

telephone: (202) 693-2350. Written comments limited to 10 pages or less in length may also be transmitted by facsimile to (202) 693-1648.

FOR FURTHER INFORMATION CONTACT: Dave Schmidt, Office of Statistics, Occupational Safety and Health Administration, U.S. Department of Labor, Room N3507, 200 Constitution Avenue, NW, Washington, DC 20210, telephone: (202) 693-1886. Copies of the referenced information collection request are available for inspection and copying in the Docket Office and will be mailed to persons who request copies by telephoning Dave Schmidt at (202) 693-1886 or Barbara Bielaski at (202) 693-2444. For electronic copies, contact OSHA's Web Page on the Internet at <http://www.osha.gov/>.

SUPPLEMENTARY INFORMATION:

I. Background

The OSHA Act and 29 CFR Part 1904 prescribe that certain employers maintain records of job related injuries and illnesses. The injury and illness records are intended to have multiple purposes. One purpose is to provide data needed by OSHA to carry out enforcement and intervention activities to provide workers a safe and healthy work environment. The data are also needed by the Bureau of Labor Statistics to report on the number and rate of occupational injuries and illnesses in the country.

The data also provides information to employers and employees of the kinds of injuries and illnesses occurring in the workplace and their related hazards. Increased employer awareness should result in the identification and voluntary correction of hazardous workplace conditions. Likewise, employers who are provided information on injuries and illnesses will be more likely to follow safe work practices and report workplace hazards. This would generally raise the overall level of safety and health in the workplace.

OSHA currently has approval from the Office of Management and Budget (OMB) for information collection requirements contained in 29 CFR part 1904. That approval will expire on December 31, 1999, unless OSHA applies for an extension of the OMB approval. This notice initiates the process for OSHA to request an extension of the current OMB approval. This notice also solicits public comment on OSHA's existing paperwork burden estimates from those interested parties and to seek public response to several questions related to the development of OSHA's estimation. Interested parties

are requested to review OSHA's estimates, which are based upon the most current data available, and to comment on their accuracy or appropriateness in today's workplace situation.

29 CFR 1904.8, Reporting of Fatality or Multiple Hospitalization Incidents (OMB control number 1218-0007) and 29 CFR 1904.17, Annual OSHA Injury and Illness Survey of Ten or More Employees (OMB control number 1218-0214) are each under separate Information Collection Request (ICR) packages.

II. Current Actions

This notice requests public comment on an extension of the current OMB approval of the paperwork requirements in 29 CFR part 1904, Recording and Reporting Occupational Injuries and Illnesses.

Type of Review: Extension of currently approved collection.

Agency: U.S. Department of Labor, Occupational Safety and Health Administration.

Title: Recording and Reporting Occupational Injuries and Illnesses.

OMB Number: 1218-0176.

Agency Number: ICR-99-5.

Frequency: Recordkeeping.

Affected Public: Business or other for-profit; Farms; Not-for-profit institutions; State and Local Government.

Cite/Reference/Form/etc: 29 CFR part 1904; OSHA No. 200; OSHA No. 101.

Number of Respondents: 1,086,264.

Estimated Time Per Respondent: 1.6 hours.

Total Burden Hours: 1,739,157 hours.

Comments submitted in response to this notice will be summarized and/or included in the request for Office of Management and Budget approval of the information collection request. They will also become a matter of public record.

Dated: June 29, 1999.

Charles N. Jeffress,

Assistant Secretary for Occupational Safety and Health.

[FR Doc. 99-17240 Filed 7-7-99; 8:45 am]

BILLING CODE 4510-26-M

NATIONAL INSTITUTE FOR LITERACY

Application for Equipped for the Future (EFF) Center for Training, Technical Assistance, and Materials Development

AGENCY: The National Institute for Literacy.

ACTION: Notice.

SUMMARY: The National Institute for Literacy invites applications for a

cooperative agreement grant to support integration of EFF standards into existing systems for the delivery of adult education and training. These systems include: adult literacy and basic education programs; Even Start, Head Start, and other family literacy programs; programs offered through LEAs; community-based organizations; community colleges; unions and employee associations; and public and private employers and associations of employers that are helping adults qualify for entry-level employment or meet skill standards developed through voluntary partnerships under the aegis of the Skills Standards Board.

Eligible Applicants: Individual public and private nonprofit organizations and agencies, or consortia of such organizations. While such consortia may include local and for-profit organizations, no grant will be made to either a local or for-profit organization.

