



Mural in the Lobby of the Lorenzo de Zavala State Archives and Library Building

Special Projects Grants Program Guidelines State Fiscal Year (SFY) 2012

Application Due Date:
February 25, 2011



Library Development Division
Texas State Library and Archives Commission
November 2010



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Comments or complaints regarding the programs and services of the
Texas State Library and Archives Commission can be addressed to the
Director and Librarian.

P. O. Box 12927 • Austin, Texas 78711-2927
512-463-5460 • 512-463-5436 fax
October 2010

*This grant program is administered by the Texas State Library and Archives Commission (TSLAC) and funded by the federal
Library Services and Technology Act (LSTA) through the Institute of Museum and Library Services (IMLS).*

Program Description

Goals and Purposes – 13 Texas Administrative Code (TAC) §2.410

This grant program provides funds for programs that expand library services to all members of the library's community. It enables libraries to develop programs for populations with special needs. Programs involving collaboration are encouraged. Programs must emphasize improved services by the library to its customers. These programs must meet one or more of two LSTA goals as identified in the Texas LSTA 5 Year Plan (www.tsl.state.tx.us/ld/pubs/lstaplan/2008/index.html):

Need

Texans need enhanced literacy and educational attainment.

Goal

Provide assistance to libraries to support literacy and educational attainment in their communities.

Need

Texas' diverse populations need a wide variety of responsive, high quality library services.

Goal

Assist libraries in providing programs and services to meet the needs of their populations.

Programs may be in one of the following categories:

1. Target library services to individuals of diverse geographic, cultural, or socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills
2. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families below the poverty line

The purpose is not for collection development, or other activities primarily focused on the acquisition of library materials or resources.

Eligible Applicants – 13 TAC §2.411

Through their governing authority, major resource library systems, regional library systems, and libraries that are members of the TexShare Library Consortium or Texas Library System are eligible to apply for funds. These funds are awarded to major resource or regional library systems, or TexShare member libraries or Texas Library System members but may be used with all types of libraries as specified in the grant guidelines and application. Applicants must be members of the TexShare Library Consortium or the Texas Library System at the time of application and for the period of grant funding. Non-profit organizations may be awarded funds for projects that involve a number of TexShare or Texas Library System member libraries, as well as other types of libraries or organizations. Public school libraries that are not members of the Texas Library System may participate as partners in grants lead by eligible entities.*

Successful applicants are eligible to apply for grant funds for the two years following the initial grant year. The second and third application will be evaluated with the same criteria as new applications. No applicant will be eligible for a fourth year of funding for the same project.

***This description of eligible applicants incorporates proposed rule changes which are proposed in the October 29, 2010 issue of the Texas Register, and will be considered for adoption at the February 15, 2011 meeting of the Texas State Library & Archives Commission.*

Funds Available

Approximately \$375,000 is available for Special Projects Grants, subject to approval by the Texas State Library and Archives Commission.

Maximum Award

Applications of all sizes are encouraged. While the request may be part of a larger program, awards will not exceed \$75,000.

Length of Funding

One state fiscal year (September 1, 2011 – August 31, 2012).

Eligible Activities

This grant program may fund costs for staff, equipment, capital expenditures, supplies, professional services, and other typical operating expenses, as permitted by 13 TAC §2.116 (Uniform Grants Management Standards). The purpose of competitive grants is not for collection development, or other activities primarily focused on the acquisition of library materials or resources.

Ineligible Activities

This grant program will NOT fund the following costs:

- a. Building construction or renovation
- b. Food, beverages, awards, honoraria, prizes, or gifts
- c. Equipment or technology not specifically needed to carry out the goals of the grant
- d. Transportation/travel for participants or non-grant funded personnel
- e. Databases currently offered or similar to ones offered by the agency (i.e., a magazine index database may not be purchased if a comparable one is provided by the agency)
- f. Collection development purchases not targeted directly to the grant goals nor integral to the service program
- g. Advertising or public relations costs not directly related to promoting awareness of grant-funded activities
- h. Performers or presenters whose purpose is to entertain rather than to educate
- i. Indirect costs, overhead or Finance & Administration (F&A) costs

Criteria for Award

This grant program is competitive. The Library Services and Technology Act (LSTA) Advisory Council will score proposals on the eight criteria listed below (13 TAC §2.412). The maximum number of points for each category is shown.

See Appendix A for detailed scoring rubrics that will be made available to the LSTA Grant Review Panel.

1. Needs Assessment (15 points)

Describe why the program is needed, the program goals, and the audience. Describe the greater community to be served using demographic statistics, library records, or surveys to support these statements. Attach letters of cooperation demonstrating commitment to the project from all agencies involved.

2. Program Design (20 points)

Thoroughly describe the services, programs, and activities; describe the location where they will be offered; and explain how these services will attract shared library users. Collaborative projects have priority and inclusion of relevant community organizations is encouraged.

3. Project Impact (15 points)

Describe the impact your project will have on library services and users locally, as well as regionally or statewide. This may include how the proposed project is a model program that would benefit other communities.

4. Personnel (5 points)

Identify who will administer the funds and which positions will provide the services. List how much time will be spent in each position on assigned duties. List how the qualifications of each person relate to their job duties. Full job descriptions are required for new hires.

5. Timetable (5 points)

Present a timetable for project activities within the fiscal year (i.e., a list of actions with a date by which they will be accomplished); provide verification that facilities will be available, equipment and materials delivered; and explain how staff will be hired and trained in time to carry out the services as planned.

6. Evaluation (10 points)

Set achievable, measurable outcomes and present a reasonable method to collect data. Present a method to count users of the services, as well as the effectiveness of the service. Funded programs should expect to use outcomes-based evaluation methods—applicants are strongly encouraged to use the IMLS Outcomes Logic Model, which is downloadable from the application screen in the online application system (GMS). Funded programs will also be required to evaluate their programs in accordance with Legislative Budget Board (LBB) measures.

7. Budget (20 points)

Provide a complete budget for the proposed project and fully justify the budget by describing how budgeted items will contribute to the project; identify a source for the stated costs (e.g., city pay classification for staff, catalog, or city/county bid list for equipment); costs are reasonable to achieve project objectives. If new staff are to be employed, grant applicants should take into account the time for a realistic hiring process to occur.

8. Sustainability (10 points)

Describe the resources that will be used to support the services developed through the grant in the future. A written commitment of future support from governing bodies is desirable, but not required.

