agencies or their agents.'' On April 26, 1996, President Clinton signed the omnibus budget bill which included the Electronic Funds Transfer Act making it mandatory for all federal agencies to make payments electronically by January 1, 1999.

Respondents: Federal and State Credit Unions.

Estimated Number of Respondents/Recordkeepers: 12,000.

Estimated Burden Hours Per Response: 15 minutes.

Frequency of Response: Once.

Estimated Total Annual Burden Hours: 3,000 hours.

Estimated Total Annual Cost: $8,640.

OMB Number: 3133–0053.

Form Number: 4501 and 9610.

Type of Review: Reinstatement, without change, of a previously approved collection for which approval has expired.

Title: Report of Official.

Description: 12 U.S.C. 1761, The Federal Credit Union Act, expressly mandates that federally-insured credit unions submit a Report of Officials annually to NCUA.

Respondents: Federally-insured Credit Unions.

Estimated Number of Respondents/Recordkeepers: 11,518.

Estimated Burden Hours Per Response: 30 minutes.

Frequency of Response: Annually.

Estimated Total Annual Burden Hours: 5,979.

Estimated Total Annual Cost: None.

By the National Credit Union Administration Board on October 15, 1996.

Becky Baker,

Secretary of the Board.

[FR Doc. 96–27158 Filed 10–22–96; 8:45 am]

BILLING CODE 7535–01–U

NATIONAL INSTITUTE FOR LITERACY

[CFDA No. 84.257M]

Application for Adult Learning System Reform and Improvement Grant: Stage II Collaborative Development of Equipped for the Future (EFF) Adult Literacy Standards Cooperative Agreements

AGENCY: The National Institute for Literacy.

ACTION: Notice.

SUMMARY: The National Institute for Literacy invites applications for a grant to support the development of content standards for the role of parent/family member through a consensus-building process. This grant will be part of the third phase of a four-phased initiative whose ultimate goal is to reform and improve America's adult learning systems in order to enhance progress toward National Education Goal 6. This aim will be achieved through the development of voluntary content standards that communicate a clear vision for what adults need to know and be able to do in their roles as citizen, worker, and parent/family member and the building of consensus about these standards among key constituencies at the grassroots, state, and national levels.

DATES: Applications must be received at the NIFL office by 4:30 pm on December 20, 1996; items delivered after that date will not be accepted.

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

FOR FURTHER INFORMATION CONTACT: Sondra Stein, National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006, TEL: 202–632–1508; FAX 202–632–1512, e-mail sstien@nifl.gov.

SUPPLEMENTARY INFORMATION:

Definitions

For purposes of this notice, the following definitions apply:

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

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

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

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

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

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

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

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

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

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

''Planning Grant Recipients'' are the eight projects that were funded to complete Phase 2 of the ''Equipped for the Future'' initiative. These grants end September 30, 1997.

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

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

The EFF ''Standards Framework'' describes the building blocks for EFF content and performance standards. It provides a consensus definition, for

each adult role, of the broad areas of responsibility, key activities, and skills and knowledge adults require to fulfill these roles; articulates the core elements of a theory for adult learning based on the four learner-identified purposes for literacy; demonstrates how the four purposes enable us to identify the core skills and knowledge that form the basis for content standards; and identifies criteria for EFF content and performance standards for communicate what customers, investors, and partners can expect from the adult literacy system. These elements link the framework explicitly to other standards development and implementation efforts.

''Validation'' demonstrates the degree to which the standards address the important aspects of role performance.

''Human Resource Development System'' is the sum of the myriad of public and private programs that are linked by their focus on building the skills and knowledge of youth and adults including: adults 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, postsecondary education, Job Training Partnership Act programs, community college/postsecondary education programs, 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.

In the first phase of this initiative, the NIFL identified 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 decisions and act independently; and
- Build a bridge to the future, by learning how to learn in order to keep up with the world as it changes.

