

year or two. The Office of Government Ethics will provide appropriate guidance and phase-in time to departments and agencies once the new form is available.

For now, the SF 450 Confidential Financial Disclosure Report, available from GSA, continues to serve as the standard form for executive branch collections of confidential financial information required by 5 CFR part 2634 (see § 2634.601(a) and subpart I), for both regular and special Government employees SGE. Since 1992, various agencies have developed, with OGE review/approval alternative reporting formats, such as certificates of no conflict, for certain classes of employees. Other agencies provide for additional disclosures pursuant to independent organic statutes. However, the SF 450 remains the uniform executive branch report form for most executive branch employees who are required to report confidentially on their financial interests. The SF 450 report form is filed by each reporting individual with the designated agency ethics official at the executive agency where he or she is or will be employed.

Reporting individuals are regular employees whose positions have been designated by their agency as requiring confidential financial disclosure in order to help avoid conflicts with their assigned responsibilities; additionally, all special Government employees are generally required to file. Agencies may, if appropriate under the OGE regulation, exclude employees or SGEs as provided in 5 CFR 2634.905. Reports are normally required to be filed within 30 days of entering a covered position (or earlier if

required by the agency concerned), and again annually if the employee serves for more than 60 days in the position. As indicated in § 2634.907 of the OGE regulation, the information required to be collected includes assets and sources of income, gifts and travel reimbursements, liabilities, employment agreements and arrangements, and outside positions, subject to certain thresholds and exclusions.

Most of the persons who file this report form are current executive branch Government employees at the time they complete the forms. However, some filers are private citizens who are asked by their prospective agency to file a new entrant report prior to entering Government service in order to permit advance checking for any potential conflicts of interest and resolution thereof by agreement to recuse, divest, obtaining of a waiver, etc. Based on OGE's annual agency ethics questionnaire responses, approximately 285,000 SF 450 report forms were filed during 1994 throughout the executive branch. Of these, OGE estimates that no more than 10%, or some 28,500 per year at most, are filed by private citizens, those potential regular employees whose positions are designated for confidential disclosure filing as well as potential special Government employees whose agencies require that they file their new entrant reports prior to assuming Government responsibilities.

Each filing is estimated to take an average of one and one-half hours. The number of private citizens whose reports are filed each year with OGE is less than 10, but pursuant to 5 CFR

1320.7(s)(1), the lower limit for this general regulatory-based requirement is set at 10 private persons (OGE-processed reports). This yields an annual reporting burden of 15 hours, the same as in the current OMB inventory for this information collection. The remainder of the private citizen reports are filed with other departments and agencies throughout the executive branch.

Approved: June 26, 1995.

Donald E. Campbell,

Deputy Director, Office of Government Ethics.
[FR Doc. 95-16068 Filed 6-29-95; 8:45 am]

BILLING CODE 6345-01-U

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

Agency Information Collection Under OMB Review

Title: ACF 106—State JOBS Plan and ACF 107—State Supportive Services Plan

OMB No.: 0970-0108

Description: The information collected is required by the Social Security Act to collect program and financial data under the AFDC program. The State agency provides a quarterly estimate of the total amount and the Federal share of expenditures to be made in administering the AFDC program.

Respondents: State governments

Title	Number of respondents	Number of responses per respondent	Average burden per response	Burden
ACF-107	54	1	109	5,886
ACF-106	54	1	109	5,886

Estimated Total Burden: 11,772.

Additional Information: Copies of the proposed collection may be obtained from Bob Sargis of the Division of Information Resources Management, ACF, by calling (202) 690-7275.

OMB Comment: Consideration will be given to comments and suggestions received within 30 days of publication. Written comments and recommendations for the proposed information collection should be sent directly to the following: Office of Management and Budget, Paperwork Reduction Project, 725 17th Street, NW,

Washington, DC 20503, Attn: Ms. Wendy Taylor.

Dated: June 21, 1995.

Roberta Katson,

Acting Director, Office of Information Resource Management.

[FR Doc. 95-16157 Filed 6-29-95; 8:45 am]

BILLING CODE 4184-01-M

[Program Announcement No. ACYF-HS 93600-954]

Fiscal Year 1995 Discretionary Announcement for Head Start Research Projects and Program Projects; Availability of Funds and Request for Applications

AGENCY: Administration on Children, Youth and Families (ACYF), Administration for Children and Families (ACF).

ACTION: Announcement of the availability of funds and request for

applications for six priority areas related to Head Start.

SUMMARY: The Administration for Children and Families, Administration on Children, Youth and Families, announces the availability of funds for research activities in three priority areas; for demonstrations in two priority areas; and for the establishment of the Head Start Fellows Program.

DATES: The closing date for the *receipt* of applications under this announcement is 5:30 p.m. (Eastern Time Zone) on August 16, 1995. Applications will be considered as meeting the deadline if they are received on or before the *receipt* date at the address below.

ADDRESSES: Applications are to be *mailed* to: Head Start Discretionary Funds Program Announcement, Priority Area _____, (ACYF/HS 93600-954), Department of Health and Human Services, Administration for Children and Families, Division of Discretionary Grants, 370 L'Enfant Promenade SW, Washington, DC 20447.

HAND CARRIED PACKAGES, COURIER, OR OVERNIGHT DELIVERY APPLICATION PACKAGES are accepted during the normal working hours of 8 a.m. to 5:30 p.m., (Eastern Time Zone), Monday through Friday, on or prior to the established closing date at: Head Start Discretionary Funds Program Announcement Priority Area _____, (ACYF/HS 93600-954, U.S. Department of Health and Human Services, Administration for Children and Families, Division of Discretionary Grants, 6th Floor, 901 D Street, SW (ACF Guard Station to call DDG at 401-9234), Washington DC 20447.

FOR FURTHER INFORMATION CONTACT: Administration on Children, Youth and Families, Head Start Bureau, P.O. Box 1182, Washington, DC 20013 Contacts for priority areas are:

- 1.01 Esther Kresh 202/205-8115
- 1.02 Esther Kresh 202/205-8115
- 1.03 James Griffin 202/205-8138
- 1.04 Dennis Gray 202/205-8404
- 1.05 Trellis Waxler 202/205-8422
- 1.06 Frankie Gibson 202/205-8399

SUPPLEMENTARY INFORMATION:

Part I. Introduction

A. Contents of This Announcement

This program announcement is divided into four sections:

- Part I provides background and recent history of the Head Start program and the research activities related to Head Start. Included is the rationale for the combined announcement and the statutory authority.

- Part II includes the review process and the evaluation criteria.
- Part III includes the description of each of the priority areas.
- Part IV provides instructions for the development and submission of an application and contains the necessary forms.

B. Background and Recent History

Head Start provides comprehensive educational, health, nutritional, social and other services primarily to low-income preschool children age three to the age of compulsory school attendance, and their families. An essential feature of every Head Start program is the involvement of parents, both in the development of their children and in the direction of the program at the local level.

In fiscal year 1994, the Advisory Committee on Head Start Quality and Expansion issued its recommendations for improvement and expansion. The recommendations were designed to build upon Head Start's impressive track record of success in working with low-income children and families.

That success was based on three principles: Head Start's comprehensive approach, its commitment to parents and its community focus. As Head Start looks toward the 21st century it will continue to build on the concept of Head Start serving as a central community institution for low-income children and their families. Head Start will: (1) Ensure quality and strive to attain excellence in every local Head Start program, (2) respond flexibly to the needs of today's children and their families and (3) forge new partnerships at the community, State and Federal levels, renewing and recrafting these partnerships to fit the changes in families, communities, and state and national policy.

Included in this announcement is a range of activities that will keep Head Start preminent in the field of early childhood and family support programs. The size of the program, its comprehensive services, the diversity of the population served and the fact that it is federally funded makes it ideal as a national laboratory for best practices in early childhood and family support services. As Head Start is expanding and renewing itself there is a concomitant need for more research. Head Start is continuing to highlight emerging research and to encourage dialogue between the research community and practitioners.

As Head Start continues to work to better meet the needs and build on the strengths of children and families, it is useful to study successful approaches

from other settings and to explore promising practices from other areas of child and family development that are transferable to a Head Start setting. We are looking for ways to stimulate and support research that will have immediate as well as longer term impact on the program. We are looking at approaches for increasing Head Start efforts to involve parents in all aspects of the program. The program is also expanding the resources used by grantees and families to promote literacy and parenting education.

C. Program Purpose

This announcement compiles in one document a description of the Head Start discretionary funds available in fiscal year 1995. This announcement indicates the range of activities necessary in keeping Head Start as the standard for excellence in early childhood and family support programs. The announcement includes research, demonstrations and the Fellows program for improving the quality of personnel in and around Head Start.

D. Statutory Authority

Catalog of Federal Domestic Assistance (CFDA) number 93.600, Project Head Start. 42 U.S.C. 9801, et seq., The Head Start Act, as amended.

Part II. The Review Process and Evaluation Criteria

A. Eligible Applicants

Various public or private non-profit organizations are eligible to apply. Specific requirements for each Priority Area are included in Part III.

Before applications are reviewed, each application will be screened to determine that the applicant organization is an eligible applicant as specified under the selected priority area. Ineligible applicants will be notified at that time.

Only agencies and organizations, not individuals, are eligible to apply. On all applications developed jointly by more than one agency or organization, the application must identify only one organization as the lead organization and the official applicant. The other organizations can be included as co-participants, subgrantees or subcontractors.

B. Review Process

Applications received by the due date will be reviewed and scored competitively. Experts in the field, generally persons from outside the Federal government, will use the evaluation criteria listed in Section D of this part to review and score the applications. The results of this review

are a primary factor in making funding decisions. ACYF may also solicit comments from ACF Regional Office staff and other Federal agencies. These comments, along with those of the expert reviewers, will be considered in making funding decisions.

In selecting successful applicants, consideration may be given to achieving an equitable distribution of assistance among geographic regions of the country and to avoiding unnecessary duplication of effort.

C. Schedule for Awards

ACYF intends to award new grants and cooperative agreements resulting from this announcement during the fourth quarter of fiscal year 1995.

D. Evaluation Criteria

1. Evaluation Criteria for Research Priority Areas

The research priorities 1.01, 1.02, and 1.03 will be evaluated against the following criteria. Where some part of the criteria apply only to the Research Centers on Head Start Quality (RCHSQs) it has been noted.

a. Objectives and Understanding (15 points)

The extent to which the application concisely states the specific objectives of the research and, (RCHSQs only) how each project will relate to the overall Consortium of RCHSQs.

