

**Journal #2729**

**from sdc**

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**November Director's Message** from the [UpNext Blog](#):

**Libraries and Museums Respond to Superstorm Sandy**

The images coming from New Jersey, New York, and Connecticut shock and sadden us all. We know that employees of the affected museums and libraries are working doubly hard not only to clean up the homes of their own families, but also to reopen the institutions that are central to their communities. I am particularly struck by how vital these institutions are as emergency responders and when I see them go the extra mile to serve to their communities in times of need.

Once their power is restored, many libraries and museums have become places for residents to find a semblance of normalcy. Libraries serve as overnight shelters and as places for people to "camp out" to escape their cold, dark homes. Throughout the region, libraries are packed with people recharging their mobile devices, using computers to connect with family members online, and looking for ways to entertain children.

Queens Library Staff held story book time for children whose parents were choosing donated clothing, next to the Book Bus at Queens Library at Peninsula. A comforting story helped stressed kids and gave the adults a needed rest. Photo courtesy of Queens Borough Public Library.

Museums and arts organizations have become places of refuge and respite from long, trying days without heat and electricity, providing serenity in the wake of the storm, a place for community members to meet and share experiences, and a break for children whose schools are closed.

The New Rochelle Public Library extended their Sunday hours last week. They are extraordinarily busy with people using computers, electric outlets and books. Photo courtesy of New Rochelle Public Library.

Libraries and museums are also sharing expertise with the public and helping save endangered collections. Last Sunday, the Museum of Modern Art—together with the IMLS-supported American Institute for Conservation (AIC) Collections Emergency Response Team—presented a public forum about conserving flood-damaged artworks and collections. And Heritage Preservation was busy all weekend and throughout the storm using their Connecting to Collections online forum to link people to the expertise they need.

We know that the story of this storm is just beginning to be told, and in the coming days, weeks, and months we will learn more about how libraries' and museums' roles as community anchors and stewards of collections will help communities rebuild and reconnect.

Do you have a story about how your local library or museum helped with storm recovery?  
Please let us know.

—Susan Hildreth, Director, IMLS

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**John D. and Catherine T. MacArthur Foundation**  
**Contact:** Meredith Klein  
312-516-1557 [mklein@macfound.org](mailto:mklein@macfound.org)

## **NEW GRANTS HELP MUSEUMS AND LIBRARIES CONNECT YOUTH WITH FRIENDS, LEARNING, AND MENTORS TO LINK THEIR PASSIONS TO FUTURE SUCCESS**

*Learning Labs Foster Creativity and Collaboration through Creation in STEM and Beyond*

**Washington, DC**— The [Institute of Museum and Library Services](#) (IMLS) and the [John D. and Catherine T. MacArthur Foundation](#) today announced the second round of winners of a national competition to design 21<sup>st</sup> century Learning Labs in museums and libraries around the country. The 12 winners—five museums and seven libraries—will receive a total of \$1.2 million in grants to plan and design the labs. Inspired by YOUmedia, a teen space at the Chicago Public Library, and innovations in science and technology centers, these labs will help young people move beyond consuming content to making and creating it.

Each Learning Lab will be designed to facilitate a research-based education model known as connected learning – one that promotes discovery, creativity, critical thinking and real-world learning through activities and experiences that bring together academics and young people's interests, often facilitated by digital and traditional media. The labs will connect teens to mentors and peers, as well as anytime, anywhere access to information through online social networks, so they can pursue their interests more deeply and connect these new skills to academics, career, and civic engagement.

"Digital media are revolutionizing the way young people learn, socialize, and engage in civic life," said Julia Stasch, Vice President of U.S. Programs for the MacArthur Foundation. "These innovative labs are designed to provide today's youth with the space, relationships, and resources to connect their social worlds and interests with academics, and to better prepare them for success in the 21<sup>st</sup> century."

"Because of the expertise and content we have to offer, museums and libraries are uniquely positioned to offer young people meaningful learning experiences that link to science, art, and technology," said Susan Hildreth, Director of the Institute of Museum and Library Services. "With caring mentors and skilled professionals on staff to guide teens in their exploration, Learning Labs help youth express themselves and hone their skills in a safe environment."

