

## Office of the Assistant Secretary for Planning and Evaluation

### Grants for Policy Research on Selected Poverty and Dependency Topics

**AGENCY:** Office of the Assistant Secretary for Planning and Evaluation.  
**ACTION:** Request for applications to conduct policy research concerning low wage labor markets, parental responsibility and support, child development outcomes, and adolescent pregnancy.

**SUMMARY:** Office of the Assistant Secretary for Planning and Evaluation announces the availability of funds and invites applications for short-term policy research projects with emphasis on four priority areas.

**CLOSING DATE:** The closing date for submitting applications under this announcement is August 28, 1995.

**FOR APPLICATION KITS OR FURTHER INFORMATION CONTACT:** Grants Officer, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, 200 Independence Avenue, S.W., Room 405F, Hubert H. Humphrey Building, Washington, D.C. 20201, Phone (202) 690-8794.

#### Part I. Background and Purpose

##### A. Purpose of Grant Program

The purpose of these grants is to stimulate interest in conducting policy relevant research on a broad range of topics related to poverty, welfare dependency, labor markets, child and youth development and parental responsibility. These grants are for short-term efforts which are designed to be completed within one year. Our intent is to sponsor research efforts and not to fund the provision of services. While research may be conducted in service settings, proposals of this nature will be carefully scrutinized to assure that these funds are not used for other purposes, no matter how worthwhile. Within the context of this announcement, the term "parent" and "family" should be understood to include both mothers and fathers whether living together or apart.

##### B. Eligible Applicants and Funding

Pursuant to section 1110 of the Social Security Act, any public and private nonprofit organizations including universities and other institutions of higher education may apply. Applications may also be submitted by private for-profit organizations. However, no grant funds may be paid as profit, i.e., any amount in excess of

allowable direct and indirect costs of the recipient (45 CFR 74.705). As a result of this competition between 10 and 15 awards are expected to be made from funds appropriated for fiscal years 1995 and another five awards with funds for 1996 provided funds are available. Awards will be limited to one year of support. The average award is expected to be approximately \$75,000.

#### Part II. Topics of Priority Interest

##### A. Research on Low-wage Labor Markets, Employment and Training Programs

The employment problems of families receiving welfare encompass fundamental questions which are at the heart of the current debate regarding the direction of welfare reform. Whether these problems primarily reflect problems on the demand or the supply sides of the labor market frequently drives disagreements over interpretation of evidence and policy prescriptions. Some commentators emphasize that the structural changes in the economy have left those with poor skills, health, and transportation with few available jobs. Others would argue that low-wage jobs are readily available, and that what is lacking is willingness to search for and accept jobs at these wages. This view would hold that the existence of welfare payments is a decisive disincentive to work.

Recent shifts in employment away from traditional industrial sectors, such as manufacturing, from occupations requiring less skill and education, and from inner-city areas have allegedly resulted in a "mismatch" between the required skills and/or geographic locations of employers, on the one hand, and the skills and residential locations of many AFDC recipients, on the other.

For families receiving AFDC, these mismatches caused by demand shifts may be particularly severe, due to their greater relative concentrations in sectors or areas that are declining (such as jobs requiring less education or located in the inner-cities), their greater dependence on particular industries (like manufacturing) for obtaining better wages, or their greater difficulty in relocating to other sectors or areas in response to demand shifts (due to discrimination or higher skill requirements in the growing sectors).

In addition, the prospective policy of time-limited benefits under the proposed welfare reform raises many questions about the operation of the labor markets for current recipients of AFDC.

The result is a broad array of issues that can be explored in support of

reducing poverty, assuring economic security, and encouraging self-reliance. Researchers are encouraged to submit their own ideas for potential topics. The topics listed below are given only for purposes of illustration:

The low wage labor market, particularly for women, is characterized by intermittent periods of being out of the labor force and, if in the labor force, in and out of employment.

- What are the influences of welfare and unemployment insurance systems on keeping low skilled women with children out of poverty?

- What policy changes might make these systems a better safety net for these women given the operation of the labor market? What effect might these policy changes have on the poverty rate of children?

- To what extent does low wage work reduce poverty or welfare receipt?

- What is the link between the training that welfare recipients are offered and the types of jobs that are available? Are welfare recipients being trained for jobs that are realistically available to them?

- Do entrants into low wage jobs have an opportunity to advance? What are the determinants of workers' success once they enter the low wage labor market?

