

### 3. Support of Diversity

Proposals should demonstrate substantive support of the Bureau's policy on diversity by explaining how issues of diversity relate to project objectives and how these issues will be addressed during project implementation. Achievable and relevant features should be cited in both program administration (selection of participants, program venue and program evaluation) and program content (orientation and wrap-up sessions, program meetings, resource materials and follow-up activities).

### 4. Institutional Capacity

Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals. A proposal should demonstrate a detailed understanding of university conditions in Serbia. Proposals should demonstrate a promise of long-term impact, as reflected in a plan for follow on activities.

### 5. Institution's Record/Ability

Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau grants as determined by Bureau grants management and contracts staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

### 6. Follow-On Activities

Proposals should provide a plan for continued follow-on activity (without Bureau support) ensuring that Bureau supported programs are not isolated events.

### 7. Project Evaluation

Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives is recommended. Successful applicants will be expected to submit intermediate reports after each project component is concluded or quarterly, whichever is less frequent.

### 8. Cost-Effectiveness

Administrative and program costs should be reasonable and appropriate with cost sharing provided as a reflection of commitment to the pursuit of project objectives. Administrative costs should be kept to a minimum. Cost

sharing, including contributions from the applicant or other sources should be included in the budget.

### Grant Making Authority

Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries \* \* \*; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations \* \* \* and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through the Support for East European Democracy (SEED) Act of 1989.

### Notice

The terms and conditions published in this RFGP are binding and may not be modified by any Bureau representative. Explanatory information provided by the Bureau that contradicts published language will not be binding. Issuance of the RFGP does not constitute an award commitment on the part of the Government. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards made will be subject to periodic reporting and evaluation requirements.

### Notification

Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures.

Dated: December 4, 2000.

**William B. Bader,**

*Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State.*

[FR Doc. 00-31744 Filed 12-13-00; 8:45 am]

BILLING CODE 4710-05-P

## DEPARTMENT OF STATE

[Public Notice 3509]

### Bureau of Educational and Cultural Affairs Request for Grant Proposals: 2001 Summer Institute for English Language Educators From South Africa

**SUMMARY:** The African Programs Branch, Office of Academic Exchange Programs of the Bureau of Educational and Cultural Affairs, announces an open competition for the 2001 Summer Institute for English Language Educators from South Africa. Accredited, post secondary educational institutions meeting the provisions described in IRS regulation 26 CFR 1.501(c) may submit proposals to provide a six-week academic training program for approximately 28 English language educators from South Africa. Subject to availability of funds, one grant will be awarded to conduct the 2001 Institute.

### Program Information

#### Overview

American institutions of higher education having an acknowledged reputation in the field of English-as-a-second language (ESL) and in curriculum design may apply to develop and deliver a six-week summer program for approximately twenty-eight English language teaching educators from South Africa. The Summer Institute should be programmed to encompass about 45 days and should begin on or about June 16, 2001. A variation in start date, up to one week beyond June 16, 2001, will be considered if it is necessitated by the host institution's academic calendar. The first five weeks of the program will consist of academic coursework specializing in project-based ESL materials development/delivery focusing on three content-based areas (i.e., HIV-AIDS, civic and values education, entrepreneurship, and/or environmental education). Support for these ESL content-based projects through classroom management and curriculum design at the South African secondary and tertiary levels will be developed. A web site will be developed for all projects. The sixth week will consist of an escorted cultural and educational tour of Washington, D.C.

The 2001 Summer Institute for English Language Educators from South Africa will provide participants with intensive training in the fundamentals of content-based ESL materials development/delivery, classroom management and curriculum design. These three areas are critical in South Africa where educators are attempting

to create a new English curriculum in a context of educational transformation and Outcomes Based Education (OBE). Given the need to teach content-based English across the South African curriculum, English language educators are key personnel for quality learning. Presently, there exists a severe shortage of skilled classroom educators. South African teachers will need to produce and deliver culturally appropriate and pedagogically sound content-based materials in a multi-cultural setting.

The Summer Institute will also provide structured exposure to U.S. culture and the diversity of America. The problems of teaching in a multi-cultural society should be a component of the program. The program should maintain a relative balance among discussion sessions, lectures and collaborative workshops. A web site is recommended for participants' projects. Lengthy lectures should be kept at a minimum. Participants should be given ample opportunity to work together and learn from each other as well as from their American instructors. Given the project-based orientation exploring the themes of HIV-AIDS, civic and values education, entrepreneurship and/or environmental education, selected participants will be able to share not only content but relevant ESL materials with their colleagues and home institutions. Participants will receive an educational materials allowance.

Few participants will have visited the United States previously. In view of this, an initial orientation to the university community and a brief introduction to U.S. society and education should be considered an integral part of the Institute and should be held on the first two to three days of the program.

