e. There is a plan to recruit trainees for the program.

f. If the proposal includes developing educational materials, there is a plan for OSHA to review the materials during development.

g. There is a plan to evaluate the program's effectiveness and this includes plans to follow-up with trainees to see if the training resulted in workplace change.

h. The planned work can be accomplished in one year.

2. Program Experience

a. The organization applying for the grant demonstrates experience with occupational safety and health.

b. The organization applying for the grant demonstrates experience training adults in work-related subjects.

c. The staff to be assigned to the project have experience in (1) occupational safety and health, (2) the specific topic chosen, and (3) training adults.

d. The organization applying for the grant demonstrates experience in recruiting and training the population it proposes to serve under the grant.

3. Administrative Capability

a. The applicant organization demonstrates experience managing a variety of programs.

b. The applicant organization has administered, or will work with an organization that has administered, a number of different Federal and/or State grants over the past five years.

c. The application is complete, including forms, budget detail, narrative and workplan, and required attachments.

4. Budget

a. The budgeted costs are reasonable.

b. The proposed non-Federal share is at least 20% of the total budget.

c. The budget complies with Federal cost principles (which can be found in applicable OMB Circulars) and with OSHA budget requirements contained in the grant application instructions.

d. The cost per trainee is less than $500 and the cost per training hour is reasonable.

In addition to the factors listed above, the Assistant Secretary will take other items into consideration, such as the geographical distribution of the grant programs and the coverage of populations at risk.

How Much Money Is Available for Grants?

There is approximately $2,000,000 available for this program. The average Federal award will be $100,000.

How Long Are Grants Awarded For?

Grants are awarded for twelve-month periods. Grants may be renewed for additional twelve-month periods depending on whether there are funds available, there is still a need for the training, and the grantee has performed satisfactorily.

How Do I Get a Grant Application Package?

Grant application instructions may be obtained from the OSHA Office of Training and Education, Division of Training and Educational Programs, 1555 Times Drive, Des Plaines, Illinois 60018. The application instructions are also available at *http://www.osha-slc.gov/Training/sharwood/sharwood.html.*

When and Where are Applications To Be Sent?

The application deadline is 4:30 p.m. Central Time, June 26, 1998.

Applications are to be mailed to the Division of Training and Educational Programs, OSHA Office of Training and Education, 1555 Times Drive, Des Plaines, IL 60018. Applications will not be accepted by fax.

How Will I be Told if My Application Was Selected?

Organizations selected as grant recipients will be notified by a representative of the Assistant Secretary, usually from an OSHA Regional Office. An applicant whose proposal is not selected will be notified in writing.

Notice that an organization has been selected as a grant recipient does not constitute approval of the grant application as submitted. Before the actual grant award, OSHA will enter into negotiations concerning such items as program components, funding levels, and administrative systems. If the negotiations do not result in an acceptable submittal, the Assistant Secretary reserves the right to terminate the negotiation and decline to fund the proposal.

Signed at Washington, DC, this 5th day of May 1998.

Charles N. Jeffress,

Assistant Secretary of Labor.

[FR Doc. 98–12372 Filed 5–8–98; 8:45 am]

BILLING CODE 4510–26–U

NATIONAL INSTITUTE FOR LITERACY

(CFDA No. 84.257F)

NIFL Regional Technology HUB Project; Notice Inviting Applications for New Awards for Fiscal Year 1998

AGENCY: The National Institute for Literacy (NIFL).

ACTION: Notice.

PURPOSE: The purpose of these grants is to establish a second generation of regional hubs to extend the Literacy Information and Communication System (LINCS) infrastructure throughout the literacy community in each region. Each hub will form a consortium with all states in the region—''member states''—and, in cooperation with member states, a network of targeted local literacy programs. Each regional hub will be expected to build on the achievements of the region's previous hub and to build strong partnerships with other technology efforts in the region. In the process of enhancing the technological capacity of states and local programs, regional hubs will—

- Increase the literacy field's electronic knowledge base by collecting and exchanging new literacy information resources, especially locally developed materials, and creating in-depth collections on important literacy topics.
- Encourage the widespread use of the NIFL's systematic procedures and uniform standards for information collection and exchange.
- Provide innovative delivery of high quality, easy-to-access information resources to the adult education and literacy community through the use of variety of tools, including multi-media.
- Enable member states and local programs to be self-sufficient in their efforts to enhance the LINCS database and communication tools.
- Enhance communication and community-building by connecting increasingly larger numbers of literacy stakeholders of all kinds—researchers, practitioners, administrators, students, and policymakers—and closing the gap between information ''haves'' and ''have nots.''
- Integrate the use of technology into every aspect of learning and teaching in the adult education and literacy field.