- What types of training are most successful in preparing welfare recipients for jobs and in job retention?

- What is the experience with subsidized work strategies of the past? What steps are critical to the creation of subsidized jobs for welfare recipients? How much can be done by the private sector? What can be done by nonprofits? When are subsidized jobs most likely to lead to long term unsubsidized employment?

- What are the implications for an increase in the minimum wage for welfare recipients?

- What are the experiences of low skilled/educated men and how do they compare with that of women?

- What are the relationships between unemployment, low wages and family formation/dissolution?

Technical questions concerning this topic should be directed to Audrey Mirsky at 202-401-6640.

##### B. Research on Parental Responsibility and Support

Child support is a critical component for ensuring economic stability for millions of single-parent families. While many single parents can and do raise their children on their own, the financial burden of serving as the family's sole provider puts children at risk of living in poverty. The present child support system too often functions

poorly and fails to ensure that support for children comes from both parents. But parental responsibility is not limited to the payment of support. Non-custodial parents can also make other important contributions to their children's well-being.

There are a large number of issues that impinge upon the ability and willingness of non-custodial parents to assume responsibility for their children's well-being. Researchers are encouraged to submit their own ideas for potential topics. The topics listed below are given only for purposes of illustration.

*In-Hospital Paternity*—All states are now required to have paternity programs in every hospital that provides birthing services. Reports indicate that the rates of paternity establishment vary widely among hospitals within and across states. Many parents remain unwilling to take advantage of the opportunity to establish paternity voluntarily. What are the concerns of mothers and fathers at the hospital? What strategies and outreach activities promote positive paternity establishment outcomes?

*Medical Support Awards*—What is the potential for medical support awards, especially for welfare dependent and other low-income children? Do low-income non-custodial fathers have access to family coverage? Do medical support awards result in custodial families having less cash support? Are there better alternatives for assuring health care coverage, especially in interstate cases (for example Medicaid buy-ins, making the custodial parent the primary insurer)?

*Informal Child Support*—Relatively little is known about informal child support payments. What kinds of support are contributed? How much is contributed? How reliable are these contributions? How do these contributions compare to formal child support obligations? Do payments and other contributions typically end if the relationship sours or ends? Are payments more reliable when the contributor is sure the money is going to the family, rather than to reimburse the government? What factors influence the provisions of informal support and the decision not to pursue formal support payments?

*Nurturing/Parenting in Separated Households*—The issues of nurturing and parenting when the parents do not live together are very complex. Much of what is known comes from our assessment of co-parenting failures: non-custodial fathers (and mothers) who just disappear; parents who feel they are being denied access to their children;

parents who have to be taught what it means to be a responsible parent. Interventions to fix these problems are being tried and some are being evaluated. We know very little about successful co-parenting in families where parents live apart. Who are the successful co-parents? How do they differ from unsuccessful co-parents? What factors contribute to this success? Is there a positive impact on their children's well-being? Can we learn anything from these successes that can help develop interventions when co-parenting doesn't work?

*Fathers in Prison*—Some studies are beginning to show that a significant proportion of the fathers of AFDC children are in prison or have criminal records. What are the implications of this for child support payments and for father involvement? How does the current child support enforcement system handle such cases? Are there innovative programs that we can learn from?

*Domestic Violence and Child Support*—The number of AFDC cases applying for and receiving good cause exemption for refusing to cooperate in establishing paternity and securing support has always been very small (less than 1% of the caseload). This rate is considerably lower than the estimated prevalence of domestic violence among low-income women. It may be that the child's father is not the perpetrator of the violence experienced by many of these women. Alternatively, this low rate may be a function of the ease with which AFDC applicants and recipients can avoid meeting the cooperation requirements. With stricter cooperation requirements, one of the likely outcomes of welfare reform, it is important to have a much better understanding of the dynamics between enforcement of support and the threat of physical retaliation by the child's biological father. What is the incidence of domestic violence among AFDC recipients? How much of the violence is attributable to the children's father? Can we expect requests for good cause exemptions to increase? Are there successful strategies for pursuing support and not placing families at risk?

Technical questions concerning this topic should be directed to Linda Mellgren at 202-690-6806.

