.” This guide is part of the corresponding application package (see Section A. of this Part). The following is **additional information** needed in order to prepare an application in response to this RFA. If there is discrepancy between the two documents, the information contained in this RFA is overriding.

Note the attachment requirements (e.g., portable document format) in Part III section 3. of the Guide. ANY PROPOSALS CONTAINING NON-PDF DOCUMENTS WILL BE AT RISK OF BEING EXCLUDED FROM CSREES REVIEW. Partial applications will be excluded from CSREES review. With documented prior approval, resubmitted applications will be accepted until close of business on the closing date in the RFA.

If you do not own PDF-generating software, Grants.gov provides online tools to assist applicants. Users will find a link to “Convert Documents to PDF” on <http://grants.gov/assets/PDFConversion.pdf>.

1. SF 424 R&R Cover Sheet

Information related to the questions on this form is dealt with in detail in Part V, 2. of the CSREES Grants.gov Application Guide.

2. SF 424 R&R Project/Performance Site Location(s)

Information related to the questions on this form is dealt with in detail in Part V, 3. of the CSREES Grants.gov Application Guide.

3. R&R Other Project Information Form

Information related to the questions on this form is dealt with in detail in Part V, 4. of the CSREES Grants.gov Application Guide.

a. Field 6. Project Summary/Abstract

The summary should be approximately 300 words. The names and affiliated organizations of all PDs and co-PDs should be listed on this form, in addition to the title of the project. The summary should be a self-contained, specific description of the programs with clear linkages to the purposes, philosophies, and program designs articulated in this RFA. The abstract should articulate such things as: overall outcomes for youth, adults, community stakeholders and communities; program implementation methodologies; and plans to measure and communicate impact (and/or reference specific impacts that have already been made). The importance of a concise, informative Project Summary cannot be overemphasized.

b. Field 7. Project Narrative

PLEASE NOTE: The Project Narrative shall not exceed 15 pages of written text, which can be single spaced. This maximum has been established to ensure fair and equitable competition. The

font face should be easily readable (e.g. Geneva, Helvetica, Times Roman) and no smaller than 12 point. Margins must be at least one-inch.

In preparing the project narrative, the following resources will provide additional information. It is strongly encouraged that these materials be reviewed before developing the application:

1. “Key Issues Facing Rural Youth.” Daniel F. Perkins. Southern Rural Development Center Series #228. Web site: <http://www.srdc.msstate.edu/publications/228.htm>.
2. “Community Programs to Promote Youth Development.” Jacquelynne Eccles and Jennifer Gootman, Eds., National Academy Press, Washington, DC. Web site: <http://www.nap.edu> .
3. The following materials are located on the National 4-H Headquarters web site at: <http://www.national4-Hheadquarters.gov>. (Note: Although the materials refer to 4-H, the same elements and concepts apply to all youth development programs.)
 - The 4-H Youth Development Environment. Cathann Kress, USDA (http://www.national4-hheadquarters.gov/library/4h_environment.pdf);
 - The 4-H Youth Development Ideals. Cathann Kress, USDA (http://www.national4-hheadquarters.gov/library/4h_ideals.pdf);
 - Habits of Remarkable 4-H Youth Development Programs. Cathann Kress, USDA (<http://www.national4-hheadquarters.gov/library/habits.pdf>);
 - Meeting Needs of Youth. Cathann Kress, USDA (<http://www.national4-hheadquarters.gov/library/4needsbrochure.pdf>);
 - Issues Facing Rural Youth: A Compendium of Research, Reports, and Public Opinion Polls. Nancy Valentine and Jim Kahler, USDA, and Susan Cippoletti, Girl Scouts of the USA.; (<http://www.national4-hheadquarters.gov/library/ruralresearch.pdf>).
 - 4-H Essential Elements. Cathann Kress, USDA (<http://www.national4-hheadquarters.gov/library/elements.ppt>

The Project Narrative must include all of the following:

(i) Statement of Need: Briefly describe how this program supports and enhances the mission, priorities and goals of the respective organization. Describe why the focus on reaching rural youth is important to the organization and the general characteristics of the communities likely to be selected for funding. From the list of issues facing rural youth in Part I.B, or other issues cited in the literature, discuss the ones that are most likely to be addressed through this program.

