

Constitution Avenue, NW, Washington, DC, 20210, telephone (202) 219-8021, extension 107.

Signed at Washington, D.C. this 21st day of June, 1996.

Joseph A. Dear,

Assistant Secretary of Labor.

[FR Doc. 96-16455 Filed 6-26-96; 8:45 am]

BILLING CODE 4510-26-M

NATIONAL INSTITUTE FOR LITERACY

Agency Information Collection Activities Under OMB Review

AGENCY: National Institute for Literacy.

ACTION: Notice.

SUMMARY: In compliance with the Paperwork Reduction Act (44 U.S.C. 3501 et seq) this notice announces an Information Collection Request (ICR) by the National Institute for Literacy (NIFL). The ICR includes the full text of the ICR in order to facilitate respondents evaluating the nature of the information collection and its expected cost and burden. This is not a solicitation for applicants; it is an early notification of the types of information that the NIFL intends to collect. The ICR document is currently under review at OMB, and may be modified in response to that review.

DATES: Comments must be submitted July 29, 1996.

FOR FURTHER INFORMATION CONTACT: Sondra Stein at (202) 632-1508 or e-mail: sstein@nifl.gov

SUPPLEMENTARY INFORMATION:

Title: Application for Adult Learning System Reform and Improvement Grant: Stage II Collaborative Development of Equipped for the Future (EFF) Adult Literacy Standards cooperative agreements.

Abstract: The National Literacy Act of 1991 established the National Institute for Literacy and required that the Institute conduct basic and applied research and demonstrations on literacy, collect and disseminate information of Federal, State and local entities with respect to literacy; and improve and expand the system for delivery of literacy services. This form will be used by individual public and private nonprofit organizations and agencies that represent key literacy consumer, practitioner, provider, administrator, and funded constituencies; and consortia of such organizations and agencies operating at a state, regional (multi-state), or national level. These individuals and organizations may apply for funding to continue development of the framework for

voluntary adult literacy standards currently being developed by the NIFL. Equipped for the Future grantees. Evaluations to determine successful applications will be made using the published criteria. The Institute will use this information to make a maximum of three cooperative agreement awards for a period of up to 3 years.

Burden Statement: The burden for this collection of information is estimated at 80 hours per response. This estimate includes the time needed to review instructions, complete the form, and review the collection of information.

Respondents: Individual public and private non-profit organizations and agencies that represent key literacy consumer, practitioner, provider, administrator, and funded constituencies; and consortia of such organizations and agencies operating at a state, regional (multi-state), or national level.

Estimated number of Respondents: 10.

Estimated Number of Responses Per Respondent: 1.

Estimated Total Annual Burden on Respondents: 800.

Frequency of Collection: One time. Send comments regarding the burden estimate or any other aspect of the information collection, including suggestions for reducing the burden to: Sondra Stein, National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006, and the Office of Information and Regulatory Affairs, Office of Management and Budget, Attn: Docket Library, Room 10102, 726 17th Street, NW, Washington, DC 20503.

Draft Solicitation of Grant Applications

Title: Application for Adult Literacy System Reform and Improvement Grant: Collaborative Development of Equipped for the Future Adult Literacy Standards.

Agency: The National Institute for Literacy.

Action: Notice.

Summary: The National Institute for Literacy invites applications for grants to support standards development and consensus-building. These grants are the third phase of a four-phased initiative whose ultimate goal is to reform and improve America's adult learning systems in order to enhance progress toward National Education Goal 6. This goal will be achieved through the development of voluntary content standards that communicate a new vision for what adults need to know and be able to do in their roles as citizens, worker, and parent/family member and the building of consensus about these

standards among key constituencies at the grassroots, state, and national levels.

Date: Applications must be received by 4:30 p.m., September 6, 1996.

Note to Applicants: This notice is a complete application package. Together with the NIFL Equipped for the Future Orientation Package, and the statute authorizing the program and applicable regulations governing the program, including the Education Department General Administrative Regulations (EDGAR), this notice contains all the information, application forms, regulations and instructions needed to apply for a grant under this competition.

For Further Information Contact: Sandra Stein, National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006 TEL: 202-632-1508; Fax 202-632-1512.

Supplementary Information

Definitions: For purposes of this notice, the following definitions apply: "Literacy" is an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals and develop one's knowledge and potential (as stated in the National Literacy Act of 1991).