### *C. Research on Linkages Between Child Development and Changes in Family Economic Self-Sufficiency*

Anti-poverty policies have as their major aim the improvement of poor children's life circumstances and future prospects. These policies have generated programs designed to assist

poor children and their families in three primary ways: (1) programs which focus on enhancing child development and strengthening the parent-child relationship, (2) programs which primarily provide economic support and emphasize job development for parents, and (3) comprehensive child and family programs which are two generational in their service intervention focus and address families' needs in all areas including child development and economic self-sufficiency. Comprehensive program approaches are becoming more prominent now and are built on the belief that changes must be supported for both children and their families and that longer term improvements for children will not occur unless their families also change and achieve greater economic self-sufficiency.

Research has yielded some evidence as to the effectiveness of each of these program approaches, but the knowledge base is limited in a number of ways. Studies of employment and training programs have focused on outcomes for adults and have not usually examined impacts on children's development. Studies of child development programs, such as Head Start, have focused on child outcomes and rarely have examined economic of other outcomes for parents. Developmental theory suggests, however, that changes for children and changes for parents will be interrelated. Interventions which effectively promote children's well-being and the parent-child relationship may benefit parents' development in ways that are related to the economic well-being of their families. Conversely changes in family economic well-being, resulting from interventions or naturally occurring events, may affect the course of children's development.

There are research findings which suggest that it would be fruitful to develop these lines of inquiry further. Recent findings from experimental research by Olds and his colleagues (1994) indicate that low-income mothers who have participated in home visiting child development programs spend less time on welfare and earn more income two years after the intervention than low-income mothers who have not received such services. Findings from nonexperimental research on changes in income, poverty status and welfare status suggest that such changes have a number of consequences for children's development (Conger & Elder, 1994; Moore, Morrison, Zaslow, Gleib, 1994). Research the Department is now funding on the impacts of mothers' participation in the Jobs Opportunities and Basic Skills (JOBS) Training

Program will provide new experimental evidence on the impacts of employment interventions on both parents and children.

The goal of this grant area is to develop new knowledge about the possible linkages between intervening to support children's development (in childhood or adolescence) and intervening to promote families' economic self-sufficiency and about the conditions under which linkages occur or can be created. We seek knowledge which can inform policy formulation at national, state, and local levels and can guide the design of service interventions.

Topics of interest include:

- Changes in parents' poverty or welfare dependency as a function of the provision of child development services (such as child care, after school care, and more intensive child and youth development programs);
- Changes in children's development as a function of changes in family poverty or welfare dependency;
- Variations in home environments or in child and youth development as a function of low-income parents' transitions from welfare to employment and participation in work or training programs;
- Variations in children's time use and parents' supervision and monitoring of children's activities as a function of AFDC parents' participation in work or training;
- Relationships between developing employability skills and developing parenting skills;
- Characteristics of low-wage jobs or employment and training programs which affect parents' continued participation in work or training because of their influence on the home environment and parents' ability to manage their child-rearing responsibilities; and
- Effects of participation of low-income youth in employment and training on family relationships and economic self-sufficiency.

Technical questions concerning this topic should be directed to Martha Moorehouse at 202-690-6939.

#### *D. Research on Adolescent Pregnancy and Parenting*

Teen pregnancy and teen parenthood have raised great concerns among policy makers and the general public. Teen parenthood is associated with many negative outcomes such as welfare dependency and school dropout for young mothers and low birth weight and other problems for their children. Given the potential consequences of teen pregnancy, the issue has been at

the center of many recent policy debates.

While our knowledge about the factors related to teen pregnancy and parenthood are limited, we do have some information on trends in sexual activity and childbearing and have identified some possible antecedents. Earlier physical maturation, increasing teen sexual activity, and the incidence of non-consensual sexual intercourse have increased the risk of exposure to pregnancy among adolescents. It is important to recognize that teens report 84% of all pregnancies in 1990 were unintended. The primary factors that are associated with teenage sexual activity and parenthood are socioeconomic disadvantage, school failure, behavior problems and risk-taking.

The most recent synthesis of the literature, *Beginning Too Soon: Adolescent Sexual Behavior Pregnancy and Parenthood* by K. Moore and her associates (in press) identifies the different roles people, institutions and policies play in influencing the decisions of teen mothers. We are only beginning to learn the relative roles of peers, partners, siblings, parents, media, neighborhood influences, biological development and public policy and programs on the timing of first sexual intercourse and other decisions related to sexual activity, pregnancy and parenthood. More research in each of these areas is necessary.