The extent to which the stated objectives reflect a knowledge of the literature, current theories, state-of-the-art methodologies and techniques, current Head Start research, policies and practices, and the extent to which the stated goals are achievable and realistic.

b. Background and Significance (15 points)

The extent to which the application effectively discusses how the proposed research builds upon the current Head Start knowledge base and contributes to policy, practice, and future research efforts.

The potential contribution of the research for improving Head Start practices or the quality of services for children and families with different characteristics and circumstances.

c. Approach (30 points)

The extent to which the approach reflects a partnership between the applicant and the Head Start program.

The extent to which the proposed methodology is appropriate to the questions under consideration.

The extent to which the application addresses potential difficulties and presents adequate solutions.

The quality of the project's conceptual framework, design and methodology. The appropriateness of the instruments for measuring key variables and the adequacy of their psychometric properties. The adequacy of the methods to minimize bias and threats to validity.

The adequacy of plans to protect research participants.

Adequacy of the plans for dissemination of research results.

d. Staff Background and Organizational Experience (30 points)

The extent to which the qualifications of key staff are sufficient for the conduct of the research.

The extent to which the application demonstrates the ability of the staff and organization to effectively and efficiently administer a project of the size, complexity and scope proposed.

The extent to which the principal investigator (for 1.01), the supervising faculty advisor (for 1.02) or the research center director (for 1.03), demonstrate commitment by allocating reasonable time to this project.

The extent to which key staff have experience in other collaborative efforts as (1) part of a consortium and/or (2) in partnership with Head Start or other community organizations.

Evidence of support for this project from Head Start directors, staff and parents and other key civic leaders.

(RCHSQs only) The extent to which the research team is inter-disciplinary, reflecting the disciplines of importance to Head Start.

e. Budget Appropriateness and Reasonableness (10 Points)

The appropriateness of the proposed approach in relation to the budget constraints, and reasonableness of the costs in relation to the conduct of the research and the products produced.

2. Evaluation Criteria for Demonstration Program Priorities and the Fellows Program

Applications under Priority Areas 1.04, 1.05 and 1.06 will be evaluated against the following criteria.

a. Objectives and Need for Assistance (15 points)

The extent to which the applicant identifies and documents any relevant economic, social, financial institutional or other problems requiring a solution; demonstrates the need for the assistance; and states the principal and subordinate objectives of the project.

Supporting documentation or other testimonies from concerned interests other than the applicant on the need for assistance may be used.

b. Results or Benefits Expected (15 points)

The extent to which the applicant identifies the specific and measurable results and benefits to be derived which are consistent with the objectives of the proposal and indicates the anticipated contributions to policy, practice, theory and/or research.

c. Approach (40 points)

The extent to which the applicant outlines an acceptable plan of action pertaining to the scope of the project and details how the proposed work will be accomplished and lists each organization, consultant, and other key individuals who will work on the project. Describe in sufficient detail the evaluation methodology that will be used to determine and document if the needs identified and discussed are being met and if the results and benefits identified are being achieved.

d. Staff Background and Organization's Experience (20 Points)

Identifies the background of the project director/principal investigator and key project staff (including name, address, training, most relevant educational background and other qualifying experiences along with resumes and a short description of their responsibilities or contribution to the applicant's work plan), the experience of the applicant in administering a project like the one proposed, and the applicant's ability to effectively and efficiently administer this project.

e. Budget Appropriateness and Reasonableness (10 Points)

The extent to which the project's costs are reasonable in view of the activities to be carried out and the anticipated outcomes. In Priority Areas 1.05 and 1.06 where applicants are encouraged to provide in-kind contributions, the degree to which these in-kind contributions contribute to the budget appropriateness and reasonableness will be evaluated in this criteria. The extent to which assurances are provided that the applicant can and will provide in-kind contributions to the total project.

Part III. Priority Areas

There are six priority areas in this program announcement, three in research areas, two demonstration priority areas, and one priority area for the establishment of the Head Start Fellows Program as follows:

- 1.01 Head Start/University Partnerships—Translating Research into Practice
- 1.02 Support for Graduate Students: The Head Start Research Scholars Program
- 1.03 Research Centers on Head Start Quality
- 1.04 Head Start Fellows Program
- 1.05 Head Start Emergent Literacy Project
- 1.06 Supporting Parent Roles in Children's Learning Environments

For priority areas 1.01 and 1.02, we will be using the grant funding mechanism. For priority areas 1.03, 1.04, 1.05 and 1.06 we are seeking partners with whom we will enter into a cooperative agreement funding mechanism.

A cooperative agreement is a funding mechanism which allows substantial Federal involvement in the activities undertaken with Federal financial support. Details of the responsibilities, relationships, and governance of the cooperative agreement will be spelled out in the terms and conditions of the award. The specific responsibilities of the Federal staff and project staff will be identified and agreed upon prior to the award of each cooperative.

A. Structure of Priority Area Descriptions

Each priority area description is composed of the following sections:

- **Eligible Applicants**—This section specifies the type of organization which is eligible to apply under the particular priority area.
- **Purpose**—This section presents the basic focus and/or broad goal(s) of the priority area.
- **Background Information**—This section briefly discusses the legislative background and or the social context that supports the need for this particular priority area.
- **Project Implementation**—(Priority 1.03 only)
- **Minimum Requirements for Project Design**—This section presents the basic set of issues that must be addressed in the application. Typically, they relate to project design, evaluation and community involvement. This section also asks for specific information on the proposed project.
- **Project Duration**—This section specifies the maximum allowable length of time for the project period; it refers to the amount of time for which Federal funding is available
- **Federal Share of Project Costs**—This section specifies the maximum amount of Federal support for the project.

- **Matching Requirement**—This section specifies the minimum in-kind contributions. In-kind contributions are defined as the value of non-cash contributions provided by non-Federal third parties. Third party in-kind contributions may be made in the form of real property, equipment, supplies and other expendable property, and the value of goods and services directly benefiting and specifically identifiable to the project.

- **Anticipated Number of Projects to be Funded**—This section specifies the number of projects that ACYF anticipates it will fund in the priority area.

- **CFDA**—This section identifies the Catalog of Federal Domestic Assistance (CFDA) number and title of the program under which applications in this priority area will be funded.

B. Priority Areas

1.01 Head Start/University Partnerships—Translating Research Into Practice

Eligible Applicants: Universities and four-year colleges.

Purpose: To conduct research on practices that enhance children's cognitive or social-emotional development or support families to maximize their children's development. The products of this research should be of immediate usefulness to Head Start programs and other child and family development programs.

Background Information: Because of its role as a national laboratory, Head Start has an interest in assisting in the development of best practices in child and family development which are based on scientifically sound research.

Also, because of its recognition as a national, federally-sponsored program, and the access it provides to a multi-cultural, low-income population, Head Start has been a major source of research. This research, which has been conducted both with federal support and other resources, constitutes a significant portion of the child development research literature that includes low-income and multi-cultural populations.

In the main, this ever-increasing body of literature contains studies that fall into the domains of basic research and evaluation. Although these studies have made a significant contribution to our scientific, policy and general program knowledge, very little has reached service providers in terms of implementable applications within the context of their programs. Therefore, with the increase in our knowledge base, there is a concomitant increase in

the gap between research and its translation into practice.

Within this priority area, ACYF is interested in funding projects that translate research into practice in partnership with the staff and families of Head Start programs. In addition to the translation of research into practice, these partnerships are intended to demonstrate new ways of conducting research where the researchers, the program staff and program families work as a cooperative research team.

Projects under this priority area will: (1) Test approaches intended to enhance children's cognitive or social-emotional development or to support families toward maximizing their children's development, and (2) train program staff both in the direct use of the approach and in the training of other staff. These approaches may include those where the child, the family as the mediating influence of child outcomes, or both the primary caregivers and the child are targeted. The chosen approach should reflect theory and previous research. In particular, if a family support approach is selected, the theoretical links between the particular support mechanisms and maximum child development should be clearly delineated.

In addition, the approach may be developed for appropriate use with either infants and toddlers or preschool children.

Minimum Requirements for Project Design: In order to compete successfully under this priority area, the applicant must:

- Identify the area of cognitive development, social-emotional development or family support to be enhanced by the particular approach that will be developed or modified.
- Place the proposed project in the context of previous research, theory or existing knowledge. A strong and convincing rationale for the need for the proposed project should be provided that is supported by research evidence and results from any relevant planning studies, pilot studies, or other preparatory work conducted by the applicant.
- Describe the research design which includes a research paradigm appropriate for the particular study; the way in which the program staff and parents will be incorporated as part of the research team for the design and conduct of the study; the measures that will be used to determine child and family outcomes on the particular attributes of cognitive development, social-emotional development or family support under study.
- Describe the approach that will be undertaken to implement the project's

approach, if successful, as a permanent program feature including staff and parent training.

- Provide evidence of the key research staff's ability to conduct the project, including vitae and other appropriate documentation.
- Identify the Head Start program(s) with which the applicant institution would collaborate in the conduct of the research, and include letters indicating that the local Head Start program's Policy Council, staff and parents are willing to participate as part of the research team and how they would continue to use the approach in their program, if successful, after the grant expires.
- Describe the population served by the Head Start program(s) including relevant information such as size, ethnicity, income levels, percent of single parent families, and other relevant information.
- Provide assurances that the principal investigator or another appropriate staff member will attend one 2–3 day grantee meeting in Washington, DC each year in addition to Head Start's Third National Research Conference to be held on June 20–23, 1996.
- Provide all required assurances and certifications, including a Protection of Human Subjects Assurance as specified in the policy described on the HHS Form 596 (attached as appendix).
- Describe the report and/or other products that would be developed under the project, including the types of information that would be presented and the steps that would be undertaken to disseminate and promote the utilization of project products and findings.
- Since the project will be conducted at Head Start sites, the applicant should apply the university's indirect cost rate for off-campus research.

Project Duration: The length of the project must not exceed 36 months.

Federal Share of Project Costs: The maximum Federal share is not to exceed \$150,000 for the first 12-month budget period or a maximum of \$450,000 for a 3-year project period. The Federal share is *inclusive* of indirect costs.

Matching Requirement: There is no matching requirement.

Anticipated Number of Projects to be Funded: It is anticipated that 4 projects will be funded.

CFDA: 93.600 Head Start: Head Start Act, as amended

1.02 Support for Graduate Students: The Head Start Research Scholars Program

Eligible Applicants: Institutions of higher education on behalf of qualified doctoral candidates enrolled in the sponsoring institution. To be eligible to administer the grant on behalf of the student, the institution must be fully accredited by one of the regional accrediting commissions recognized by the Department of Education and the Council on Post-Secondary Accreditation. In addition, the specific graduate student on whose behalf the application is made must be identified and any resultant grant award is not transferable to another student.