"Adult Literacy System" means all individuals, programs, and organizations that are involved, directly and indirectly, in the delivery of literacy and basic skills services to adults. This includes, but is not limited to, people and groups involved in literacy policymaking, research and development, technical assistance, and service delivery.

"Adult Roles" mean the following three major arenas of adult life and the obligations that pertain to each:

- Parent/family member.
- Citizen.
- Worker.

"Constituencies" are national, state or local organizations (in the public, nonprofit, and private sectors) that have a stake in developing standards for the relevant role because the quality of role performance impacts their organization's achievement of its goals/mission.

"Consensus-building" includes the development of a convincing public argument for the use of "Equipped for the Future" standards by key constituencies and the conscious, ongoing effort to expand the number of individuals from key constituencies involved in standards development use, marketing and dissemination and to leverage key segments of the workforce development system to use the standards at the national, state and local levels.

"Content Standards" are specific descriptions of what adults need to know and be able to do to perform the key activities identified in the standards framework.

"Generative skills" are skills or knowledge that are core to the performance of a wide range of tasks found in multiple roles and that are durable over time in face of changes in technology, work processes, and occupational demand.

"National Policy Group" is the body of nationally-recognized leaders in literacy and workforce development that provide policy guidance and consensus-building support to the EFF initiative.

"Performance Indicators" are descriptions of how achievement of the content standards will be demonstrated. They reflect the consensus of key stakeholders identified for the role being addressed.

"Planning Grant Recipients" are the eight projects that were funded to complete Phase 2 of the "Equipped for the Future" initiative. These grants end September 30, 1996.

"Purposes for Literacy," based on NIFL's survey of adult learners, mean the following four general purposes that literacy serves in helping adults fulfill their roles:

- Providing access to information so adults can orient themselves in the world.
- Enabling adults to give voice to their ideas and have an impact on the world around them.
- Enabling adults to make decisions and act independently, without needing to rely on others.
- Building a bridge to the future by laying a foundation for continued learning, so adults can keep up with the world as it changes.

The EFF "Standards Framework" identifies, for each of the three adult roles, the broad areas of responsibility and key activities related to the four purposes for literacy for which standards will be developed. The standards framework is:

- (1) Based on a coherent theory of adult learning;
- (2) communicates what customers, investors, and partners can expect from the adult literacy system;
- and (3) is explicitly linked to other standards development and implementation efforts.

"Validation" demonstrates the degree to which the standards are representative of the important aspects of role performance.

"Workforce Development System" is the sum of the myriad of public and private programs that are linked by their focus on building the skills and knowledge of youth and adults

including: adult literacy programs, welfare-to-work programs, vocational education and training programs, school-to-work programs, industry-based skill standards programs, K-12 education programs, postsecondary education, Job Training Partnership Act programs, community college/postsecondary education programs, employer-sponsored training programs, apprenticeship programs, one-step career centers, dislocated worker programs and related programs in the public, private, and nonprofit sectors.

Background

The National Institute for Literacy (NIFL), was created by the National Literacy Act of 1991 to provide a national focal point for literacy activities and to facilitate the pooling of ideas and expertise across a fragmented field. NIFL is authorized to carry out a wide range of activities that will improve and expand the system for delivery of adult literacy services nationwide.

In the first phase of this initiative, the NIFL developed a common framework of four fundamental purposes for literacy that emerge from the writing of 1,500 adults in literacy programs nationwide. As detailed in the NIFL report, *Equipped for the Future: A Customer Driven Vision for Adult Literacy and Lifelong Learning*, these four purposes are to—

- gain access to information so adults can orient themselves in the world;
- give voice to ideas, so that they will be heard and can have an impact on the world around them;
- make decisions and act independently;
- build a bridge to the future, by learning how to learn in order to keep up with the world as it changes.

In October, 1995 the NIFL awarded eight one-year planning grants as the second phase of this multi-year initiative to assure that adults are "equipped for the future." These planning grants resulted in a draft definition of a standards framework that defines what adults need to know and be able to do to be effective in their roles as parent/family member, worker, and citizen. The grantees, working with NIFL and its National Policy Group, also developed a common definition of the system reform to be achieved through the *Equipped for the Future* initiative.

This solicitation of grant applications addresses the third project phase: standards development and consensus-building. This phase of the *Equipped for the Future* initiative will serve as a strong foundation for national reform of the adult education services and the

basis for an effective national system of workforce development. To achieve this end, this phase of the *Equipped for the Future* initiative will be developed in partnership with the following Federal agencies: the U.S. Department of Labor, Employment and Training Administration, for the role of worker; the U.S. Department of Education, Office of Elementary and Secondary Education, for the role of parent/family member.