#### *Program Guidelines*

The applicant is asked to design a two-part program: (1) A five-week academic program supporting South Africa's goal of education transformation through the delivery of intensive training in content-based materials development, classroom management and curriculum design for Outcomes Based Education (OBE) and ESL learning (English across the curriculum) at the secondary and tertiary levels. Division into 3-4 manageable project teams, each with a selected thematic/content focus and each targeting the particular needs of the secondary and tertiary levels is essential. Training should be sensitive to any special needs of the South African participants.

(2) A one-week escorted visit to Washington, D.C., planned, arranged,

and conducted by the Institute Program Director and principal Institute staff. The Washington program should be seen as an integral part of the Summer Institute, complementing and reinforcing both the academic and thematic content. This escorted visit should take place at the end of the Institute. Programming in Washington will include a half-day briefing session at the Bureau of Educational and Cultural Affairs, United States Department of State. Additionally, visits to such organizations as TESOL, a regional university, local school systems and teacher resource centers, are encouraged. Proposals may include cultural and educational visits en route to Washington, if such stops contribute to program quality and are cost effective. The participants will return to South Africa at the conclusion of the Washington program.

Specific areas to address in the Institute are:

1. Materials development/delivery with an emphasis on content-based ESL instruction. Thematic issues should include HIV-AIDS, civic and values education, entrepreneurship and/or environmental education (examples can be found at: <http://exchanges.state.gov/forum/journal/>).

2. Classroom management (for secondary levels).

3. Education Technology:

- (a) Introduction and/or enrichment of computer-based word processing and appropriate software for participants who lack these skills. Introduction to computer networks for ESL professionals.

- (b) Introduction and/or enrichment of knowledge of e-mail, usenet and the World Wide Web as pedagogic and research tools.

4. Visits to:

- (a) Local institutions and organizations related to thematic areas.

- (b) On-going ESL classes at the host institution, other universities, and in local educational or community centers, providing participants with opportunities to observe ESL methodology, materials, and multi-cultural classrooms featuring content-based language learning across the curriculum.

5. Involvement of participants in American culture through community/cultural activities. This should include interaction with Americans from a variety of backgrounds.

6. Formative evaluation and adjustment of program components accordingly, as well as summative evaluation of the entire Institute upon its completion.

In accordance with the objectives of the Summer Institute, participants will concentrate on their thematic program projects. However, the academic program should provide time for interaction with American students, faculty, and school administrators, and the local community to promote mutual understanding between the people of the United States and South Africa. In this regard, the Institute should incorporate cultural features such as community and cultural activities, field trips to places of local interest; home stays with families in the area (with other educators if possible), and events, which will bring the participants into contact with Americans from a variety of backgrounds.

#### *Participants*

Participants, to be selected by Public Affairs Section of the U.S. Embassy in Pretoria, will be South African educators involved with English language instruction. Professionally, they can be teacher-trainers, subject advisors, curriculum developers, and learning facilitators/coordinators. The selected participants will be drawn from public and private sectors including the national and provincial departments of education, teacher resource centers, non-governmental organizations, university departments of education and teacher training colleges. Minimum qualification for all participants will be a three-year teacher-training diploma with preference given to candidates with university degrees. Recruitment will concentrate on English language educators who are actively involved at secondary and tertiary levels, some of whom may be relatively inexperienced but are identified as having leadership potential. Depending upon availability of funds, approximately 28 participants from South Africa will participate in the Institute.

#### *Program Elements*

The proposal should be designed to support the following specific activities:

1. Pre-Program communication among participants and the U.S. institution to facilitate an exchange of ideas developed for the Institute.

Communication should be e-mail based.

2. A web site identifying the program goals/syllabus and on-going participant thematic projects. The site should be a dynamic resource, with weekly updates during the duration of the program, and regular updates in South Africa following program completion. The web site should display each of the three completed theme-based projects. The participants should develop site content, while site construction and

Internet hosting should be provided by the selected American institution. All Institute participants should receive a CD-ROM of their Website creation.

3. A five-week academic program comprising coursework on:

- Project-based English for content-based instruction,
  - Use of the Internet and web resources for educators,
  - Leadership training to enable participants to conduct workshops upon return to their countries.
- Training should meet the special needs of participants from South Africa.

4. Cultural activities facilitating interaction among the African participants, American students, faculty, and administrators and the local community to promote mutual understanding between the people of the United States and the people of South Africa, planned within the five-week academic program.

5. A one-week, escorted, cultural and educational tour of Washington, D.C., complementing and reinforcing the academic material. The visit will be planned, arranged and conducted by the Institute Program Director and principal Institute staff.

6. Follow-on communication among participants and the U.S. institution to continue exchanges of ideas developed during the Institute.

7. Assistance to participants to select, purchase and ship materials to use in follow-on activities and training projects in South Africa.

#### *Orientation*

The host institution should plan to conduct either a pre-program needs assessment if time allows, or a needs assessment upon the arrival of the participants. The Institute Director should be prepared to adjust program emphasis as necessary to respond to participants' professional concerns.