Purpose: To provide support for graduate students to encourage the conduct of research with Head Start populations which will contribute to the knowledge base for improving services both for children and families in Head Start and for all low-income children and families.

Background Information: A large body of literature exists on the early years of the Head Start program. A significant number of these studies are dissertations and other research conducted by graduate students. Many of these graduate students have continued to make significant contributions to Head Start as they have pursued their careers. As Head Start has continued to grow, its population has become more diverse and societal problems have become more complex, reflecting the changes in the larger low-income population. In order to meet today's challenges, Head Start and the child and family development field are increasingly in need of the information that only sophisticated research conducted by well trained researchers can provide. Therefore, as part of a research capacity building effort, Head Start is interested in supporting graduate students with diverse backgrounds and from diverse fields to conduct research in Head Start programs and, thus, contributing to the larger child and family development field.

A new generation of Head Start research is needed that recognizes the great diversity among Head Start programs and the populations which it serves. Although Head Start delivers a core set of services which are defined by the Head Start Program Performance Standards, there is wide variability across programs in terms of the methods by which these services are delivered. Within programs, moreover, children and families vary in their levels of functioning, ethnicity and other

variables which interact with program interventions. The Head Start population offers a unique opportunity for research which will contribute to understanding the differences in this diverse population and how to effectively tailor services and interventions for children and families with different characteristics.

Research is needed on the particular learning styles, the cognitive and social development, and the developmental trajectories of children as well as on indicators of family functioning as they are manifested in specific cultural and/or linguistic groups, children with specific disabilities, and families at different levels of functioning. In addition, suitable measures of child, adult and family functioning must be identified and adapted for specific subgroups of this diverse population.

ACYF is interested in supporting doctoral-level students, through their sponsoring institutions, who are now conducting or wish to conduct research using the Head Start population on issues affecting low-income children and families, and which will contribute to our knowledge about the best approaches for delivering services to diverse low-income populations. Doctoral-level graduate students who are representative of Head Start's diverse populations are particularly encouraged to apply.

Research projects may include independent studies conducted by the graduate students or projects that graduate students carry out that are well-defined portions of a larger study currently being conducted by a principal investigator holding a faculty position.

Minimum Requirements for Project Design: In order to compete successfully under this priority area, the applicant must:

- Propose one or more research questions which would contribute to the body of knowledge about Head Start children, families and programs which generalizes to the entire low-income population.
- Place the proposed project in the context of previous research or existing knowledge, and provide a strong and convincing rationale for the need for the proposed project or, if the proposed project is part of a larger study, identify the area which would be investigated under this priority area.
- Present specific results from any relevant planning studies, pilot studies, or other preparatory work conducted by the candidate.
- Describe the research design that would be employed including the research methods; sample selection;

proposed measurement instruments, surveys, interviews, observation procedures or other data collection procedures; and proposed statistical analyses.

- Identify the Head Start program(s) in which the research would be conducted and describe the characteristics of the Head Start sample including relevant information such as size, ethnicity, income levels, family composition, and welfare status.

- Provide letters of commitment from the local Head Start program(s) assuring its participation in the plan for the study and its agreement to participate in the study including assurances that the project has been reviewed by staff and parents in the program and the Policy Council.

- Provide evidence of the candidate's ability to conduct the research including education, employment experiences, publications, and information on current academic status.

- Provide a letter from a faculty member providing assurances that he or she has read and approved the proposal and would serve as a mentor/advisor to the student throughout the life of the project.

- Provide assurances that the grant would be used to pay a stipend to the candidate; any appropriate university fees; and major project costs for conducting the proposed research, including any necessary travel.

- Provide all required assurances and certifications, including a Protection of Human Subjects Assurance as specified in the policy described on the HHS Form 596.

- Consider, because of the small amount of these awards, waiving any overhead or indirect costs.

- Provide assurances that the candidate would attend one 2-3 day meeting of the Head Start Research Scholars in Washington, DC each project year in addition to Head Start's Third National Research Conference to be held in Washington, DC June 20-23, 1996.

- Describe the report and/or other products that would be developed under the project, including the types of information that would be presented and the steps that would be undertaken to disseminate and promote the utilization of project products and findings.

Project Duration: The length of the project must not exceed 24 months.

Federal Share of Project Costs: The maximum Federal share is not to exceed \$15,000 for the first 12-month budget period or a maximum of \$30,000 for a 2-year project period.

Matching Requirement: There is no matching requirement.

Anticipated Number of Projects to be Funded: It is anticipated that 10 projects will be funded. No individual university will be funded for more than one candidate.

CFDA: 93.600 Head Start: Head Start Act, as amended

1.03 Research Centers on Head Start Quality (RCHSQs)

Eligible Applicants: Institutions of higher education (a four-year college or university) or nonprofit research institutions that have formed a partnership with one or more Head Start grantee or delegate agency.

Purpose: The Administration on Children, Youth and Families (ACYF) is currently engaged in a process of reviewing and implementing policies which will create a 21st Century Head Start. A cornerstone of this effort is a focus on quality program practices: What they are, how they can be reliably assessed and monitored, and their relationship with program outcomes and performance measures. The Head Start Bureau plans to create ongoing partnerships with the academic community and Head Start grantees by supporting Research Centers on Head Start Quality (RCHSQs) using the cooperative agreement mechanism. The goals of the RCHSQ Consortium will be to:

- (1) Support the exploration of important research questions relating to quality program practices;

- (2) Identify existing measures and develop, test, and refine new measures of program quality and methods of assessing program quality, by:

- Reviewing and synthesizing the literature on program quality and performance measures from the broader early childhood and family support fields to develop a comprehensive set of quality indicators;

- Developing, refining, and piloting data collection for Head Start Program Performance Measures; and

- Developing, refining, and piloting approaches to the observation and measurement of quality practices in Head Start programs, including current Head Start monitoring practices and data collection procedures.

- (3) Develop ongoing databases and data analytic strategies useful for examining quality practices in Head Start programs, by:

- Working with Head Start grantees and ACYF Regional and Central Office staff to analyze existing program data, including monitoring and Management Information System data as well as data that individual programs or Regions

may collect and data sets from other research and evaluation projects;

- Conducting observations of program practices, including participating in monitoring visits performed by ACYF staff;

- Gathering additional data, based both on ideas generated at the RCHSQs and proposals from ACYF; and

- Synthesizing and applying to the study of Head Start findings from relevant studies in the literature on quality early childhood program practices;

- (4) Explore linkages among program practices, program quality measures, program performance measures, and observable outcomes for children and families, by:

- Reviewing and synthesizing the literature on the association between program quality measures, performance measures, and child and family outcomes from the broader early childhood and family support fields to develop a comprehensive set of child and family outcome measures; and
- Developing, refining, and piloting approaches to the observation and measurement of child and family outcomes and their relationship to quality Head Start program practices.

- (5) Provide an ongoing mechanism for information dissemination about quality program practices and measures to the Head Start, early childhood, and family support communities.

The RCHSQs will operate within the context of a multi-center Consortium, and each RCHSQ will form an intensive partnership with at least one Head Start program. Each Center will conduct research projects which include both site-specific studies which are unique to that RCHSQ and cross-cutting research projects that involve all of the RCHSQs in the Consortium. The development and piloting of quality indicators and measurement techniques by the RCHSQs will contribute to the assessment of Head Start program quality and performance across the nation and to generating a set of indicators that can be used locally and nationally for future studies of program quality.

Background Information: Head Start has had a longstanding commitment to quality programming, both at the individual grantee level, where Performance Standards have been in place for 20 years, and at the national level, as evidenced by the National Head Start Association's quality initiative, which has established a benchmark for the provision of quality services to children and families from low socioeconomic status backgrounds. In the opening paragraph of the research

section of their report, *Creating a 21st Century Head Start* (1994), the Advisory Committee on Head Start Quality and Expansion stated:

Head Start is entering an historic period of reexamination, improvement in quality, and expansion of services. The size of the program, its comprehensive services, the diversity of the population it serves, and the fact that it is federally funded suggest a role for Head Start as a national laboratory for best practices in early childhood and family support services in low-income communities. Because Head Start needs to expand and renew itself in order to assume its role as a state-of-the-art 'technology,' there is a concomitant and compelling need for a new, expanded, and formal role for Head Start research.

The Head Start Act, as amended May 18, 1994, in section 649(d)(1), mandates Head Start to: (1) Permit ongoing assessment of the quality and effectiveness of programs; and, (2) contribute to developing knowledge concerning factors associated with the quality and effectiveness of Head Start programs and in identifying ways in which services provided may be improved. In response to the reauthorization legislation, the Head Start Bureau is engaged in the process of revising the Head Start Performance Standards and developing a set of Head Start Performance Measures. We anticipate that the RCHSQs will play an active role in examining the implementation of the revised Performance Standards and the new Performance Measures and their implications for Head Start program quality.

In order for the Head Start program to fulfill its legislative mandate and to continue to "strive for excellence" in serving both children and families, research efforts must also lead the field in exploring new methodologies and strategies for the conduct of research on quality practices. Program monitoring data collected through the On-Site Program Review Instrument (OSPRI) are available which quantify the areas in which programs are in compliance with the current set of Head Start Performance Standards. However, many more analyses of these data and additional information is needed to plan program improvements and to inform policymakers about the key program quality elements that are associated with positive outcomes for children and families. Information is needed at the local and national levels which examines the best ways to provide quality services in all domains—education, health, parent partnerships and involvement, social services and disabilities. The Head Start Program

Performance Standards, both as currently implemented and when revised, can serve as a useful tool to the research community to help understand and assess the indicators of quality at the local level. Additionally, the ways programs interpret these Standards to meet the needs of a diverse population under various conditions can also provide a rich source of data regarding how to define and implement comprehensive child development and family support programs.

There are additional sources of program quality indicators, including measures of best practices for child care, classroom and family support services. In some cases there are established empirical links between these best practices and child or family outcomes which cut across the early childhood and/or family support fields; this body of research can inform and be informed by research on Head Start quality through a dialogue between Head Start and the broader early childhood and family support fields. In addition, the National Head Start Association and the National Association for the Education of Young Children have developed criteria for certifying high quality programs. Head Start now has the opportunity and mandate to draw together the early childhood and family support literature with multiple Head Start indices to provide a new and comprehensive picture of the dynamics of quality services and to provide leadership through its role as a national laboratory.