Eligible Applicants: Applications will be accepted from—

Consortia of public and private for-profit and not-for-profit organizations and agencies that meet the following criteria: (a) operate at a state, regional (multi-state) or national level; (b) include literacy consumer, practitioner, provider, administrator, and funder constituencies; and (c) include technical experts in standards development and assessment. While such consortia may include for-profit organizations, no grant will be made to a for-profit organization.

Deadline for Transmittal of Applications: September 6, 1996.

Available Funds: \$600,000.

Estimated Number of Awards: Three; one award for each of the three roles (citizen, parent/family member, worker).

Estimated Amount of Each Award: up to \$200,000.

Project Period: One year, with an option to renew for up to two additional project years. Funds awarded are for the first year only.

Description of Program: Consortia receiving a grant under this program shall launch a standards development and consensus-building initiative to provide a solid foundation for comprehensive, collaborative system reform and improvement. This program represents the third phase of a four-phase initiative.

- Phase 1: Survey of 1,500 adult learners to identify what they need to know and be able to do to be equipped for the future.

- Phase 2: Planning grants to eight organizations and consortia of organizations to build a consensus vision of the four purposes as they relate to the adult roles of parent/family member, citizen, and worker. The result of this phase will be a common framework of what an adult needs to know and be able to do in each of the key roles, and a common vision of system reform.

- Phase 3: Further development and refinement of the *Equipped for the Future* standards framework, resulting in:

—Development and validation of content standards for each adult role

- Development and validation of performance indicators for each standard
- Pilot implementation of the standards in adult education delivery systems
- Building the support of key constituencies for the standards and their use

- Phase 4: Implement system reform initiatives that are based on the Equipped for the Future Standards.

The overall purposes of the Equipped for the Future initiative are to:

- Develop a new customer-driven definition of adult literacy that demystifies the route to success in our society for adult learners and clarifies the contributions of the field of adult literacy.
- Engage broad-based support among key constituencies for a system of workforce development that effectively links literacy with industry skill standards and K-12 academic standards as well as provides a common framework for skills development across myriad and diverse programs.
- Develop a set of voluntary national standards that show the portability of skills across the three adult roles and make clear the knowledge and skills adults need to be "equipped for the future."

The specific objectives for grantees funded for Phase 3 of the EFF initiative are to: (1) Build consensus at the national, state, and local levels for the EFF vision, standards framework, and the standards relevant to the role addressed in the grantee's application; (2) Develop and validate the content standards and performance indicators for the role addressed by the grantee, working in collaboration with the National Institute for Literacy, its Federal partners in this initiative, and the other grantees; (3) Collaborate with the National Institute for Literacy, its Federal partners, and the other grantees to create a national framework for reform of the adult education and training delivery systems.

During the grant period—October 1, 1996 to September 30, 1997, grantees will engage in the following activities:

1. Establish a national project advisory group that is representative of the key constituencies for the role addressed by the grant applicant and that also includes technical expert(s) in standards development and assessment. The project advisory group shall meet no less than three times per year and be comprised of individuals who legitimately represent a key constituency whose buy-in is critical to achieving widespread acceptance of the standards. The project advisory group

members shall represent national, state, and grassroots constituencies (both organizations and individuals) and be charged with ensuring buy-in and formal approval of the draft standards by the constituency they represent. While project advisory group membership will vary from role to role (see #3 below), all groups shall include representatives of adult learners and practitioners.

2. Work in collaboration with the other two grantees, and NIFL, its Federal partners, and the Equipped for the Future National Policy Group, to refine the common standards framework for Equipped for the Future using the framework developed in the second phase of the EFF initiative. The framework will ensure that the standards for each role share a common format and structure, and that skills common to more than one role are clearly identified. The standards framework and the resulting standards shall build upon a thorough familiarity with related standards development efforts including: the SCANS/NJAS (the Secretary's Commission on Achieving Necessary Skills/the National Job Analysis Study) and O*NET initiatives, U.S. Department of Labor; the work of the National Skill Standards Board and other national skill standard initiatives; The New Standards Project and related academic content standards; and other efforts to identify appropriate performance results from learning, such as the NIFL Performance Measurement Reporting Improvement Systems (PMRIS) initiative and the work of the National Association of State Directors of Adult Education to identify performance outcomes for adult education. This work will result in a common EFF standards framework by January 1997.