The new Learning Labs are planned for: Dallas, TX; Madison, WI; Rochester, NY; Berkeley, CA; Billings, MT; Poughkeepsie, NY; Tucson, AZ; Richmond, VA; Tuscaloosa, AL; Pittsburgh, PA; Lynn, MA; and Las Vegas, NV. Each of the winning institutions will match funds from the competition and is developing partnerships with local educational, cultural, civic and business organizations to expand the resources available to build a network of learning opportunities for young people.

These grantees join [12 other communities](#) also planning new learning centers in libraries and museums as a part of the [Learning Labs in Libraries and Museums project](#). The initiative was first announced in September 2010 in response to President Obama's "[Educate to Innovate](#)" campaign, an effort to foster cross-sector collaboration to improve America's students' participation and performance in science, technology, engineering, and mathematics (STEM). Since then, MacArthur and IMLS have [committed](#) to invest \$4 million to support knowledge-

sharing activities for museums and libraries nationwide, and work together to create new Learning Labs across the nation.

Urban Libraries Council (ULC) and the Association of Science-Technology Centers (ASTC) will continue to manage and guide the Learning Lab grantee community to ensure that each new space embodies best practice principles, based on research and evidence in the field of youth digital learning, to help young people gain 21<sup>st</sup> century skills and an effective STEM education.

The 12 recipients of this round of grants were selected out of a pool of 105 applicants from 33 states and one territory. Applications were evaluated by professionals with relevant expertise in digital media and learning, as well as museum and library management. Winners will participate—in-person and online—in a community of practice that will provide technical assistance, networking, and cross-project learning. To learn more about the *Learning Labs Project*, visit [www.imls.gov](http://www.imls.gov) or [Youmedia.org](http://Youmedia.org).

**Las Vegas-Clark County Library District Las Vegas, NV**

**Contact:** Pat Marvel 702.507.6281 [marvel@lvccld.org](mailto:marvel@lvccld.org) [@LVCCLD](https://twitter.com/LVCCLD)

The Las Vegas-Clark County Library District, will partner with the city of Las Vegas, Henderson District Public Libraries, Discovery Children’s Museum, the Nevada Natural History Museum, and the University of Nevada Las Vegas Department of Journalism and Media Studies to plan a Youth Digital Learning Lab. The project, which will be designed and vetted with youth input and community feedback, will feature a network of digital learning opportunities for middle and high school youths. The learning opportunities will reflect best practices in mentor development, youth development, and civic engagement. The project will help position libraries as hubs and catalysts for youth digital literacy and help make youths central to local economic activity and vitality.

**Parmly Billings Library Foundation, Inc., Billings, MT**

**406.237.6149**

[leslie@billingslibraryfoundation.org](mailto:leslie@billingslibraryfoundation.org)

**Contact: Leslie Modrow**

[@ParmlyBillings](https://twitter.com/ParmlyBillings)

The Parmly Billings Library (PBL), in partnership with Billings School District 2, will establish the first Learning Lab in Montana. The Learning Lab’s target audience will be the at-risk teens on the large American Indian reservations (Crow and Northern Cheyenne) adjacent Billings, where the high school dropout rate is nearly 58 percent. Weaving Montana TALES (Teaching and Learning Empowers Students) will be created by and for teens with the assistance from key staff members, which will include an area integration specialist, a Homeless Education Liaison, and the Director of Indian Education.

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**Call for Applications: Native American/Native Hawaiian Museum Services Program**

*The new deadline is January 15, 2013*

**Washington, DC**—The Institute of Museum and Library Services (IMLS) is accepting applications for the Native American/Native Hawaiian Museum Services grant program. The program deadline has changed.

The following members of the IMLS staff are available by phone and e-mail to discuss general issues relating to these grants:

Sandra Narva, Senior Museum Program Officer  
202/653-4634 [snarva@imls.gov](mailto:snarva@imls.gov)

Reagan Moore, Museum Program Specialist  
202/653-4637 [rmoore@imls.gov](mailto:rmoore@imls.gov)

[Click here](#) for more information about this funding opportunity, including program guidelines, contacts, and Webinar access information.

Use the [IMLS grants search tool](#) to view our archive of grants awarded by the Institute. Search grants by grant name, institution, or project type.