Deadline for Transmittal of Applications: June 26, 1998.

Eligible Applicants: State, regional, and national organizations, or consortia of such organizations, in OVAE Region I.

Available Funds: This announcement envisions a two-year cooperative agreement. In the first year a total of $150,000 is available for the grant. Year 2 fundi ng is subject to program authorization and availability of appropriations, and contingent upon satisfactory completion of the first year play of action.

Estimated Number of Awards: One award in the OVAE Region I.

Estimated Award Amount: $150,000.

Project Period: Two years.

Applicable Regulations: The National Institute for Literacy has adopted the following regulations included in the Education Department Grants Administrative Regulations (EDGAR): 34 CFR Part 74; 34 CFR Part 75, §§ 75.50, 75.51, 75.102, 75.117, 75.109–75.192, 75.200, 75.201, 75.215; 34 CFR Parts 77, 80, 82, 85.

Note: The selection criteria used for this competition are set out in this Notice. While the criteria are patterned on those used generally by the U.S. Department of Education, they have been adapted by the NIFL to meet the needs of this program. While the NIFL is associated with the Departments of Education, Labor, and Health and Human Services, the policies and procedures regarding rulemaking and administration of grants are not adopted by the NIFL except as expressly stated in this Notice.

FOR FURTHER INFORMATION CONTACT:
Jaleh Behroozi Soroui, National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006. Telephone: 202–632–1506. FAX: 202–632–1512. E-mail: jaleh@literacy.nifl.gov

Information about NIFL's funding opportunities, including the Application Notices, Newsletters, Policy Updates, etc., can be viewed on the LINCS WWW server (under Current Events, under grants). LINCS URL: http://novel.nifl.gov

SUPPLEMENTARY INFORMATION:

Definitions: For purposes of this announcement the following definitions apply:

Literacy 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 Education and Literacy Community The aggregate of individuals and groups at all levels nationwide that are actively involved with adult education and literacy instruction, including individuals such as researchers, practitioners, policymakers, adult learners, and administrators, and groups such as state and local departments of education, human services, and labor; libraries; community-based organizations; businesses and labor unions; and volunteer and civic groups.

State Literacy Resource Centers (SLRCs) State or regional organizations supported through federal, state, or private funds for the purpose of coordinating the delivery and improvement of literacy services across agencies and organizations in the state or region, enhancing the capability of state and local organizations to provide literacy services, building a database of literacy-related information, and working closely with the NIFL and other national literacy organizations to enhance the national literacy infrastructure.

NIFL Standards NIFL's guidelines and standards for organizing materials in a uniform format for posting on the Internet. These standards are found in NIFL's ''Starting Point'' manual and Adult Literacy Thesaurus (ALT).

OVAE Regions The four regions of the United States designated by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE):

Region I: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands.

Region II: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

Region III: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

Region IV: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Federal States of Micronesia, Guam, Marshall Islands, No. Mariana Islands.

Regional Hub or *Regional Technology Hub* An Internet-based electronic information retrieval and communication site that serves states in a particular OVAE region by acting as the focal point for LINCS activity, including training and technical assistance.

Background

The National Institute For Literacy (NIFL), as authorized by the National Literacy Act of 1991, has the legislative mandate to develop a national literacy database. The intent of this mandate is to assure the consolidation and accessibility of scattered and hard-to-access information resources for literacy.

As a first step in carrying out this charge, the NIFL conducted a study in 1992 of the literacy community's information needs by type of users and quality and format of existing literacy databases. In 1993, following up on the results of this survey, the NIFL formed eight work groups of representatives from the literacy community to develop a vision and work plan for establishing an information and communication system, which is called LINCS. The work groups used a consensus-building process to produce a framework, standards, and guidelines for LINCS, which are presented in the NIFL's ''Starting Point'' manual.

In order to implement the work groups' vision and plans, NIFL developed a LINCS on-line prototype to examine and demonstrate the potential and capabilities of an Internet-based national literacy information and communication network. The LINCS prototype was developed as a World Wide Web system on the Internet, accessible by multi-media tools (such as Mosaic or Netscape) and text-based tools (such as Lynx). LINCS was designed to access literacy data available in multiple locations and to feature searchable literacy holdings and other literacy resources.

In 1995, the NIFL initiated the funding of regional hubs in all OVAE regions in order to build a nationwide infrastructure for extending LINCS services throughout the adult education and literacy community. Grants were made to state agencies in all four regions, and grantees—called lead states—had the task of creating regional networks for LINCS by helping all states and territories in their regions acquire the technological capability and expertise to establish their own LINCS home pages, populate their site with locally produced materials, and extend LINCS services to local programs and users. To date, 38 states have established LINCS home pages on the Internet, and 130 local programs have received training and technical assistance in accessing LINCS.