Grant Review and Award Process

13 TAC§ 2.113-2.118

Peer Review

- (a) The commission may use peer review panels to evaluate applications in competitive grant programs.
- (b) The director and librarian may select professionals, citizens, community leaders, and agency and library staff to evaluate grant applications. Peer reviewers must have appropriate training or service on citizen boards in an oversight capacity and may not evaluate grant applications in which there is, or is a possible appearance of, a conflict of interest.
- (c) The agency staff will distribute selected applications to reviewers and will provide written instructions or training for peer reviewers. Reviewers must complete any training prior to reviewing applications.
- (d) The reviewers score each application according to the review criteria and requirements stated in the grant guidelines.
- (e) Each peer review evaluation of an application for competitive grants shall be appropriately documented by the peer reviewer conducting the evaluation. The documentation shall include the scores assigned by the peer reviewer. The peer reviewer may also include comments that may be shared with the applicant.
- (f) To be eligible for review, each application must be submitted by the specified deadline with all required components and all necessary authorization signatures.

Funding Decisions

- (a) The agency staff will submit a recommended priority-ranked list of applicants for possible funding. Final approval of a grant award is solely at the determination of the State Library and Archives Commission.
- (b) Applications for grant funding will be evaluated only upon the information provided in the written application.
- (c) The agency staff may negotiate with selected applicants to determine the terms of the award. To receive an award, the applicant must accept any additional or special terms and conditions listed in the grant contract and any changes in the grant application.
- (d) The agency staff will notify unsuccessful applicants in writing.

Awarding of Grants

The commission has the right to reject applications or cancel or modify a grant solicitation at any point before a contract is signed. The award of any grant is subject to the availability of funds.

TSLAC Staff Responsibility

The Texas State Library and Archives Commission (TSLAC) staff will review each application packet for the following:

- Legal eligibility of the institution to participate in this grant program and appropriate authorizing signature
- Conformance to the federal and state regulations pertaining to grants
- Inclusion of unallowable costs
- Errors in arithmetic or cost calculations
- Submission of all required forms
- Compliance with submission procedures and deadlines
- Relevance and appropriateness of the project design and activities to the purpose of the grant program

Agency staff will raise issues and questions regarding the needs, methods, staffing, and costs of the applications. Staff will also raise concerns regarding the relevance and appropriateness of the project design and activities to the purpose of the grant program. Staff comments will be sent to the grant review panel with the applications for consideration by the panel.

Applicants will be sent a copy of the staff comments to give applicants an opportunity to respond in writing. Applicants may not modify the grant proposal in any way; however, applicants' responses to staff will be distributed to the panel.

Applications with significant errors, omissions, or eligibility issues will not be rated.

Applications in which the project design and activities are not relevant and appropriate to the purpose of the grant program will be ineligible.

Agency staff will be available to offer technical assistance to reviewers.

LSTA Grant Review Panel Responsibility

The peer reviewers will review all complete and eligible grant applications forwarded to them by agency staff and complete a rating form for each. Each reviewer will evaluate the proposal in relation to the specific requirements of the criteria and will assign a value, depending on the points assigned to each criterion.

No reviewer who is associated with an applicant or with an application, or who stands to benefit directly from an application, will evaluate that application. Any reviewer who feels unable to evaluate a particular application fairly may choose not to review that application.

Reviewers will consider and assess the strengths and weaknesses of any proposed project only on the basis of the documents submitted. Considerations of geographical distribution, demographics, type of library, or personality will not influence the assessment of a proposal by the review panel. The panel members must make their own, individual, decisions regarding the applications. The panel may discuss applications. The panel's recommendations will be compiled from the individual assessments, not as the result of a collective decision or vote.

Reviewers may not discuss proposals with any applicant before the proposals are reviewed. Agency staff is available to provide technical assistance to reviewers. Agency staff will conduct all negotiations and communications with the applicants.

Reviewers may recommend setting conditions for funding a given application or group of applications (e.g., adjusting the project budget, revising project objectives, modifying the timetable, amending the evaluation methodology, etc.). The recommendation must include a statement of the reasons for setting such conditions. Reviewers who are ineligible to evaluate a given proposal will not participate in the discussion of funding conditions.

Reviewers will submit their evaluation forms to the agency. In order to be counted, the forms must arrive before the specified due date.

Decision Making Process

To be considered eligible for funding by the commission, any application must receive a minimum adjusted mean score of more than 50 percent of the maximum points available. To reduce the impact of scores that are exceedingly high or low, or otherwise outside the range of scores from other reviewers, agency staff will tabulate the panel's work using calculations such as an adjusted mean score.

Step 1

Applications will be ranked in priority order by score for consideration by the commission.

Step 2

If sufficient funds remain to fully fund the next application, the staff will negotiate a reduced grant with the next ranked applicant.

Step 3

If the panel recommends funding an application that, for legal, fiscal, or other reasons, is unacceptable to the staff, a contrary recommendation will be made. The applicant will be informed of this situation prior to presentation to the commission and may negotiate a revision to the application. A positive recommendation to the commission will be contingent upon successfully completing these negotiations prior to the commission meeting.

Step 4

If the panel is unable to produce a set of recommendations for funding, the agency staff will use the same evaluation procedures to develop recommendations to the commission.

Awarding Grants

The commission has the right to reject applications or cancel or modify a grant solicitation at any point before a contract is signed. The award of any grant is subject to the availability of funds.

Multiple Applications

Applicants for competitive grants may submit more than one grant application for different projects, in different grant categories. Applicants may not submit the same, or nearly the same, application in more than one grant category.

Instructions for Applying

Project Development and Draft Review

The Texas State Library and Archives Commission requests that all applicants discuss their project with TSLAC staff before they begin developing a proposal. TSLAC consultants are available to help throughout application development. For more information, contact **Jennifer Peters at 512-463-5527 or via e-mail at jpeters@tsl.state.tx.us**.

As the written application of the proposal is the only information the grant review panel will receive, the commission strongly encourages applicants to **send a draft of the proposal to TSLAC staff for review**. To ensure staff will have time to review the draft proposal, submit the draft by the due date listed in the Timetable in Appendix C.

Grant Management System (GMS) Guidelines and Forms

TSLAC uses a Grant Management System (GMS) that enables applicants to apply for grants electronically through a web portal. In order to apply for the grant, you must obtain a user name and password for GMS (please allow up to 5 business days). You will then be able to access and fill out the application. Step-by-step GMS instructions can be found at:
<http://www.tsl.state.tx.us/ld/funding/lsta/gmsmanual.pdf>

Application Components

1. Applicant Information – To be completed on GMS. Once you have completed the form, click the "Printer Friendly" button to print the form. The printout must be signed by an individual authorized to enter into contracts with the Texas State Library & Archives Commission**.
 - a. To determine Congressional, State Senate, and State House representation, visit www.fyi.legis.state.tx.us/
2. Budget – To be completed on GMS.
3. Narrative – To be completed on GMS.
4. Children's Internet Protection Form (CIPA) – This form can be downloaded from GMS, but it cannot be submitted electronically**.
5. Letters of cooperation indicating commitment of time, funds, volunteers, or other resources must be submitted from all participating agencies**.

A maximum of three (3) letters of general support may be submitted via email, fax, or mail.

**Deadline

Complete applications must be submitted in GMS by 5 p.m. Central Time on **February 25, 2011**.