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### **These Face Lifts Require Heavy Lifting**

The American Museum of Natural History is conserving its longstanding totem poles with help from an IMLS grant. [Read More](#)

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### **Libraries and Museums as Afterschool Allies**

Public libraries are undergoing a 21st century makeover, evolving into destinations for hands-on, collaborative and informal learning. With their museum and community partners they are taking a more active role in supporting children's learning and development in the hours after school. [Read More](#)

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For the second year in a row GBRW has hosted an international intern through the [Community Solutions](#) program. This year GBRW will be featuring our intern Terri Chio Gonzales from the Philippines and Rodrigo Bonce from Peru for the following event. We hope to see you there.

### **International Environmental Sharing**

**Wednesday - November 28, 2012**

**6:30 PM, Room 422, 4th floor**

**Joe Crowley Student Center, University of Nevada**

*Our Actions Reach Across the Globe: Find out First-Hand from the People  
Learn How to Support International Community-Based Conservation*

*Presentations and discussion will revolve largely around water.*

**Contact Info: Great Basin Resource Watch, [terri@gbrw.org](mailto:terri@gbrw.org), [www.gbrw.org](http://www.gbrw.org), 775-348-1986,  
Flyer is posted at facebook: [www.facebook.com/pages/Great-Basin-Resource-Watch](http://www.facebook.com/pages/Great-Basin-Resource-Watch)**

**Cosponsored by the [International Center of Northern Nevada](#) and [IREX](#)**

John Hadder, Great Basin Resource Watch, 85 Keystone, Ste. I, Reno, NV 89503  
775-348-1986 775-722-4056 (c) 775-345-3575 (f) [john@gbrw.org](mailto:john@gbrw.org) [www.gbrw.org](http://www.gbrw.org)

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*Season's Greetings to the Chocoholics! sdc*

Join NCET for a behind-the-scenes tour of award-winning Kimmie Candy, the Biggest Little Candy Factory in the World! We'll tour their state-of-the art candy production facility where they create unique, delicious, high-quality products for demanding, loyal customers. Topped off, of course, with samples of Sunbursts, ChocoRocks and some other surprises!

Wednesday, December 12 - 5:30 - 7:30 pm

Tickets:

\$15 - NCET members            \$25 - non-members    \$35 - walk-ins or paid at the door

Join NCET [now](#) and save

Kimmie Candy            525 Reactor Way            Reno, NV 89502 ([map](#)) (775) 284-9200

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NSIP is hosting a **Webinar on Social Security 101** presented by the National Service to Employment Project

Date: December 6th, 2012

Time: 4:00pm – 5:30pm EST (3:00 PM Central, 2:00 PM Mountain, 1:00 PM Pacific)

Please note this webinar will be 90 minutes in duration.

The National Service Inclusion Project (NSIP) would like to announce our next webinar which will be presented by Sheila Fesko, Senior Research Fellow, of the National Service to Employment Project (NextSTEP).

There are thousands of transition age youth (18-22) who are Social Security recipients, who are leaving schools each year, and are interested in service as a strategy to help them give back to their community while developing skills. Similarly, the Corporation for National and Community Service (CNCS) is interested in providing knowledge on including these individuals in service.

If, during the process of including these members, you trying to figure out all the different acronyms and programs you hear when service members are Social Security recipients, this 90 minute webinar will walk you through the basics of the program.

- What are the different types of programs?
- How does the living allowance impacts benefits?
- What happens after members complete service and get a job?

We will also have time to discuss and answer questions to help you include these members.

To register for this event, please submit your information to us by 12:00 PM EST on Wednesday, December 5th through the following link: <http://www.surveygizmo.com/s3/1049198/NSIP-Webinar-Registration>

Please note: We will send out confirmation emails by Wednesday afternoon, December 5th with instructions on how to sign into the web conference.

\*CART service provides instantaneous translation of the speech text using real-time software. Teleconference participants receive caption services over the web. This is an accommodation we provide to participants who are Deaf or hard of hearing.

**PRESENTER'S BIO:**

Sheila Fesko has 25 years of experience working on the inclusion of individuals with disabilities in the workplace. As the director of NextSTEP, Sheila is working with the Corporation for National and Community Service (CNCS) on increasing employment opportunities for youth with disabilities through community service and volunteerism. Areas of her research include inclusion of people with disabilities in the general workforce development system, effective job development strategies, and universal strategies to support inclusion of all employees in the workplace.