There should be strong congruence between the identified needs and the program designed to meet the needs.

(ii) Program Characteristics and Youth Development Principles: From the information given in Part I., C.5 regarding “Program Characteristics,” describe how the national organization will know if these philosophies and strategies are effectively embedded in the programs.

(iii) Community Site Selection and Scope of Project: Discuss the process, timelines, and criteria for selecting new sub-grantees as well as the scope of the program.

- Include the projected number of local programs to be funded with this FY 2009 funding and the number of youth and adults to be reached. For the communities likely to be funded, indicate the number that has been funded in the past and for how many years.
- Starting with communities funded in FY 2005/2006, indicate the number of same communities funded by FYs 2006/2007, 2007/2008, and 2008/09. If the same communities were not funded for multiple years, give the justification
- Starting with youth participants in FY 2005/2006, indicate the number of same youth participating in FYs 2006/2007, 2007/2008, and 2008/2009. If the same youth did not participate for multiple years, give the justification
- Describe the vehicle for funding (i.e. directly to community groups; through a state-level administrative body)
- Describe the time-line for selection of the communities and submission to CSREES
- Provide the criteria that will be used to select rural locations and the process for selecting new sites and/or continuing existing sites. Criteria to select new sites and/or continue funding for existing sites should include, but is not limited to:
 - location in a rural area
 - agreement to implement the program design outlined in Part I, C.4.
 - demonstration of an understanding of the types of issues to be addressed (through long- term service learning, not a one-time community project)
 - demonstration of an understanding of the community capitals framework
 - articulates an understanding of concepts such as youth-adult partnerships and youth development
 - agrees to submit impacts of the project based on the logic model in Part I.B, and evaluation methodologies
 - has the desire and potential capacity to sustain the program once Federal funds are no longer available
- Describe the process that will be used to select community sites (who will be involved in the process, etc.)
- Describe how the national organization will ensure programs are operating effectively and according to the program design, logic model, and community capital framework.

(iv) Outcomes and Indicators: Take the knowledge, actions and conditions outcomes for youth, adults, and community leaders outlined in the Table (Logic Model) in Part I.B, and write the indicators that will be used to measure EACH outcome. If applicants articulate outcomes somewhat differently, they must be cross-referenced with the outcomes as stated in the Logic

Model. It must be clear that the indicators will link to the outcomes as stated in the Logic Model. Provide clear, concise, complete, measurable, and logically arranged statements. Additional outcomes and indicators may be articulated as long as they are sufficiently linked to the goals of the project, are based on research, and supported with reference citations.

(v) Program Design and Methodologies: Describe the types of program designs and strategies that will be used to meet the outcomes and indicators.

- Describe specific curriculum (e.g. “Challenge and Change”) or other materials and resources designed to implement the program;
- Describe training and technical assistance for youth and adults;
- Indicate that community programs will implement local programs based on the broad framework outlined in the Program Design section in Part I, C.4. Include any modifications from the organization perspective;
- Include scope and duration of the programs, (e.g., youth will be engaged in approximately 25 weeks of the program for a total of 100 hours). If programs are of short duration, describe how they will link to ongoing programs and opportunities in the community to provide long-term positive experiences for youth;
- Indicate if the programs will be based in-school or after-school. Describe how programs will link formal and non-formal education; and
- Explain the research base which supports the particular activities use to meet the stated objectives

(vi) Evaluation Methodologies: Describe the evaluation design and methodologies that will be used to measure the extent to which program outcomes and indicators are met. Indicate time-lines for which information is available regarding outcomes for youth, adult, and community stakeholders as well as increased community capital.

(vii) Communication Plan: Briefly describe how results from this project will be communicated to CSREES, stakeholders and the public.

(viii) Project Management: Provide a brief summary of key staff and their functions, time lines, accounting procedures (for funds used by the parent organizations and local sites), reporting, and collaborative efforts with the grantees.

c. Bibliography & References Cited - (Field 8)

If any references are used, the works cited should be complete, including titles and all co-authors, and should conform to an acceptable journal format. References are not considered in the page-limitation for the Project Narrative.