Deadline for Transmittal of Applications: 4:30 PM, August 18, 1999.

Available Funds: This award is for a Center that will operate for two to four years, given adequate appropriations and satisfactory performance. Up to \$500,000 is available for Year 1, with a comparable amount anticipated for Year 2.

Estimated Number of Awards: One.

Estimated Amount of Award: \$500,000 for Year 1. Two years, with an option to renew for up to two additional project periods after completion of first year. Funds are provided under this solicitation for the first year only.

Note to Applicants: This notice is part of a complete application package that also includes: the NIFL Equipped for the Future Orientation Package, the statute authorizing the program, and applicable regulations governing the program, including the Education Department General Administrative Regulations (EDGAR). Taken together, these materials contain all the information, application forms, regulations, and instructions needed to apply for a grant under this competition. The Application and EFF Orientation Package are available on request from Sharyn Abbott, NIFL, EFF information, this grant announcement, and required forms can also be found on NIFL's web site (www.nifl.gov). Required forms are also available on-line at <http://www.nifl.gov/activities/>.

Grant Administration and Applicable Regulations: The administration of the grant is governed by the conditions of the award letter. The Education Department General Administrative Regulations, (EDGAR) 34 CFR Parts 74; 75.100-102, 104, 112, 117-118, 127-129, 190-192, 201, 217, 231-36, 250-51, 253, 261, 525, 531, 562, 591, 620-21, 700-707; 77; 79; 80; 81; 82; 85; and 86 (36/6/1997 and EDGAR Expanded

Authorities, 1/27/98), set forth administrative and other requirements. This document is available through your public library, the National Institute for Literacy, and at the following web site (<http://www.ed.gov/>). 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. Grant administration questions regarding General Requirements, Prior Approval Requirements, Transfer of Project Director, and Suspension or Termination of Award, should be referred to the Grants Officer.

FOR FURTHER INFORMATION CONTACT:

Sondra Stein, National Institute for Literacy, 1775 I Street, NW, Suite 730, Washington, DC 20006 TEL: 202-233-2041; FAX 202-233-2050, EMAIL sstein@nifl.gov.

For Applications Only Contact:

Sharyn Abbott, National Institute for Literacy, 1775 I Street, NW, Suite 730, Washington, DC 20006 TEL: 202-233-2026; FAX 202-233-2050, EMAIL sabbott@nifl.gov.

SUPPLEMENTARY INFORMATION: For purposes of this notice, the following definitions apply:

"Literacy" means 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 Workforce Investment Act of 1998).

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

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

- Parent/family member
- Citizen/community member
- Worker

"Constituencies" mean national, state, or local organizations in the public, nonprofit, and private sectors that have a stake in developing standards for particular adult roles because the quality of role performance has an impact on their organization's achievement of its mission and goals.

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

"Content Standards" mean specific descriptions of what adults need to know and be able to do to perform the key activities identified in the EFF standards framework. EFF has identified 16 content standards that are critical to adult success.

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

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

"Performance Indicators" mean descriptions of how achievement of the content standards will be demonstrated, and reflect the consensus of key stakeholders for the particular adult role being addressed.

"Purposes for Literacy" mean the following four general purposes, based on NIFL's survey of adult learners, 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.

"EFF Standards Framework" means the conceptual system that includes the following: "role maps" that identify the broad areas of responsibility and key activities for each of the primary adult roles—parent/family member, citizen/community member, and worker; "common activities" that are derived from looking at what is common across all three roles; and content standards that define what adults need to know and be able to do to achieve the four purposes and carry out these activities.

The EFF standards framework: (1) Is 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" means the demonstration of the degree to which the standards are representative of the important aspects of role performance.

"Workforce Development System" means the sum of public and private programs that share a focus on building the skills and knowledge of youth and adults. These programs include: adult and family literacy programs, welfare-to-work programs, vocational education and training programs, school-to-work programs, industry-based skill standards programs, K-12 education programs, post secondary education programs, Workforce Investment Act programs, community college/post secondary education programs, union and employer-sponsored training programs, apprenticeship programs, one-stop 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.

Equipped for the Future (EFF) is the National Institute for Literacy's long-term, standards-based, collaborative initiative to reform the adult education system in the United States. EFF's goal is to help adult learning programs achieve results that really matter—to policymakers, educators, employers, and adult learners themselves.