In October, 1995 the NIFL awarded eight one-year planning grants as the second phase of this multi-year initiative to assure that adults are ''equipped for the future.'' These planning grants provided the NIFL with considerable information regarding how to structure and carry out a national standards development initiative aimed at broad-reaching system reform. The grantees, working collaboratively with each other, with NIFL and its National Policy Group, developed a set of Guiding Principles for the conduct and products of the Equipped for the Future initiative, and produced reports (due at NIFL July 15, 1996) that are currently being synthesized to produce a draft standards framework, defining what adults need to know and be able to do to be effective in their roles as parent/family member, worker, and citizen, that will be the basis for work in Phase 3 of EFF.

This solicitation of grant applications addresses the third project phase: standards development through consensus-building. This phase of the Equipped for the Future initiative will build on the results of Phase I and 2 of EFF to create a strong foundation for national reform of adults and family literacy and basic skills education as well as for an effective national system of workforce development. To achieve this end, this phase of the Equipped for the Future initiative will be developed in partnership with the following Federal agencies: the U.S. Department of Labor, Employment and Training Administrative, for the role of worker; the U.S. Department to Education, Office of Elementary and Secondary Education, for the role of parent/family member.

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

Deadline for Transmittal of Applications: Applications must be received at the NIFL office by 4:30 pm on December 20, 1996; items delivered after that date will not be accepted.

Available Funds: $200,000.

Estimated Number of Awards: One award for the role of parent/family member.

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

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

Description of Program

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

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

The specific objectives for grantees funded for Phase 3 of the EFF initiative are to:

(1) Build consensus at the national, state, and local levels for the EFF vision, standards framework, and the standards relevant to the role addressed in the grantee's application;

(2) Develop and refine content standards and performance indicators for the role addressed by the grantee, and, working in collaboration with the National Institute for Literacy, its Federal partners in this initiative, and the other grantees, across all three roles; and

(3) Collaborate with the National Institute for Literacy, its Federal partners, and the other grantees to create a national framework for reform of the adult education and training delivery systems.

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

- Phase 1: Survey of 1,500 adult learners to identify what they need to know and be able to do to be equipped for the future. This study, fully elaborated in the report Equipped for

the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning, identified four purposes for literacy that enable adults to fulfill their responsibilities as parent, citizens, and workers. These purposes are to:

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

• Phase 2: Planning grants to eight organizations and consortia of organizations to engage key literacy constituencies (learners, practitioners, and other stakeholders) in building a common understanding of the four adult learner-defined purposes for literacy as they relate to the adult roles of parent/family member, citizen, and worker. The result of this phase will be a common standards framework (completed October, 1996) defining what an adult needs to know and be able to do in each of the key roles, and a common vision of system reform.

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

—A consensus map of the broad areas of responsibility, key activities and knowledge and skills for each role;
—Development of content standards for each adult role and across all three adult roles;
—Development of performance indicators for each standard;
—Engaging key constituencies, including adult literacy programs, in developing and refining content standards and performance indicators in order to build support for the standards and their use;
—Development of a strategy for validation of content standards and performance indicators through pilot implementation in adult education delivery systems.

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

During the grant period—January 1, 1997 to December 31, 1997, the grantee will engage in the following activities:

1. Establish a national project advisory group to provide broad guidance and assure that all key constituencies for the role addressed by the grant applicant have a meaningful role in the standards development process, leading to buy-in and formal approval of the draft standards. The advisory group shall include representatives of the key constituencies for the role addressed as well as technical expert(s) in standards development and assessment. The project advisory group shall meet no less than three times per year and be comprised of individuals who legitimately represent a key constituency whose buy-in is critical to achieving widespread acceptance of the standards. The project advisory group members shall represent national, state, and grassroots constituencies (both organizations and individuals) and be charged with ensuring buy-in and formal approval of the draft standards by the constituency they represent. While project advisory group membership will vary from role to role (see #3 below), all groups shall include representatives of adult learners and practitioners.