Other Attachments - (Field 11)

(i) Project Management Report - (Field 11)

FY 2009 applicants who were funded in FY's 2005 through 2008 must include a Summary of Project Management for prior awards. This information will be used in the review of the application. It is limited to 3 pages (in addition to the 15 pages for the Project Narrative) and shall meet the same technical requirements as the rest of the application. The summary of progress shall address key project management issues. Applicants are to respond to the following questions:

- Are the community projects effectively reaching outcomes (see Logic Model on pages 8 and 9 of this RFA) and reporting results for youth, adults, community stakeholders and building community capital?
- Are all sub-grantees (curriculum, evaluation, etc.) fulfilling the contracts on time and with quality work?
- Have communities been selected based on the philosophies and frameworks outlined in this RFA? Is the scope and breadth of the program acceptable?
- Is staffing at national and local levels adequate to conduct the program as approved?
- Have results of the program been effectively communicated to stakeholders?
- Have the project directors provided adequate technical assistance and monitoring as evidenced by the selection and continuance of strong projects and the non-renewal of others?
- Is the budget being spent as approved and on reasonable time lines? If there is a large carryover, what are the plans to spend it as approved? Is it on a reasonable time line for expenditure?
- Where required, have sub-grantee applications been submitted to CSREES in a timely fashion with very few errors? Has additional information requested by CSREES regarding sub-grantees been supplied in a timely manner with minimal errors?

(1) Answer "yes" if the project is being implemented in accordance with the program, timelines and budgets approved in the FYs 2005, 2006, 2007, and 2008 applications. Provide additional comments to support the effective management.

(2) If the project has run into difficulties or fallen behind timelines or budgets reported in the FYs 2005, 2006, 2007 and/or 2008 applications the answer is "no." If this is the case, the response shall include a description of the situation(s), corrective action(s), and the timeline for implementing the corrective action(s).

(ii) Program Accomplishment Report - (Field 11)

Applicants funded in FYs 2005 through 2008 must submit a program accomplishment report from previous year(s) of funding. It is limited to 10 pages (in addition to the 15 pages for the Project Narrative). The accomplishment report can be presented in a style, format, and/or medium of the organization's preference. At a minimum, it must include the extent to which program objectives, outcomes and indicators from local communities were met (community capital built), the extent to which program outcomes from the national RYD logic model were met, the scope of the program (actual versus projected numbers reached), and information requested for collaborative marketing products. See Part VI.D. for more information.

(iii) Appendices to Project Description - (Field 11)

Appendices to the Project Description are allowed if they are directly germane to the proposed project. The addition of appendices should not be used to circumvent the page limit. Do not, for example, eliminate or only briefly discuss a section in the Project Narrative with the idea the section would be fully covered in the Appendices. If something is not adequately addressed within the Project Narrative, it will not be scored or it may receive a low score.

(iv) Collaborative Arrangements - (Field 11)

If it will be necessary to enter into formal consulting or collaborative arrangements with others, such arrangements should be fully explained and justified. If consultants or collaborators are known at the time of application, vitae or resumes should be provided. In addition, evidence (e.g., letter of support) should be provided that the collaborators involved have agreed to render these services. Letter(s) of support must be dated and signed by the Authorized Organizational Representative (AOR/AR) who is approving the collaborative arrangement. Please submit this documentation as a separate PDF attachment.

4. R&R Senior/Key Person Profile (Expanded) - (Required Form)

Information related to the questions on this form is dealt with in detail in Part V.5. of the CSREES Grants.gov Application Guide.

Current and Pending Support – Each application must contain a complete listing of all active (current) and pending projects. The listing must include the name of the project, source of funding (sponsor), the total amount of funding, and the effective and expiration date(s) of the project(s). **The total percent of time committed (active and pending) should not exceed 100%.** See the CSREES Grants.gov Application Guide section 5.3 for further details. **Please note that this project should be reflected as the first item listed in the pending support section.**

5. R&R Personal Data – (Required Form)

As noted in Part V.6. of the CSREES Grants.gov Application Guide, the submission of this information is voluntary and is not a precondition of award. **PLEASE DO NOT PROVIDE THE SOCIAL SECURITY NUMBER OF THE PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR.**

6. R&R Budget - (Required Form)

Information related to the questions on this form is dealt with in detail in Part V.7. of the CSREES Grants.gov Application Guide. Use the R&R Budget Form for the RYD program. Prepare a budget detailing the requested total support for the overall project period. It is strongly encouraged that a minimum of 50% of the funds received by the national organization be allocated to local communities.