EFF starts with a new definition of results that merges policymakers' goals of a responsible citizenry and a productive workforce with adult learner's vision of how education can help them succeed in their daily lives as workers, parents, citizens, and community members. To enable adults to get more of what they need to be successful, the EFF framework for adult learning shifts the focus in two ways. Instead of presenting education as remedial, making up for something adults didn't get in the past, EFF focuses adult learning on preparation for new, unanticipated responsibilities in the

present. Instead of building a curriculum around *acquiring* the same body of knowledge and skills students are expected to learn in K-12 education, EFF focuses teaching and assessment on adults actually *using* a new set of basics in carrying out important life tasks. EFF addresses a major educational problem that has far-reaching implications for the social and economic well-being of the nation. Up to 90 million adults in the U.S.—nearly half the adult population—lack the skills necessary to respond and adapt to the changing demands of their lives at work, at home, and in their communities. Nearly 25 percent of adult with an average of 10 years of formal schooling have no more than *fourth* grade literacy skills. As a prominent literacy researcher put it, “* * * low-literate Americans may now be seen as a chronic feature of the American educational landscape.” Their lack of skills contributes to every other serious social and economic problem the nation faces—children’s failure in school, lower worker productivity, crime and welfare.

The current adult education system lacks the capacity to serve these adults. Beyond problems of funding and staffing, programs have trouble clarifying their goals for students, and assessing and demonstrating results. These were the findings of a 1995 General Accounting Office report, which linked these problems to the lack of a consistent vision of what is important to teach. Over 50 percent of students drop out before completing sufficient hours of instruction to develop skills that enhance performance of real life tasks. Meanwhile, welfare time limits, combined with a low unemployment rate, increase national pressure for programs to produce better results faster.

Adult educators in America clearly need a new way of doing business—a new sense of mission, a new approach to delivering services, and a new way of assessing program effectiveness. As a customer-driven, standards-based reform movement, EFF provides all three. Based on a customer-defined vision of what adults need to be effective, EFF enables teachers to link curriculum and instruction to real-world outcomes. As a result, students see the connection between their studies and their lives, and get immediate, practical results from their learning. As more and more programs use the EFF Standards to assess progress and report results, policymakers and funders will be able to base their decisions about education on well-documented results that matter. And taxpayers will have accountability for the billions of federal

dollars being spent on literacy and lifelong learning programs.

History

In the first phase of this initiative, the NIFL developed a common framework of four fundamental purposes for literacy that emerge from the writings 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 decision 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 multiyear initiative to assure that adults are “equipped for the future.” These planning grants resulted in a draft definition of a standards framework that identifies what adults need to know and be able to do to be effective in their roles as parent/family members, 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 the EFF initiative.

In October 1996, the NIFL awarded three-year grants to three consortia, resulting in further development and refinement of the EFF standards framework, including:

- Development and validation of “role maps” that identify the primary responsibilities and key activities all adults perform in their roles as workers, parents and family members, and citizens and community members, and performance indicators for each activity that enabled us to identify the knowledge and skills required to carry out those activities well.
- Development and validation of content standards that support effective performance across the Three primary adult roles.
- Pilot implementation of the standards in adult education delivery systems.
- Development of a coherent, theory-based framework for assessing competence and defining levels in using the skills defined by the standards in carrying out key roles.
- Building the support of key constituencies for the standards and their use.

This solicitation of grant applications addresses the fourth and final project phase: Implementation of EFF standards as a tool for system reform.

Description of Program

For the past four years, NIFL has been working with a range of partners in states across the country to develop a customer-driven, standards-based, collaborative approach to adult literacy system reform. The EFF content standards developed through this effort define the critical skills and knowledge that enable adults to effectively carry out their responsibilities as workers, parents and family members, and citizens and community members. The standards have been developed and refined with the assistance of a broad cross section of literacy and basic skills programs as well as the advice and guidance of key stakeholders in the nation’s workforce development, family literacy, and civic participation movements.

Investment in EFF has been developed through strategic partnerships with states and other systems. These partners now see EFF as providing the framework and tools for system reform that will lead to improvements in practice and produce results that matter. Recognizing the promise of the EFF framework, many EFF partners have begun the process of “bringing EFF on line.” They hope to integrate EFF into program improvement strategies now so that, once the levels for standards are defined, assessments are identified, and MIS systems put in place, teachers and programs will be ready to use these tools to measure progress and report results.