2. Work in collaboration with the other two grantees, the NIFL, its Federal partners, and the Equipped for the Future National Policy Group, to refine the common standards framework for Equipped for the Future starting with the draft framework developed in the second phase of the EFF initiative. The framework will ensure that:

• The standards for each role are based on a consensus map of the broad areas of responsibility for that role, key activities within those areas of responsibility, and what adults need to know and be able to do to perform those key activities;

• That skills and knowledge common to more than one role are clearly identified and result in the development of content standards across the three roles;

• The standards development process is based on common definitions and assumptions about the development and use of content standards and performance indicators;

• The standards share a common format and structure.

The standards framework and the resulting standards shall build upon a thorough familiarity with key documents and major initiatives supported by NIFL's Federal partners, including the U.S. Departments of Education, Labor; and Health and Human Services, as well as other local, state and national efforts including:

• The SCANS/NJAS (the Secretary's Commission on Achieving Necessary Skills/the National Job Analysis Study) and O*NET initiatives, U.S. Department of Labor;

• The work of the National Skill Standards Board and other national skill standards initiatives;

• The New Standards Project and related academic content standards; and

• Other efforts to identify appropriate performance results from learning, such as the NIFL Performance Measurement Reporting Improvement Systems (PMRIS) initiative and the work of the National Association of State Directors of Adult Education to identify performance outcomes for adult education.

This work will result in a fully elaborated consensus standards framework for EFF by April 1997.

3. Develop content standards and related performance indicators for what adults need to know and be able to do to fulfill their roles as parent/family member, citizen and worker. The content standards and performance indicators shall be developed within the common standards framework described above, jointly elaborated and refined by the three grantees and NIFL with the guidance of NIFL's Federal partners and its National Policy Group, and through ongoing collaboration with key constituencies (including adult learners and teachers) so they are grounded in the needs of these constituencies.

The content standards and performance indicators development process must demonstrate that key constituencies have participated and contributed to the standards development and that the grantee's advisory group has approved the standards developed as a basis for national validation.

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

4. Actively engage key constituencies in the standards development process in order to build ownership and support of the standards and to assure they are truly ''customer-driven.'' (January 1997 through December, 1997). Key constituencies/end users who are critical to assuring widespread use of the standards must be identified in the grant application. They key constituencies/end users identified

should include but not be limited to teachers, learners, employers, parents, civic organizations, and other standards-setting initiatives related to the role being addressed by the grantee.

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

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

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

5. By October 30, 1997, develop a plan for nationwide validation and implementation of the content standards and related performance indicators in adult education and job training delivery systems, in cooperation with NIFL, its Federal partners, the National Policy group and the other grantees. These plans should reflect the use of the EFF standards in building linkages with other key components of the nations workforce development system. Validation strategies may also include national surveys, constituency group review and analysis of the standards or similar strategies. The elements and criteria for the validation process will be developed jointly with NIFL and the other grantees.

6. Identify technical assistance needed to assure the success of steps 1–5 above of the EFF initiative. Technical assistance requirements are expected to include the unique needs of the applicant as well as needs that are common to all grantees. The NIFL will engage technical assistance services to support the work of the EFF projects under this grant.

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

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

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

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

Proposal Narrative:

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

(1) Approach of Standards Development for System Reform describes the applicant's view of why standards development is important in the adult literacy and human resource development field and how the applicant envisions standards being used to improve the quality of the service delivery system. This section also includes the applicant's criteria for effective standards, philosophy of standards development and consensus-building, and an overview of the key features of the applicant's approach for supporting the purposes of the EFF initiative and achieving the project objectives described above.

In particular, the applicant should describe its approach to effectively building on the work accomplished in Phases 1 and 2 of the Equipped for the Future Initiative and related work appropriate to each role. This work is particularly substantial for the role of worker, including the U.S. Department of Labor's work on SCANS, the National Job Analysis Study which builds on SCANS to identify the work activities that are critical in the most competitive business environments, the O*NET to replace the DOT with a relational database that contains comprehensive information about worker requirements and characteristics, experience requirements and occupational requirements and characteristics useful to students, educators, employers and workers (further information in EFF Orientation Packet).