LINCS currently permits simultaneous search across the home pages of all existing regional hubs and member states, as well as many major national and international organizations and databases. In addition, LINCS provides the literacy community with important up-to-the-minute information on adult education and literacy policies, an event calendar, funding announcements, and information on other literacy initiatives. LINCS also provides members of the literacy community with opportunities for sharing expertise and resources on major literacy-related issues through several moderated forums/listservs.

Plans for the Future

Over the past five years, the NIFL has provided the leadership and tools to prepare the adult literacy community for the 21st century through major system-building initiatives, including the creation of LINCS and its regional hubs. The NIFL intends to sustain the momentum of building systems that help professionalize the adult literacy community by continuing its initiatives in technology. During the next three years, the NIFL plans to expand LINCS use as widely as possible throughout the literacy community, to enhance LINCS resources and features, and to offer a range of services through LINCS that will increase the qualitative and quantitative technological capabilities of the field. The success of these plans will depend on—

- Increased collaboration among the NIFL, regional hubs, member states, and all other major technology initiatives nationwide.
- Maintaining compatibility and consistency of LINCS efforts among the NIFL and regional hubs.
- Continuous enhancement of LINCS based on the state-of-the art technology.

Overview of Regional Technology Hubs

The NIFL will award one grant to public and private organizations, or consortia of organizations, for the support of a regional technology hub in OVAE Region I. No more than one grant will be made in Region I.

Selection Criteria: (a)(1) In evaluating applications for a grant under this competition, the Director uses the following selection criteria.

(2) The maximum score for all the criteria in this section is 100 points.

(3) The maximum score for each criterion is indicated in parentheses with the criterion.

(b) The Criteria—(1) Mission and Strategy (5 points). The Director reviews each application to determine the appropriateness of the applicant's stated mission and strategy for the proposed regional hub, including consideration of:

(i) The degree to which the stated mission and strategy for operating a regional hubreflect an understanding of the NIFL's goals and purposes for LINCS;

(ii) The degree to which the application demonstrates an understanding of the previous regional hub's strengths and weaknesses; and

(iii) The quality and coherence of proposed strategies for providing leadership to member states and targeted local programs.

(2) Institutional Capability (20 points). The Director reviews each application to determine the capabilities of the organization to sustain a long-term, high quality, and coherent program, including consideration of:

(i) The applicant's experience in establishing and carrying out collaborative working relationships with other states, other state agencies, local programs, and other public and private groups;

(ii) The applicant's experience in the use of technology to enhance accessibility of information and ease of communication;

(iii) The capabilities of staff who will oversee project implementation;

(iv) The applicant's capacity to provide resources—including hardware, software, and training—to member states and local programs; and

(v) The applicant's willingness and ability to continue the project at the end of the two-year grant period.

(3) Plan of Operation (30 points). The Director reviews each application to determine the quality of the plan of operation, including consideration of:

(i) The quality of the design of the project;

(ii) How well the objectives of the project relate to the intended purposes of the regional technology hubs, as outlined in this request for applications;

(iii) The quality of the applicant's plan to use its resources and personnel to achieve each project objective;

(iv) The extent to which the plan of management is effective and ensures proper and efficient administration of the project;

(v) The quality of the plan to establish effective working relationships with other organizations in the region as required for effective development of the project;

(vi) The quality of the plan for leveraging additional resources for the project at the regional level and in each member state; and

(vii) The extent to which the applicant's plan includes sound methods for achieving measurable goals.

(4) Technical Soundness (15 points). The Director reviews each application to determine the technical soundness of the proposed project, including consideration of:

(i) The extent to which the applicant demonstrates knowledge of current Internet technologies, databases, telecommunications practices, equipment configurations, and maintenance;

(ii) The extent to which the applicant demonstrates a thorough knowledge of literacy data collections, dissemination, and NIFL standards;

(iii) The extent to which the applicant demonstrates a commitment to provide technical support, training, and equipment to member states;

(iv) The extent to which the applicant will consider the perspectives of a variety of service providers in carrying out the work of the regional hub;

(v) The extent to which the proposed training content is comprehensive and at appropriate levels; and

(vi) The extent to which training methods, mechanisms, and structure are likely to be effective.

(5) Budget and Cost Effectiveness (10 points). The Director reviews each application to determined the extent to which:

(i) The budget is adequate to support project activities;

(ii) Costs are reasonable in relation to the objectives of the project;

(iii) The budgets for any subcontracts are detailed and appropriate; and

(iv) The budget details resources, cash and in-kind, that the applicant and others, especially member states, will provide to the project in addition to grant funds.