Quality program practices will be identified by the RCHSQs using a variety of nomination procedures, including program monitoring, peer nominations, direct observation and other approaches. The RCHSQ staff will visit a wide range of Head Start programs both during independent site visits and as part of monitoring site visits conducted by the ACF Regional Offices. In partnership with Head Start programs, the RCHSQs will pilot test different innovative, but convergent, methods for collecting information on the Head Start Performance Measures (e.g., classroom observations, child assessments, parent interviews, etc.) and select corresponding child, parent and community outcome measures in order to examine the association between quality program practices, performance measures and positive outcomes.

Throughout the work of the RCHSQs, a special emphasis will be placed on the dissemination of findings and assessment measures to the Head Start community. Publications written for program personnel and/or videos will be produced throughout the five year

Consortium period which focus on quality program practices and their assessment. These publications/videos will be produced in partnership with the Training and Technical Assistance Branch of the Head Start Bureau and will be disseminated by ACYF.

Project Implementation: Each applicant for a RCHSQ will be required to propose a research workplan which will be negotiated between the applicant and ACYF and updated on a yearly basis. The workplan proposed by the applicant will include both projects unique to that applicant's RCHSQ and research projects that involve all of the RCHSQs in the Consortium. Applicants must clearly identify in their proposals both site-specific research projects and preliminary cross-cutting, collaborative projects which would be negotiated by the RCHSQ Consortium and ACYF and implemented by the entire RCHSQ Consortium. The site-specific portion of the proposed research workplan will be subject to approval by ACYF, but will not be reviewed by the other Centers. The cross-cutting portion of each Center's proposed workplan and the research needs of the Head Start Bureau will be reviewed by the Consortium and ACYF before the final cross-cutting research plan is approved by ACYF and is implemented by the Consortium. Each Center's proposed budget must allocate approximately 50 percent of its funds to site-specific and cross-cutting projects, respectively. The final allocation of Center funds to each type of project for a given year will be determined after the research workplans for each RCHSQ's site-specific projects have been approved by ACYF and the workplan for cross-cutting projects has been negotiated by the Consortium and ACYF and approved by ACYF.

A Steering Committee will be formed which consists of all RCHSQ Center Directors as well as representatives from the Head Start Bureau and the Research, Demonstration, and Evaluation Branch of ACYF. The ACYF Federal Project Officer will serve as the chairperson for the Steering Committee. The Steering Committee will advise ACYF on the design, implementation and management of the cross-cutting research projects which are implemented by all RCHSQs in the Consortium; it will also provide a forum for the discussion of issues raised by the Consortium members and ACYF. A contracting firm funded separately by ACYF will provide logistical support for the RCHSQ Consortium and Steering Committee meetings, provide logistical support for outside consultants, and perform the other tasks required to

support the infrastructure of the RCHSQ Consortium.

Minimum Requirements for Project Design: This is a five-year cooperative agreement project in which substantial Federal involvement is anticipated. The specific respective responsibilities of Federal staff and the awardee will be negotiated prior to the cooperative agreement award. In order to successfully compete for an award under this announcement, each RCHSQ applicant must describe an overall research and organizational plan for the requested period of support as outlined below:

1. Research Plan

Each RCHSQ applicant must propose a research workplan which outlines a cohesive and parsimonious set of innovative theory-driven *site-specific* and *cross-cutting* research questions which address the five goals of the RCHSQs. For example, the fourth goal of the RCHSQs is to "explore linkages among program practices, program quality measures, program performance measures, and observable outcomes for children and families". Examples of several research questions addressing this goal might be: What are the relationships among established quality indicators, program performance measures, and child and family outcomes, in each Head Start component area? Which measures of quality are associated with which performance measures and outcomes? Are there synergistic effects of program quality? Are there aspects of program quality that cut across component areas?

These illustrative research questions could be addressed within the site-specific workplan, with quality indicators and outcome measures unique to that Center, and/or within the cross-cutting workplan, with standardized measures of quality and outcomes proposed for use across RCHSQs to examine if the outcomes are the same for different Head Start programs serving children and families from a variety of backgrounds and circumstances. Within its proposal, each applicant is expected to propose a list of research questions for both its site-specific research projects and those that may be addressed by the Consortium as a whole. Given the preliminary nature of the proposed cross-cutting research projects, it is expected that the final cross-cutting workplan for the Consortium will be developed based upon the input received from the members of the Steering Committee and participating Head Start programs before it is submitted for final approval by ACYF.

Applicants should justify the selected site-specific and cross-cutting research questions proposed in their application on the basis of the significance of the Head Start quality issues to be addressed, the current state of scientific knowledge, the feasibility of doing research in the designated area(s) (e.g. the availability of measurement instruments, populations to study, etc.), the applicant's experience conducting research in the proposed areas of investigation, and the potential impact of the research on the improvement of Head Start services for children and their families from diverse backgrounds and circumstances.

For each proposed site-specific and cross-cutting study, the applicant should include a brief review and synthesis of the relevant literature and existing scientific knowledge (including their current work in that area); the objectives and significance of the proposed research; research design parameters; proposed study samples; and the timetable for project implementation.

Research workplans for all Research Centers on Head Start Quality must adhere to the following:

a. All applicants must describe the experience of their proposed research staff in conducting collaborative research efforts with Head Start or other community service organizations which serve children and families from low socioeconomic status backgrounds. These descriptions of previous collaborative research efforts should highlight the studies' methodologies, including the research designs, description and sizes of samples, main data collection instruments and strategies, statistical analyses employed, and major findings and publications.

b. All applicants must provide Curriculum Vitae, a statement of relevant current and pending research, training, and service grant and contract support, as well as a letter of commitment, for all relevant Center and Head Start personnel as an appendix.

c. All applicants must provide a listing of the percentage of time that all relevant RCHSQ and Head Start personnel would devote to specific Center-related research duties as an appendix.

d. All applicants must describe the characteristics of the community in which participating Head Start programs are located as well as the characteristics of the currently enrolled Head Start population.

2. Organizational Plan

Each Head Start RCHSQ applicant must outline an overall organizational

plan which describes its proposed administrative organization, including its relationship to the participating Head Start grantees. Relationships with other entities (e.g., the local School Board, State Public Health and Mental Health systems) should also be described. The applicant must submit (as an appendix to the application) a letter of agreement signed by the responsible officer of each associated organization (including all participating Head Start grantees and other members of the research planning team), stating that cooperation, services, or other relevant assistance would be available on a continuing basis and at what level such support would be available. Appropriate clearances from each host institution must be submitted which state that the proposed research meets that institution's research review requirements (e.g., Institutional Review Board responsible for activities involving human subjects as provided for under Department of Health and Human Services policy (45 CFR part 46, 42 U.S.C. 289)).

Organizational plans for all Head Start RCHSQ applications must adhere to the following:

a. The Principal Investigator must serve as Director of the Head Start RCHSQ and provide scientific leadership by devoting a significant portion of his/her time to the Center, including time spent on RCHSQ research projects. The Center Director must be responsible for the planning, coordination, and efficient operation of the Center program, the preparation of its budget, and the control of expenditures, staff appointments, and space allocation. Another individual may be assigned responsibility for the day-to-day administration of the Center.

b. Head Start RCHSQs should be multidisciplinary in nature, and include investigators from such disciplines as education, psychology, psychiatry, pediatrics, social work, nursing, epidemiology, statistics, economics, sociology, and public health.

c. Applicants must describe how the research planning team would be assembled, including the specific roles which Head Start staff and parents as well as community leaders would play in the planning and formal approval of all research projects.

d. The applicant must identify any federally funded demonstration projects in which the affiliated Head Start grantees are participating (e.g., the Comprehensive Child Development Program (CCDP), the Head Start/Public School Transition Demonstration).

e. The applicant must provide assurances that the Head Start RCHSQ Director would serve as a member of the

RCHSQ Steering Committee, and would attend *quarterly* Steering Committee meetings in Washington, DC.

f. The applicant must provide assurances that, at a minimum, the Head Start RCHSQ Center Director and one Head Start Program representative would attend *annual* RCHSQ Consortium meetings in Washington, DC, including Head Start's Third National Research Conference to be held on June 20-23, 1996.

g. All applicants must describe an overall budget which includes costs for both site-specific *and* cross-cutting research projects. The proposed budget of each Center must allocate approximately 50 percent of its funds to site-specific and cross-cutting projects, respectively. The final allocation of Center funds to each type of project for a given year will be determined after the research workplans for each RCHSQ's site-specific projects and the workplan for cross-cutting projects have been approved by ACYF.

Project Duration: The length of the project must not exceed 60 months.

Federal Share of Project Costs: The maximum Federal share is not to exceed \$400,000 for the first 12-month budget period or a maximum of \$500,000 per year for the remaining four years of the project period. The Federal share is *inclusive* of indirect costs.

Research Centers on Head Start Quality costs may include the salaries of core personnel (e.g., the Center Director), research expenses, and research resources shared across Center projects such as statistical consultation, data storage and analysis, and equipment; local and national travel associated with Head Start research projects; or any other items directly associated with the cost of conducting the Head Start research efforts under this announcement which are allowable under the Office of Management and Budget (OMB) Circular A-21 (which applies to cooperative agreements with institutions of higher education) and A-122 (which applies to cooperative agreements with nonprofit organizations). In recent revisions to OMB circular A-110 equipment has been defined as tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Head Start RCHSQ funds may not be used to support training activities other than those directly related to the conduct of specific research projects. Funds to support training for student research assistants or Head Start staff should be sought from alternative Head

Start or other training or fellowship programs.

Head Start grantees which receive contracts from individual RCHSQs as partnership participants must use these funds solely for the support and conduct of research activities. Funds received for participation in the partnership may be used to pay Head Start staff for any additional work or responsibility that is assumed as a result of this research; local and national travel associated with Head Start RCHSQ research projects; or any other items associated with the cost of the conduct of Head Start RCHSQ research efforts.

Matching Requirement: There is no matching requirement.

Anticipated Number of Projects to be Funded: It is anticipated that up to four Research Centers on Head Start Quality will be funded in fiscal year 1995.

CFDA: 93.600 Head Start: Head Start Act, as amended.

1.04 Head Start Fellows Program

Eligible Applicants: Universities and Colleges, Foundations, Professional and Non-Profit Agencies and Organizations.

Purpose: The purpose of this priority area is to provide support, through a cooperative agreement, to a partner who will work cooperatively with the Head Start Bureau to design and implement the National Head Start Fellows Program as envisioned in the Head Start Reauthorization of 1994. The primary purpose of the Fellows Program is to support the growth and development of individuals who can make special contributions to the Head Start and early childhood development communities. Therefore, we are seeking applications from organizations with experience and stature in these fields.