By Fall 1999, the NIFL will have completed the major development work on the standards and will publish a *Users’ Guide*, designed to introduce key partners and stakeholders to the standards and how they can be used for teaching and learning, program improvement, accountability, and system reform.

The EFF Center for Training, Technical Assistance, and Materials Development established under this grant program will have primary responsibility for reaching out and establishing strong linkages with these key partners, including adult education, family literacy, welfare-to-work, skill standards voluntary partnerships, and other workforce development systems, and assuring that these partners have the support needed to integrate EFF as part of their effort to prepare their systems to deliver the desired results. The work of this Center will be

complemented by an EFF Center for Research and Evaluation, based at the University of Tennessee's Center for Literacy Studies (CLS), and a Center for Assessment, currently operated through a contract with the Center for Workforce Development, Institute for Educational Leadership (IEL).

A detailed elaboration of goals and activities to be initiated and/or carried out by the grantee during the period October 1, 1999 to September 30, 2001 follows.

Goals

The primary goal of the Center is to assist NIFL in the effective integration of EFF into 4 key systems:

1. State adult basic education and literacy systems with responsibility for administering state and federal programs for adult education and family literacy and for preparing to meet new performance indicators under TANF and the Workforce Investment Act;
2. State and national literacy volunteer programs that coordinate the delivery of adult literacy and ESOL services through a network of volunteer literacy programs in communities across the country;
3. Federal, regional and state Even Start, Family Literacy, and Head Start programs that are putting in place new performance and quality indicators in response to new state legislation and changing federal legislation; and
4. National and state skill standards partnerships that are in the process of defining the knowledge and skills needed to qualify for entry-level positions in each of the 15 occupational/industrial sectors defined by the NSSB.

NIFL assumes that effective integration into a system starts with the needs of the customer as defined by the customer. It is based on close, ongoing collaboration with the customer, and includes but is not limited to the following:

1. Assistance to policymakers and administrators in developing a plan for how to integrate EFF into their ongoing efforts.
2. Assistance in introducing EFF to a leadership group in the system.
3. Assistance in developing and implementing a training and technical assistance plan for integrating EFF into the system [includes developing marketing materials, training a core of trainers, helping trainers plan and conduct training institutes, providing upgrades as new tools become available, and providing ongoing troubleshooting and technical assistance].

4. Provision of materials and tools that can be used (customized) to implement EFF.

5. Opportunities to share information and experiences with other states and systems integrating EFF.

6. Opportunities for policymakers and practitioners to learn more about EFF (on-line seminars, special institutes, conferences).

In order to achieve this goal, the Center will carry out the following activities:

1. Establish and manage a geographically distributed network of diverse, highly qualified trainers and practitioner-trainers who have expertise to the full range of programs and populations in the adult education system, and who can provide a range of training experiences (one-time workshops, ongoing staff development, mentoring, coaching) critical to integrating EFF into policy and into service delivery, training, and accountability systems. Right now there are approximately 10 part-time trainers and more than 100 practitioners with varying levels of experience in using EFF. The center should build on this base in developing a distributed training network that has the capacity to offer assistance to states nationwide.

2. Establish a system for building and maintaining such a network, including provisions for (a) building the capacity of practitioners to serve as trainers; (b) certifying trainers and training centers; and (c) providing credit for training.

3. Drawing on the experience of programs and systems already using EFF, develop a range of materials and resources that facilitate adoption and use of EFF. Such materials should include: (a) Materials that make explicit the links between EFF and approaches to instruction, assessment, credentialing, and accountability currently in use by key customers; (b) compilations of curriculum and assessment resources for use with EFF; (c) training guides; and (d) templates and other resources that enable programs to create useful, reliable tools for assessing performance of EFF standards.

4. Working with the four key system customers enumerated above, identify needs and develop, actively market, and deliver customized training and technical assistance packages that meet identified needs.

5. Working with practitioners currently using EFF, develop and deliver customized training and technical assistance packages that meet the need for ongoing capacity-building among direct-service programs and local initiatives that have been using EFF.

Packages should be designed to address the needs of program administrators as well as teaching staff, and should include materials and training to assist programs in using EFF to identify learner goals; design instruction and assessment, and organize support services to facilitate achievement of these goals; and report and evaluate results.