The topics listed below could fill some of the knowledge gaps we face, but are given only for purposes of illustration. Authors are encouraged to submit their own ideas for potential topics.

- What is the impact of involuntary sex on teens? Is it an antecedent of adolescent parenthood? What is the role of non-sexual child abuse?
- Do we know if vulnerable teen populations (e.g., youth living away from their parents, incarcerated youth, and runaway or homeless youth) have an increased chance of becoming teen parents?
- What impact do the media have on teens' decisions related to sexual activity and/or childbearing? What is the impact of the popular media? What is the impact of the use of media to support healthy decision making and activity?
- What is the role of religious institutions? What is the impact of religiosity in general? Does it vary across religions?
- What is known about the relationship between youths' participation in youth development activities and pregnancy or parenthood?

- What do we know about the male partners of sexually active teenagers? What types of interventions should target teen males? What interventions (if any) have targeted or could target older males? What is the impact of child support policies on their intention to become fathers?

- What is known about the impact of the presence/absence of significant adults on teens' decisions that lead to adolescent pregnancy and parenthood? What are particular elements of this factor? What are the roles of parents? Peers? Other caring adults?

- What impact does a teen's perception of future opportunity have on decisions regarding sexual activity, pregnancy and parenthood?

- What are the roles of schools as social and community settings for adolescent development? What do school reform intervention efforts tell us about the relationship between school functioning, students' academic success and teen pregnancy and parenthood?

- What is the role of labor market opportunities in decisions related to adolescent fertility?

- What do we know about how adolescents decide whether to place their children for adoption? Why don't more adolescents select adoption as the outcome of their pregnancy?

- What do we know about interventions specifically to reduce the number of second pregnancies or births to teens?

Technical questions concerning this topic should be directed to Elisa Koff at 202-690-5932.

#### *E. Other Topics Related to Poverty and Dependency*

In making decisions about which proposals to fund, priority attention will be given to projects which address concerns within the topical areas listed above. However, we do invite researchers to propose projects which are not included above, but which directly address the overall themes of poverty and dependence.

ASPE also encourages applicants to propose projects that analyze the various service delivery approaches or intervention strategies in use in a field. Appropriate fields include early childhood development, family economic development, child welfare services, youth services, or other social service areas of interest to HHS.

Such projects would describe and categorize service delivery approaches and intervention strategies now being used in a field and would explain their relationship to one another and to interventions in other service fields. This would create a framework for

policy makers to assess how newly proposed service interventions relate to exiting interventions and to other efforts in a field.

Research evidence of impacts on children or families is one basis policy makers use to assess what an intervention has to offer. Yet, other issues are also important. What underlying theories of human development, behavior and change are implicit in the strategy? How does the intervention relate to the unmet needs of the potential clientele? What resources are required for the intervention? What is the fit between the intervention and existing programs and service systems? How are the duration and intensity of the intervention related to the observed effects? What are the advantages or disadvantages over alternative approaches?

For example, in the field of infant and toddler services, we do not fully understand when and where different models of service are best applied. A range of new approaches is being tried, including Parents as Teachers, the Infant Health and Development Demonstration, Home Visiting Demonstrations, and Hawaii's Healthy Start program. The new Early Head Start initiative also will introduce services for infants and toddlers and their families. What factors are important for policy makers to consider in deciding when and where these or other models can best be used?

We invite researchers to propose to create a "map" of a field of child or family services that will serve as a framework for answering such questions.

Technical questions concerning this topic should be directed to Richard Silva at 202-401-6660.

### Part III. Application Preparation and Evaluation Criteria

This part contains information on the preparation of an application for submission under this announcement, the forms necessary for submission and the evaluation criteria under which the applications will be reviewed. Potential applicants should read this part carefully in conjunction with the information provided in Part II.

**Application Forms.** See section entitled "Components of a Complete Application." All of these documents must accompany the application package.

**Length of Application.** Applications should be as brief and concise as possible, but assure communication of the applicant's proposal to the reviewers. In no case shall the project

narrative exceed 30 double spaced pages exclusive of appropriate attachments. Only relevant attachments should be included, for example, resumes of key personnel. Videotapes, brochures, and other promotional materials will be discarded and not reviewed. Project narratives should be formatted with 1 inch margins, double spaced lines, 12 point type, with consecutively numbered pages.