The Applicant Information printout, letters of cooperation and signed CIPA form must be received by 5 p.m. Central Time on February 25, 2011. Attn: Jennifer Peters via email to jpeters@tsl.state.tx.us, or fax at 512-463-8800, or mail to Library Development Division, TSLAC, P.O. Box 12927, Austin, TX 78711. (TSLAC street address: 1201 Brazos, Austin, TX 78701)

Post-Award Training

Successful applicants will be required to attend a post-award online training on best practices in grants management in the fall of 2011.

Appendix A: Scoring Rubrics

Project Scoring Total in Eight Areas: 100 points		
<p>Relevance and appropriateness of the project design and activities to the goals and purpose of the Special Projects grant program will be considered in the scoring of all criteria. Members of the LSTA Grant Review Panel may score each criteria as follows:</p> <p>0 points: Project does not meet the goals and purposes of the Special Projects grant program.</p> <p>1-3 points: Project partially meets the goals and purposes of the Special Projects grant program.</p> <p>4-5 points: Project is a clear fit for the goals and purposes of the Special Projects grant program.</p>		
1. Needs Assessment:		
Points: 5 max.:	Applicants describe why the program is needed, the program goals and audience. They describe the greater community to be served. They include demographic statistics, library records, or surveys to support these statements. They attach letters of cooperation showing commitment to the project from agencies to be involved.	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Provides no evidence of need for program. Program goals and audience are not defined. Does not describe needs assessment process and/or how need was determined (i.e., no description of community served, demographic statistics, library records or evidence or surveys). If partners are part of the Project, no letters of support are provided. 	<ul style="list-style-type: none"> Provides partial/some evidence of need for program. Program goals and audience are defined but show little to no connection to description of need. Needs assessment process seems vague and incompletely describes how stated need was determined. If partners are part of the Project, letters of support are provided. 	<ul style="list-style-type: none"> Provides clear and convincing evidence of need for program and why they are best suited to meet this need. Program goals and audience are clearly connected to description of need. Clearly describes needs assessment process including how stated need was determined (e.g., statistics, records, surveys). If partners are part of the Project, letters of support are provided that clearly define roles and responsibilities of partnering agencies.

For final score, Needs Assessment score will be multiplied by a weight of 3 = 15 points max.		
2. Program Design:		
Points: 5 max.	Applicants thoroughly describe services, programs, activities; describe the location where they will be offered; and explain how these services will attract shared library users. Collaborative projects have priority and inclusion of relevant community organizations is encouraged.	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Services, programs and activities lack definition and are unclear. Project appears to lack direction and planning, and does not relate to described needs. Does not describe location(s) where project will be offered or is vague. Does not describe how project services will attract library users. Issue of collaboration not addressed. 	<ul style="list-style-type: none"> Services, programs and activities are defined. Project has direction and some relationship to described needs. Location where services will be offered is described but does not clearly relate to project activities and described needs. Describes how project services will attract library users. Issue of collaboration addressed, even if not a collaborative project. 	<ul style="list-style-type: none"> Services, programs and activities are clearly defined, including timelines and resources required. Project shows evidence of clear direction and planning and strong relationship to described needs. Location where services will be offered is described and clearly relates to project activities and described needs. Clearly describes how project services will attract library users and ties to project activities and described needs. Collaborative project; collaboration clearly addressed and described in full.
For final score, Program Design will be multiplied by a weight of 4 = 20 points max.		
3. Project impact:		
Points: 5 max.	Applicants describe the impact their project will have on library services and users locally, as well as regionally or statewide. This may include how the proposed project is a model program that would benefit other regions of the state.	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Does not address any of the impacts the project may have on 	<ul style="list-style-type: none"> Describes impact of the project but doesn't show an 	<ul style="list-style-type: none"> Describes both impact and measurable benefits the project

<p>library services and library users.</p> <ul style="list-style-type: none"> Does not address larger issues that the project may address. 	<p>association with the library services and library users.</p> <ul style="list-style-type: none"> Addresses larger issues but does not tie these issues to local project. 	<p>will have on library services and library users.</p> <ul style="list-style-type: none"> Addresses larger issues clearly and ties them to local project.
<p>For final score, Project impact score will be multiplied by a weight of 3 = 15 points max.</p>		
<p>4. Personnel:</p>		
<p>Points: 5 max.</p>	<p>Applicants identify who will administer the funds and which positions will provide the services. List how much time will be spent in each position on assigned duties. List how the qualifications of each person relate to their job duties. Full job descriptions are required for new hires.</p>	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Does not identify fiscal agent and which positions will provide services. No description of time spent in each position on assigned duties No description of qualifications of key personnel. No job descriptions for new hires. 	<ul style="list-style-type: none"> Fiscal agent identified without explanation and positions briefly described. Time spent on project by each staff member briefly identified. Some description of qualifications of key personnel. Partial or seemingly incomplete job descriptions available for new hires. 	<ul style="list-style-type: none"> Fiscal agent identified with full explanation and positions that will provide the services fully described. Time spent on project by each staff member identified and justified. Describes qualifications of key personnel in detail, including past experience with similar projects, and how each will contribute to the project's success. Full job descriptions provided for new hires.
<p>For final score, Personnel score will be multiplied by a weight of 1 = 5 points max.</p>		
<p>5. Timetable:</p>		
<p>Points: 5 max.</p>	<p>Applicants present a timetable for project activities within the fiscal year (i.e., a list of actions with a date by which they will be accomplished); provide verification that facilities will be available, equipment and materials delivered; and explain how staff will be hired and trained in time to carry out the services as planned.</p>	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Timetable is missing or incomplete (i.e., does not include a list of actions with specific target dates for 	<ul style="list-style-type: none"> Timetable exists, but is not clearly relevant to achieving the project goals. Timetable seems 	<ul style="list-style-type: none"> Timetable includes a list of actions with specific target dates and is clearly relevant to achieving the

<ul style="list-style-type: none"> completion). No verification regarding facilities, equipment and/or materials. No explanation of hiring or training of staff to carry out project in project period. 	<p>unachievable within the project period.</p> <ul style="list-style-type: none"> Some verification regarding facilities, equipment and/or materials, but not clearly related to project. Brief or incomplete explanation of hiring or training of staff to carry out project in project period. 	<p>established objectives.</p> <ul style="list-style-type: none"> Timetable seems achievable within the project period. Use of facilities, equipment and/or materials fully explained and relevant to project and project goals. Full explanation of hiring or training of staff that will allow project to be carried out during the project period.
<p>For final score, Timetable score will be multiplied by a weight of 1 = 5 points</p>		
<p>6. Evaluation:</p>		
<p>Points: 5 max.</p>	<p>Applicants set achievable, measurable outcomes, and present a reasonable method to collect data. Applicants present a method to count users of the services as well as the effectiveness of the service.</p> <p>Note: Some projects will not lend themselves to outcomes-based evaluation (OBE). While the State Library strongly encourages the use of OBE, we do not require it for proposals, and points should not be deducted from strong evaluation plans that use outputs instead of outcomes when it is reasonable not to employ OBE.</p>	
<p>0 points</p>	<p>1-3 points</p>	<p>4-5 points</p>
<ul style="list-style-type: none"> Does not include either project outputs or outcomes. No method to collect data provided. No method to count users of services or effectiveness of service. Will not determine success of the project. 	<ul style="list-style-type: none"> Provides project outputs and/or outcomes but do not clearly relate to project. Method to collect data provided. Method to count users of service provided but not effectiveness of service. Provides some indication of the success of the project. 	<ul style="list-style-type: none"> Clearly describes appropriate project outputs and/or outcomes. Method to collect data is provided that clearly relates to project services and documented need. Method to count users of services and effectiveness of service provided. Will effectively determine success of the project and its impact. Project evaluation can be used as model for

