

CALIFORNIA STATE LIBRARY
FY 2014/15

LSTA PITCH AN IDEA STAFF INNOVATION FUND GRANT APPLICATION

ELEMENT 1: BASIC INFORMATION

Applicant Information

- | | | | |
|--|---|-------------|--------------|
| 1. Library/Organization
El Dorado County Library | 2. Library's DUNS Number
001879035 | | |
| 3. Internet Web Site Address
www.eldoradolibrary.org | | | |
| 4. Project Coordinator Name & Title
Jan Robbins, Children's Librarian | 5. Email Address
jan.robbs@eldoradolibrary.org | | |
| 6. Business Phone Number
530-621-5547 | 7. Fax Number
530-622-3911 | | |
| 8. Mailing Address | | | |
| PO Box or Street Address
345 Fair Lane | City
Placerville | State
CA | Zip
95667 |

Project Information

9. Project Title Growing Teens: Community Garden
10. LSTA Funds Requested \$6,500
11. Cash Match \$1,200
12. In-Kind \$6,060
13. Total Project Cost \$13,760
14. Federal Library Services & Technology Act (LSTA) Purpose (Check one purpose which best describes the project)
- Developing library technology, connectivity and services
 - Providing targeted services to diverse populations or persons who have difficulty accessing services
 - Providing services to promote life-long learning
 - Developing public and private partnerships
15. California's LSTA Goals (Check all that describe the project)
- | | |
|--|---|
| <input type="checkbox"/> Literate California | <input type="checkbox"/> Bridging the Digital Divide |
| <input type="checkbox"/> 21 st Century Skills | <input type="checkbox"/> Information Connections |
| <input type="checkbox"/> 22 nd Century Tools | <input checked="" type="checkbox"/> Community Connections |
| <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Ensuring Library Access for All |
16. Number of persons served (The number of persons who use or will benefit directly from this project) 30
17. Congressional District (s) number 4
18. Primary Audience for project (Check at least one, maximum of three)
- | | |
|---|--|
| <input type="checkbox"/> Adults | <input type="checkbox"/> Public library trustees |
| <input type="checkbox"/> Children | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Institutionalized persons | <input type="checkbox"/> Senior Citizens |
| <input type="checkbox"/> Library Staff & Volunteers | <input type="checkbox"/> Statewide public |
| <input type="checkbox"/> Non/limited English speaking persons | <input type="checkbox"/> Urban populations |
| <input type="checkbox"/> People with special needs | <input checked="" type="checkbox"/> Young adults and teens |
| <input type="checkbox"/> Pre-school children | |

19. This signature certifies that I have read and support this LSTA Grant Application.

Director Name: Jeanne Amos

Mailing Address (if different from above) _____ City _____ Zip _____

Director Signature: Jeanne Amos Date: 8/7/2014

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your strategic plan, and what will be accomplished if this project is implemented. Should relate to activities in the timeline (Element 4) and include statistical info to support project. Limit to one page and use 12 point font.

The Growing Teens: Community Garden project - developed, installed and maintained by youth - offers hands-on learning opportunities, promotes healthy living, aids in the development of adolescents, encourages teen engagement within their community and showcases the Library as a valuable community resource for teens by providing much-needed youth programming in our rural community. With U.S. students ranking in the lower third globally in subjects such as math and science on the Program for International Student Assessment, there is a great need to develop innovative thinkers. In response, STEM learning (science, technology, engineering, and math) has become a primary focus of educators. Growing Teens: Community Garden (GTCG) is a project in which youth will be immersed in hands-on STEM activities--using math and engineering skills to design and build raised beds; learning about earth and plant sciences in the making of soil and growing of produce; and learning cooking sciences as they prepare meals using the produce they've grown. This hands-on learning opportunity directly ties in with the Library's "Partner in Education" strategic plan facet--in which the Library offers supplemental learning opportunities while promoting life-long learning.

Facing statistics from the Data Resource Center for Child & Adolescent Health, which states that 30.4% of California children age 10-17 are overweight, the CDC and the Health Resources & Services Administration launched the National Initiative to Improve Adolescent Health. One of its primary goals is to encourage national, state and community commitment to the health, safety, and positive development of adolescents. GTCG will help to combat teen obesity by encouraging physical activity as the teens build, plant and harvest their garden. At the end of each growing cycle teens will harvest the produce they have grown to make healthy, fun foods. An example of this would be planting vegetables for a salsa garden, then learning to make the salsa - a healthy alternative to high-fat, sugary snacks - from what they've harvested.