A budget narrative is required. All costs should be fully explained and justified. All budget categories, with the exception of Indirect Costs, for which support is requested, must be

individually listed (with costs) in the same order as the budget and justified on a separate sheet and placed immediately behind the Budget form. If consulting, collaborative arrangements, or subcontractual arrangements are included in the application, these arrangements should be fully explained and justified. The rate of pay for any consultant must be included, if known at the time of application. Letters of intent or other evidence should be provided to show that collaborators have agreed to participate. For each arrangement involving the transfer of substantive programmatic work or the provision of financial assistance to a third party, a proposed statement of work, curriculum vitae, budget and budget narrative must be supplied. In multi-state/territory applications, a budget and budget narrative must be included for each state/territory involved. The lead state/territory and each participating state/territory must be identified. **The Budget Narrative must be submitted as a PDF attachment.**

7. SF 424 (R&R) Subaward Budget Attachment - (Only required if the application includes subawards)

All subawards' budgets must be included in the R&R Subaward Budget Attachment and a Budget Justification which includes an explanation for each budget item. **Applicants will note that the R&R Subaward Budget Attachment(s) Form allows no more than 10 R&R Subaward Budget Files for a grant application.** Applicants are instructed to include any remaining subaward budget(s) under Field K. "Budget Justification", incorporating them as part of the required PDF attachment. Letter(s) of commitment, dated and signed by the Authorized Organizational Representative (AOR/AR) of the subawardee organization, is(are) required for all subawards and consulting arrangements.

8. Supplemental Information Form - (Required Form)

Information related to the questions on this form is dealt with in detail in Part VI, 1. of the CSREES Grants.gov Application Guide.

a. Program Code (Field 2. on the Form). Enter the program code name: **Rural Youth Development Grants**; and the program code: PROGRAM CODE: **AA-H**.

b. Conflict of Interest List (Field 8. on the Form).

C. Submission Dates and Times

Instructions for submitting an application are included in Part IV, Section 1.9 of the CSREES Grants.gov Application Guide.

Applications must be received by Grants.gov by COB on **May 20, 2009** (5:00 p.m. Eastern Time). Applications received after this deadline will normally not be considered for funding.

Correspondence regarding submitted applications will be sent using e-mail. Therefore, applicants are strongly encouraged to provide accurate e-mail addresses, where designated, on the SF-424 R&R Application for Federal Assistance.

If the AR has not received correspondence **from CSREES** regarding a submitted application within 15 days of submission of the application, please contact the Program Contact identified in Part VII of the applicable RFA and request the proposal number assigned to the application. **Failure to do so may result in the application not being considered for funding by the peer review panel. Once the application has been assigned a proposal number, this number should be cited on all future correspondence.**

D. Funding Restrictions

CSREES has determined that grant funds awarded under this authority may not be used for the renovation or refurbishment of facility space; the purchase or installation of fixed equipment in such space; or the planning, repair, rehabilitation, acquisition, or construction of buildings or facilities.

Section 7132 of the Food, Conservation, and Energy Act of 2008, amended the National Agriculture Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3310(a)), limiting indirect costs to 22 percent of the total Federal funds provided under each award. Therefore, when preparing budgets, applicants should limit their requests for recovery of indirect costs to the lesser of their institution's official negotiated indirect cost rate or the equivalent of 22 percent of total Federal funds awarded. If no rate has been established the applicant may indicate "None—will negotiate" and a reasonable dollar amount for indirect costs may be requested, which will be subject to approval by USDA. In the latter case, if a proposal is recommended for funding, an indirect cost rate proposal must be submitted prior to award to support the amount of indirect costs requested. CSREES will request an indirect cost rate proposal and provide instructions, as necessary. An applicant may elect not to charge indirect costs and, instead, use all grant funds for direct costs. If indirect costs are not charged, the phrase "None requested" should be written in this space.

E. Other Submission Requirements

The applicant should follow the submission requirements noted in the document entitled "A Guide for Preparation and Submission of CSREES Applications via Grants.gov."