		<ul style="list-style-type: none"> other similar projects. Project evaluation incorporates "best practices" from other similar projects.
For final score, Evaluation score will be multiplied by a weight of 2 = 10 points max.		
7. Budget:		
Points: 5 max.	Applicants provide a complete budget for the proposed project and fully justify the budget by describing how budgeted items will contribute to the project; identify a source for the stated costs (e.g., city pay classification for staff, catalog or city/county bid list for equipment); the costs are reasonable to achieve project objectives. If new staff are to be employed, applicants take into account the time for a realistic hiring process to occur.	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Budget incomplete. Provides no narrative description (justification), beyond the budget column, of how funds will be spent. 	<ul style="list-style-type: none"> Budget complete. Budget narrative description exists but does not clearly relate to the project and sources for costs are not stated. Items listed in the budget description do not match those in the budget form. Costs do not seem reasonable and description is unclear. No time given for staff to be hired, if appropriate. 	<ul style="list-style-type: none"> Budget is complete and clearly describes how the dollars will be used for the project. Clearly identifies source of stated costs and justification for their reasonableness. Items listed in the budget description match those in the budget form. Realistic timeline for hiring of new staff, if appropriate.
For final score, Budget score will be multiplied by a weight of 4 = 20 points max.		
8. Sustainability:		
Points: 5 max	Applicants describe the resources that will be used to support the services developed through the grant in the future. A written commitment of future support from governing bodies is desirable, but not required.	
0 points	1-3 points	4-5 points
<ul style="list-style-type: none"> Description of resources used to support/sustain the project after grant completion is vague and unspecific. 	<ul style="list-style-type: none"> Some evidence of future support/sustainability described. 	<ul style="list-style-type: none"> Clear evidence of sustainability described. A written commitment of future support from governing bodies is

		provided, if appropriate.
For final score, Sustainability score will be multiplied by a weight of 2 = 10 points max.		

Appendix B: Protest Procedure

Protest Procedure Texas State Library and Archives Commission (13 TAC 2.55)

- (a) An aggrieved person who is not satisfied with a decision, procedure, or service received from the staff of the Texas State Library and Archives Commission or who is an actual or prospective bidder, grantee, or contractor aggrieved in connection with a solicitation, evaluation, or award may file a protest with the Director and Librarian in accordance with this rule.
- (b) A protest must be submitted to the Director and Librarian within 21 days after the person knows or should have known of the matter which is protested. The Director and Librarian has the discretion to allow a protest filed after 21 days if the protestant shows good cause for the late filing or if the protest raises an issue significant to the general policies and procedures of the commission.
- (c) The protestant shall mail or deliver a copy of the protest to all interested persons. The Director and Librarian will furnish a list of interested persons to a protestant. For protests of a competitive selection (bid, contract, or grant), interested persons shall include all persons who have submitted a bid, proposal, or application.
- (d) A protest must be in writing and identified as a protest under this section, and contain the following:
 - (1) A description of the protestant's interest in the matter
 - (2) The issue(s) to be resolved and remedy(s) requested
 - (3) The protestant's argument supporting the protest, including a statement of relevant facts and applicable law, specifying the statutes, rules, or other legal authority alleged to have been violated
 - (4) The protestant's affirmation that facts set forth in the protest are true
 - (5) A certification that a copy of the protest has been mailed or delivered to all interested persons
- (e) Upon receipt of a protest conforming to the requirements of this section, the commission shall not proceed with the solicitation, award, or contract until the protest is resolved, unless the Director and Librarian makes a written determination that delay would harm the substantial interests of the state.
- (f) The Director and Librarian has the authority to decide, settle, or resolve the protest and will make a written determination. The Director and Librarian may solicit written responses to the protest from other parties. The Director and Librarian shall inform the protesting party and other interested parties by letter of his determination, and how to appeal the determination to the commission.
- (g) An interested party may appeal the determination of the Director and Librarian. An appeal must be in writing and conform to paragraphs (1) - (3) of this subsection:
 - (1) The appeal must be received in the office of the Director and Librarian no later than 15 days after the date the determination is mailed to interested parties
 - (2) A copy of the appeal must be mailed or delivered by the appealing party to all interested parties and contain a certification of mailing or delivery
 - (3) The appealing party must state whether or not an opportunity is requested to make an oral presentation to the commission in open meeting
- (h) The Director and Librarian shall refer the matter to the commission for their consideration at an open meeting.

- (l) The chair of the commission has the discretion to allow an appeal filed more than 15 days after the Director and Librarian's determination if the appealing party shows good cause for the late filing or if the appeal raises an issue significant to the general policies or procedures of the commission.
- (j) An interested party may file a response to an appeal of the determination of the director and librarian no later than 15 days after the appeal is mailed or delivered. The chairman of the commission has the discretion to allow a response filed more than 15 days after the appeal of the determination by the director and librarian if the interested party shows good cause for the late filing or if the response raises an issue significant to the general policies or procedures of the commission.
- (k) Copies of the appeal and responses of interested parties, if any, shall be mailed to the commission by the Director and Librarian.
- (l) The chair of the commission has the discretion to decide whether or not a request for oral presentations will be granted and will set the order and amount of time for oral presentations that are allowed. The chair also has the discretion to decide whether presentations and written documents presented by Commission staff and interested parties will be allowed.
- (m) The commission will determine properly filed appeals and make its decision in open meeting. The commission shall vote to uphold or reverse the decision of the Director and Librarian. Failing a majority vote of a quorum of the commission, the Director and Librarian's decision is upheld. The commission's decision is final and not subject to judicial review under the statutes governing the commission.
- (n) A decision issued either by the commission in open meeting or in writing by the Director and Librarian shall be the final administrative action of the commission.
- (o) Documentation concerning a protest of a competitive selection is part of the commission's records series for that selection and is retained in accordance with the commission's approved records retention schedule.