3. Develop content standards with related performance indicators of what adults need to know and be able to do for one of the three adult roles: parent/family member, citizen or worker. The content standards and performance indicators shall be based on the standards framework developed in the second phase of the Equipped for the Future initiative and shall be consistent with the four purposes identified in the first phase. The content standards will show for each role: the broad areas of responsibility for the role, the key activities within those areas of responsibility, and what adults need to know and be able to do to perform the key activities. The content standards for each role will build on key documents and major initiatives supported by NIFL's Federal partner for that role, including: for the role of worker, the

U.S. Department of Labor; for the roles for parent/family member and citizen, the U.S. Department of Education.

These standards will be developed within the common framework jointly developed by the three grantees and NIFL with the guidance of NIFL's Federal partners and its National Policy Group through ongoing collaboration with key constituencies (including adult learners and teachers) so they are grounded in the needs of these constituencies. The content standards and performance indicators development process must demonstrate that key constituencies have participated and contributed to the standards development and that the grantee's advisory group has approved the standards developed as a basis for national validation.

The standards development process must incorporate significant collaboration with the key constituencies to assure that the standards are customer-driven (e.g., through group processes for standards refinement with key constituencies and other methods for constituency involvement and feedback throughout the developmental process). Group processes for standards refinement must include mechanisms for assuring ongoing piloting of content standards in adult education and training classrooms in multiple locations across the country. Content standards with the performance indicators will be identified by March 31, 1997.

4. Actively engage key constituencies in the standards development process in order to build ownership and support of the standards and to assure they are truly "customer-driven." Key constituencies/end users who are critical to assuring widespread use of the standards must be identified in the grant application. The key constituencies/end users identified should include but not be limited to teachers, learners, employers, parents, civic organizations, and other standards-setting initiatives related to the role being addressed by the grantee.

For the role of worker, these constituencies should include such groups as: employers and employer associations, unions, the National Skill Standards Board, State Human Resource Investment Councils, State skill standards initiatives, local private industry councils and job training administrative organizations, apprenticeship or other training sponsored by organized labor, school-to-work, workplace literacy, and providers of other related programs.

For the role of parents, these constituencies should include such

groups as the National Coalition for Parental Involvement in Education, the National Head Start Association, the National Coalition for Family Resources, the National Association of Child Care Resource and Referral Agencies, Even Start State Coordinators, The Center for Law and Education, the National Education Association, the American Federation of Teachers, Parent-Teacher Associations, and Even Start, Head Start and other family literacy providers.

For the role of citizens, these constituencies should include such groups as the Center for Civic Education, developers of the National Standards for Civics and Government (K-12 education), Kettering Foundation/National Issues Forum, American Bar Association, League of Women Voters, National League of Cities, VERA, The Center for Civic Literacy, the National Urban League, and other grassroots, state and national organizations and associations that focus on civil rights, neighborhood action, etc.

5. By July 31, 1997, nationally validate the content standards and the related performance indicators. Validation strategies may include national surveys, constituency group review and analysis of the standards or similar validation strategies. The elements and criteria for the validation process will be developed jointly with NIFL, its Federal partners, the National Policy Group and the other grantees.

6. In cooperation with NIFL, its Federal partners, the National Policy Group and the other grantees, develop draft criteria for assessment of the standards and identify the key elements of assessment guidelines that address the use of the performance indicators in classrooms and programs, and the process and tools for assessing their achievement. This activity is to be completed by August 31, 1997.

7. By September 30, 1997, develop a plan for nationwide implementation of the standards in adult education and job training delivery systems, in cooperation with NIFL, its Federal partners, the National Policy Group and the other grantees. These plans should reflect the use of the EFF standards in building linkages with other key components of the nation's workforce development system.

8. Cooperate with a third-party evaluation of the standards development and constituency-building process, lessons learned and outcomes, providing project reports and other project documentation to the evaluation team, participating in interviews, and assisting in collecting evaluation data, and in other ways cooperating with the project evaluation.

9. Identify technical assistance needed to assure the success of the EFF initiative. Technical assistance requirements are expected to include the unique needs of the applicant as well as needs that are common to all grantees. The NIFL will engage technical assistance services to support the work of the EFF projects under this grant.