6. Identifying and supporting high-quality EFF programs that can serve as demonstration sites.

7. Establishing and managing a system for collecting, reviewing, and evaluating materials that have been developed for use in EFF programs, and for packaging and broadly disseminating materials and tools judged to be high-quality. Such a system should: (a) Involve practitioners in design and decision-making; (b) have clear, user-friendly quality guidelines to enable practitioners to judge the quality of their own work; (c) be cost-effective; and (d) use multiple dissemination vehicles (hard copy, video, CD-ROM, on-line) in order to get materials out to as many people as possible, effectively and quickly.

8. Developing and maintaining a system for ongoing evaluation of the Center, including a database that tracks Center activities and their impact on the quality and outcomes of teaching and learning.

9. Working with NIFL to assure that all templates, modules, materials, and tools are designed to be delivered online through NIFL's web-based Literacy Information and Communications System (LINCS), as well as published in hard copy or CD-ROM formats.

10. Assuring that all training, technical assistance, and materials development maximizes the use of individuals, programs, and systems currently using EFF, in accordance with EFF's combined bottom-up/top-down approach to consensus-building and system reform.

11. Working in close collaboration with NIFL and its partners in EFF, the Center for Literacy Studies, the National Center for the Study of Adult Learning and Literacy (NCSALL), and the IEL, to integrate findings from research and practice into Center materials and dissemination work, and to assure a cohesive and integrated approach to system reform.

12. In consultation with NIFL, establishing a national advisory group that includes representatives of the key customers to be served by the Center, key technical expert(s), and key EFF partners. The Center advisory group should meet no less than two times per year and be comprised of individuals

who legitimately represent key constituencies and customers whose buy-in is critical to widespread use of Center products.

13. Developing and maintaining partnerships with other training centers and institutions of higher education, publishers and test makers, and developers of distance learning to help them integrate EFF into their work.

14. Participating in quarterly EFF Management meetings in Washington, DC in November 1999, January 2000, March 2000, and July 2000, and on dates to be arranged the following year.

15. Participating in monthly management conference calls of two hours' duration.

16. Maintaining regular e-mail and other contact with other EFF Partners throughout the grant period, in order to maximize sharing of information and assure an integrated approach to system reform.

Project Narrative

The applicant's project narrative should address the above goals, purposes and activities. The narrative should not exceed twenty (20) single-spaced pages, or forty (40) double-spaced pages. It must be organized and contain the information as described in the following sections:

1. Approach

This section should describe the applicant's view of (a) what the goals of EFF are; (b) how the EFF initiative can best achieve these goals; (c) the various roles a center can play in achieving these goals; and (d) the extent to which the applicant's plan includes sound methods for achieving measurable goals.

2. Center Design

This section should describe the applicant's goals and objectives for the Center as an integral part of the EFF system reform initiative, and describe the applicant's vision of how the center can work most effectively to carry out the 16 key activities identified above within a two to three year time span.

This section should also demonstrate that the design is built on technical expertise relevant to the key tasks, as well as knowledge and experience in working with the four key customer systems. It should include detailed descriptions of how the applicant intends to approach key tasks, and what kinds of materials and other resources the applicant would produce for key customers.

3. Plan of Operation

This section includes the project work plan and timeline and project

management plan. It describes clear, measurable goals and objectives for the project, and details the project tasks, timeline, staffing, and organization for their accomplishment.

The plan of operation should clearly describe the specific activities the applicant will undertake to implement the design described above, as well as proposed dates for their initiation and completion. The plan also should describe how the applicant will work with NIFL and the EFF Centers for Research and Evaluation and Assessment to assure an integrated approach to system reform, how the applicant will assure the investment of key constituencies in its work, and how constituents will be involved in key project development, implementation, marketing/dissemination, and validation tasks.

The plan of operation should detail the project's staffing and organization, clearly identifying the performance objectives of key staff, the scope and nature of their responsibilities, and the level of effort each staff person will devote to this project.

4. Organizational Capability

This section should demonstrate the ability and experience of the applicant to perform the tasks required in this project, including the applicant's skills, technical expertise, and experience in providing training and technical assistance and developing materials and resources appropriate to the needs of diverse constituencies at the national, state, and local levels. In the case of a consortium, this section should also describe how the various organizations that comprise the applicant's consortium will work together, their respective roles and responsibilities, and the plan for effective management across organizations.

5. Quality of Key Personnel

This section should include the qualifications of each staff person for the project position to which s/he has been assigned, identifying his/her employing organization, and providing 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. A project organization chart should be provided.