Appendix C: Timetable

Special Projects Grant Program

Texas State Library and Archives Commission (TSLAC)

November 2010	Guidelines and application link posted to TSLAC website
January 31, 2011	Draft proposals due to TSLAC for review (recommended but not required)
February 25, 2011	Applications submitted via GMS and signature page due to TSLAC
May 2011	Application packets evaluated by LSTA Grant Review Panel
August 2011	Commission meets and approves projects
August 2011	Contracts issued
September 1, 2011	Projects begin
August 31, 2012	Projects end

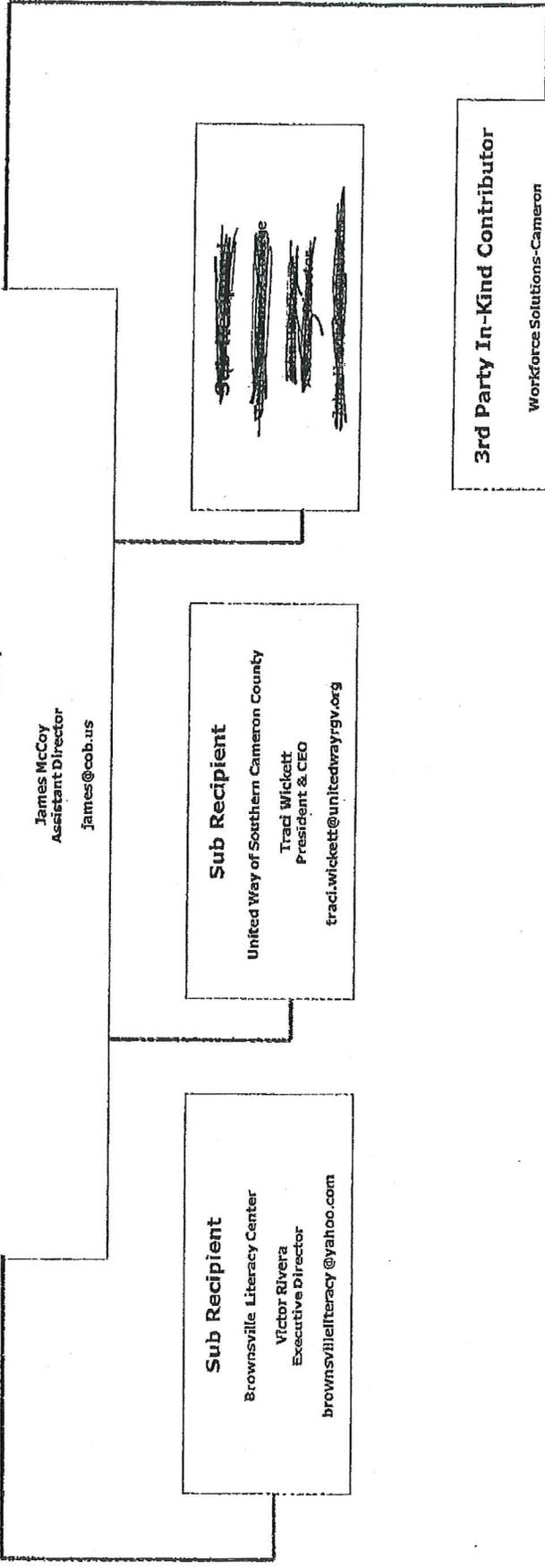
Primary Recipient
City of Brownsville Public Library
James McCoy
Assistant Director
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James McCoy

From: James McCoy
Sent: Wednesday, July 07, 2010 12:02 PM
To: 'Donald Barnes'
Subject: RE: Supplemental Information Request (SIR) - 6526 City of Brownsville

Donald,

Here is the breakdown of the instructor led classes:

The Brownsville Adult Literacy Center Mobile Computing Lab will have 12 computers available for use in a class. Classes are held twice weekly with each participant using the computer a maximum of four hours weekly. These classes are conducted in three month long sessions. Therefore, we have calculated 72 users for a total of 3,456 instruction hours per year.

The United Way will have 5 computers available for training in a class. Education training will take place four times a week for one hour. Therefore, we have calculated 1,040 users per year with a total of 1,040 hours annually. Homeownership training will take place once a week for one hour. Therefore, there will be 260 users per year with a total 1,040 hours of training per year. United Way trains approximately 15 volunteers annually. Each volunteer attends a month-long session of training. Each training consists of three hours a week. There are three sessions per year. Therefore, there are 180 hours of instructional training yearly. The total amount of users utilizing broadband technology at the United Way facility is estimated to be 1,315 for a total of 2,260 hours yearly.

The Texas Southmost College will have 30 laptops for use in a mobile classroom setting that will be utilized by various outreach programs. At a minimum, 60 users will be receiving 4 hours of instruction time on a monthly basis. Therefore, a total of 2,640 hours of instruction will take place.

The Brownsville Public Library will utilize a minimum of 30 computers for classroom setting training for approximately one hour per week. Therefore, 1,560 users will receive 1,560 hours of training per year.

Therefore, the estimated grand total of users yearly is 3,007 while the estimated grand total of hours trained is 9,916.

From: Donald Barnes [mailto:DBarnes@ntia.doc.gov]
Sent: Tuesday, July 06, 2010 4:35 PM
To: James McCoy
Subject: Supplemental Information Request (SIR) - 6526 City of Brownsville

Mr. McCoy,

Can you please provide an **annual** number of persons that will be trained in your PCC? We are looking for "Teacher Lead Training".

You have stated that each person will receive 5 hrs of training. Is this number correct or do you need to modify that as well?

Please contact me as soon as possible with this information.

Thank you,

Monday, December 13, 2010

Recipient Name: City of Brownsville

Award Number: 48-42-B10544

CFDA No & Project Title:

11.557 American Recovery and Reinvestment Act - PCC - Connect Brownsville

RE: Outreach Programs

The City of Brownsville, Brownsville Public Library System, Texas Southmost College, Adult Literacy Center and the United Way of Southern Cameron county will conduct outreach activities in the community to make the public aware of the expanded Broadband and computer center access in the community as a result of the ARRA Grant. We will use media outlets, such as the City of Brownsville operated cable access Channel 12, City of Brownsville Website, Texas Southmost College Website, Literacy Center and United Way websites as well as print media to inform the public of the new Broadband classes and Internet access that is available.

The Brownsville Public Library System will be open to the Public Monday - Thursday between 10 am to 9 pm, Friday & Saturday between 10 am & 6 pm and on Sunday from 1 pm to 8 pm. During this time staff will be available to assist the public with any questions about Broadband awareness.

The Texas Southmost College will make its laptops available Monday - Thursday from 7:30 am - 11 pm, Friday 7:30 am - 5 pm and Saturday between 9 am - 5 pm and Sunday from 1 pm - 10 pm. The laptops will be used to assist community members in achieving their academic goals and career objectives. In an effort to expand Broadband Awareness the College will use the laptop lab as a campus outreach tool to assist local high school students to complete college level courses while still in high school. One example of the type of program that the laptop lab will be used for is the nationwide "Upward Bound" program.