**INFORMATION ON PROJECTS:**

**About NextSTEP-**

The National Service to Employment Project (NextSTEP) is funded by the Corporation for National and Community Service (Cooperative agreement #09TAHMA001). NextSTEP is a collaboration of the Institute for Community Inclusion (ICI) at UMass Boston; the State Employment Leadership Network of the National Association of State Directors of Developmental Disabilities Services and the ICI; and the US Business Leadership Network.

**About NSIP-**

The National Service Inclusion Project (NSIP) is training and technical assistance provider on disability inclusion, under a cooperative agreement (#08TAHMA001) from Corporation for National and Community Service (CNCS). NSIP partners with the Association on University Centers on Disability, National Council on Independent Living, Association on Higher Education and Disability and National Down Syndrome Congress to build connections among disability organizations and all CNCS grantees, to increase the participation of people with disabilities in national service.

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**Outreach for**

**GS-0193-09/11 Archaeologist  
Helena National Forest, Montana**

**Position:**

The Lewis & Clark and Helena National Forests will soon be advertising a non-supervisory GS-0193-09/11 Archaeologist position on the Helena National Forest. This is a permanent full time position that assists the Forest Archaeologist and Heritage Program Manager with a

combined Lewis & Clark and Helena National Forests Heritage Program. The duty station will be Helena, Montana. The target grade is GS-11.

**The Organization:**

The Lewis and Clark and Helena NF Heritage Programs were recently combined (June 2011). The two Forests have initiated a sharing and pairing plan to address each resource area across the units with a Forest Archaeologist and Heritage Program Manager based out of Great Falls, Montana. A combined heritage staff of four oversees the cultural resources on eight Ranger Districts across the 2.8 million acres of the two Forests. A full range of vegetation and recreation management and mining activities occur on the Forests, including prescribed fire, timber harvest, developed and dispersed recreation etc. Annually, the Heritage Program oversees between 100 and 200 projects covering the full spectrum of stewardship, analysis, review, and reporting.

**Duties:**

This position provides support (NHPA sections 106 and 110) primarily on the Helena National Forest, but assists where needed on the Lewis & Clark National Forest as well.

Develops, coordinates, and implements the Heritage Resource Program on the unit, including the development of policy, immediate and long-range objectives, integration with resource activities, and establishment of priorities. The Heritage Resource Program covers one or more resource area, such as the protection of historic and pre-historic properties and artifacts. The work also includes the development of the unit's budget and project plan of work. Plans, directs, coordinates and executes surveys for the location and verification of archeological and historical sites and provides guidance to the line management in marking, protection, and salvage of these sites. Ensures that scientific and systematic procedures are followed in identifying, evaluating, and classifying cultural resource areas. Evaluates and acts upon a wide range of on-site management needs, such as the factual reporting of excavation and/or survey findings, and implements corrective measures within the framework of archeological program requirements. Problems and issues arise in land management/use, vandalism of historic properties, and the identification and preservation of artifacts. Recommends and carries out required elements for research plans related to studies, including specifying the methods and conditions under which excavations will be performed, the laboratory and analytical techniques to be used in artifact analysis, and the content of reports. Evaluates archeological and historical sites and identifies which are appropriate for inclusion to the National Register of Historic Places. Responsible for the individual and thematic eligibility assessments of selected or classes of sites. Supervises the excavation and salvage of archeological resources protection act assessments. Directs the preparation of maps, inventories, reports, and records relative to the discovery, protection, inventory, salvage, and interpretation of heritage and cultural resource areas. Administers archeological examination of road, reservoir, recreation, and other ground disturbing projects where archeological materials may be subject to destruction or damage. Recommends or reviews the mitigating action. Prepares technical approval for documentation submitted for program matters, including contracts, National Register of Historic Places (NRHP) eligibility criteria, and other required internal reports. Consults with recognized Indian Tribes under provisions of the National Historic Preservation Act (NHPA), and Native American Graves Protection and Repatriation (NAGPRA). Prepares contract specifications for surveys or salvage of cultural and heritage resource sites and monitors contract operations. Acts as COR inspector on such contracts. Represents the Forest at Regional and National scientific organization and society meetings and presents technical

papers on the progress of archeological activities and results of investigations. Prepares reports for publication in professional journals. Provides consultation and advice to Forest personnel for problems in which cultural resources are involved. Responsible for stewardship enhancement and public interpretation of Heritage resources, including other related projects such as partnership agreements. Responsible for developing interpretive information and technical reports. Develops interpretive formats including signs, brochures, and other media visuals. Prepares interpretive material and technical reports based on extensive research. Interpretive formats include signs, brochures, displays, videos, and other appropriate media.