PART V—APPLICATION REVIEW REQUIREMENTS

A. General

Each application will be evaluated in a 2-part process. First, each application will be screened to ensure that it meets the administrative requirements as set forth in this RFA. Second, applications that meet these requirements will be technically evaluated by a review panel.

Reviewers will be selected based upon training and experience in relevant scientific, extension, or education fields, taking into account the following factors: (a) The level of relevant formal scientific, technical education, or extension experience of the individual, as well as the extent to which an individual is engaged in relevant research, education, or extension activities; (b) the need to include as reviewers experts from various areas of specialization within relevant scientific, education, or extension fields; (c) the need to include as reviewers other experts (e.g., producers, range or forest managers/operators, and consumers) who can assess relevance of the applications to targeted audiences and to program needs; (d) the need to include as reviewers experts from a variety of organizational types (e.g., colleges, universities, industry, state and Federal agencies, private profit and non-profit organizations) and geographic locations; (e) the need to maintain a balanced composition of reviewers with regard to minority and female representation and an equitable age distribution; and (f) the need to include reviewers who can judge the effective usefulness to producers and the general public of each application.

B. Evaluation Criteria

The evaluation criteria below will be used in reviewing applications submitted in response to this RFA:

- 1. 10 Points. Statement of Need:** Does the application make a strong case for how the RYD program supports the mission and goals of the organization? Does the application document the importance for the organization to reach rural youth? Do the proposed communities seem to be in need and worthy of funding? Will the program design likely address the needs identified? Will the program design likely produce outcomes?
- 2. 10 Points. Program Characteristics and Youth Development Principles:** Is it evident that organizational representatives fully understand the philosophies and research-based strategies expressed in Section C. 5 and how to apply them in youth development programs? Is it evident that the organization has a plan to determine if these philosophies and strategies are effectively embedded in the programs?
- 3. 10 Points. Community Site Selection and Scope of Project:** Is the scope of the program adequate (the number of sites to be funded)? Where previously funded, was there evidence that there is continuity in a majority of the number of communities and youth that are engaging for multiple years? Is the vehicle for funding effective? Is the criteria and process for selecting communities effective and efficient? Does it appear there will be effective program management? Does the proposed project meet the objectives of the funding and provide sufficient justification for funding? Does it appear the organization will use appropriate criteria

to select new sites and/or continue funding for existing sites? Does it appear the project staff will ensure the operation of programs according to the program design, logic model, and community capital framework articulated in this RFA?

4. 10 Points. Outcomes and Indicators: Are EACH of the outcomes listed in Part I.B articulated? If the outcomes are stated somewhat differently, are they cross-referenced with the outcomes as stated? Are the indicators selected appropriate to measure the intended outcomes? Are outcomes and indicators written in clear, concise, complete, measurable, and logically arranged statement(s)? If other outcomes and indicators are specified, are they sufficiently linked to the goals of the project, based on research, and supported with reference citations?

5. 10 Points. Program Design and Methodologies:

- Is it clear community programs will implement the program design in Part I, C.4?
- Is the training and technical assistance, as well as curriculum and other resources, effective and adequate to support the implementation of this program within communities?
- Are the scope and duration of the programs (e.g., youth will be engaged in approximately 25 weeks of the program for a total of 100 hours) adequate to produce positive outcomes? If programs are of short duration, are they linked to ongoing programs and opportunities in the community to provide long-term positive experiences for youth?
- Will programs link formal and non-formal education?
- Is the appropriate research base used to support the selected educational design and activities?

6. 10 Points. Evaluation Methodologies: Are the evaluation designs and methodologies adequate to measure the extent to which program indicators and outcomes are being met?

7. 5 Points. Communication Plan: Are there clear and acceptable strategies to communicate the results from this project to stakeholders and the public?

8. 2 Points. Project Management: Is there evidence of strong and adequate project management including key staff and their functions, time lines, accounting procedures (for funds used by the parent organizations and local sites), site monitoring, reporting, and collaborative efforts with the grantees?

9. 3 Points. Budget: Is there an appropriate amount of money allocated to local communities? Is the total budget allocation adequate to reach project goals? Where applicable, determination will be based upon experience attained and comparison of prior years' budgets to meet similar goals.