Applications should be assembled as follows:

1. **Abstract:** Provide a one-page summary of the proposed project. The abstract should clearly identify which priority topic listed in Part II above the application intends to address.

2. **Goals, Objectives, and Usefulness of Project:** Include an overview which describes the need for the proposed project; indicates the background and policy significance of the issue area(s) to be researched; outlines the specific quantitative and qualitative questions to be investigated; and describes how the proposed project will advance scientific knowledge and policy development.

3. **Methodology and Design:** Provide a description and justification of how the proposed research project will be implemented, including methodologies, approach to be taken, data sources to be used, and proposed research and analytic plans. Identify any theoretical or empirical basis for the methodology and approach proposed. In addition, provide evidence of access to data set(s) proposed to be studied.

4. **Experience of Personnel/Organizational Capacity:** Briefly describe the applicant's organizational capabilities and experience in conducting pertinent research projects. Identify the key staff who are expected to carry out the research project and provide a curriculum vitae for each person. Provide a discussion of how key staff will contribute to the success of the project.

5. **Work Plan:** A work plan should be included which describes the start and end dates of the project, the responsibilities of each of the key staff, and a time line which shows the sequence of tasks necessary for the completion of the project. Identify the other time commitments of key staff members, for example, their teaching or managerial responsibilities as well as other projects that they are involved in. The Work plan should include a discussion of any plans for dissemination of the results of the study, e.g., articles in journals and presentations at conferences.

6. **Budget:** Submit a request for Federal funds using Standard Form 424A and provide a proposed budget

using the categories listed on this form. A narrative explanation of the budget should be included which explains in more detail what the funds will be used for. If other sources of funds are being received to support aspects of this research, the source, amount, and other relevant details must be included.

**Review Process and Funding information.** Applications will be initially screened for compliance with the timeliness and completeness requirements. Three (3) copies of each application are required. Applicants are encouraged to send an additional three (3) copies of their application to ease processing, but applicants will not be penalized if these extra copies are not included. If judged in compliance, the application then will be reviewed by government personnel, augmented by outside experts where appropriate.

The panel will review the applications using the evaluation criteria listed below to score each application. These review results will be the primary element used by the ASPE in making funding decisions.

HHS reserves the option to discuss applications with other Federal agencies, Central or Regional Office staff, specialists, experts, States and the general public. Comments from these sources, along with those of the reviewers, may be considered in making an award decision.

As a result of this competition, between 10 and 15 awards are expected to be made from funds appropriated for fiscal years 1995, and an additional five awards may be made with funds for fiscal year 1996 within the limits of the available funding. Awards will be limited to one year of support. The average award is expected to be approximately \$75,000.

**Deadline for Submission of Applications.** The closing date for submission of applications under this announcement is August 28, 1995. An application will be considered as meeting the deadline if it is either: (1) received at, or hand-delivered to, the mailing address on or before August 28, 1995, or (2) postmarked before midnight five days prior to August 28, 1995 and received in time to be considered during the competitive review process (within two weeks of the deadline date). Applications will not be accepted which are transmitted by fax.

When mailing application packages, applicants are strongly advised to obtain a legibly dated receipt from a commercial carrier (such as UPS, Federal Express, etc.), or from the U.S. Postal Service as proof of mailing by the deadline date. If there is a question as to when an application was mailed,

applicants will be asked to provide proof of mailing by the deadline date. When proof is not provided, an application will not be considered for funding. Private metered postmarks are not acceptable as proof of timely mailing.

Hand-delivered applications will be accepted Monday through Friday prior to and on August 28, 1995 during the hours of 9:00 a.m. to 4:30 p.m. in the lobby of the Hubert H. Humphrey building located at 200 Independence Avenue, SW., in Washington, D.C. when hand delivering an application, call 690-8794 from the lobby for pickup. A staff person will be available to receive applications. Applications which do not meet the August 28, 1995 deadline will not be considered or reviewed. HHS will send a letter to this effect to each late applicant.

HHS reserves the right to extend the deadline for all applications if there is widespread disruption of the mail because of extreme weather conditions or natural disasters or if HHS determines an extension to be in the best interest of the Government. However, HHS will not waive or extend the deadline for any applicant unless the deadline is waived or extended for all applicants.