6. Evaluation Plan

The applicant should describe the process for documenting and monitoring the project processes and results, including how the applicant will create a database of project activities for internal Center

management purposes, for documenting and reporting to NIFL and other EFF Centers on project activities and achievements, and for use by the EFF Research and Evaluation Center for EFF research and evaluation activities.

7. Budget and Cost Effectiveness

The application must contain a detailed budget for support requested for years one and two of the project. The budget should include all applicants' 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 application 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. Please note that overhead for this project is restricted as per EDGAR CPR 75-562.

Selection Criteria

In evaluating applications for a grant under this competition, the Director uses the following selection criteria (Total 105 points):

(1) Approach (15 points)

The Director reviews each application to determine the extent to which the applicant's description of approach demonstrates: (a) Understanding of the goals and purposes of EFF as a customer-driven, standards-based, collaborative system reform initiative; (b) knowledge of the work and products to date, including theoretical underpinnings of the approach to standards development; (c) philosophical and practical commitment to customer focus; (d) philosophical and practical commitment to collaborative development; (e) understanding of how a center can contribute to the system reform process; and (f) the relative importance of aspects of system reform in the adult literacy and lifelong learning system.

(2) Center Design (20 points)

The Director reviews each application to determine the extent to which the applicant's design for the Center: (a) Demonstrates commitment to building capacity of the system nationwide, rather than the capacity of the Center; (b) demonstrates an appropriate balance of services and products across constituencies; (c) demonstrates a commitment to working in close collaboration and consultation with

appropriate partners; (d) demonstrates a commitment to draw on resources of NIFL and its partners in EFF, including local field development partners; and (e) demonstrates creativity and technical competence in dealing with key tasks and addressing needs of key customers.

(3) Plan of Operation (30 points)

The Director reviews each application to determine the quality of the plan of operation, including the extent to which the applicant: (a) States clear and measurable project goals and objectives that are clearly related to the intended purposes of the EFF, as outlined in this request for applications; (b) provides a fully detailed plan and timeline for achieving those goals, and assures that the plan addresses all the key project activities identified above, and is feasible, technically sound, and responsive to issues of balance; (c) proposes a plan for maintaining effective working relationships with NIFL and other EFF Centers and Partners, as required for effective development of the project; (d) proposes a management plan that is effective and ensures proper and efficient administration of the project; (e) demonstrates the quality of the applicant's plan to use its resources and personnel to achieve each project objective; and (f) demonstrates that staff assigned to key positions include appropriate qualifications, in terms of knowledge, experience and proven capability to perform the work described.

(4) Organizational Capability (15 points)

The Director reviews each application to determine the capability of the applicant (together with members of its consortium) to achieve the goals of the project, including the extent to which the applicant provides a full description of each of the organizations that make up the consortium, including how each organization contributes to the applicant's experience and capability to: (a) Lead a broad-based, collaborative process for adult learning systems reform and improvement that is standards-driven; (b) manage a system for training, technical assistance and materials development that builds and certifies distributed capacity; (c) develop theoretically sound, practical, high quality, customer-focused materials, training and resources; (d) disseminate effectively and efficiently through a variety of vehicles; and (e) leverage the commitment and involvement of key partners at the national, state, and local levels.

(5) Quality of Key Personnel (10 points)

The Director reviews each application to determine the quality of key personnel for all project activities, including: (a) The qualifications of the project director and other key personnel; (b) the experience and training of key personnel in working collaboratively with key system customers in fields related to project objectives, and (c) 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.

(6) Evaluation Plan (10 points)

The Director reviews each application to determine the quality of the applicant's plan for documenting and monitoring the project processes and results, including: (a) The quality of methods and mechanisms to be used to document, evaluate, and report progress in relation to the project's mission and goals, including the creation of a database that can be used by NIFL and its EFF partners for EFF research and evaluations activities; (b) the extent to which the applicant's statement of measurable outcomes addresses all project goals; and (c) the quality of methods that will be used to document and evaluate the impact of the project on programs, practitioners, and adult learners.

(7) Budget of 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 budgets for any subcontracts are detailed and appropriate; and (d) the budget details an 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; and (b) description of the project.

Budget Proposal

ED Form 524, Sections A and C, must be completed and submitted with each application. Section C should include a detailed explanation and amplification of each budget category, and a complete justification of costs in each category. If Section B is completed, include the nature and source of non-Federal funds. Instructions for completion of the budget is on the back side of Form 524.