The United Way of Southern Cameron County will make the computers available during regular business hours to members of the community. The united way will provide information on Broadband awareness, job information and nutritional informational and resources.

The Adult Literacy Center Mobile Bus will travel throughout the community to areas where the residents don't have access to transportation to gain access to Broadband services. The Bus will be equipped with 10 computers that have broadband access. The services will include Broadband Awareness, GED Classes, English as a second language (ESL), keyboarding, and Math and Reading classes.



Grant Applicants Outcome Based Evaluation

Resources & Reading

Frequently Asked Questions

The Institute of Museum and Library Services (IMLS) is a federal agency that fosters leadership, innovation, and a lifetime of learning through grants to museums and libraries. Please see IMLS's Web site at <http://www.imls.gov> for additional information about IMLS and its activities and grant programs. Since 1997 IMLS has been committed to helping libraries and museums strengthen their programs and their capacity to evaluate the impact of their work through systematic evaluation of results - outcomes. Some of the questions libraries and museums of all sizes and types have asked about outcome-based evaluation are answered below. IMLS defines outcomes as they pertain to its own grant programs and its typical grantees, and does not claim or intend to speak beyond its own interests and community. At the same time, we are aware that there is a broad and growing trend for accountability in the form of outcomes-based reporting to government at all levels, to foundations, and to donors. IMLS's perspective is evolving in response to experience in the field, but we hope the following responses clarify our current perspective.

What is outcome-based evaluation (OBE)?

Outcome-based evaluation, sometimes called outcomes measurement, is a systemic way to determine if a program has achieved its goals. The organized process of developing an outcome-based program and a logic model (an evaluation plan) helps institutions articulate and establish clear program benefits (outcomes), identify ways to measure those program benefits (indicators), clarify the specific individuals or groups for which the program's benefits are intended (target audience), and design program services to reach that audience and achieve the desired results.

What is an "outcome" and how do you evaluate (measure) them?

An outcome is a benefit that occurs to participants of a program; when the benefits to many individuals are viewed together, they show the program's impact. Typically, outcomes represent an achievement or a change in behavior, skills, knowledge, attitude, status or life condition of participants related to participation in a program. In OBE, an outcome *always* focuses on what participants will say, think, know, feel, or be-not on ~~mechanisms or processes~~ which programs use to create their hoped-for results. Well-designed programs usually choose outcomes that participants would recognize as benefits to themselves. To simplify planning for evaluation, state the outcome you want to produce in simple, concrete, active terms.

Poor Outcome Statements

- Students will know how to use the Web
- Patrons will use the automated ILL system
- Users will have better health information
- Library staff will be trained in reference skills
- Democracy will flourish

Better Outcome Statements

- Students will demonstrate information literacy skills
- Patrons will report high satisfaction with the automated ILL service
- Patrons will make healthier life-style choices
- Library staff will provide faster, more accurate, and more complete answers to reference questions
- Visitors will register to vote

What is the difference between outputs and outcomes?

Outputs are measures of the volume of a program's activity: products created or delivered, people served, activities and services carried out. Think of outputs as the "things" piece of evaluation. Outputs are almost always numbers: the number of loans, the number of ILLs, the number of attendees, the number of publications, the number of grants made, or the number of times a workshop was presented. Outcomes are the "people" or the "so what" piece - what happened because of the outputs.

Outputs

- 42 staff members will complete training
- 37 libraries will participate in reference training
- 4 workshops will be held
- participants will receive 3 CEUs

Outcomes

- Library staff will provide faster, more accurate, and more complete answers to reference questions
- Customers will report high satisfaction with reference service

How do I choose outcomes for my program?

First, carefully think out and describe the purpose of the program. A program is not usually developed only to carry out various actions or tasks. There is a reason for undertaking the tasks and offering the services. Most modern museums and libraries don't build collections only to own them, or to go through the processes of cataloging, storing, and maintaining them. They develop collections to support the need of existing or anticipated users for information and education.

Ask, "why are we offering this program, what do we want to accomplish, and who do we want to benefit?" It may be helpful to ask program staff, program partners, and other stakeholders, "if we are really successful with this program, what will the results look like for the people we served?" Equally important is knowing your audience, their needs and wants, and what your program can do to help them achieve their aims.

The answers to those questions should allow you to describe the changes or impact that you want to see as a result of the program. Those hoped-for changes become the intended program outcomes.

What is an indicator?

Indicators are the specific, observable, and measurable characteristics, actions, or conditions that tell a program whether a desired achievement or change has happened. To measure outcomes accurately, indicators must be concrete, well-defined, and observable; usually they are also countable.

Poor Indicators

- The # and % of students who know how to use the Web
- Patrons will report high satisfaction with the automated ILL service
- Users will make healthier choices

Better Indicators

- The # and % of participating students who can bring up an Internet search engine, enter a topic in the search function, and bring up one example of the information being sought within 15 minutes
- The # and % of patrons who say they are "satisfied" or "very satisfied" with the automated ILL service after using the service and who use the service more than once a month for six months
- The # and % of users who report they made one or more life-style changes from a list of 10 key life-style health factors in the last six months

It is easy to construct a good indicator if you use the format:

Number and/or percent of a specific target population who report, demonstrate, exhibit an attitude, skill, knowledge, behavior, status, or life condition in a specified quantity in a specified timeframe and/or circumstance

- **Number and percent:** Both number and percent are usually specified to provide adequate information. If only two people participate in your program, after all, reporting that 50% of them benefited could be misleading. Examples: 30% of 150, 75% of 25, 10% of 1,500.
- **Target audience:** The group of people the program hopes to affect. Effective programs keep the characteristics of the people they want to benefit clearly in mind. The more narrowly and specifically the group of people who are expected to participate in a program can be described, the greater the likelihood that a program will be designed to actually reach them. Examples (low to high definition): Maryland residents, Baltimore high-school students, Howard County mothers at literacy level 1 or below.
- **Report, demonstrate, exhibit:** Note that all of these are active, observable behaviors or characteristics that don't depend on guesswork or interpretation.

Attitude	What someone feels or thinks about something; e.g., to like, to be satisfied, to value..
Skill	What someone can do; e.g., log on to a computer, format a word processed document, read..

Knowledge	What someone knows; e.g., the symptoms of diabetes, the state capitals, how to use a dictionary..
Behavior	How someone acts; e.g., listens to others in a group, reads to children, votes..
Status	Someone's social or professional condition; e.g., registered voter, high-school graduate, employed..
Life condition	Someone's physical condition; e.g., non-smoker, overweight, cancer-free..

- **Specified quantity and specified timeframe or circumstance:** This is the measurable part of an indicator. It asks the program developer to choose a quantity of achievement or change that is enough to show the desired result happened, and the circumstances or timeframe in which the result will be demonstrated. Examples: three times per week, in 15 minutes or less, 6 months after the program ends, 4 or higher on a 5-point scale.