The Search Institute has identified "40 Developmental Assets for Adolescents" - building blocks that help youth grow up to be healthy, caring, and responsible. Those assets include the following: support from non-parent adults, taking an active role in their community, engagement in healthy youth activities, and forging healthy relationships with peers. GTCG will teach invaluable life skills such as teamwork, time management, and responsibility; it will also encourage self-confidence, a sense of purpose, and empowerment. By working with library staff and experts in the community on an ongoing basis, youth will learn to interact with adults; at the same time, adults in the community will learn to value the contribution of adolescents.

A Community Needs Assessment Report was prepared by the Rotary Club of Cameron Park in April 2014 to better understand the local needs in our community. Key members of over 35 governmental and private businesses were interviewed and provided feedback that brought to light some of the most pressing issues facing all residents of El Dorado County. In this report the needs of youth were considered as an important priority and social necessity in our community. Findings of the report revealed that the cost of organized activity was preventing many youth from participating, so a recommendation for providing more non-fee based activities was highlighted. Secondly, the need for high quality afterschool youth programs for social gathering, entertainment and education was mentioned as being essential for the health and well-being of youth. We believe the GTCG will be a project that correlates directly with combatting these issues and will supply young adults with a free afterschool program while providing a rich learning experience.

The Library will accomplish many positive outcomes with the implementation of the Growing Teens: Community Garden. This project will encourage positive adolescent development by laying the building blocks for healthy minds, healthy bodies, and healthy growth. Even more so, this project is about building connections--teens building connections to their community, teens building positive relationships with adults and peers, and teens and the Library building a strong connection that is more than books. The very act of implementing the Growing Teens: Community Garden plants the seeds to growing these valuable connections.

ELEMENT 3: PLANNING AND EVALUATION

Please answer each area concisely and completely. Limit to two pages and use 12 point font.

A. Project Purpose – Short statement which answers the questions: we do what, for whom, for what expected benefit.

The GTCG project will be a community garden on the grounds of the Placerville Library designed and installed by teens and for teens. Through a variety of hands-on activities teens will learn about the design, structure and building of garden beds. They will learn planting stages of growing seasons and use this new knowledge to plant, grow and harvest fresh produce. After harvest, the teens will learn to cook healthy meals, using what they've grown. With a satisfaction that comes from growing your own food, this project will teach teens healthy living habits--how to cultivate produce, how to cook fresh foods, and how to incorporate healthy eating into daily routines--all while promoting physical activity at every step along the way.

Teens will also benefit educationally by using STEM (science, technology, engineering and math) skills to accomplish the tasks of designing and growing a community garden. Growing gardens provides many learning opportunities to connect to Plant and Earth Science Curriculum. Technology experiences will be enhanced with the use of Library iPads and wireless Internet to explore topics. Engineering skills are enriched through the planning and mapping of garden beds and irrigation systems. Math skills will be applied when calculating garden space and in food preparation.

The connections we build with this project are another expected benefit. Library staff has identified numerous partners with whom we traditionally have support, including the local high schools, the Teen Library Councils, and the El Dorado County Office of Education. We are currently working with the Placerville Boys and Girls Club on a collaborative summer reading program and will look to expand that growing relationship. Committed to targeting At-Risk Teens in our area, we have reached out to a number of the local group homes, youth shelter, and the EDC Foster Care System. We have made contact with the local Master Gardeners, Master Food Preservers, and UCD Horticulturist and television personality Marlene Simon who has agreed to offer her expertise in helping set up the garden. We are working with EDC Risk Management to integrate the project with the Farmers Market held in the Library's parking lot every week during the summer months as part of the county's healthy living program. Serving as the home location for the Mother Lode Seed Library, a free seed project committed to increasing the capacity of our community to feed itself wholesome food, our Library has well-established support. The Growing Teens: Community Garden project offers a multitude of potential benefits, with even more project possibilities for the future. We just need a little water to help it grow.

B. Project Activities/Methods – How will the project be carried out? Include major activities from the timeline.

The first stages of the project will be spent reaching out to the young adults and setting up guest experts and collaborative partners. With 2,579 teen library card holders at the Placerville Library we will develop flyers and publicity to promote the program to them and within our community. We also will order and process additional gardening books for the library collection. Then with new participants in place we will incorporate team-building activities, brainstorm activities for the project, initiate the pre-survey and start working with the teens to create a viable schedule. At the beginning of the program the teens will also be encouraged to submit entries for the program's T-shirt contest. The winning entry will be chosen by the young adults themselves. Funds will be provided by the Friends of the Library to print program t-shirts for the volunteers and participants.