(6) Evaluation Plan (10 points). The Director reviews each application to determine the quality of the evaluation plan for the project, including consideration of:

(i) The quality of methods and mechanisms to be used to document and evaluate progress in relation to the project's mission and goals;

(ii) The strength of the applicant's statement of measurable outcomes for all project goals; and

(iii) The quality of methods that will be used to document and evaluate the impact of the project's program on target audiences.

(7) Quality of Key Personnel (10 points). The Director reviews each application to determine the quality of key personnel for all project activities, including consideration of:

((i) The qualifications of the project director;

(ii) The qualifications of other key personnel;

(iii) The experience and training of key personnel in leading a consortium of states and working in fields related to project objectives; and

(iv) the applicant's policy, as part of its nondiscriminatory employment practices, to ensure that its personnel are selected for employment without regard to race, color, national origin, religion, gender, age, or disability.

Application Requirements

Project Narrative

The project narrative is critical and must thoroughly reflect the capacity of the applicant to lead the regional technology effort and build on the achievements of the previous regional hub. The narrative must clearly describe the applicant's plan for attaining measurable goals as identified in each of the sections listed below.

The narrative should not exceed twenty (20) single-spaced pages, or forty (40) double-spaced pages. The narrative may be amplified by material in attachments and appendices, (not exceeding 20 pages), but the body should stand alone to give a complete picture of the project. Proposals that exceed 20 single-spaced pages or 40 double-spaced pages will not be reviewed.

The narrative must encompass the full two years of project activities, with detailed plans for Year 1 and milestones for Year 2. The applicant must address the following areas, which correspond to the funding criteria:

1. Mission and Strategy

The applicant must state goals, objectives, and overall expected project achievements for the two-year grant period, including:

a. How the applicant's goals and objectives relate to NIFL's purposes for LINCS and the regional hubs, as outlined under Plans for the Future and Overview of the Regional Technology Hubs in this notice.

b. How the project will build on the work of the previous regional hub in enhancing the technological capacity of the region's adult education and literacy community.

c. What services will be provided to all member states and targeted local programs in the region.

d. How the project will serve the entire adult education and literacy community, including the full range of public and private program (including libraries, local education agencies, community colleges, volunteer and community-based organizations, etc.).

2. Institutional Capabilities

The applicant must describe its qualifications to act as the lead site of a regional consortium of all member states in carrying out the proposed project, including evidence of the following:

a. The organizational capacity to lead member states in achieving project goals and objectives.

b. A successful leadership track record for working closely with other agencies in the region in implementing a coordinated regional plan.

c. The ability to secure the support and involvement of member states, including their involvement in the development of the application.

d. The capacity to maintain and continuously enhance a sizable literacy collection on the Internet.

e. The availability of sufficient hardware, software, and technical expertise to maintain a home page and provide the necessary support to member states.

f. A secure funding basis for the duration of the project.

g. The ability to leverage other funding and resources to sustain the project beyond the grant.

3. Plan of Operation

The applicant must develop a two-year plan of operation that is both ambitious and realistic. While aiming high, the applicant must demonstrate an awareness of the constraints inherent in each particular situation. In addition to being reasonable and achievable, the plan must address both the immediate needs and the future vision and direction of the project. The plan must clearly identify the measurable outcomes that will result from project implementation. The description of the plan must address the following:

a. *Creating the regional hub:* How the applicant will establish and maintain a regional hub on the Internet that—

(1) Reflects knowledge of the previous hub's strengths and weaknesses, and builds on its achievements.

(2) Provides a seamless and uninterrupted transition of services and resources from the previous hub.

(3) Mirrors the LINCS information structure and the system architecture, and is consistent with the NIFL vision for building a technology infrastructure, including hardware, software, and networking system compatibilities.

b. *Supporting member states:* How the applicant will help member states become technologically self-sufficient and develop the management capabilities to use and contribute to LINCS, including states' ability to:

(1) Maintain a strong home page with a seamless interface with the applicant's and LINCS home pages.

(2) Provide technical assistance, training, and high quality, updated resources to local adult education and literacy programs.

c. *Enhancing the knowledge base:* How the applicant will work with member states to gather information that broadens and deepens the literacy field's knowledge base and enhances LINCS content, including—

(1) A measurable plan for the region and all member states that describes how the applicant will:

(a) Assess the information available in each member state and how it can be collected for use on LINCS.

(b) Provide for the collection of information that responds to end users' educational and training needs.

(c) Focus on the collection of high quality resources, instructional materials, and tools, including information on exemplary projects.

(d) make provisions for including print and non-print materials, such as audio and video materials, in their entirety.

(e) Be organized according to the NIFL standards.

(2) A plan for developing a special in-depth collection of information that represents the region's particular strengths in terms of resources and expertise.

(3) The resources to be made available to help member states achieve their measurable goals for information collection.