10. 20 Points. Success of Community Projects: Where previously funded by RYD, have the local community projects funded in FYs 2005 through 2008 achieved the youth, adult and community outcomes specified in the national RYD logic model? Has community capital increased in communities as a result of the community projects? Does the program accomplishment report provide sufficient evidence of the extent to which national and local

program outcomes were met, the scope of the program (actual versus projected numbers reached), and information requested for collaborative marketing products to justify continued funding?

11. 10 Points. Success in Previous Project Management for RYD Projects:
See Part VI.D for more specific information. Please note – applicants who have not been previously funded by the RYD program will not be placed at a disadvantage as a result of criteria #3, #10 or # 11.

Based on responses to the questions outlined in the “Project Management Report” (Other Attachments – Field 11):

- (i) Is there evidence that the applicant has implemented past RYD grants in accordance with the timelines, programs, and budgets reported in the FYs 2005 through 2008 applications; or
- (ii) If past projects have run into difficulties or fallen behind timelines or budgets reported in the FYs 2005 through 2008 applications, is there sufficient evidence of corrective action(s), and a reasonable timeline for implementing corrective action(s)?

C. Conflicts of Interest and Confidentiality

During the peer evaluation process, extreme care will be taken to prevent any actual or perceived conflicts of interest that may impact review or evaluation. For the purpose of determining conflicts of interest, the academic and administrative autonomy of an institution shall be determined by reference to the current Higher Education Directory, published by Higher Education Publications, Inc., 6400 Arlington Boulevard, Suite 648, Falls Church, Virginia 22042. Phone: (703) 532-2300. Web site: <http://www.hepinc.com>.

Names of submitting institutions and individuals, as well as application content and peer evaluations, will be kept confidential, except to those involved in the review process, to the extent permitted by law. In addition, the identities of peer reviewers will remain confidential throughout the entire review process. Therefore, the names of the reviewers will not be released to applicants.

D. Organizational Management Information

Specific management information relating to an applicant shall be submitted on a one time basis, with updates on an as needed basis, as part of the responsibility determination prior to the award of a grant identified under this RFA, if such information has not been provided previously under this or another CSREES program. CSREES will provide copies of forms recommended for use in fulfilling these requirements as part of the preaward process. Although an applicant may be eligible based on its status as one of these entities, there are factors which may exclude an applicant from receiving Federal financial and nonfinancial assistance and benefits under this program (e.g., debarment or suspension of an individual involved or a determination that an applicant is not responsible based on submitted organizational management information).

PART VI—AWARD ADMINISTRATION

A. General

Within the limit of funds available for such purpose, the awarding official of CSREES shall make grants to those responsible, eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. The date specified by the awarding official of CSREES as the effective date of the grant shall be no later than September 30th of the Federal fiscal year in which the project is approved for support and funds are appropriated for such purpose, unless otherwise permitted by law. It should be noted that the project need not be initiated on the grant effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period. All funds granted by CSREES under this RFA shall be expended solely for the purpose for which the funds are granted in accordance with the approved application and budget, the regulations, the terms and conditions of the award, the applicable Federal cost principles (now codified at 2 CFR 215, 2 CFR 220 and 2 CFR 230), and the Department's assistance regulations (parts 3015, 3019 and 3430 of 7 CFR).

B. Award Notice

The award document will provide pertinent instructions and information including, at a minimum, the following:

- (1) Legal name and address of performing organization or institution to whom the Administrator has issued an award under the terms of this request for applications;
- (2) Title of project;
- (3) Name(s) and institution(s) of PDs chosen to direct and control approved activities;
- (4) Identifying award number assigned by the Department;
- (5) Project period, specifying the amount of time the Department intends to support the project without requiring recompetition for funds;
- (6) Total amount of Departmental financial assistance approved by the Administrator during the project period;
- (7) Legal authority(ies) under which the award is issued;
- (8) Appropriate Catalog of Federal Domestic Assistance (CFDA) number;
- (9) Applicable award terms and conditions (see <http://www.csrees.usda.gov/business/awards/awardterms.html> to view CSREES award terms and conditions);

(10) Approved budget plan for categorizing allocable project funds to accomplish the stated purpose of the award; and

(11) Other information or provisions deemed necessary by CSREES to carry out its respective awarding activities or to accomplish the purpose of a particular award.