The next phase has the teens working closely with gardening experts and volunteers to design, install and plant the fall garden. They will learn how to place irrigation systems and find ways to cope with garden pests. With the onset of winter the teens will be harvesting their fall produce, learning from cooking demonstrators how to take what they've grown and make healthy snacks, and eventually put the garden to bed for the winter. During the winter months, we'll bring in more experts to discuss spring planting options. Spring has the teens planting an early garden with seasonal vegetables such as peas, lettuce, onions, broccoli, chard, potatoes, spinach or herbs. In early summer the teens will be harvesting this produce and exploring a variety of ways to make fun healthy snacks. At the conclusion of the project we will host an End of Year Celebration for the teens and community volunteers celebrating the accomplishments and challenges experienced through this adventure.

C. Anticipated Project Outputs – Measures of service or products provided.

Some of our outputs will include:

1. Between 20 and 30 teen participants in the creation of the garden, the growing of the produce, and the cooking of healthy foods/snacks.
2. A minimum of 6 volunteer experts to advise the teens on the project will be provided.
3. The teens will grow at least 6 different types of edible plants (vegetables, herbs, or fruits) during each growing season (fall and spring).
4. At least 4 cooking programs during the course of the project will be offered (2 per harvest).
5. 250 flyers will be produced and distributed to branch libraries and schools.
6. Approximately 68 books @ \$25. per book will be ordered/processed and used for the program.

D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes?

Some of the anticipated outcomes include:

1. Growing the gardening knowledge and skills of teens. We anticipate that at least 50% of the teens who participate will show an increase in gardening knowledge.
2. Increasing the ability of teens to prepare and cook healthy foods. We anticipate that at least 50% of participating teens will learn healthy cooking skills.
3. The Growing Teens: Community Garden will increase teen perception that their community and especially the public library is a place for them. We anticipate at least 50% of the teens who participate will view the library as a favorable place in which they will continue to visit.

We will produce a pre-survey and post-survey to be given to the participants to measure the outcomes and gather anecdotal evidence as the program progresses.

E. Complete the following sentence. This project will be successful if:

This program will be successful if the teens engage with their community, build positive relationships with other teens by participating in healthy activities, and build a stronger connection with their Library; it'll be successful if the teens gain knowledge of, and an appreciation for, incorporating into their diets the healthy foods they have grown.

ELEMENT 4: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

Activity	2014/15											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Create signage and advertising for project	x	x										
Identify and recruit teens	x	x	x									
Develop a working schedule	x	x	x									
Seek out collaborative partners	x	x	x									
Research, order and process book resources	x	x	x									
Contact and schedule volunteers/experts	x	x	x			x	x	x				
Offer program t-shirt design contest		x	x									
Design program t-shirts			x	x								
Learn about and design the garden		x	x	x								
Offer programming by gardening experts		x	x	x			x	x	x			
Install garden beds and irrigation system		x	x									
Plant and grow Fall/Spring garden		x	x	x		x	x	x	x			
Harvest the produce			x	x				x	x	x	x	
Learn how to use what is harvested to make fun and healthy foods			x	x				x	x	x	x	
Plan and hold an End of Year Celebration											x	
Evaluate Outcome Surveys											x	
Complete State Library reporting												x

ELEMENT 5: BUDGET

The budget should clearly identify the amounts requested and from what sources.

Column A Budget Category	Column B LSTA	Column C Cash Match	Column D In-Kind	Column E Total (B+C+D = E)
Salaries & Benefits				
Library Systems Tech, Sr. Lib Assistants, Children's Librarian	\$0	\$0	\$4,540	\$4,540
Library staff backfill support	\$2,000	\$0	\$0	\$2,000
General Library volunteers	\$0	\$0	\$800	\$800
	\$0	\$0	\$0	\$0
Subtotal	\$2,000	\$0	\$5,340	\$7,340
Explanation: Library Systems Technician (1) - Approximately 20 hrs @ \$23/hr = \$460 Senior Library Assistants (2) - Approximately 40 hrs @ \$18/hr = \$720 (for both) Children's Librarian (1) - Approximately 120 hrs @ \$28/hr = \$3,360 Library Backfill support (to help cover for staff working on project) - Approximately 96 hrs @ \$21/hr = not to exceed \$2,000 General Library Volunteers (working w/ teens on ongoing basis during the project) - 4 volunteers @ 10 hrs/each @ \$20/hr = \$800				
Library Materials				
Gardening books for library collection	\$1,700	\$0	\$0	\$1,700
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$1,700	\$0	\$0	\$1,700
Explanation: Approximately 68 books @ \$25. per book				
Equipment (Items over \$5,000 per unit)				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0
Explanation: N/A				