What kinds of programs are best suited for OBE?

Most programs can incorporate OBE as an effective and efficient management tool. Specifically, OBE is geared toward measuring the impact of a program on a specific group of people known as a target audience. Any program that intends to educate or train participants (to change or build attitudes, skills, knowledge, behavior, status, or life condition) can be designed with outcomes at its core and can be evaluated using OBE concepts.

For example, among the State Library Programs there are many examples of state-wide professional training initiatives. In Texas, for instance, regional providers offer technology training to help library staff keep their computers running and online. Texas could evaluate the success of that program by looking for evidence that librarians who complete that training can solve basic, frequently-experienced computer problems such as a frozen screen - that would be a desired outcome that can be measured. IMLS provides LSTA funds for technology infrastructure because lawmakers assume that technology is needed for better support of both users and the staff who provide services. The State Library Administrative Agencies could know if they were meeting those goals by looking for outcomes related to technology training or use of expanded resources or information.

In another example, from IMLS's CAP program. CAP provides information to help museums set priorities and address the preservation and conservation needs of their collections. The information, or the report that the CAP consultant provides, is not the purpose of CAP. The purpose (desired outcome) is changed knowledge and behavior on the part of museum staff - we hope that they in turn will improve collections maintenance practice and create a formal, prioritized management plan to address collection needs. Here, too, we assume that in the long term there will be a benefit to end audiences in improved or expanded exhibits and programs built on the collections that are protected by the staff's improved actions. CAP recipients could be asked to report to what extent they've achieved those goals to tell IMLS if CAP has realized its intended outcomes.

Most National Leadership Discretionary Grants include the intention to provide a model for other institutions. We envision that the research that they carry out will be used by others. It is possible for grantees to evaluate the extent to which they have successfully in communicated their model by asking their target audiences (usually library or museum professionals and educators) whether they know key concepts from the research, and/or how they have used or intend to use the results of the research.

Of course there are projects for which OBE is not applicable. We encourage museums and libraries to talk to IMLS staff if they are uncertain if OBE can be useful for their proposed or funded project.

Do I have to evaluate every program my institution offers?

No. We believe IMLS constituents will come to know the benefit of OBE and will want to incorporate it in many, if not all, programs, particularly those that have a clear audience to whom a program is targeted. We're urging library and museum staff to choose one program that they offer, and to "pilot-test" OBE with that program. That will provide the experience to decide what skills and resources an institution needs to develop to demonstrate and report outcomes to its stakeholders.

How many program participants have to be evaluated, all or a sample?

For many programs it is possible to evaluate the impact to all participants. Others will have access to only a sample of participants. This is often true, for example, of programs to provide digital resources - collections, exhibits, curriculum tools, or Web sites. Many programs will seek volunteers to answer questionnaires or to participate in focus groups to provide outcome information. This is perfectly acceptable.

Will funders pay for small outcomes?

For IMLS it is less about small or large outcomes than about what you hoped to achieve for an audience, what you learned in the process and what was reasonable to expect for that audience. In some cases a 10% improvement is very significant, while in others, a 90% impact is reasonable to

What do I look for in an evaluator?

Someone who has a strong working knowledge of outcome-based evaluation - measuring impact on the people served by a program - and also has knowledge and experience working with your discipline. A good evaluator can quickly assess and learn your specific programs and mission. It helps, but is not a requirement, that they have experience evaluating similar projects.

How many outcomes should my program have?

A program needs to have at least one outcome, however, programs are likely to have more than one outcome. It is important to consider what the purpose of the program is and the ways you would expect participants to benefit from your program. These benefits will likely be the outcomes for your program, but you need not measure everything. You may want to prioritize this list and determine what you and your program's stakeholders would really need to know about the program's impact.

What is a logic model and is it necessary?

A logic model is a step-by-step approach for defining and measuring outcomes. It is your program's *evaluation plan*. It shows how you will measure outcomes, what information you need to collect, who you will collect information about, when you will get the information and what targets you have chosen for the outcomes.

Yes, a logic model is essential to the success of your institution's implementation of outcome-based evaluation. Without this, outcome based evaluation will not become a reality for your institution.

Logic Model Elements and Structure

Outcome	Definitions: • Intended Impact	Examples: • Students will have basic Internet skills
Indicator	• Observable and measurable behaviors and condition	• The # and % of participating students who can bring up an Internet search engine, enter a topic in the search function, and bring up one example of the information being sought within 15 minutes
Data source	• Sources of information about conditions being measured	• Searching exercise, trainer observation
Applied to	• The specific group within an audience to be measured (all or a subset)	• Howard County 7th-8th graders who complete the workshop
Data interval	• When data will be collected	• At end of workshop
Target (Goal)	• The amount of impact desired	• 85% of approximately 125 participants

How complicated is outcome based evaluation?

Once the concepts are understood and you have successfully implemented it a few times, it is a very simple process to understand and manage. The key to success is commitment of the institution and the clear identification of roles in managing OBE.

How much time will it take?

It isn't possible to prescribe a time for all programs. It does take a commitment of time and resources to get it done. The majority of time comes at the front end, particularly as you first begin to implement outcome-based evaluation in your institution. In compensation, once incorporated, OBE can save significant time in planning and management by allowing you to get at the right questions, and answers, early on in the program planning process.

What can outcome based evaluation do for my institution?

Employing outcome-based evaluation and reporting on the impact of the program can have many positive benefits for an organization:

- First, it can help institutions tell their story in ways their stakeholders and the general public can understand and appreciate. It helps institutions convey important information about the collective impact on their program participants, while maintaining the ability to convey the very powerful and personal stories that show how important the program was to specific individuals.
- Second, it can help better position institutions to request and receive funding because they can describe the intended benefits and impact of a proposed program in very specific terms by identifying what the program will do for participants. This is particularly important given that more and more funders expect programs to identify what they hope to achieve as a result of funding.

- Third, when OBE becomes part of an organization's management routine, its programs can be improved as a result. Program goals are well planned and established, and these goals are regularly reviewed. Stakeholders are informed about the impact of funded programs. In turn, outcome-based evaluation will help an organization's program staff better communicate the benefits they intend to deliver to program participants - it can aid recruitment and marketing.

Aren't some things difficult to measure?

Some things will seem more difficult to measure (evaluate) than others, and not all things programs accomplish need be measured. It is often more straightforward to measure "hard" impact, such as knowledge, behavior, and skills than it is to measure "soft" impact such as attitudes. Measuring attitude changes or other "soft" impacts is not actually more difficult, but it may require more creativity. Regardless, clarifying the relationship between an outcome and measurable and observable "indicators" is key to success.

How will I know if my outcomes are good enough?

Outcomes are effective if they 1) are closely associated with the purpose of a program and describe what an organization wants to make happen for people, 2) are realistic and within the scope of what the program can affect and 3) have indicators that allow them to be measured.

How do I report outcome based evaluation information?