(4) How the applicant and member states will collect and update local program data according to NIFL standards.

(5) How the applicant will exercise quality control of the hub's home page.

d. *Extending LINCS use to local programs:* How the applicant will work with member states to extend LINCS use to target local programs, including:

(1) Determining how to enhance the technical capacity of local programs and end users.

(2) Selecting a specified number of local programs to target.

(3) The support to be provided to each member state for serving local programs, including—

(a) The kind of resources to be provided.

(b) The kind of hardware and software to be used.

(c) The training and technical assistance to be provided.

(4) Leveraging other resources for working with local programs.

(5) Evaluating the success of the project at the local level.

(6) The specific outcomes expected in year 1.

e. *Delivering resources:* How innovative technologies will be used to provide easy and efficient methods of delivering resources to the adult education and literacy community, including—

(1) What tools will be used.

(2) What hardware, software, and technical assistance will be provided for using these tools.

(3) How multi-media resources will be incorporated into project activities.

(4) How these tools will enable literacy practitioners to access *LINCS'* variety of resources in all available formats.

(5) How these tools will help learners with low skill levels and learners with special needs use *LINCS* resources.

f. *Enhancing communication and community-building:* How the applicant will enhance communication throughout the adult education and literacy community across and within member states through the use of telecommunication tools (such as listservs, forums, audio/video conferencing and networking, and virtual workspace programs), including—

(1) The kind of tools to be used.

(2) The specific content to be offered.

(3) How these tools will be used to link up literacy researchers, practitioners, administrators, students, and policymakers.

(4) How these tools will provide a medium for professional development within and among the member states and targeted local programs.

g. *Integrating technology into teaching learning:* How the applicant, in partnership with member states and local programs, will develop a two-year implementation plan for integrating technology into the daily teaching and learning routine of the adult education and literacy system, including—

(1) How the applicant will assess the existing level of integration in every member state.

(2) How the applicant will identify and use information about other national, state, and local efforts to integrate technology into teaching and learning.

(3) What resources will be recruited for the development of the two-year plan.

(4) How the applicant will support member states in developing and implementing plans for technology integration, including the selection of local programs as pilot sites.

(5) What kind of partnership will be developed with other regional and state agencies involved in similar efforts.

(6) How the applicant will evaluate progress in integrating technology.

(7) The minimum outcomes expected in Year 1.

h. *Organization and management:* How the applicant will ensure appropriate project organization and management that will—

1. Empower member states to become technologically independent in implementing project's activities.

2. Use and build on the strength and expertise of member states.

3. Ensure close collaboration and coordination of technology efforts among member states.

4. Ensure close collaboration with NIFL and other regional hubs, including cooperation in implementing new requirements or standards developed by NIFL in concert with regional hubs to assure uniformity across the LINCS network.

The description of plans for organization and management should include—

(1) How the applicant involved member states in developing the application.

(2) How the applicant will involve member states and local programs in overseeing project implementation and evaluating progress.

(3) How the applicant will provide for expanding the roles of member states in carrying out project activities (i.e., by providing states with resources and funds appropriate to their level of need and expertise).

(4) How the applicant will provide for developing a formal agreement with all member states that clearly identifies the rights, roles, and responsibilities of each state with regard to all project activities.

(5) What tools will be used to maintain communication among the applicant and member states.

(6) How the applicant will provide for the management of any other partnership, consultant, or subcontract arrangement.

(7) How the applicant will help member states to—

(a) explore and leverage other sources of financial support and market their achievements.

(b) develop active state-level partnerships, especially with state education agencies.

(8) How the applicant will identify agencies within each state (including at a minimum the state literacy resource center and state office of adult education) to be involved in regional hub activities.

I. *Broad-based collaboration:* How the applicant will work with member states to develop collaborative relationships with other agencies, organizations, and projects that will—

1. Widen LINCS usage in the field.

2. Provide global access to all literacy-related resources.

3. Further project objectives.

4. Be a potential source for future project support.

The description should include—

(1) How the applicant will work with member states to secure the active cooperation and partnership of appropriate state agencies, especially those dealing with education, labor, and human services.

(2) How the applicant will identify and develop partnerships with technology-based educational projects, especially those in the areas of telecommunications, on-line services, networking, and multi-media.

(3) How the applicant will pursue partnerships with private entities, including telecommunication and high tech business and industry.

4. Technical Soundness

Describe how the applicant will provide for the provision of hardware, software, and networking system that will—

(1) Address issues of interpretability and scalability,

(2) Support using audit-video, multi-media, and interactive Internet tools, and

(3) Keep pace with high-end technology.