C. Administrative and National Policy Requirements

Several Federal statutes and regulations apply to grant applications considered for review and to project grants awarded under this program. These include, but are not limited to:

7 CFR Part 1, subpart A—USDA implementation of the Freedom of Information Act.

7 CFR Part 3—USDA implementation of OMB Circular No. A-129 regarding debt collection.

7 CFR Part 15, subpart A—USDA implementation of Title VI of the Civil Rights Act of 1964, as amended.

7 CFR Part 331 and 9 CFR Part 121—USDA implementation of the Agricultural Bioterrorism Protection Act of 2002.

7 CFR Part 3015—USDA Uniform Federal Assistance Regulations, implementing OMB directives (i.e., OMB Circular Nos. A-21 and A-122, now codified at 2 CFR Parts 220 and 230), and incorporating provisions of 31 U.S.C. 6301-6308 (formerly the Federal Grant and Cooperative Agreement Act of 1977, Pub. L. No. 95-224), as well as general policy requirements applicable to recipients of Departmental financial assistance.

7 CFR Part 3017—USDA implementation of Governmentwide Debarment and Suspension (Nonprocurement) and 7 CFR Part 3021—Governmentwide Requirements for Drug Free Workplace (Grants).

7 CFR Part 3018—USDA implementation of Restrictions on Lobbying. Imposes prohibitions and requirements for disclosure and certification related to lobbying on recipients of Federal contracts, grants, cooperative agreements, and loans.

7 CFR Part 3019—USDA implementation of OMB Circular A-110, Uniform Administrative Requirements for Grants and Other Agreements With Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations (2 CFR 215).

7 CFR Part 3052—USDA implementation of OMB Circular No. A-133, Audits of States, Local Governments, and Non profit Organizations.

7 CFR Part 3407—CSREES procedures to implement the National Environmental Policy Act of 1969, as amended.

7 CFR 3430—Competitive and Noncompetitive Non-formula Grant Programs—General Grant Administrative Provisions.

29 U.S.C. 794 (section 504, Rehabilitation Act of 1973) and 7 CFR Part 15b (USDA implementation of statute) —prohibiting discrimination based upon physical or mental handicap in Federally assisted programs.

35 U.S.C. 200 et seq. —Bayh Dole Act, controlling allocation of rights to inventions made by employees of small business firms and domestic nonprofit organizations, including universities, in Federally assisted programs (implementing regulations are contained in 37 CFR Part 401).

D. Expected Program Outputs and Reporting Requirements

Previously funded RYD applicants must prepare an annual report to CSREES that details all significant activities towards achieving the outputs and outcomes of the project as supported by evaluation methodologies. Provide tables, graphs and figures to facilitate comparing targeted results with actual results. Include success stories and pictures. Reports should include sections that will report:

- Outcomes for youth, adults and community stakeholders as indicated in the RYD Logic Model (see pages 8 & 9) and other organization specific outcomes.
- Location of funded projects (could be shown on a map of the United States).
- Summarized outputs of participants and programs as contained in the “Output Measures Report” that was developed and used by funded organizations
- Examples (program descriptions) of community capital built in one or more areas of human, social, civic, natural, built (infrastructures), financial, and cultural. Information can be used from the Community Action report that was developed and used by the funded organizations.
- Anecdotal quotes from participants and supporting information

Annual reports must cover the time period of January 1 through December 31, 2008 and be received with the application by **COB May 20, 2009.**

Applicants funded in FY 2008 must also submit summaries of the “Output Measures Report” and “Community Action Report” for projects funded in FYs 2005 through 2008. Summary reports shall be by year and cumulative.

At the end of the grantee's final year, the grantee must prepare a final report to CSREES that summarizes all significant activities towards achieving the outcomes of the project, while providing final population demographics and trends in the evaluation results. Final reports should include the same bulleted information shown immediately above. Provide tables, graphs, pictures, and other figures to facilitate comparing targeted results with actual results, aggregated for the entire project. List all educational materials produced by the project. Include success stories. Reports must be received within 90 days of the termination of the award.

Projects shall submit program results to the Cooperative State Research, Education, and

Extension System (CSREES) Current Research Information System (CRIS) data base.

Required reports should be sent to the individuals referenced under Part VII-Agency Contacts.