Consider what your program's stakeholders want to know about the results of your program when developing reports from outcome-based evaluation data. The institution's Board, its community, and funders may want similar information, but this does not mean that one report will satisfy everyone. In general, consider the following as desirable information for reports:

- Needs identified
- Inputs (what we used)
- Activities and services (what we did)
- Audience (characteristics and participation)
- Outputs (what we produced)
- Outcomes (what impact we achieved and how we know) and
- Interpretation (what it all means, why it matters)

Do I have to do this?

IMLS does not currently require its grantees to conduct outcome-based evaluation, but it supports and encourages it as a valuable management tool. At the same time, IMLS is required to report to Congress in outcome-based terms; we cannot do that without input from you. We consider the consistent use of outcome-based evaluation to be an effective and efficient way for all programs to capture critically important information and to tell their story persuasively. IMLS is gradually strengthening information about outcome-based evaluation in guidelines for its discretionary grant programs and its program for State Library Agencies, and is considering the benefit of making outcome-based evaluation for funded programs a requirement at some future time.

Where can I get more information?

Current IMLS grantees can contact their program officer to discuss the specifics of their IMLS grant program and its evaluation. Institutions considering a proposal to IMLS can contact the grant officer for that program.

IMLS offers an online course, [Shaping Outcomes](#), that can be done as a no cost, instructor-led, self-paced online tutorial or as a distance learning course. See IMLS's bibliography for OBE for a variety of helpful manuals and other resources, many of which are available at no cost online. Other organizations offer assistance in the context of their grants. Among the most readily available come from Project Star of the National Core for Service, the Kellogg Foundation, and the United Way of America. All are referenced in the IMLS OBE bibliography and both have many regional and local offices.

K. Motylewski/C. Horn 2/8/02

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Grants Address Criminal Justice and Workers' Rights

Public Welfare Foundation

The Public Welfare Foundation supports efforts to ensure fundamental rights and opportunities for people in need nationwide. The Foundation looks for carefully defined points where funds can make a difference in bringing about systemic changes that can improve lives. The Foundation's 2011 funding priorities include the following issue areas: The Criminal and Juvenile Justice program supports strategies to lower rates of incarceration and decrease prison population by changing specific laws, policies, or agency regulations. The Workers' Rights program supports organizations that are trying to improve the lives of working people, especially those most vulnerable to exploitation, by ensuring their basic legal rights to safe, healthy, and fair conditions at work. Letters of inquiry are due four to six weeks before the proposal deadlines of March 25 and July 22, 2011. Detailed guidelines for each of the grant programs are available on the Foundation's website.

Employment Programs for People with Disabilities Funded

Kessler Foundation: Signature Employment Grants Program

The Kessler Foundation is dedicated to improving the lives of people with physical disabilities caused by stroke, multiple sclerosis, injuries to the brain and spinal cord, and other cognitive or neuromuscular disabilities. The Foundation's Signature Employment Grants Program funds cutting-edge, non-traditional solutions that increase employment outcomes for individuals with disabilities. These solutions may include new pilot initiatives, demonstration projects, or other social ventures that lead to the generation of new ideas to solve unemployment. Preference will be given to interventions that overcome employment barriers related to dependence on public assistance, advance competitive employment, or launch a micro-enterprise project. Funded projects must be collaborative, serve a large geographic area, and include multiple funding partners and stakeholders. Grants of \$100,000 to \$250,000 per year for up to two years are available to nonprofit organizations, educational institutions, and government agencies throughout the U.S. The deadline for concept submissions is February 18, 2011. Visit the Foundation's website for program details.

Support for K-12 Science Projects

Toyota TAPESTRY Grants for Science Teachers

The Toyota TAPESTRY Grants for Science Teachers program, administered by the National Science Teachers Association (NSTA), provides support to K-12 science teachers throughout the United States for innovative projects that enhance science education in their schools and/or school districts. The grant categories include Physical Science Application, Environmental Science Education, and Integrating Literacy and Science. In 2011, 50 large grants of \$10,000 will be awarded. All applicants must have at least two years of science teaching experience in a K-12 school, not including the current school year. Online applications should be submitted through the National Science Teachers Association website by February 23, 2011. Visit the NSTA website for more information.

Grants Encourage International Theatre Collaborations

Theatre Communications Group: Global Connections

The Global Connections program, administered by Theatre Communications Group (TCG), is dedicated to building bridges between U.S. theatre professionals and their counterparts abroad, identifying theatre professionals who will further the growth of the field, and creating opportunities for the U.S. theatre field to engage in international conversations. Grants are provided to nonprofit organizations and individual artists through the following two initiatives: Global Connections—On the Road will award 12 grants of up to \$6,000 each to foster new relationships with international colleagues that will inspire each other's work by creating opportunities for cultural exchange. Global Connections—In the Lab will award six grants of \$10,000 each to further pre-existing international collaborations by supporting residencies that either advance the development of a piece or explore elements leading up to a full production. Grant recipients may use the funds to pursue activity abroad or to host international colleagues within the U.S. The upcoming application deadline is February 28, 2011. Application guidelines and forms are available on the TCG website.

Funds for Family Literacy Programs in Texas

First Lady's Family Literacy Initiative for Texas

The First Lady's Family Literacy Initiative for Texas, a grant program supported by the Barbara Bush Texas Fund for Family Literacy and administered by the Texas Center for the Advancement of Literacy & Learning, supports schools, libraries, and other nonprofit organizations that provide family literacy programs in the state of Texas. Program Implementation Grants of up to \$50,000 are provided to help create a family literacy program, expand an existing reading program into a complete family literacy program, support an innovative project within an existing family literacy program, or replicate a successful family literacy program with a new population or in a new location. In addition, Planning Grants of up to \$5,000 are provided to enable organizations to more effectively compete for a Program Implementation Grant the following year. The application deadline for both types of grants is March 4, 2011. Application guidelines and forms are available on the Texas Center for the Advancement of Literacy & Learning's website.

Federal Deadlines

Environmental Protection Agency: Source Reduction Assistance Grant Program

Application deadline: February 24, 2011

This program provides support for environmental projects that reduce or eliminate pollution at the source. Priority is given to proposed activities that encourage broad environmental concepts, including greenhouse gas reduction, toxic and hazardous materials reduction, resource conservation, efficient business practices, and pollution prevention integration. Note: Types of projects specific to a given regional area are also supported.

Department of Justice: Multi-State Mentoring Initiative

Application deadline: February 28, 2011

This program provides support to expand or enhance the capacity of organizations currently operating mentoring programs in several states that target at-risk or high-risk populations younger than 18 years of age. Priority will be given to enhancement activities that contribute to the quality of the mentoring program, as well as efforts to address both individual and environmental factors that contribute to delinquency, with a focus on the following program strategies: the involvement of parents in the project and the provision of services for them, the delivery of structured activities and programs for the mentoring match, or the implementation or expansion of ongoing training and support for mentors.