The description should include assurances that the following will be in place—

(1) An electronic system for the regional HUB that mirrors the LINCS structure, which consist of a UNIX-based server capable of providing the following services for the regional HUB and its member states:

(a) World Wide Web (WWW) HTTP services;

(b) Wide Area Information Server (WAIS) database services;

(c) Character-based web browser (LYNX) services,

(d) Internet Electronic Mail (SMTP) services;

(e) File Transfer Protocol (FTP) services;

(f) List (listproc, majordomo) services;

(g) Connectivity to the Internet via a dedicated Internet connection of sufficient capacity that will allow a sustained usage that must not exceed 30% of the total circuit capacity, and the combined circuit and web server must be able to transfer an average web page at a rate of 20 kilobytes in three seconds to a client web browser at NIFL, during peak usage times, and must also be able to deliver quality audio and video products at usable rates to multiple concurrent users;

(h) Maintain information in both HTML documents and WAIS databases;

(i) Serve as the HUB's WWW, WAIS, Audio and Video server; and

(j) Provide dial-in and Internet access to users via a command line Web browser (e.g., Lynx), for those that do not have the ability to run graphical browsers such as Netscape, Internet Explorer, Mosaic, etc. Provide user accounts on the local server for these users, dial-in model access, etc. (Note that all the software developed for the

NIFL homepage by the Logistics Management Institute and UUCOM is freely available for re-use).

(2) Provide assurances that the applicant will create a home page design that is similar to the LINCS home page, so that the same ''look and feel'' can be achieved throughout the network.

(3) Provide assurances that the applicant will, at a minimum, have (a) appropriately scaled Internet connectivity described above (connectivity may vary); (b) a WAIS database server(s) on the Internet [configuration is based on the LINCSearch multiple database search program]; (c) LINCS Locally produced Materials and Organization forms and guidelines on the HUB's server; and (d) the WAIS database(s) with literacy collections and program data, using ''Starting Point'' record structures, standards and Adult Literacy Thesaurus.

(4) Describe how the applicant will provide technical assistance, funding, and other resources to assure that all member states have their own directory of resources on the hub server or their own WAIS server, as well as the technical capacity to update their databases according to NIFL standards.

(5) Provide assurances that the applicant will for each member state, at a minimum, have—

(a) Assessment of the equipment needs.

(b) Inventory of equipment provided to implement project activities.

(c) Plans for purchasing or upgrading equipment, as well as software and networking systems.

(6) Describe how the applicant's measurable training and technical assistance activities will—

(a) Focus on raising awareness and educating practitioners on resources available through *LINCS* (broad-based training).

(b) Build greater knowledge, and skills in using the *LINCS* technology for teaching and learning (targeted training).

(c) Result in establishing a team of trainers at the regional level and for every member state.

(d) Assist member states to become independent in implementing state training plans and maintaining their web site.

(e) Adopt or develop training models (i.e., training trainers, workshops supplemented by peer coaching or modeling, etc.) that can be used to meet the needs of geographically dispersed staff at various levels of knowledge and skills.

(f) Provide methods, mechanisms, structures, and materials for training—both on-line and off-line—that can be replicated, maintained, easily accessible, and updated beyond the life of this project.

(g) Provide technical assistance for member states and local programs that help staff and end users at varying levels of technical sophistication, with special attention to non-technical staff.

(h) Assist member states in selection and installation of hardware and software within the proposed timeline.

5. Budget and Cost-Effectiveness

The applicant must describe plans for managing the project budget and ensuring cost-effectiveness, including—

a. Provisions for ensuring the most efficient and cost-effective use of project funds.

b. Provisions for identifying and securing additional funds to continue and expand the project beyond the end of the grant.

c. A time line for the project, consisting of a table or diagram listing major tasks or milestones and including estimates of funds, time, training schedules, personnel, facilities, and equipment allocated to each program area, as well as the timing of progress and other reports, meetings, and other similar events.

6. Monitoring and Evaluation

The applicant must describe a plan for monitoring and evaluation that is based on the measurable goals of the project. The description of the plan must include how the applicant will—

a. Demonstrate the project's effectiveness in achieving its objectives.

b. Assess the project's impact on member states and the broader literacy community.

c. Evaluate the effectiveness of the lead site's role in working with member states.

d. Use on-line methods (such as web tools) to collect and analyze data on the effectiveness of the resources presented.

e. Evaluate the project's impact on targeted local programs.

f. Confirm and report evaluation results

7. Key Personnel

The applicant must describe how it will ensure the capacity of key personnel to carry out the work of the project, including—

a. A description of the main qualifications of key personnel to carry out project tasks.

b. Identification of key staff members at the regional and member state level, their specific roles, and the number of hours required to carry out their tasks.