10. Participate in three, two-day project meetings in November 1996, March 1997, and July 1997 in Washington, DC.

11. Participate in monthly project conference calls of two hours duration.

12. Maintain regular e-mail and other contact with other grantees throughout the grant period, in order to maximize sharing of information and assure the development of standards within a common framework.

Project Narrative

The applicant's project narrative must be organized and contain the information as described in the following sections.

(1) **Approach to Standards Development for System Reform** details the applicant's vision of standards and criteria for effective standards, its philosophy of standards development and consensus-building, and an overview of the key features of its approach for supporting the purposes of the EFF initiative and achieving the project objectives described above. In particular, the applicant should describe its approach to effectively building on the work accomplished in Phases 1 and 2 of the Equipped for the Future Initiative and related work appropriate to each role. This work is particularly substantial for the role of worker, including the U.S. Department of Labor's work on SCANS, the National Job Analysis Study which builds on SCANS to identify the work activities that are critical in the most competitive business environments, the O*NET to replace the DOT with a relational database that contains comprehensive information about worker requirements and characteristics, experience requirements and occupational requirements and characteristics useful to students, educators, employers and workers (see further information in EFF Orientation Packet).

The applicant should demonstrate its technical approach to standards development, including the specific standards development issues to be addressed in moving to a common standards framework that embraces all three adult roles, by providing a brief evaluation of the strengths and

weaknesses of the draft standards provided in the EFF Orientation Packet.

(2) **Plan of Operation** includes the project goal and objectives, work plan and timeline and project management plan. The applicant's plan of operation should include:

(a) What techniques the applicant will use for refining the standards framework and the content standards, identifying performance indicators, and validating the standards and performance indicators on a national basis;

(b) How the applicant will involve key constituencies in project decisionmaking and standards development, implementation, marketing/dissemination, and validation tasks;

(c) How the applicant will work with the two other grantees to assure that the standards share a common format, structure, and language and that this initiative results in a unified standards framework and consistency in the standards across the three grantees; and

(d) How the applicant will document and monitor project processes and results.

(3) **Organizational Capability** demonstrates the ability and experience of the applicant and the members of its consortium to perform the tasks required in this project and its skills, technical expertise and knowledge in standards development, adult literacy instruction, and consensus-building among diverse constituencies at the national, state, and local levels.

(4) **Qualifications of Key Personnel** describes the qualifications of each staff person for the project position to which they have been assigned, identifies his/her employing organization, and provides an overview of his/her experience, knowledge, and capability to perform the work described as demonstrated by the conduct of similar work in related settings.

(5) **Demonstrated Commitment of Partners and Key Constituencies** provides evidence (e.g., letter of commitment) that show that (a) project advisory board members and other partners in the consortia understand their roles and are prepared to fulfill them at the level described in the proposal; and (b) key constituencies significant to the relevant role are supportive of the applicant's grant application.

Selection Criteria: In evaluating applications for a grant under this competition, the Director uses the following selection criteria:

(1) **Approach to Standards Development** (30 points): the Director reviews each application to determine the extent to which the applicant's

approach to standards development and consensus-building is appropriate to achieving the goals of Equipped for the Future, including:

(a) the extent to which the applicant's proposed approach to standards development:

(i) demonstrates knowledge and understanding of the Equipped for the Future Initiative and the EFF standards framework;

(ii) demonstrates knowledge of and understanding of key documents and initiatives related to the role it proposes to develop standards for;

(iii) builds on the first two project phases and these other initiatives rather than "reinventing" that work;

(iv) demonstrates a philosophy of collaborative standards development that is consistent with the EFF approach and philosophy;

(b) the extent to which the applicant's proposed approach leverages standards development tasks to build consensus among key constituencies and effect system reform;

(c) the quality of the technical approach demonstrated in the applicant's evaluation of the draft standards in the EFF Orientation Packet, including the identification of specific issues and challenges to be addressed in moving to a common standards framework that embraces all three adult roles.

(2) Plan of Operation (30 points): The Director reviews each application to determine the quality of the plan for developing standards and building consensus among key constituencies, including:

(a) the extent to which the applicant states clear and measurable goals and objectives for the project;

(b) the extent to which the applicant provides a fully detailed plan and timeline for achieving these goals which:

(i) includes specific strategies and techniques for refining the standards framework and the content standards, identifying performance indicators, and validating the standards and performance indicators on a national basis;

(ii) identifies specific mechanisms for involving adult learners and practitioners as well as other key constituencies in these activities; and

(iii) addresses the 12 key project activities and dates described in the Description of Program above;

(c) the quality of the applicant's plan for working with the two other grantees to assure that the standards share a common format, structure, and language, including strategies recommended to assure this initiative

results in a unified standards framework and consistency in the standards across the three grantees;

(d) the quality of the applicant's plan to involve key constituencies in project decisionmaking and standards development, implementation, marketing/dissemination, and validation tasks;

(e) the soundness of the plan for documenting and monitoring the project processes and results.