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 application 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. Please note that overhead for this project is restricted as per EDGAR CFR 75-562.

Disclosure of Prior Institute Support

If any subcontractor, partner, consortium member, or organization has received NIFL funding in the past 2 years, the following information on the prior awards is required: (1) NIFL award number, amount and period of support; (2) a summary of the results of the completed work; and (3) 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.

Any fee proposed to be paid to a collaborating or "partner" for-profit entity should be indicated. The Grants Officer will negotiate fees. 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.

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 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.

Reporting

In addition to working closely with the Institute, the applicant will be required to submit: (1) Quarterly reports from the database of Center activities; (2) an annual report; and (3) a continuation application for project years 2 and 3.

Instructions for Transmittal of Applications

To apply for a grant, deliver the original and five (5) copies of the application on or before deadline date of August 18, 1999, to: National Institute for Literacy, 1775 I Street, NW, Suite 730, Washington, DC 20006, Attention: CFDA#84-257M. An application will not be considered for funding unless the applicant can show proof that the application was: (1) Sent by registered or certified mail not later than five days before the deadline date; or (2) sent by commercial carrier not later than two days before the deadline date. An applicant must show proof of mailing in accordance with 34 CFR 75.102(d) and (e). Applications delivered by hand must be received by 4:30 PM (Eastern Standard Time) on the deadline date. The applicant must indicate on the

envelop 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.

Note: 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 application, the applicant should call NIFL at (202) 632-1500.

Application Forms

Applicants are required to submit the following forms, assurances and certifications:

(a) Application for Federal Education Assistance (ED 424[Rev. 1-12-99])

(b) Budget Information Non-Construction Programs (ED 524)

(c) Assurances—Non-Construction Programs (Standard Form 424B)

(d) Certification Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug Free-Workplace Requirements (ED 80-0013)

(e) Certification Regarding Debarment, Suspension, Ineligibility and Volunteer Exclusion—Lower Tier Covered Transactions (ED 80-0014)

(f) Disclosure of Lobbying Activities (Standard Form LLL [Rev. 7-97])

(g) Certification of Eligibility for Federal Assistance in Certain Programs (ED 80-0016)

An applicant may submit information on a photostat copy of the application and budget forms, assurances, and certifications. However, the application form, assurances, and certifications must each have an original signature. No award can be made unless a completed application has been received. Required forms are available from NIFL and on-line at <http://www.nifl.gov/activities/>.

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 control number for this information collection is 3430-0005, Expiration date June 30, 2002. The time required to complete

this information is estimated to average 80 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Andrew J. Hartman,

Director, National Institute for Literacy.

[FR Doc. 99-17305 Filed 7-7-99; 8:45 am]

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NUCLEAR REGULATORY COMMISSION

[Docket No. 50-346]

FirstEnergy Nuclear Operating Co.; Notice of Consideration of Issuance of Amendment to Facility Operating License, Proposed No Significant Hazards Consideration Determination, and Opportunity for a Hearing

The U.S. Nuclear Regulatory Commission (the Commission) is considering issuance of amendment to Facility Operating License No. NPF-3 issued to FirstEnergy Nuclear Operating Company (the licensee) for operation of Davis-Besse Nuclear Power Station, Unit 1, Ottawa County, Ohio.

The proposed amendment would change the Technical Specifications to increase the spent fuel storage capacity by allowing the use of fuel storage racks in the cask pit, which is adjacent to the spent fuel pool.

Before issuance of the proposed license amendment, the Commission will have made findings required by the Atomic Energy Act of 1954, as amended (the Act) and the Commission's regulations.

The Commission has made a proposed determination that the amendment request involves no significant hazards consideration. Under the Commission's regulations in 10 CFR 50.92, this means that operation of the facility in accordance with the proposed amendment would not (1) involve a significant increase in the probability or consequences of an accident previously evaluated; or (2) create the possibility of a new or different kind of accident from any accident previously evaluated; or (3) involve a significant reduction in a margin of safety. As required by 10 CFR 50.91(a), the licensee has provided its analysis of the issue of no significant hazards consideration, which is presented below:

The Davis-Besse Nuclear Power Station (DBNPS) has reviewed the proposed changes and determined that a significant hazards consideration does not exist because operation of the Davis-Besse Nuclear Power Station, Unit No.