Using the draft materials from Phase 2 provided in the EFF Orientation Packet, the applicant should demonstrate its technical approach to standards development, including the specific standards development issues to be addressed in moving to a common standards framework that embraces all three adult roles.

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

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

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

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

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

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

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

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

supportive of the applicant's grant application.

Selection Criteria

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

(1) Approach to Standards Development (30 points): The Director reviews each application to determine the extent to which the applicant's approach to standards development and consensus-building is appropriate to achieving the goals of Equipped for the Future, including:

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

(i) demonstrates knowledge and understanding of the Equipped for the Future Initiative, its products to date and long term goals;

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

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

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

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

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

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

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

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

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

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

(iii) addresses the 10 key project activities and dates described in the Description of Program above;

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

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

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

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

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

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

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

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

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

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

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

(iii) the scope and nature of their responsibilities;

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

(v) the inclusion of a project organization chart;

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

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

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

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

(iii) individuals with a broad understanding of the workforce development system and the ability to leverage the involvement of influential representatives from other program areas that constitute this system.

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

(a) the extent to which the applicant has;

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

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

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

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

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

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

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

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

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

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

Other Application Requirements

The application shall include the following:

Project Summary: The proposal must contain a one page 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 goals, approach and the activities proposed. The summary must include the following information:

a. Name of applicant organization.

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

c. Adult role to be addressed in the plan: parent/family member.

Proposal Narrative: This narrative should not exceed twenty (20) single-spaced pages, or forth (40) double-spaced pages. The narrative may be amplified by material in attachments and appendices, but the body should stand alone to give a complete picture of the project. Applications which exceed 20 single-spaced pages or 40 double-spaced pages will not be reviewed.

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

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

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

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

- Institute award number, amount and period of support;
- A summary of the results of the completed work; and
- A brief description of available materials and other related research products not describe 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 projects and all other projects requiring a portion of time of the Project Director and other project personnel, even if they receive no salary support from the project(s). The number of person-months or percentage of effort to be devoted to the projects must be stated, regardless of source of support. Similar information must be provided for all proposals that are being considered by or will be submitted soon to other sponsors.

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

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

Instructions for Transmittal of Applications

(1) The original and two (2) copies of the application must be received by December 20, 1996, at the address below. Applicants are encouraged, but not required, to submit three (3) additional copies of the application, but will not be penalized if additional copies are not received. National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006, Attention: (CFDA #84.257M).

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

(3) The applicant must indicate on the envelope and in Item 10 of the Application for Federal Assistance (ED Form 424 [Revised 4/94]) the X257M number of the competition under which the application is being submitted.

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

Part I: Application for Federal assistance (ED Form 424, Rev. 4–94) and instructions.

Part II: Budget Information—Non-Construction Programs (ED Form 524) and instructions.

Part III: Application Narrative.

Additional Materials

Estimated Public Reporting Burden.

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

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

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

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

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

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

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

recommended for an award, the Grants Officer will request certain organizational, management, and financial information.

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

Reporting: In addition to working closely with the Institute, the applicant will be required to submit an annual report of activities, and other products as described in the DESCRIPTION OF PROGRAM above and in the cooperative agreement between the applicant and the NIFL.

Acknowledgment of Support and Disclaimer: An acknowledgment of Institute support and a disclaimer must appear in publications of any material, whether copyrighted or not, based on or developed under NIFL-supported projects: ''This material is based upon work supported by the National Institute for Literacy under Grant No. (Grantee should enter NIFL grant number).''

Except for articles of papers published in professional journals, the following disclaimer should be included: ''Any opinion, findings, and conclusions or recommendations expressed in this material are those of the authors) and do not necessarily reflect the views of the National Institute for Literacy.''

Instructions for Estimated Public Reporting Burden

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 3200–0033, Expiration date August 1999. The time required to complete this information collection 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.