(3) Organizational Capability and Qualifications of Key Personnel (25 points): The Director reviews each application to determine the capability of the applicant to achieve the goals of the project including:

(a) the extent to which the applicant provides a full description of each of the organizations that make up the consortium, including how that organization contributes to the consortium's experience and capability to:

(i) lead a broad-based collaborative national process for adult learning systems reform and improvement that is standards-driven;

(ii) develop technically defensible customer-driven content standards of what adults need to know and be able to do, related performance indicators and validate them on a national basis; and

(iii) leverage the commitment and involvement of key constituencies at the national, state, and local levels;

(b) the soundness of the staffing and organization plan for the consortium, including

(i) how roles and responsibilities will be assigned among the organizations within the consortium to assure clear lines of decisionmaking and effective use of each organization's strengths;

(ii) a statement of clear performance objectives for key staff;

(iii) the scope and nature of their responsibilities;

(iv) the level of effort they will devote to this project; and

(v) the inclusion of a project organization chart;

(c) the extent of which staff assigned to key positions include appropriate qualifications, in terms of knowledge, experience and proven capability to perform the work described;

(d) the inclusion among the staff of individuals with specific expertise, including

(i) individuals with demonstrated experience in related standards development efforts;

(ii) individuals with direct experience in adult literacy instruction and/or curriculum development; and

(iii) individuals with a broad understanding of the workforce

development system and the ability to leverage the involvement of influential representatives from other program areas that constitute this system.

(4) Commitment of Partners and Key Constituencies (15 points): The Director reviews each application to determine the quality of the plan for engaging partners and key constituencies, including:

(a) the extent to which the applicant has

(i) assembled a national advisory group that represents key constituencies for their role; and

(ii) secured written documentation of each member's ability to represent that constituency on the advisory group;

(b) the extent to which the applicant has identified other appropriate constituencies to participate in the project;

(c) the quality of the applicant's plan for assuring that each constituency has the opportunity for appropriate and meaningful involvement in project activities;

(d) the explicit and documented commitment of each constituency to participate in the project.

(5) Budget and Cost Effectiveness (5 points): The Director reviews each application to determine the extent to which:

(a) The budget is adequate to support grant activities;

(b) The costs are reasonable in relation to the objectives of the project;

(c) The budget for any subcontractors are detailed and appropriate; and

(d) The budget details any resources, cash or in-kind, that the applicant will provide or seek in order to supplement grant funds.

Other Application Requirements

The application shall include the following:

Project Summary: The proposal must contain a brief summary of the proposed project suitable for publication. It should not be an abstract of the application, but rather a self-contained description of the project's goals, approach and the activities proposed. The summary must include the following information:

a. Name of applicant organization

b. Description of the consortium proposing the project and the key constituencies represented.

c. Adult role to be addressed in the plan: parent/family member, citizen or worker.

Project Description

This description should not exceed twenty (20) single-spaced pages, or forty (40) double-spaced pages. The

description may be amplified by material in attachments and appendices, but the body should stand alone to give a complete picture of the project. Applications which exceed 20 single-spaced pages or 40 double-spaced pages will not be reviewed.

Summary Proposal Budget

The proposal must contain a budget for support requested. The budget format may be reproduced as needed. Facsimiles may be used, but do not make substitutions in prescribed budget categories. Additional pages for budget explanation and amplification should be attached and must be consistent with the data and categories on the form. All budget requests must be documented and justified.

The Institute is reviewing the possibility of restricting indirect costs to 8% for this grant.

Budget Proposal

The budget proposal should be A SEPARATE DOCUMENT. Personnel items should include the names (or position titles) of key staff, number of hours, and applicable hourly rates. Discussion of equipment, supplies, and travel should include both the cost and the purpose and justification. Budgets should include all applicant's costs and should identify contributed costs, and support from other sources, if any. Sources of support should be clearly identified in all instances. The financial aspects of any cost sharing and joint or cooperative funding by members of a consortium formed for purposes of the applications should be shown in a detailed budget for each party. These budgets should reflect the arrangements among the parties, and should show exactly what cost-sharing is proposed for each budget item.