Background Information: The Human Services Amendments of 1994 added section 648A(d) to the Head Start Act (42 U.S.C. 9843A) authorizing the Secretary to create a Head Start Fellows program and to publish regulations. (A Notice of Proposed Rulemaking for the program will be published in the near future. This Section closely follows one of the recommendations of the Advisory Committee on Head Start Quality and Expansion. As part of an overall initiative to improve the quality and excellence of local programs, the Advisory Committee proposed several strategies for training and career development for program staff working within Head Start and other early childhood programs. The Advisory Committee suggested that the Department of Health and Human Services should develop a "fellows program to build outstanding leadership

in Head Start and other early childhood programs and to provide opportunities for promising staff from the field to work in national professional organizations, and HHS regional and central offices." The Advisory Committee also said that this initiative "should include the foundation and corporate community as well as leading colleges and universities." Both the Advisory Committee and the Head Start Reauthorizing legislation envisioned that this Fellows Program would be part of a long-term quality improvement initiative aimed at upgrading the skills and experience of promising individuals within local programs as well as a strategy for creating a new cadre of leaders who can influence and bring about improvements in policy and practice at a variety of levels in order to positively affect the lives and circumstances of low-income children and their families across the country.

Our intention is to support the design and implementation of this program whose dual goals are: (1) Providing a unique career-building and learning opportunity to mid-career individuals with outstanding leadership potential in Head Start, early childhood development and family support; and (2) enhancing the quality of Head Start and other early childhood development and family support programs as a result of individuals who have had this experience. Overall, this is an exciting and unique opportunity to expose staff from the field to a variety of leadership building developmental activities, issues, and experiences through placements in offices of the Administration for Children and Families, including the Head Start Bureau in Washington DC. and the ten ACF regional offices throughout the country. Placements may also occur in academia and other organizations concerned with children and family service issues. Also important is the opportunity for Federal staff to work with and learn from the valuable experience of practitioners in the field, thereby enriching national policy-making for years to come. The partner in the cooperative agreement should be an organization well-recognized for its work in staff development and training in the field of early childhood development.

One of the goals of the Fellows program is to attract and serve the needs of a diverse pool of experienced candidates who have different levels of educational and different program backgrounds. We anticipate that the Fellows program will attract Head Start directors, component coordinators and key staff, and researchers in the field of

child development and family support. Selection, placement, and support of the Fellows must be managed carefully to tailor experiences to the interests and developmental needs of the Fellow. In addition, the opportunity for creating a climate of support among the Fellows themselves is something that should be carefully crafted and built upon.

The development of the Fellows program would require an initial planning period in order to create the kind of high quality, prestigious program that will achieve its goals and attract the caliber of individuals desired. We envision that the first group of Fellows would be selected and placed by the summer of 1996. We anticipate that approximately 10-15 Fellows would be involved in the program each year with the first year's placements being primarily to the Head Start Bureau in Washington D.C. and to the regional offices of the Administration for Children and Families.

Collaborative activities would include, among other things:

- Conceptualization of the Fellows program and development of the overall project plan for implementation;
- Training and curriculum design;
- Development of policies and procedures to govern the Head Start Fellows program;
- Establishment of recruitment strategies, screening/selection criteria;
- Management of the application and rating processes and recommendations for selection of individual Fellows;
- Development and implementation of the plan for placement of Fellows;
- Design and conduct of an orientation program and other group learning and supportive activities for the Head Start Fellows;
- Development of policies and procedures regarding the Program; and
- Periodic review of the Head Start Fellows program to ensure that it is achieving the results intended in the Head Start Act.

Minimum Requirements for Program Design: The project under this priority area will be funded as a cooperative agreement in which substantial Federal participation is anticipated. The partner will be expected to work closely with Federal staff. The specific responsibilities of the Federal Staff and the awardee will be negotiated prior to award of the cooperative agreement. In order to successfully compete under this priority area, the applicant must:

- Describe its understanding of the goals and purposes for the Fellows program and its relationship to developing leadership potential for the individuals in the field and for improving the quality of local Head

Start and other early childhood programs;

- Describe the mission of their organization as it relates to leadership development within the early childhood and family support fields and how this project fits within that mission;

- Describe the approach and strategies that would be taken to design the program, to recruit potential participants, to support the implementation and maintenance of the Fellows program, and to evaluate the program's effectiveness;

- Describe its experience in training and curriculum design and delivery which relates to programs of the kind envisioned in this announcement;

- Provide letters from individuals and organizations indicating their clear commitment to participate in the project. If the proposed training design requires the technical assistance of other colleges, universities, or nonprofit agencies, the proposal should include letters of commitment assuring their willingness to participate and indicating the roles they would play in the project.

- Provide a staffing plan and vitae for key staff and assurances that the Project Director or another appropriate staff member will attend six meetings annually in Washington, DC. to meet with staff to discuss issues related to Fellows program implementation.

- Provide a budget which delineates the project administration costs versus those expenses which will directly support the Fellows individually and as a group. The budget should include stipends to Fellows. The stipend should be tiered to accommodate a range of education and experience and would parallel the Federal GS 12-14 range. Stipends should include funds to support fringe benefits. The average stipend and total amount of the \$1 million of the budget which will be used for stipends for the Fellows should be delineated. It is anticipated that the major portion of the budget would be used for stipends and direct costs of the Fellows. The other expenses to support participation of the Fellows should also be described and budgeted within the \$1 million.

Project Duration: The length of the project must not exceed 60 months.

Federal Share of Project Costs: The maximum Federal share is not to exceed \$1,000,000 for the first 12-month budget period and \$1,000,000 for each succeeding 12-month period.

Matching Requirements: No non-Federal match is required.

Anticipated Number of Projects to be Funded: It is anticipated that one project will be funded.

CFDA: 93.600 Head Start: Head Start Act as amended.

1.05 Head Start Emergent Literacy Project

Eligible Applicants: Applicants must be private or public nonprofit organizations.

Purpose: The purpose of this priority area is to provide support, through a cooperative agreement(s), to one or two partners who will work cooperatively with the Head Start Bureau in designing and implementing strategies and approaches designed to support and strengthen the emergent literacy activities carried out by Head Start grantees. For the purpose of this announcement, emergent literacy refers to activities that are conducted with young children during the period when they are beginning to become aware of print, to observe and experiment with reading and writing, and to understand the relationship between the written and spoken word.

The cooperative agreement(s) that are awarded should be designed to demonstrate methods for assisting Head Start grantees in reaching higher levels of excellence in preparing children to read through the provision of training to staff and parents in how to more effectively provide emergent learning activities to children in both the classroom and at home.

Background Information: As a national program providing comprehensive developmental services primarily to low-income children and their families, Head Start has undertaken a number of efforts designed to promote literacy among the children and families it serves. Head Start links families with community institutions which operate literacy programs including libraries, local education agencies which offer adult basic education, G.E.D. and adult vocational training programs, and local literacy volunteer programs.

Additionally, grantees have played a key role in the family literacy movement in three basic ways: (1) Increasing Head Start families' access to materials, activities and services which are essential to family literacy development (e.g., acquiring children's books for the home, helping families obtain and use library cards, and promoting family participation in story hours for young children at neighborhood centers); (2) supporting parents in the role of being their child's first teacher by providing encouragement and direction to Head Start families in the provision of activities which will stimulate and sustain their children's interest and potential for future independent success

in literacy activities; and (3) assisting parents as adult learners to recognize and address their own literacy needs by creating environments which are positive, supportive and offer the promise of benefiting both them and their children.

Head Start has also supported several specific literacy initiatives designed to assist local Head Start programs in developing multi-faceted literacy programs.

In 1989, special demonstration grants were competitively awarded to six Head Start grantees to address the issue of family literacy. Building on these grants, beginning in 1992, sixty-five Family Service Centers (FSCs) have been funded. One of three major components of these FSCs has been a family literacy component. Early findings show that Head Start grantees with FSCs have twice the rate of adult participation in GED classes as do grantees with no FSC programs.

Since 1991, \$9 million a year has been provided to local Head Start programs to support local literacy activities. All grantees have received a portion of these funds, which support parents' participation in community literacy programs.

In 1992 the Head Start/Library of Congress Interagency Agreement was developed to demonstrate in communities nationwide how libraries which serve young children can plan and work with Head Start grantees to enhance both learning and parent involvement in children's literacy and language development.

Head Start also has collaborated with Even Start since its inception, specifically with its adult literacy program. Additionally, the Head Start Bureau has developed a number of publications and materials for its grantees on recommended practices and resources designed to help programs develop and/or improve their family literacy programs.

Head Start programs have also implemented a wide variety of activities to encourage the emergent literacy of the children served. These activities have included:

- Integrating books into daily curriculum activities and various learning centers;
- Creating an appropriate environment for quiet reading;
- Displaying books in an attractive manner;
- Providing books that are culturally and developmentally appropriate;
- Making and using reading enhancements such as puppets and flannel boards;

- Encouraging parents to read to their children and provide family literacy activities as needed;

- Training parents and staff to select books for Head Start children;
- Increasing the storytelling skills of staff and parents; and
- Encouraging staff and parents to become reading models for children.

While some Head Start programs operate well-developed and multi-faceted emergent literacy programs, other grantees offer programs that focus on only one or a few aspects of emergent literacy. Therefore, in order to improve the quality of the services being provided by Head Start nationwide, strategies are needed which range from the provision of information to all grantees (e.g., general mailings on the implementation of emergent literacy programs and/or on effective emergent literacy activities) to the provision of intensive support and training to programs in need of such assistance.

Minimum Requirements for Project Design: The project(s) under this priority area will be funded as a cooperative agreement(s) in which substantial Federal participation is anticipated. The grantee(s) will be expected to work closely with Federal staff in both the national Head Start Bureau and in the various Regional Offices, including the American Indian Programs and the Migrant Programs Branches in implementing the project(s). The specific responsibilities of Federal staff and the awardee(s) will be negotiated prior to the award of the cooperative agreement(s). In order to successfully compete under this priority area, the applicant must:

- Describe how the project would benefit both the national Head Start program and the local Head Start program and its community, and discuss any relevant research.
- Describe the strategies and approaches that would be designed and tested in terms of their effectiveness in supporting grantees to move toward higher levels of quality and excellence in the area of emergent literacy, including the different levels of service that would be required and how grantees would be selected for each level of service. Specify what approach would be used for supporting grantees who are at various levels of quality.
- Describe how emergent literacy programs would be designed for or could be adapted for use in Head Start programs based in a variety of settings including center-based, home-based, and combination programs as well as programs that are part-day and full-day.
- Describe how multicultural issues would be addressed.

- Describe how all Head Start grantees would be supported in reaching higher levels of quality and excellence including the training, technical assistance and dissemination strategies that would be developed and tested.

- Describe the qualifications of key staff and how their experience is relevant to this project. Vitae for all key staff should be provided.