Carolyn Staley,

Deputy Director, National Institute for Literacy.

[FR Doc. 96–27115 Filed 10–22–96; 8:45 am]

BILLING CODE 6055–01–M

National Institute for Literacy Advisory Board; Notice of Meeting

SUMMARY: This Notice sets forth the schedule and proposed agenda of a forthcoming meeting of the National Institute for Literacy Advisory Board (Board). This notice also describes the function of the Board. Notice of this meeting is required under Section 10(a)(2) of the Federal Advisory Committee Act. This document is intended to notify the general public of their opportunity to attend the meeting.

DATE AND TIME: November 8, 1996, 9:30 AM to 4:30 PM.

ADDRESSES: National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006.

FOR FURTHER INFORMATION CONTACT: Carolyn Staley, Deputy Director, National Institute for Literacy, 800 Connecticut Avenue, Suite 200, Washington, DC 20006. Telephone (202) 632–1526.

SUPPLEMENTARY INFORMATION: The Board is established under Section 384 of the Adult Education Act, as amended by Title I of P.O. 102–73, the National Literacy Act of 1991. The Board consists of ten individuals appointed by the President with the advice and consent of the Senate. The Board is established to advise and make recommendations to the Interagency Group, composed of the Secretaries of Education, Labor, and Health and Human Services, which administers the National Institute for Literacy (Institute). The Interagency Group considers the Board's recommendations in planning the goals of the Institute and in the implementation of any programs to achieve the goals of the Institute. Specifically, the Board performs the following functions: (a) makes recommendations concerning the appointment of the Director and the staff of the Institute; (b) provides independent advice on operation of the Institute; and (c) receives reports from the Interagency Group and Director of the Institute. In additional, the Institute consults with the Board on the award of fellowships. The Board will meet in Washington, DC on November 8, 1996 from 9:30 am to 4:30 am. The meeting of the Board is open to the public. The agenda will include introductions of the new Advisory Board members, a review of the recently completed strategic plan, an overview of the major projects of the Institute, and a discussion of future directions for the organization. Records are kept of all Board proceedings and are available for public inspection at the National Institute for Literacy, 800 Connecticut Avenue, NW, Suite 200, Washington, DC 20006 from 8:30 a.m. to 5:00 p.m.

Dated: October 17, 1996.

Carolyn Staley,

Deputy Director, National Institute for Literacy.

[FR Doc. 96–27114 Filed 10–22–96; 8:45 am]

BILLING CODE 6055–01–M

NUCLEAR REGULATORY COMMISSION

Agency Information Collection Activities: Submission for OMB Review; Comment Request

AGENCY: U. S. Nuclear Regulatory Commission (NRC).

ACTION: Notice of the OMB review of information collection and solicitation of public comment.

SUMMARY: The NRC has recently submitted to OMB for review the following proposal for the collection of information under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35). The NRC hereby informs potential respondents that an agency may not conduct or sponsor, and that a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

1. *Type of submission, new, revision, or extension:* Extension.

2. *The title of the information collection:* Generic Letter 91–02, ''Reporting Mishaps Involving LLW Forms Prepared for Disposal''.

3. *The form number if applicable:* Not applicable.

4. *How often the collection is required:* Reports are made only when the licensee or waste processor experiences a mishap that is reportable under the guidelines described in the Generic Letter.

5. *Who will be required or asked to report:* Nuclear power reactor licensees and Agreement State and non-Agreement State waste processors and disposal site operators.

6. *An estimate of the number of responses:* 34.

7. *The estimated number of annual respondents:* 34.

8. *An estimate of the total number of hours needed annually to complete the requirement or request:* 272 hours (an average of 8 hours per response).

9. *An indication of whether Section 3507(d), Pub. L. 104–13 applies:* Not applicable.

10. *Abstract:* Generic Letter 91–02 encourages voluntary reporting (by both waste form generators and processors) of information concerning mishaps to low-level radioactive waste (LLW) forms prepared for disposal. The information