Disclosure of Prior Institute Support

If any subcontractor, partner, consortium member, or organization has received Institute funding in the past two years, the following information on the prior awards is required:

- Institute award number, amount and period of support;
- A summary of the results of the completed work; and
- A brief description of available materials and other related research products not described elsewhere.

If the applicant has received a prior award, the reviewers will be asked to comment on the quality of the prior work described in this section of the application.

Current and Pending Support

All current project support from whatever source (such as Federal, State, or local government agencies, private foundations, commercial organizations) must be listed. The list must include the proposed project and all other projects requiring a portion of time of the Project Director and other project personnel, even if they receive no salary support from the project(s). The number of person-months or percentage of effort to be devoted to the projects must be stated, regardless of source of support. Similar information must be provided for all proposals that are being considered by or will be submitted soon to other sponsors.

If the project now being submitted has been funded previously by another source, the information requested in the paragraph above should be furnished for the immediately preceding funding period. If the proposal is being submitted to other possible sponsors, all of them must be listed. Concurrent submission of a proposal to other organizations will not prejudice its review by the Institute.

Any fee proposed to be paid to a collaborating or "partner" for-profit entity should be indicated. (Fees will be negotiated by the Grants Officer.) Any copyright, patent or royalty agreements (proposed or in effect) must be described in detail, so that the rights and responsibilities of each party are made clear. If any part of the project is to be subcontracted, a budget and work plan prepared and duly signed by the subcontractor must be submitted as part of the overall application and addressed in the narrative.

Instructions for Transmittal of Applications

(1) To apply for a grant (a) The original and ten (10) copies of the application must be received by 4:30 PM, Eastern Daylight Time on September 6, 1996 at the offices of the National Institute for Literacy, 800 Connecticut Avenue, N.W., Suite 200, Washington, D.C. 20006, Attention: X257M.

(2) The National Institute for Literacy will mail a Grant Applicant Receipt Acknowledgment to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the National Institute of Literacy at (202) 632-1500.

(3) The applicant must indicate on the envelope and in Item 10 of the application for Federal Assistance (Standard Form 424) the X257M number

of the competition under which the application is being submitted.

Application Forms

The appendix to this announcement is divided into three parts plus a statement regarding estimated public reporting burden and various assurances and certifications. These parts and additional materials are organized in the same manner that the submitted application should be organized. The parts and additional materials are as follows:

Part I: Application for Federal Assistance (Standard Form 424, Rev. 4-88) and instructions.

Part II: Budget Information—Non-Construction Programs (Standard Form 424A) and instructions.

Part III: Application Narrative. Additional Materials: Estimated Public Reporting Burden. Assurances—Non-Construction Programs (Standard Form 424B).

Certification Regarding Lobbying; Debasement, Suspension, and other Responsibility Matters; and Drug-Free Workplace Requirements (ED 90-0013).

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:

Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions.

Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) and instructions;

Note: ED 80-0014 is intended for the use of recipients and should not be transmitted to the National Institute for Literacy.

An applicant may submit information on a photostat copy of the application and budget forms, the assurances and the certifications. However, the application form, the assurances, and certifications must each have original certifications and must each have an original signature. No award can be made unless a completed application has been received.

Grant Administration

The administration of the grant is governed by the conditions of the award letter. The Education Department General Administrative Regulations, (EDGAR) 34 CFR Parts 4, 75, 77, 79, 80, 81, 82, 85 and 86 (July 1, 1993), set forth administrative and other requirements. This document is available through your public library and the National Institute for Literacy. It is recommended that appropriate administrative officials become familiar with the policies and procedures in the EDGAR which are applicable to this award. If a proposal is recommended for an award, the Grants Officer will request certain

organizational, management, and financial information.

The following information on grant administration dealing with questions such as General Requirements, Prior Approval Requirements, Transfer of Project Director, and Suspension or termination of Award should be referred to the Grants Officer.

Reporting

In addition to working closely with the Institute, the applicant will be required to submit a quarterly report of activities, and other products as described in the DESCRIPTION OF PROGRAMS above and in the cooperative agreement between the applicant and the NIFL.

Acknowledgment of Support and Disclaimer

An acknowledgement of Institute support and a disclaimer must appear in publications of any material, whether copyrighted or not, based on or developed under NIFL-supported projects.