Program Duration: The length of the project must not exceed 17 months.

Federal Share of the Project: The maximum Federal funding for the project is not to exceed \$1,000,000. Applicants are encouraged to provide in-kind contributions to the total project.

Anticipated Number of Projects to be Funded: It is anticipated that up to two projects will be funded.

CFDA: 93.600 Head Start: Head Start Act, as amended.

1.06 Supporting Parent Roles in Children's Learning Environments

Eligible Applicants: Applicants must be public or private nonprofit organizations.

Purpose: The purpose of this priority area is to provide support, through a cooperative agreement(s), to one or more partners who will work cooperatively with the Head Start Bureau in designing and implementing approaches for helping Head Start parents to become more actively involved in their children's learning through the educational use of television, the visual arts and the media.

Background: In today's world, children are exposed to an enormous amount of stimuli, whether the children are in their communities or neighborhoods, or in their own homes, or in the larger world brought to them by television. Television is readily available in nearly every household, and is often turned on for many hours in the day. Children may watch intently or passively, seeing the visual images on the television as they pass by. Parents can help children interpret and use the environment created by television in ways that are appropriate for the child's age and developmental level. Parents are challenged to understand more about child growth and development; the powerful effects television has on a child; how to discern what they can and should control in this environment of television; and how to make appropriate use of this environment in their role as the primary educators of their child and the persons who have a major role in shaping their child's values, goals and aspirations. It is important for parents to know how to use the environment of

television as a set of learning opportunities that contribute to the child's positive growth and development. In order to effectively assist parents in using television, the visual arts and the media as positive learning opportunities for their pre-school age children, resources and materials need to be developed and/or adapted that will help parents:

- Increase their understanding and knowledge of child growth and development in order to gain a better understanding of developmentally appropriate uses of television and media for the preschool age child;
- Use television and the media to strengthen and reinforce their child's learning;
- Engage in constructive learning opportunities with their children when choosing age-appropriate television programming;
- Utilize television and other visual arts and the media in age and content appropriate, interactive ways;
- Become more discerning consumers when their children are exposed to everyday events/activities.

Minimum Requirements for Project Design: The project(s) under this priority area will be funded as a cooperative agreement(s) in which substantial Federal participation is anticipated. The grantee(s) will be expected to work closely with Federal staff in both the national Head Start Bureau and in the various Regional Offices, including the American Indian Programs and the Migrant Programs Branches, in implementing the project(s). The specific responsibilities of Federal staff and the awardee(s) will be negotiated prior to the award of the cooperative agreement(s). In order to successfully compete under this priority area, the applicant must:

- Describe what approaches, strategies and materials would be developed and/or adapted from existing resources to specifically address the needs of Head Start parents and their young children. A description of how both the multicultural and diverse language issues that are present in most Head Start communities would be addressed should also be discussed.
- Describe how pilot tests of these resources and materials would be conducted in selected Head Start sites, including how the participating grantees and families would be selected and the role which staff of the local Head Start programs would play in the implementation of these local pilot tests.
- Describe how, based upon these pilot tests, modifications in the approaches, strategies and materials

used would be identified and the necessary modifications made.

- Vitae for all key staff should be provided.

Program Duration: The length of the project should not exceed 17 months.

Federal Share of the Project: The maximum Federal funding for the project is not to exceed \$1,000,000. Applicants are encouraged to provide in-kind contributions to the project.

Anticipated Number of Projects to be Funded: It is anticipated that one or two projects will be funded.

CFDA: 93.600 Head Start: Head Start Act, as amended.

Part IV. Instructions for Submitting Applications

A. Availability of Forms

Eligible applicants interested in applying for funds must submit a complete application including the required forms included at the end of this program announcement Appendix A.

In order to be considered for a grant under this announcement, an application must be submitted on the Standard Form 424 (approved by the Office of Management and Budget under Control Number 0348-0043). A copy has been provided. Each application must be signed by an individual authorized to act for the applicant and to assume responsibility for the obligations imposed by the terms and conditions of the grant award.

Applicants requesting financial assistance for non-construction projects must file the Standard Form 424B, "Assurances: Non-Construction Programs." Applicants must sign and return the Standard Form 424B with their application. Applicants must provide a certification concerning lobbying. Prior to receiving an award in excess of \$100,000, applicants shall furnish an executed copy of the lobbying certification. Applicants must sign and return the certification with their application.

Applicants must make the appropriate certification of their compliance with the Drug-Free Workplace Act of 1988. By signing and submitting the application, applicants are providing the certification and need not mail back the certification with the application.

Applicants must make the appropriate certification that they are not presently debarred, suspended or otherwise ineligible for award. By signing and submitting the application, applicants are providing the certification and need not mail back the certification with the application.

Applicants must also understand that they will be held accountable for the

smoking prohibition included within P.L. 103-227, The Pro-Children's Act of 1994. A copy of the **Federal Register** notice which implements the smoking prohibition is included with the forms. By signing and submitting the application, applicants are providing the certification and need not mail back the certification with the application.

B. Application Submission

Applicants submitting proposals should use the following format guidelines: Proposals should be organized according to the evaluation criteria located in Part II of **Federal Register** announcement. For each of the five specified criteria, applicants should provide information in response to the requirements required by the priority area descriptions contained in Part III of this announcement.

One signed original and two copies of the grant applications, including all attachments, are required.

C. Checklist for a Complete Application

The checklist below is for your use to ensure that the application package has been properly prepared.

- One original, signed and dated application plus two copies.
- Attachments/Appendices, when included, should be used only to provide supporting documentation such as administration charts, positions descriptions, resumes, and letters of agreement/support. Please do not include books or video tapes and they are not easily reproduced and are therefore inaccessible to reviewers.
- A complete application consists of the following items in this order:
 - (1) Application for Federal Assistance (SF 424, REV. 4-88);
 - (2) Table of Contents;
 - (3) Budget information-Non-Construction Programs (SF424A&B REV.4-88);
 - (4) Budget Justification, including subcontract agency budgets;
 - (5) Project Summary (not to exceed one page);
 - (6) Application Narrative and Appendices;
 - (7) Proof of non-profit status. Any non-profit organization submitting an application must submit proof of its non-profit status in its application at the time of submission. The non-profit organization can accomplish this by providing a copy of the applicant's listing in the Internal Revenue Service's (IRS) most recent list of tax-exempt organizations described in Section 501(c)(3) of the IRS code or by providing a copy of the currently valid IRS tax exemption certificate, or by providing a

copy of the articles of incorporation bearing the seal of incorporation of the State in which the corporation or association is domiciled.

(8) Assurances Non-Construction Programs;

(9) Certification Regarding Lobbying;

(10) Where appropriate, a completed SPOC certification with the date of SPOC contact entered in line 16, page 1 of the SF 424, REV.4-88.

D. Due Date for the Receipt of Applications

1. *Deadlines:* Applications shall be considered as meeting an announced deadline if they are either:

a. Received on or before the deadline date at the receipt point specified in this program announcement, or

b. Sent on or before the deadline date and received by ACF in time for the independent review. Applicants are cautioned to request a legibly dated U.S. Postal Service postmark or to obtain a legibly dated receipt from a commercial carrier or U.S. Postal Service. Private metered postmarks shall not be acceptable as proof of timely mailing.

2. *Late applications:* Applications which do not meet the criteria above are considered late applications. ACF shall notify each late applicant that its application will not be considered in the current competition.

3. *Extension of deadlines:* ACF may extend the deadline for all applicants because of acts of God such as floods, hurricanes, etc., or when there is a widespread disruption of the mails. However, if ACF does not extend the deadline for all applicants, it may not

waive or extend the deadline for any applicants.

E. Required Notification of the State Single Point of Contact

This program is covered under Executive Order 12372, "Intergovernmental Review of Federal Programs," and 45 CFR part 100, "Intergovernmental Review of Department of Health and Human Services Program and Activities." Under the Order, States may design their own processes for reviewing and commenting on proposed Federal assistance under covered programs.

* All States and Territories except Alaska, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Virginia, Washington, American Samoa and Palau have elected to participate in the Executive Order process and have established Single Points of Contact (SPOCs). Applicants from these nineteen jurisdictions need take no action regarding E.O. 12372. Applicants for projects to be administered by Federally-recognized Indian Tribes are also exempt from the requirements of E.O. 12372. Otherwise, applicants should contact their SPOCs as soon as possible to alert them of the prospective applications and receive any necessary instructions. Applicants must submit any required material to the SPOCs as soon as possible so that the program office can obtain and review SPOC comments as part of the award process. It is imperative that the applicant submit all required materials, if any, to

the SPOC and indicate the date of this submittal (or the date of contact if no submittal is required) on the Standard Form 424, item 16a.

Under 45 CFR 100.8(a)(2), a SPOC has 60 days from the application deadline to comment on proposed new or competing continuation awards. A waiver has been sought to allow comments from the SPOC by September 20, 1995.

SPOCs are encouraged to eliminate the submission of routine endorsements as official recommendations.

Additionally, SPOCs are requested to clearly differentiate between mere advisory comments and those official State process recommendations which may trigger the "accommodate or explain" rule.

When comments are submitted directly to ACF, they should be addressed to: Department of Health and Human Services, Administration for Children and Families, Division of Discretionary Grants, 370 L'Enfant Promenade, SW., Washington, DC 20447.

A list of the Single Points of Contact for each State and Territory is included as an Appendix to this announcement.

E. Closing Date

The closing date for submission of applications is August 16, 1995 as specified in the Dates section at the beginning of this announcement.

Dated: June 23, 1995.

Olivia A. Golden,

Commissioner, Administration on Children Youth and Families.