Other Application Requirements

The application shall include the following:

Project Summary: The proposal must contain a 200-word summary of the proposed project suitable for publication. It should not be an abstract of the proposal, but rather a self-contained description of the activities that would explain the proposal. The summary should be free of jargon and technical terminology, and should be understandable by a non-specialist reader.

Budget Proposal: ED Form 424A must be completed and submitted with each application. The form consists of Sections A, B, and C. On the back of the form are general instructions for completion of the budget. All applicants must complete Sections A and C. If Section B is completed, include the nature and source of non-federal funds. Attach to Section C a detailed explanation and amplification of each budget category. Included in the explanation should be a complete justification of costs in each category. Additional instructions include:

- Prepare a separate itemization and brief narrative for each of the member states in the region in addition to submitting an itemized budget narrative for the project as a whole.
- Personnel items should include names (titles or position) of key staff, number of hours proposed and applicable hourly rates.
- Include the cost, purpose, and justification for travel, equipment, supplies, contractual and other. Training stipends are not authorized under this program.
- Clearly identify in all instances contributed costs and support from other sources, if any.
- Show budget detail for financial aspects of any cost-sharing, joint or cooperative funding.

Disclosure of Prior NIFL Support: If any consortium member state has received NIFL funding in the past two years, the following information on the prior awards is required:

- NIFL 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 proposal.

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 NIFL.

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 part 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 proposal and addressed in the narrative.

Reporting: In addition to working closely with the Institute, the applicant will be required to submit a final annual report of activities. This report will be presented to the Institute staff, the National Institute Advisory Board and the Interagency Group. Detailed specifications for the report will be provided to the consortium within three months after the award.

For planning purposes, the applicant may assume that the following information will be provided:

- Project(s) Title
- Project Abstract

A concise narrative describing in layman's language the subject purposes, methods, expected outcomes (including products), and significance of the project.

- Significant Products: A list of significant holdings available for access associated with the consortium.
- Significant Accomplishments.

A past-tense abstract that describes the consortium's accomplishments, known uses of the holdings and evidence of positive impact.

The grantee must also submit the following reports:

- Quarterly Performance: A brief 4–5 page report of progress—Due: Within 30 days at the end of each quarter.

Acknowledgment of Support and Disclaimer: An acknowledgment of NIFL 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 NIFL under Grant No. (grantee should enter NIFL grant number).

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

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the NIFL.

Instructions for Transmittal of Applications

(a) To apply for a cooperative agreement grant—

(1) Mail the original and seven (7) copies of the application on or before the deadline date of June 26, 1998 to: National Institute for Literacy, 800 Connecticut Avenue, NW., Suite 200, Washington, DC 20006, Attention: Jaleh Behroozi Soroui, (CFDA #84.257F).

(2) Hand deliver the application by 4:30 p.m. (Washington, DC time) on the deadline date to the address above.

(b) An applicant must show one of the following as proof of mailing:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(c) If an application is mailed through the U.S. Postal Service, the Director does not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

Notes: (1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with the local post office.

(2) The NIFL will mail a Grant Applicant Receipt Acknowledgement to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing, the applicant should call the NIFL at (202) 632–1525 or (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 CFDA number of the competition under which the application is being submitted.

Application Instructions and Forms: The appendix to this application 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 (ED Form 424A) and instructions.

Part III: Application Narrative.

Additional Materials: Estimated Public Reporting Burden.

Assurances-Non-Construction Programs (Standard Form 424B).

Certification Regarding Lobbying; Debarment, Suspension, and other responsibility Matters; and Drug-Free Workplace Requirements (ED 80–0013).

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions (ED 80–0014, 9/90) and instructions.

Note: ED 80–0014 is intended for the use of recipients and should not be transmitted to the NIFL.

Disclosure of Lobbying Activities (Standard form LLL) (if applicable) and instructions. 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 an original signature. No award can be made unless a complete application has been received.

Information about NIFL's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the NIFL homepage—LINCS—on the World Wide Web at: (http://novel.nifl.gov/Grants.html). However, the official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

Instructions for Estimated Public Reporting Burden: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number.

The valid OMB control number for this information is under OMB control number 3430–0004, Expiration date: May, 2000. The time required to complete this information collection is 55 hours per response, including that time for reviewing instructions, searching existing data sources, gathering and disseminating the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: the National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, D.C. 20006–2712.

Program Authority: 20 U.S.C. 1213C.

Dated: May 6, 1998.

Andrew J. Hartman,

Director, NIFL.