"This material is based upon work supported by the National Institute for Literacy under Grant No. (Grantee should enter NIFL grant number)".

Except for articles of papers published in professional journals, the following disclaimer should be included:

"Any opinion, findings, and conclusions or recommendations expressed in this material are those of the authors) and do not necessarily reflect the views of the National Institute for Literacy."

Instructions for Estimated Public Reporting Burden

Under terms of the Paperwork Reduction Act of 1980, as amended, and the regulations implementing the Act, the National Institute for Literacy invites comment on the public reporting burden in this collection of information. Public reporting burden for this collection of information is estimated to average 80 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and disseminating the data needed, and completing and reviewing the collection of information. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the National Institute for Literacy, and the Office Management and Budget,

Paperwork Reduction Project, Washington, DC 20503.

Carolyn Staley,

Deputy Director, National Institute for Literacy.

[FR Doc. 96-16494 Filed 6-26-96; 8:45 am]

BILLING CODE 6055-01-M

NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES

Cooperative Agreement for a Publication on Arts and Substance Abuse Prevention

AGENCY: National Endowment for the Arts.

ACTION: Notification of availability.

SUMMARY: The National Endowment for the Arts requests proposals leading to the award of a Cooperative Agreement for the development, production, and printing of a publication that will highlight exemplary projects involving artists and arts organizations in substance abuse prevention programs. The publication is anticipated to be approximately 100 pages, a printing of \$100,000 copies is desired. Those interested in receiving the Solicitation should reference Program Solicitation PS 96-08 in their written request and include two (2) self-addressed labels. Verbal requests for the Solicitation will not be honored.

DATES: Program Solicitation PS 96-08 is scheduled for release approximately July 16, 1996 with proposals due on August 19, 1996.

ADDRESSES: Requests for the Solicitation should be addressed to National Endowment for the Arts, Grants & Contracts Office, Room 618, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506.

FOR FURTHER INFORMATION CONTACT: William I. Hummel, Grants and Contracts Office, National Endowment for the Arts, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506 (202/682-5482).

William I. Hummel,

Coordinator, Cooperative Agreements and Contracts.

[FR Doc. 96-16446 Filed 6-26-96; 8:45 am]

BILLING CODE 7537-01-M

NATIONAL SCIENCE FOUNDATION

Committee Management; Renewals, Reestablishment, Amendment, and Terminations

Effective June 30, 1996, the following actions will occur in NSF's advisory committee structure:

Renewals: The Assistant Directors having responsibility for the Advisory Committees listed below have determined that renewal of these groups is necessary and in the public interest in connection with the performance of duties imposed upon the Director, National Science Foundation (NSF), by 42 USC 1861 et seq. This determination follows consultation with the Committee Management Secretariat, General Services Administration. Authority for these Advisory Committees will expire on June 30, 1998, unless they are renewed.

Code and Advisory Committee Name

- 57 Special Emphasis Panel in Graduate Education
- 59 Special Emphasis Panel in Elementary, Secondary & Informal Education
- 66 Advisory Committee for Mathematical and Physical Sciences
- 173 Special Emphasis Panel in Engineering Education and Centers
- 1115 Advisory Committee for Computer and Information Science and Engineering
- 1171 Advisory Committee for Social, Behavioral and Economic Sciences
- 1173 Committee on Equal Opportunities in Science & Engineering
- 1185 Special Emphasis Panel in Advanced Scientific Computing
- 1186 Special Emphasis Panel in Astronomical Sciences
- 1189 Special Emphasis Panel in Biological and Environmental Systems
- 1190 Special Emphasis Panel in Chemical and Thermal Systems
- 1191 Special Emphasis Panel in Chemistry
- 1192 Special Emphasis Panel in Computer and Computation Research
- 1193 Special Emphasis Panel in Cross-Disciplinary Activities
- 1194 Special Emphasis Panel in Design, Manufacture & Industrial Innovation
- 1196 Special Emphasis Panel in Electrical and Communications Systems
- 1199 Special Emphasis Panel in Human Resource Development
- 1200 Special Emphasis Panel in Information, Robotics and Intelligent Systems
- 1203 Special Emphasis Panel in Materials Research
- 1204 Special Emphasis Panel in Mathematical Sciences
- 1205 Special Emphasis Panel in Civil & Mechanical Systems
- 1206 Special Emphasis Panel in Microelectronic Information Processing Systems