BILLING CODE 4184-01-P

OMB Approval No. 0348-0043

APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: <i>Application</i> <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction <i>Preapplication</i> <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED	Applicant Identifier																					
		3. DATE RECEIVED BY STATE	State Application Identifier																					
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier																					
5. APPLICANT INFORMATION																								
Legal Name:		Organizational Unit:																						
Address (give city, county, state, and zip code):		Name and telephone number of the person to be contacted on matters involving this application (give area code)																						
6. EMPLOYER IDENTIFICATION NUMBER (EIN): [] [] - [] [] [] [] [] [] [] []		7. TYPE OF APPLICANT: (enter appropriate letter in box) <input type="checkbox"/> A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): _____																						
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____																								
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: [] [] a [] [] [] [] TITLE: _____		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: _____ _____																						
12. AREAS AFFECTED BY PROJECT (cities, counties, states, etc.): _____ _____																								
13. PROPOSED PROJECT:		14. CONGRESSIONAL DISTRICTS OF:																						
Start Date	Ending Date	a. Applicant	b. Project																					
15. ESTIMATED FUNDING: <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>a. Federal</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>b. Applicant</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>c. State</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>d. Local</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>e. Other</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>f. Program Income</td> <td>\$</td> <td>.00</td> </tr> <tr> <td>g. TOTAL</td> <td>\$</td> <td>.00</td> </tr> </table>		a. Federal	\$.00	b. Applicant	\$.00	c. State	\$.00	d. Local	\$.00	e. Other	\$.00	f. Program Income	\$.00	g. TOTAL	\$.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES: THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____ b. NO: <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
a. Federal	\$.00																						
b. Applicant	\$.00																						
c. State	\$.00																						
d. Local	\$.00																						
e. Other	\$.00																						
f. Program Income	\$.00																						
g. TOTAL	\$.00																						
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation. <input type="checkbox"/> No																								
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED																								
a. Typed Name of Authorized Representative		b. Title	c. Telephone number																					
d. Signature of Authorized Representative		e. Date Signed																						

Previous Editions Not Usable

Standard Form 424 (REV 4-88)
 Prescribed by OMB Circular A-102

Authorized for Local Reproduction

Instructions for the SF 424

This is a standard form used by applicants as a required facesheet for preapplications and applications submitted for Federal assistance. It will be used by Federal agencies to obtain applicant certification that States which have established a review and comment procedure in response to Executive Order 12372 and have selected the program to be included in their process, have been given an opportunity to review the applicant's submission.

Item and Entry

1. Self-explanatory.
2. Date application submitted to Federal agency (or State if applicable) & applicant's control number (if applicable).
3. State use only (if applicable).
4. If this application is to continue or revise an existing award, enter present Federal identifier number. If for a new project, leave blank.
5. Legal name of applicant, name of primary organizational unit which will undertake the assistance activity, complete address of the applicant, and name and telephone number of the person to contact on matters related to this application.
6. Enter Employer Identification Number (EIN) as assigned by the Internal Revenue Service.
7. Enter the appropriate letter in the space provided.

8. Check appropriate box and enter appropriate letter(s) in the space(s) provided:

- “New” means a new assistance award.
- “Continuation” means an extension for an additional funding/budget period for a project with a projected completion date.
- “Revision” means any change in the Federal Government's financial obligation or contingent liability from an existing obligation.

9. Name of Federal agency from which assistance is being requested with this application.

10. Use the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested.

11. Enter a brief descriptive title of the project, if more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

12. List only the largest political entities affected (e.g., State, counties, cities).

13. Self-explanatory.

14. List the applicant's Congressional District and any District(s) affected by the program or project.

15. Amount requested or to be contributed during the first funding/budget period by

each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate *only* the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 15.

16. Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process.

17. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.

18. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

BILLING CODE 4184-01-P

OMB Approval No. 0348-0044

BUDGET INFORMATION — Non-Construction Programs

SECTION A — BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. TOTALS		\$	\$	\$	\$	\$
SECTION B — BUDGET CATEGORIES						
Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY					Total (5)
	(1)	(2)	(3)	(4)	(5)	
a. Personnel	\$	\$	\$	\$	\$	\$
b. Fringe Benefits						
c. Travel						
d. Equipment						
e. Supplies						
f. Contractual						
g. Construction						
h. Other						
i. Total Direct Charges (sum of 6a - 6h)						
j. Indirect Charges						
k. TOTALS (sum of 6i and 6j)	\$	\$	\$	\$	\$	\$
7. Program Income						

Standard Form 424A (4-88)
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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	\$	\$	\$	\$	\$
9.					
10.					
11.					
12. TOTALS (sum of lines 8 and 11)	\$	\$	\$	\$	\$
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	\$	\$	\$	\$	\$
13. Federal					
14. NonFederal					
15. TOTAL (sum of lines 13 and 14)	\$	\$	\$	\$	\$
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.	\$	\$	\$	\$	
17.					
18.					
19.					
20. TOTALS (sum of lines 16-19)	\$	\$	\$	\$	
SECTION F - OTHER BUDGET INFORMATION (Attach additional Sheets if Necessary)					
21. Direct Charges:					
22. Indirect Charges:					
23. Remarks					

SF 424A (4-88) Page 2
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Instructions for the SF-424A**General Instructions**

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary

Lines 1-4, Columns (a) and (b)—For applications pertaining to a *single* Federal grant program (Federal Domestic Assistance Catalog number) and *not requiring* a functional or activity breakdown, enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b).

For applications pertaining to a *single* program *requiring* budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the catalog program title on each line in *Column* (a) and the respective catalog number on each line in Column (b).

For applications pertaining to *multiple* programs where one or more programs *require* a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Columns (c) through (g)—*For new applications*, leave Columns (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor

agency instructions provide for this. Otherwise, leave these columns blank. Enter in columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Lines 5—Show the totals for all columns used.

Section B. Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For each program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Lines 6a-i—Show the totals of Lines 6a to 6h in each column.

Line 6j—Show the amount of indirect cost.

Line 6k—Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)–(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7—Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Show under the program narrative statement the nature and source of income. The estimated amount of program income may be considered by the federal grantor agency in determining the total amount of the grant.

Section C. Non-Federal-Resources

Lines 8–11—Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a)—Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b)—Enter the contribution to be made by the applicant.

Column (c)—Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d)—Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e)—Enter totals of Columns (b), (c), and (d).

Line 12—Enter the total for each of Columns (b)–(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13—Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14—Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15—Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16–19—Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This section need not be completed for revisions (amendments, changes, or supplements) to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20—Enter the total for each of the Columns (b)–(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21—Use this space to explain amounts for individual direct object-class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22—Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23—Provide any other explanations or comments deemed necessary.

Assurances—Non-Construction programs

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organization conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728–4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.)

related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED
CERTIFYING OFFICIAL

TITLE

APPLICANT ORGANIZATION

DATE SUBMITTED

BILLING CODE 4184-01-P

U.S. Department of Health and Human Services
Certification Regarding Drug-Free Workplace Requirements
Grantees Other Than Individuals

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR Part 76, Subpart F. The regulations, published in the May 25, 1990 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the Department of Health and Human Services (HHS) determines to award the grant. If it is later determined that the grantee knowingly rendered a false certification, or otherwise violates the requirements of the Drug-Free Workplace Act, HHS, in addition to any other remedies available to the Federal Government, may take action authorized under the Drug-Free Workplace Act. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or governmentwide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of buildings) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g., all vehicles of a mass transit authority or State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios.)

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), if it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulation (21 CFR 1308.11 through 1308.15).

"Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes;

"Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance;

"Employee" means the employee of a grantee directly engaged in the performance of work under a grant, including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact or involvement is insignificant to the performance of the grant; and, (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, and employee assistance programs; and, (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and, (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or, (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant (use attachments, if needed):

Place of Performance (Street address, City, County, State, ZIP Code) _____

Check if there are workplaces on file that are not identified here.

Sections 76.630(c) and (d)(2) and 76.635(a)(1) and (b) provide that a Federal agency may designate a central receipt point for STATE-WIDE AND STATE AGENCY-WIDE certifications, and for notification of criminal drug convictions. For the Department of Health and Human Services, the central receipt point is: Division of Grants Management and Oversight, Office of Management and Acquisition, Department of Health and Human Services, Room 517-D, 200 Independence Avenue, S.W., Washington, D.C. 20201.

DGMO Form#2 Revised May 1990

Certification Regarding Debarment, Suspension, and Other Responsibility Matters—Primary Covered Transactions

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR part 76, certifies to the best of its knowledge and believe that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or agency;

(b) Have not within a 3-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a 3-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The certification or explanation will be considered in connection with the Department of Health and Human Services (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall

disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transaction," provided below without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and

contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

State for Loan Guarantee and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL "Disclosure Form to Report Lobbying," in accordance with its instructions.

Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Title

Organization

Date

BILLING CODE 4184-01-P

EXECUTIVE ORDER 12372—STATE SINGLE POINTS OF CONTACT

- Arizona**—Mrs. Janice Dunn, ATTN: Arizona State Clearinghouse, 3800 N. Central Avenue, 14th Floor, Phoenix, Arizona 85012, Telephone (602) 280-1315
- Arkansas**—Tracie L. Copeland, Manager, State Clearinghouse, Office of Intergovernmental Services, Department of Finance and Administration, PO Box 3278, Little Rock, Arkansas 72203, Telephone (501) 682-1074
- California**—Glenn Stober, Grants Coordinator, Office of Planning and Research, 1400 Tenth Street, Sacramento, California 95814, Telephone (916) 323-7480
- Delaware**—Ms. Francine Booth, State Single Point of Contact, Executive Department, Thomas Collins Building, Dover, Delaware 19903, Telephone (302) 736-3326
- District of Columbia**—Rodney T. Hallman, State Single Point of Contact, Office of Grants Management and Development, 717 14th Street, NW, Suite 500, Washington, DC 20005, Telephone (202) 727-6551
- Florida**—Florida State Clearinghouse, Intergovernmental Affairs Policy Unit, Executive Office of the Governor, Office of Planning and Budgeting, The Capitol, Tallahassee, Florida 32399-0001, Telephone (904) 488-8441
- Georgia**—Mr. Charles H. Badger, Administrator, Georgia State Clearinghouse, 254 Washington Street, SW, Atlanta, Georgia 30334, Telephone (404) 656-3855
- Illinois**—Steve Klokkena, State Single Point of Contact, Office of the Governor, 107 Stratton Building, Springfield, Illinois 62706, Telephone (217) 782-1671
- Indiana**—Jean S. Blackwell, Budget Director, State Budget Agency, 212 State House, Indianapolis, Indiana 46204, Telephone (317) 232-5610
- Iowa**—Mr. Steven R. McCann, Division of Community Progress, Iowa Department of Economic Development, 200 East Grand Avenue, Des Moines, Iowa 50309, Telephone (515) 281-3725
- Kentucky**—Ronald W. Cook, Office of the Governor, Department of Local Government, 1024 Capitol Center Drive, Frankfort, Kentucky 40601, Telephone (502) 564-2382
- Maine**—Ms. Joyce Benson, State Planning Office, State House Station #38, Augusta, Maine 04333, Telephone (207) 289-3261
- Maryland**—Ms. Mary Abrams, Chief, Maryland State Clearinghouse, Department of State Planning, 301 West Preston Street, Baltimore, Maryland 21201-2365, Telephone (301) 225-4490
- Massachusetts**—Karen Arone, State Clearinghouse, Executive Office of Communities and Development, 100 Cambridge Street, Room 1803, Boston, Massachusetts 02202, Telephone (617) 727-7001
- Michigan**—Richard S. Pastula, Director, Michigan Department of Commerce, Lansing, Michigan 48909, Telephone (517) 373-7356
- Mississippi**—Ms. Cathy Mallette, Clearinghouse Officer, Office of Federal Grant Management and Reporting, 301 West Pearl Street, Jackson, Mississippi 39203, Telephone (601) 960-2174
- Missouri**—Ms. Lois Pohl, Federal Assistance Clearinghouse, Office of Administration, P.O. Box 809, Room 430, Truman Building, Jefferson, City, Missouri 65102, Telephone (314) 751-4834
- Nevada**—Department of Administration, State Clearinghouse, Capitol Complex, Carson City, Nevada, 89710, Telephone (702) 687-4065, Attention: Ron Sparks, Clearinghouse Coordinator
- New Hampshire**—Mr. Jeffrey H. Taylor, Director, New Hampshire Office of State Planning, Attn: Intergovernmental Review Process/James E. Bieber, 2½ Beacon Street, Concord, New Hampshire 03301, Telephone (603) 271-2155
- New Jersey**—Gregory W. Adkins, Acting Director, Division of Community Resources, N.J. Department of Community Affairs, Trenton, New Jersey 08625-0803, Telephone (609) 292-6613
- Please direct correspondence and questions to: Andrew J. Jaskolka, State Review Process, Division of Community Resources, CN 814, Room 609, Trenton, New Jersey 08625-0803, Telephone (609) 292-9025.
- New Mexico**—George Elliott, Deputy Director, State Budget Division, Room 190, Bataan Memorial Building, Santa Fe, New Mexico 87503, Telephone (505) 827-3640 FAX (505) 827-3006
- New York**—New York State Clearinghouse, Division of the Budget, State Capitol, Albany, New York 12224, Telephone (518) 474-1605
- North Carolina**—Mrs. Chrys Baggett, Director, Office of the Secretary of Administration N.C. State Clearinghouse, 116 W. Jones Street, Raleigh, North Carolina 27603-8003, Telephone (919) 733-7232
- North Dakota**—N.D. Single Point of Contact, Office of Intergovernmental Assistance, Office of Management and Budget, 600 East Boulevard Avenue, Bismarck, North Dakota 58505-0170, Telephone (701) 224-2094
- Ohio**—Larry Weaver, State Single Point of Contact, State/Federal Funds Coordinator, State Clearinghouse, Office of Budget and Management, 30 East Broad Street, 34th Floor, Columbus, Ohio 43266-0411, Telephone (614) 466-0698
- Rhode Island**—Mr. Daniel W. Varin, Associate Director, Statewide Planning Program, Department of Administration, Division of Planning, 265 Melrose Street, Providence, Rhode Island 02907, Telephone (401) 277-2656
- Please direct correspondence and questions to: Review Coordinator, Office of Strategic Planning.
- South Carolina**—Omeagia Burgess, State Single Point of Contact, Grant Services, Office of the Governor, 1205 Pendleton Street, Room 477, Columbia, South Carolina 29201, Telephone (803) 734-0494
- Tennessee**—Mr. Charles Brown, State Single Point of Contact, State Planning Office, 500 Charlotte Avenue, 309 John Sevier Building, Nashville, Tennessee 37219, Telephone (615) 741-1676
- Texas**—Mr. Thomas Adams, Governor's Office of Budget and Planning, P.O. Box 12428, Austin, Texas 78711, Telephone (512) 463-1778
- Utah**—Utah State Clearinghouse, Office of Planning and Budget, ATTN: Carolyn Wright, Room 116 State Capitol, Salt Lake City, Utah 84114, Telephone (801) 538-1535
- Vermont**—Mr. Bernard D. Johnson, Assistant Director, Office of Policy Research & Coordination, Pavilion Office Building, 109 State Street, Montpelier, Vermont 05602, Telephone (802) 828-3326
- West Virginia**—Mr. Fred Cutlip, Director, Community Development Division, West Virginia Development Office, Building #6, Room 553, Charleston, West Virginia 25305, Telephone (304) 348-4010
- Wisconsin**—Mr. William C. Carey, Federal/State Relations, Wisconsin Department of Administration, 101 South Webster Street, P.O. Box 7864, Madison, Wisconsin 53707, Telephone (608) 266-0267
- Wyoming**—Sheryl Jeffries, State Single Point of Contact, Herschler Building, 4th floor, East Wing, Cheyenne, Wyoming 82002, Telephone (307) 777-7574
- Guam**—Mr. Michael J. Reidy, Director, Bureau of Budget and Management Research, Office of the Governor, PO Box 2950, Agana, Guam 96910, Telephone (617) 472-2285
- Northern Mariana Islands**—State Single Point of Contact, Planning and Budget Office, Office of the Governor, Saipan, CM, Northern Mariana Islands 96950
- Puerto Rico**—Norma Burgos/Jose H. Caro, Chairman/Director, Puerto Rico Planning Board, Minillas Government Center, PO Box 41119, San Juan, Puerto Rico 00940-9985, Telephone (809) 727-4444
- Virgin Islands**—Jose L. George, Director, Office of Management and Budget, #41 Norregade Emancipation Garden Station, Second Floor, Saint Thomas, Virgin Islands 00802
- Please direct correspondence to: Linda Clarke, Telephone (809) 774-0750.

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, Part C—Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law does not apply to children's services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for inpatient drug or alcohol treatment. Failure to comply with the

provisions of the law may result in the imposition of a civil monetary penalty of up to \$1000 per day and/or the imposition of an administrative compliance order on the responsible entity.

By signing and submitting this application the applicant/grantee certifies that it will comply with the requirements of the Act. The applicant/grantee further agrees that it will require the language of this certification be included in any subawards which contain provisions for children's services and that all subgrantees shall certify accordingly.

[FR Doc. 95-16174 Filed 6-29-95; 8:45 am]

BILLING CODE 4184-01-P

The Regional Offices of the Administration for Children and Families; Statement of Organization, Functions, and Delegations of Authority

This notice amends Part K of the Statement of Organization, Functions, and Delegations of Authority of the Department of Health and Human Services (DHHS), Administration for Children and Families (ACF) as follows: Chapter KD, The Regional Offices of the Administration for Children and Families (60 FR 27315), as last amended, May 23, 1995. This reorganization realigns the functions in Region 5 to support their streamlining plan. This Chapter is amended as follows:

1. KD.10 Organization. Regions 1, 3, 4, 7 through X are organized as follows:

Office of the Regional Administrator (KD1A, KD3A, KD4A, KD7A through KDXA)

Office of Financial Operations (KD1B, KD3B, KD4B, KD7B through KDXB)

Office of Family Security (KD1C, KD3C, KD4C, KD7C through KDXC)

Office of Family Supportive Services (DK1D, DK3D, KD4D, KD7D through KDXD)

After the end of KD2.20 Functions, paragraph D but before KD6.10 Organization, insert the following:

2. KD5.10 Organization. The Administration for Children and Families, Region 5, is organized as follows:

Office of the Regional Administrator (KD5A)

Office of Self-Sufficiency Programs (KD5C)

Office of Community Programs (KD5D)

KD5.20 Functions. A. The Office of the Regional Administrator is headed by a Regional Administrator. In addition, the Office of the Regional Administrator has a Deputy Regional Administrator.

The Office provides executive leadership and direction to state, county, city, and tribal governments, as well as public and private local grantees to ensure effective and efficient program and financial management. It ensures that these entities conform to federal laws, regulations, policies and procedures governing the programs, and exercises all delegated authorities and responsibilities for oversight of the programs.

The Office takes action to approve state plans and submits its recommendations to the Assistant Secretary for Children and Families concerning state plan disapproval. The Office contributes to the development of national policy based on regional perspectives on all ACF programs. It oversees ACF operations and the management of ACF regional staff; coordinates activities across regional programs; and assures that goals and objectives are carried out. The Office alerts the Assistant Secretary for Children and Families to problems and issues that may have significant regional or national impact. It represents ACF at the regional level in executive communications within ACF, with the HHS Regional Director, other HHS operating divisions, other federal agencies, and public or private local organizations representing children and families.

Within the Office of the Regional Administrator, an administrative staff assists the Regional Administrator and Deputy Regional Administrator. The staff directs the development of regional work plans related to the overall ACF strategic plan; tracks, monitors and reports on regional progress in the attainment of ACF national goals and objectives; and manages special and sensitive projects. It serves as the focal point for public affairs and contacts with the media, public awareness activities, information dissemination and education campaigns in accordance with the ACF Office of Public Affairs and in conjunction with the HHS Regional Director; and assists the Regional Administrator in the management of cross-cutting initiatives and activities among the regional components.

The Office provides day-to-day support for regional administrative functions, oversees the management and coordination of automated systems in the region, and provides data management support to all Regional Office components. Administrative functions include budget planning and execution, facility management, employee relations, and human resources development. Data

management responsibilities include the development of automated systems application to support and enhance program, fiscal, and administrative operation, and the compilation and analysis of data on demographic and service trends that assist in monitoring and oversight responsibilities. The Office is responsible for the effective and efficient management of internal ACF automation process and for oversight of state systems projects for ACF programs. In coordination with other Regional Office components, it monitors state systems projects and is the focal point for technical assistance to states and grantees on the development and enhancement of automated systems.

B. The Office of Self-Sufficiency Programs is headed by an Assistant Regional Administrator who reports to the Regional Administrator and consists of: Child Support Enforcement Branch; AFDC/Child Welfare Branch; JOBS/Child Care Branch; and Quality Control Branch.

The Office is responsible for providing centralized program and financial management and technical administration of certain AFC formula and entitlement programs, such as Aid to Families with Dependent Children (AFDC), Jobs Opportunities and Basic Skills Training (JOBS), title IV-A Child Care, Child Care Development and Block Grant, Child Welfare Services, Family Preservations and Support, Foster Care and Adoption Assistance, and Child Abuse and Neglect.

In that regard the Office provides policy guidance to states to assure consistent and uniform adherence to federal requirements governing formula and entitlement programs. The Office reviews cost estimates and reports for ACF entitlement and formula grant programs, and recommends funding levels. It is also responsible for managing all aspects of the AFDC quality control function.

A Financial/Grants Management Officer is located in each branch (other than Quality Control) of the Office of Self-Sufficiency Programs to provide expertise in business and other non-programmatic areas of grants administration and to help ensure that grantees fulfill requirements of law, regulations and administrative policies.

The Office establishes regional financial management priorities; reviews cost allocation plans; and makes recommendations to the Regional Administrator to approve, defer or disallow claims for federal financial participation in ACF formula and entitlement programs. As applicable, it makes recommendations on the