Operating Expenses

Column A Budget Category	Column B LSTA	Column C Cash Match	Column D In-Kind	Column E Total (B+C+D = E)
Contracted Services				
Expert Volunteers	\$0	\$0	\$720	\$720
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$720	\$720
Explanation: Expert Volunteers (horticulturist & food demonstrators offering specific programs) - 4 volunteers @ 6hrs/each for \$30/hr = \$720				
Supplies				
Garden setup	\$2,600	\$0	\$0	\$2,600
Office and advertising	\$200	\$0	\$0	\$200
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$2,800	\$0	\$0	\$2,800
Explanation: Garden setup: Wooden planter beds, temporary, re-usable deer fencing, drip irrigation, hose, watering attachments, plant starts and fertilizer, tools, wheel barrows, plant stakes, shed lock, pre-fabricated 7-ft.x 7-ft. storage shed, garden benches, garden signage. Advertising costs included production and distribution of flyers.				
Other Charges				
Program t-shirts	\$0	\$300	\$0	\$300
End of Year Celebration	\$0	\$300	\$0	\$300
Program incentives	\$0	\$600	\$0	\$600
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$1,200	\$0	\$1,200
Explanation: Cash match items will be paid for by our Friends of the Library organization. Examples of program incentives are: hand tools, gloves, book for each teen.				
Operating Expenses Subtotal	\$2,800	\$1,200	\$720	\$4,720
Project Total (Salaries & Benefits, Materials, Equipment, and Operating Expenses)	\$6,500	\$1,200	\$6,060	\$13,760
Indirect Cost (up to 10%)	\$0	\$0	\$0	\$0
Grant Totals	\$6,500	\$1,200	\$6,060	\$13,760

FUTURE FUNDING

Briefly describe how this project will be financially supported in the future.

After the grant year, we see this project as being easily sustainable. The Placerville Library houses the Mother Lode Seed Library--which will keep us well stocked with a variety of seeds. Our collaborative partners are all volunteers who love what they are doing. Our Friends of the Library organization is dedicated to providing funds for teen programming, including purchasing supplies to re-energize the garden. We will seek donations from the community for future soil supplements, drip irrigation, etc. Staff will keep the project moving forward by continuing to recruit new participants for the Growing Teens: Community Garden project. Basically, the start-up costs are all we need to start growing.

ELEMENT 6: ATTACHMENTS

If you have additional resources that support your grant, please attach after this page

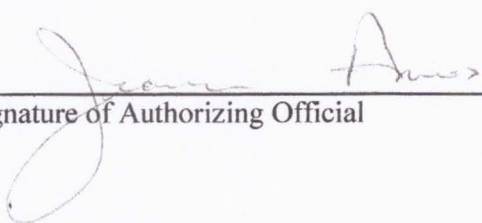
ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2014/15

Check the Appropriate Library Type

Public Library Academic K-12 Multi-type Special/Other

As duly authorized representative of the applicant library, I hereby certify that: (*check only one of the following boxes*)

- A. The applicant library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.
- B. The requirements of Section 9134 (f)(1) of the Library Services and Technology Act do not apply to the applicant library because no funds made available under the LSTA program will be used to purchase computers used to access the Internet or to pay for direct cost associated with accessing the Internet for a public library or public elementary school or secondary school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended.



Signature of Authorizing Official

8/4/2014

Date

ELEMENT 8: ASSURANCES

The applicant assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also the Applicant assumes and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-sided activity.
4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 20 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
12. It will comply with all requirements by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of violating facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
14. It will comply with the flood insurance purchase requirements of Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, OLS/State Programs Division, Institute of Museum and Library Services, 1100 Pennsylvania Avenue, N.W., Room 802, Washington, DC 20506. Notice shall include the identification number(s) of each affected grant

- (f) Taking one of the following action, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement or other appropriate agency.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a),(b),(c),(d),(e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance or work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

345 Fair Lane, Placerville, CA, 95667

Check if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction to: Director, OLS/State Programs Division, Institute of Museum and Library Services, 1100 Pennsylvania Avenue, N.W., Room 802, Washington, DC 20506. Notice shall include the identification number(s) of each affected grant.

4. FEDERAL DEBT STATUS

The undersigned, on behalf of the applicant, certifies to the best of his or her knowledge and belief that the applicant is not delinquent in the repayment of any Federal debt.