### **Duty Station Specifics:**

**Helena NF:** The Helena National Forest is located in west central Montana and is approximately 980,000 acres. It straddles the Continental Divide and encompasses headwaters of both the Missouri and Columbia River systems. Elevations range from about 3,500 feet to over 9,000 feet. Precipitation varies from 10 to 60 inches across the forest. The forest offers a diversity of environments ranging from open, rolling sage and grassland, to dense timbered mountain slope, and alpine meadows. Activities and uses such as livestock grazing, logging, recreation, and minerals exploration are common on the Forest. A portion of the Scapegoat Wilderness (part of the Bob Marshall Complex) is located on the Helena NF.

The Helena National Forest has a full variety of cultural resources from PaleoIndian sites to Historic Mining Districts. The program has a strong emphasis on historic mining, and was central to the development of the Montana Mining Programmatic Agreement.

**Lewis & Clark NF:** The Lewis and Clark National Forest lies in central and north central Montana within the upper Missouri River system. The Forest's 1,862,000 acres encompass portions of thirteen counties. It also manages the Lewis and Clark Interpretive Center.

West of Great Falls, (site of the Lewis & Clark NF Supervisor's Office) lies the Rocky Mountain Division of the Forest. Over 380,000 acres comprises the Bob Marshall-Great Bear-Scapegoat Wilderness Complex. Another 300,000 acres of the District are roadless.

The Jefferson Division sprawls over 1,060,000 acres and six island mountain ranges (the Highwoods, Crazies, Little Belts, Castles, and Big and Little Snowies). Timber and grazing are major resources of the Jefferson Division. In fact, this Division supplies almost all (96%) of the timber and most (85%) of range production on the Forest. There are two congressionally designated Wilderness Study areas; one in the Little Belt Mountains and the other in the Big Snowy Mountains.

A full complement of cultural resources can be found on the LCNF, from PaleoIndian sites to Historic mining and logging. The Heritage Program manages nearly 900 recorded sites and half-dozen districts, including the Badger-Two Medicine Blackfoot Traditional Cultural District, Great Falls Portage Lewis and Clark Trail NHL District and numerous Historic and Archaeological Districts.

### **Community Information:**

**Helena, MT:**



**Location:** The Helena National Forest Supervisors Office is located in scenic Helena, Montana, the State Capital City. Helena, the “Queen City of the Rockies” is easily accessible via Interstate-15, several US and State highways, as well as the Helena Regional Airport. The city is located 70 miles north of Bozeman, 90 miles southwest of Great Falls, and 115 miles east of Missoula, each of which also have airports. According to the 2010 census, 28,180 people lived in Helena, while another 35,215 people living elsewhere within Lewis & Clark County.

Helena has many hiking trails, and within minutes of town there are many miles of groomed trails for those looking to cross-country ski or snowmobile. Helena offers numerous city parks, two golf courses, a public swimming pool, and several public tennis courts. Helena has an excellent library and several museums are found within the city limits, as well as a historic pedestrian mall known as Last Chance Gulch. As a result of the 1864 gold strike, Helena has many spectacular 19th century mansions and other historic downtown buildings.

Area residents are served by four area hospitals. They include: Broadwater Medical Center (Townsend), St. Peter's Community Hospital (Helena), Veterans Administration Hospital (Helena), and Shodair Children's Hospital (children's psychiatric and genetic services in Helena). Many private physicians and other health care professionals also practice in Helena. There are also several retirement homes and community living centers serving the area. Nearby Great Falls, Missoula, and Billings also have excellent hospitals.

Helena has two public high schools, two middle school, and eleven elementary schools. School systems are also located in nearby East Helena and Montana City. The Helena school district also offers many programs for students with special needs, as well as gifted and talented students and a Montessori program. Higher education institutions in Helena include Helena College of Technology (a component of the Montana University System and offers many programs in the technical arena as well as courses for transfer to a four-year college or university) and Carroll College, a four-year liberal arts college, which offers a number of bachelor's degrees and specializes in a widely-recognized pre-med program. Graduate degree courses through the University of Montana and Montana State University are also available.

**Climate:** The area enjoys all four seasons. Summer temperatures range from the high 70's to low 80's with some warmer days. The winters are fairly mild, by Montana standards, with temperatures ranging in the high teens to thirties intermixed with some slightly cooler days.