[FR Doc. 98–12422 Filed 5–8–98; 8:45 am]

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NUCLEAR REGULATORY COMMISSION

Report to Congress on Abnormal Occurrences Fiscal Year 1997 Dissemination of Information

Section 208 of the Energy Reorganization Act of 1974 (Pub. L. 93–438) identifies an abnormal occurrence (AO) as an unscheduled incident or event that the Nuclear Regulatory Commission (NRC) determines to be significant from the standpoint of public health or safety. The Federal Reports Elimination and Sunset Act of 1995 (Pub. L. 104–66) requires that AOs be reported to Congress on an annual basis. During fiscal-year 1997, six events that occurred at facilities licensed or otherwise regulated by the NRC and the Agreement States were determined to be AOs. These events are discussed below. As required by Section 208, the discussion for each event includes the date and place, the nature and probable consequences, the cause or causes, and the action taken to prevent recurrence. Each event is also being described in NUREG–0090, Vol. 20, ''Report to Congress on Abnormal Occurrences, Fiscal Year 1997.'' This report will be available at NRC's Public Document Room, 2120 L Street N.W. (Lower Level), Washington, D.C., about three weeks after the publication date of this **Federal Register** Notice.

97–1 Loss of Two of Three High Pressure Injection Pumps at Oconee Nuclear Station Unit 3

One of the AO reporting criteria notes that a major deficiency in design, construction, control, or operation having significant safety implications requiring immediate remedial action can be considered an AO.

Date and Place—May 3, 1997; Oconee Unit 3, a pressurized water nuclear reactor plant designed by Babcock and Wilcox Company, operated by the Duke Energy Corporation (formerly known as Duke Power Company), and located about 8 miles north of Clemson, South Carolina.

Nature and Probable Consequences—On May 3, 1997, the Oconee Unit 3 reactor was shut down and the reactor coolant system (RCS) was being cooled down for inspection of the high pressure injection (HPI) discharge piping. The need for the inspection resulted from RCS leakage from a weld crack in the HPI makeup piping on Unit 2. Reactor pressure was approximately 270 psig, RCS temperature was approximately 205° F, one reactor coolant pump (RCP) was running, and the Low Pressure Injection System was being used to cool down the RCS. Makeup water to the RCS to compensate for the temperature decrease was being supplied from the letdown storage tank (LDST) by one of the three HPI pumps. Makeup to the LDST consisted of periodic batch additions as needed. These plant conditions were below the point where the technical specifications required that the HPI system must be operable; that is, required to mitigate a small-break loss-of-coolant accident.

Plant cool-down evolutions appeared to be normal until the ''B'' HPI pump started to cavitate and makeup flow to the reactor coolant system was lost. A RCP seal water (which is also supplied by the HPI pump) low-flow signal automatically started the ''A'' HPI pump. However, it also began to cavitate. (The third HPI pump is not designed to automatically start on this signal and remained in the standby condition.) The operators stopped both pumps and began troubleshooting the problem. A Notification of Unusual Event was declared when it was recognized that the pumps would be inoperable past the shift that was on duty. Unit 3 pressure and temperature were stabilized and there was no immediate concern that conditions would worsen.

Later investigations revealed that the potential for a more serious situation existed if there had been a small break loss-of-coolant accident, which is the design basis for the HPI system, prior to this event. If such an accident had occurred, all three of the HPI pumps would have automatically started and become inoperable very quickly. In addition, the pumps may have become air bound and unavailable when the pump suction was transferred to the Borated Water Storage Tank to inject into the RCS. This would have significantly complicated recovery from the accident, but would have been within the Emergency Operating Procedure guidance and training provided to the operators. It would, however, increase the probability of core damage. The length of time that Unit 3 was in this degraded status could not be accurately determined, but the condition may have existed since start-up in March 1997, when plant conditions required that the HPI system be operable.

Cause or Causes—Loss of the HPI pumps occurred when all of the water was inadvertently pumped from the LDST because of faulty level indication. The erroneous level indication was caused by the loss of approximately one-half of the water in the level detector reference leg because of a slight leak in the instrument fitting. This loss of the reference leg water caused the tank level instrument to indicate a water level higher than the actual level, a condition that may have existed since February 1997, the last time the reference leg was verified to be full. It also caused the loss of the low-level alarm. As a result of these conditions, the operators did not provide makeup water to the tank when it was needed, resulting in the HPI pump continuing to run until the tank was empty. The LDST level detection system consists of two level instruments connected to a common reference leg. Thus, the condition affected both level detectors equally.

In addition, the control room operators did not properly monitor and detect the inaccurate LDST level indications. They did not notice that for a short period of time the indicated level stopped decreasing and continuously showed the tank to be approximately half-full at the same time water was being pumped from the tank.

Actions Taken to Prevent Recurrence

Licensee—Corrective actions included (1) the addition of a second reference leg to the LDST to provide separate level indications, (2) enhanced operator training and procedures, and (3) the performance of an HPI System Reliability Study that is to be completed by December 31, 1997.