PART VII—AGENCY CONTACTS

Applicants and other interested parties are encouraged to contact: Nancy Valentine; National Program Leader for Rural Youth Development; Families, 4-H and Nutrition Unit; Cooperative State Research, Education, and Extension Service; U.S. Department of Agriculture; STOP 2225; 1400 Independence Avenue, SW; Washington, DC 20250-2225; Telephone: (202) 720-5347; Fax: (202) 720-9366; E-mail: nvalentine@csrees.usda.gov or Janice Clark, Program Specialist, Families, 4-H and Nutrition Unit; Cooperative State Research, Education, and Extension Service; U.S. Department of Agriculture; STOP 2225; 1400 Independence Avenue, SW; Washington, DC 20250-2225; Telephone: (202) 720-4436; Fax: (202) 720-9366; E-mail: jclark@csrees.usda.gov .

PART VIII—OTHER INFORMATION

A. Access to Review Information

Copies of reviews, not including the identity of reviewers, and a summary of the panel comments will be sent to the applicant PD after the review process has been completed.

B. Use of Funds; Changes

1. Delegation of Fiscal Responsibility

Unless the terms and conditions of the award state otherwise, the awardee may not in whole or in part delegate or transfer to another person, institution, or organization the responsibility for use or expenditure of award funds.

2. Changes in Project Plans

a. The permissible changes by the awardee, PD(s), or other key project personnel in the approved project shall be limited to changes in methodology, techniques, or other similar aspects of the project to expedite achievement of the project's approved goals. If the awardee or the PD(s) is uncertain as to whether a change complies with this provision, the question must be referred to the Authorized Departmental Officer (ADO) for a final determination. The ADO is the signatory of the award document, not the program contact.

b. Changes in approved goals or objectives shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes. In no event shall requests for such changes be approved which are outside the scope of the original approved project.

c. Changes in approved project leadership or the replacement or reassignment of other key project personnel shall be requested by the awardee and approved in writing by the ADO prior to effecting such changes.

d. Transfers of actual performance of the substantive programmatic work in whole or in part and provisions for payment of funds, whether or not Federal funds are involved, shall be requested by the awardee and approved in writing by the ADO prior to effecting such transfers, unless prescribed otherwise in the terms and conditions of the award.

e. The project period may be extended by CSREES without additional financial support, for such additional period(s) as the ADO determines may be necessary to complete or fulfill the purposes of an approved project, but in no case shall the total project period exceed five years. Any extension of time shall be conditioned upon prior request by the awardee and approval in writing by the ADO, unless prescribed otherwise in the terms and conditions of award.

f. Changes in Approved Budget: Unless stated otherwise in the terms and conditions of award, changes in an approved budget must be requested by the awardee and approved in writing by the ADO prior to instituting such changes if the revision will involve transfers or expenditures of

amounts requiring prior approval as set forth in the applicable Federal cost principles, Departmental regulations, or award.

C. Confidential Aspects of Applications and Awards

When an application results in an award, it becomes a part of the record of CSREES transactions, available to the public upon specific request. Information that the Secretary determines to be of a confidential, privileged, or proprietary nature will be held in confidence to the extent permitted by law. Therefore, any information that the applicant wishes to have considered as confidential, privileged, or proprietary should be clearly marked within the application. The original copy of an application that does not result in an award will be retained by the Agency for a period of three years. Other copies will be destroyed. Such an application will be released only with the consent of the applicant or to the extent required by law. An application may be withdrawn at any time prior to the final action thereon.

D. Regulatory Information

For the reasons set forth in the final Rule related Notice to 7 CFR part 3015, subpart V (48 FR 29114, June 24, 1983), this program is excluded from the scope of the Executive Order 12372 which requires intergovernmental consultation with State and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. chapter 35), the collection of information requirements contained in this Notice have been approved under OMB Document No. 0524-0039.

E. Definitions

Please refer to 7 CFR 3430, Competitive and Noncompetitive Non-formula Grant Programs-- General Grant Administrative Provisions, for the applicable definitions for this CSREES grant program.

For the purpose of this program, the following additional definitions are applicable:

Rural areas means an area not classified as urban (i.e. both urbanized areas and urban clusters) as determined by the last available decennial census.

Small towns mean towns with populations of 10,000 or less as determined by the last available decennial census.