**Housing:** The standard cost of living in the area is reasonable. If you are looking to purchase, the average house will range between \$200,000-\$300,000 for a nice three bedroom home. A good supply of homes are currently available on the market, both inside the city limits as well as rural homes with additional acreage.

**Additional links:**

Helena National Forest: <http://www.fs.fed.us/r1/helena/>

City of Helena: <http://www.ci.helena.mt.us/>

Lewis and Clark County: <http://www.co.lewis-clark.mt.us/>

**Contact Information:**

If you are interested in this position, would like to be notified when the position is posted on USA Jobs, or would like additional information about the Forests, Heritage Program, or duty station, please contact Mark Bodily, Forest Archaeologist & Heritage Program Manager, (406) 791-7742, ([mbodily@fs.fed.us](mailto:mbodily@fs.fed.us)).

**OUTREACH Response Form:** Please complete the attached Response Form and mail it to the above contact by January 11, 2013.

**HOW TO APPLY:** The vacancy announcement for this position will be posted on the U.S. Government's official website for employment opportunities at: <http://www.usajobs.com/> sometime after Jan 11, 2013. Applicants need to indicate Helena, Montana as their preferred geographic location in order to be considered for this position.

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|--|----------------------------------------------|--|
|  | HELENA AND LEWIS & CLARK<br>NATIONAL FORESTS |  |
|  | OUTREACH RESPONSE FORM                       |  |

Position Identification

|                                                                                                                                                  |                               |                 |                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|------------------------------|
| Position Title:                                                                                                                                  | <a href="#">Archaeologist</a> |                 |                              |
| Series/Grade:                                                                                                                                    | <a href="#">GS-0193-09/11</a> |                 |                              |
| Location:                                                                                                                                        | <a href="#">Helena, MT</a>    |                 |                              |
|                                                                                                                                                  |                               |                 |                              |
| Applicant Information                                                                                                                            |                               |                 |                              |
| Name:                                                                                                                                            |                               | E-Mail Address: |                              |
| Current Title,<br>Series, Grade                                                                                                                  |                               |                 |                              |
| Current<br>Organization/<br>Location:                                                                                                            |                               |                 |                              |
| Current<br>Appointment:                                                                                                                          | Permanent                     | Temporary       | Term Not Current<br>Employee |
| If you are NOT a current permanent (career or career conditional) employee, are you eligible to be hired under any of the following authorities: |                               |                 |                              |

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|                                                                                                                     | Reinstatement<br>Disabled<br>Veteran with<br>30%<br>Compensable<br>Disability<br>Veteran's<br>Employment<br>Opportunities<br>Act of 1998<br>Other | Person With Disabilities<br>Former Peace Corps Volunteer<br>Demonstration Project (external<br>recruitment from the general<br>public) |
| Position Interest                                                                                                   |                                                                                                                                                   |                                                                                                                                        |
| I would like to be considered for this position in the series identified.                                           |                                                                                                                                                   |                                                                                                                                        |
|                                                                                                                     |                                                                                                                                                   | Series currently<br>identified and<br>classified                                                                                       |
|                                                                                                                     |                                                                                                                                                   | Other<br>appropriate<br>series for which<br>I am qualified                                                                             |
| I would like to be considered for this position at the grade level identified.                                      |                                                                                                                                                   |                                                                                                                                        |
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| I would like to be considered for this position at the location identified                                          |                                                                                                                                                   |                                                                                                                                        |
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| I wish to be considered for this position(s) as:                                                                    |                                                                                                                                                   |                                                                                                                                        |
|                                                                                                                     | Permanent Assignment (lateral/promotion/change to<br>lower grade)                                                                                 |                                                                                                                                        |
|                                                                                                                     | NTE 1 Year Detail or Promotion opportunity                                                                                                        |                                                                                                                                        |
|                                                                                                                     | Term Appointment                                                                                                                                  |                                                                                                                                        |
|                                                                                                                     |                                                                                                                                                   |                                                                                                                                        |
| Applicants May Use This Space to Identify Special Qualifications,<br>Interests, Needs or Provide Other Information: |                                                                                                                                                   |                                                                                                                                        |

Please send this completed form to [mbodily@fs.fed.us](mailto:mbodily@fs.fed.us)