#### *Selection Process and Evaluation Criteria*

Selection of the successful applicants will be based on the technical criteria laid out in this announcement. Reviewers will determine the strengths and weaknesses of each application in terms of the evaluation criteria listed below, provide comments and assign numerical scores. The review panel will prepare a summary of all applicant scores, strengths, weaknesses and recommendations.

The point value following each criterion heading indicates the maximum numerical weight that each section will be given in the review process. An unacceptable rating on any individual criterion may render the application unacceptable. Consequently, applicants should take care to ensure that all criteria are fully addressed in the applications. Applications will be reviewed as follows:

#### *Evaluation Criteria*

1. *Goals, Objectives, and Potential Usefulness of the Analyses.* (25 points). The potential usefulness of the objectives and how the anticipated results of the proposed project will advance scientific knowledge and policy development.

2. *Methodology and Design.* (35 points). The appropriateness,

soundness, and cost-effectiveness of the methodology, including the research design, statistical techniques, analytical strategies, the selection of existing data sets, and other procedures.

3. *Qualifications of Personnel and Organizational Capability.* (25 points). The qualifications of the project personnel for conducting the proposed research as evidenced by professional training and experience, and the capacity of the organization to provide the infrastructure and support necessary for the project.

4. *Work Plan and Budget.* (15 points). Is the plan reasonable? Are the activities sufficiently detailed to ensure successful, timely implementation? Do they demonstrate an adequate level of understanding by the applicant of the practical problems of conducting such a project? Is the proposed budget reasonable and sufficient to ensure completion of the study?

#### *Disposition of Applications*

1. *Approval, disapproval, or deferral.* On the basis of the review of an application, the ASPE will either (a) approve the application in whole, as revised, or in part for an amount of funds and subject to such conditions as are deemed necessary or desirable for the research project; or (b) disapprove the application; or defer action on the application for such reasons as a lack of funds or a need for further review.

2. *Notification of disposition.* The ASPE will notify the applicants of the disposition of their application. A signed notification of the award will be issued to notify the applicant of the approved application.

3. *The Assistant Secretary's Discretion.* Nothing in this announcement should be construed as to obligate the Assistant Secretary for Planning and Evaluation to make any awards whatsoever. Awards and the distribution of awards among the priority areas are contingent on the needs of the Department at any point in time and the quality of the applications which are received.

*Components of a Complete Application.* A complete application consists of the following items in this order:

1. Application for Federal Assistance (Standard Form 424, Revised 4-88);

2. Budget Information—Non-construction Programs (Standard Form 424A, Revised 4-88);

3. Assurances—Non-construction Programs (Standard Form 424B, Revised 4-88);

4. A table of Contents;

5. Budget Justification for Section B—Budget Categories;

6. Proof of nonprofit status, if appropriate;

7. A copy of the applicant's approved indirect cost rate agreement if necessary;

8. Project Narrative Statement, organized in five sections addressing the following topics:

(a) Abstract,  
(b) Goals, Objectives and Usefulness of the Project,  
(c) Methodology and design,  
(d) Background of the Personnel and Organizational Capabilities and  
(e) Work plan (timetable);

9. Any appendices/attachments;

10. Certification Regarding Drug-Free Work place;

11. Certification Regarding Debarment, Suspension and Other Responsibility Matters;

12. Certification and, if necessary, Disclosure Regarding Lobbying;

*Reports.* The grantee must submit quarterly progress reports and a final report. The specific format and content for these reports will be provided by the project officer.

*State Single Point of Contact (E.O. No. 12372).* The Department of Health and Human Services has determined that this program is not subject to Executive Order No. 12372, Intergovernmental Review of Federal Programs, because it is a program that is national in scope and does not directly affect State and local governments. Applicants are not required to seek intergovernmental review of their applications within the constraints of E.O. No. 12372.

Dated: June 21, 1995.

**David T. Ellwood,**

*Assistant Secretary for Planning and Evaluation.*

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BILLING CODE 4151-04-M

## **Agency for Toxic Substances and Disease Registry**

[Announcement 530]

### **The Great Lakes Human Health Effects Research Program**

#### **Introduction**

The Agency for Toxic Substances and Disease Registry (ATSDR) announces that grant applications will be accepted to conduct research on the impact on human health of fish consumption from the Great Lakes. ATSDR's mission includes the prevention of adverse health effects resulting from human exposure to hazardous substances in the environment. The ATSDR Great Lakes Human Health Effects Research Program will focus on identified populations that have a potentially higher risk of long-