A pre-departure orientation will be held in South Africa by the Public Affairs Section (U.S. Embassy, Pretoria) for all participants. The Institute host institution will be expected to provide general orientation materials for this meeting. This material might include a tentative program outline with suggested goals and objectives, relevant background information about the U.S. institutions and individuals involved in the project, and information about the local housing, climate, and available services.

#### *Program Administration*

All Summer Institute programming and administrative logistics,

management of the academic program and the educational tour, and on-site arrangements will be the responsibility of the host institution.

The host institution is responsible for arrangements for lodging, food, maintenance and local travel for participants while at the host institution and in Washington. The host institution should strive to balance cost effectiveness in accommodations and meal plans with flexibility for differing diets and personal habits among the participants. Single rooms or housing in residential suites, which offer privacy, are preferable.

The Bureau will arrange participants' international travel. The Bureau will provide the host institution with participants' curricula vitae and travel itineraries and will be available to offer guidance throughout the Institute. The participants will arrive directly at the Institute site from their home countries. It is expected that the Institute program staff will make arrangements to have participants met upon arrival at the airport nearest the host campus. Departures will be from Washington D.C. Participants will be given international tickets which will include the leg from the host institution to Washington D.C., if necessary. The Institute staff will plan for ground transportation to and from Washington area airports.

Proposals should describe the available health care system and the plan to provide health care access to Institute participants. The Department of State will provide limited health insurance coverage to all participants. The host institution will be responsible for enrolling the participants in the insurance program with materials supplied by the Department.

Programs must comply with J-1 visa regulations. Please refer to Solicitation Package for further information.

#### **Budget Guidelines**

Applicants must submit a comprehensive line-item budget for the entire program. There must be a summary budget as well as breakdowns reflecting both administrative and program budgets. Applicants may provide separate sub-budgets for each program component, phase, location, or activity in order to provide clarification.

Grants awarded to eligible organizations with less than four years of experience in conducting international exchange programs will be limited to \$60,000. The Bureau anticipates awarding one grant in an amount not-to-exceed \$155,000 to support program and administrative costs required to implement this

program. The Bureau encourages applicants to provide maximum levels of cost-sharing and funding from private sources in support of its programs.

Allowable costs for the program include the following:

1. Instructional costs (for example: instructors' salaries, honoraria for outside speakers, educational course materials);
2. Lodging, meals, and incidentals for participants;
3. Expenses associated with cultural activities planned for the group of participants (for example: tickets, transportation);
4. Administrative costs as necessary.
5. U.S. ground transportation costs to U.S. appointments, meetings and to/from airports.

Proposals should maximize cost sharing through private sector support as well as institutional direct funding contributions.

Please refer to the Solicitation Package for complete budget guidelines and formatting instructions.

*Announcement Title and Number:* All correspondence with the Bureau concerning this RFGP should reference the above title and number *ECA/A/E/AF-01-01*.

**FOR FURTHER INFORMATION CONTACT:** The African Programs Branch, ECA/A/E/AF, Room 232, U.S. Department of State, 301 4th Street, S.W., Washington, D.C. 20547, Tel: (202) 619-5376 and fax (202) 619-6137, e-mail: eberelso@pd.state.gov to request a Solicitation Package. The Solicitation Package contains detailed award criteria, required application forms, specific budget instructions, and standard guidelines for proposal preparation. Please specify Bureau Program Officer, Ellen Berelson on all other inquiries and correspondence.

Please read the complete **Federal Register** announcement before sending inquiries or submitting proposals. Once the RFGP deadline has passed, Bureau staff may not discuss this competition with applicants until the proposal review process has been completed.

*To Download a Solicitation Package via Internet:* The entire Solicitation Package may be downloaded from the Bureau's website at <http://exchanges.state.gov/education/RFGPs>. Please read all information before downloading.

*Deadline for Proposals:* All proposal copies must be received at the Bureau of Educational and Cultural Affairs by 5 p.m. Washington, D.C. time on Friday, January 26, 2001. Faxed documents will not be accepted at any time. Documents postmarked the due date but received

on a later date will not be accepted. Each applicant must ensure that the proposals are received by the above deadline.

Applicants must follow all instructions in the Solicitation Package. The original and 8 copies of the application should be sent to: U.S. Department of State, SA-44, Bureau of Educational and Cultural Affairs, Ref.: ECA/A/E/-01-01, Program Management, ECA/EX/PM, Room 534, 301 4th Street, S.W., Washington, D.C. 20547.

Applicants must also submit the "Executive Summary" and "Proposal Narrative" sections of the proposal on a 3.5" diskette, formatted for DOS. These documents must be provided in ASCII text (DOS) format with a maximum line length of 65 characters. The Bureau will transmit these files electronically to the Public Affairs Section at U.S. Embassy Pretoria for review, with the goal of reducing the time it takes to get embassy comments for the Bureau's grants review process.

#### **Diversity, Freedom and Democracy Guidelines**

Pursuant to the Bureau's authorizing legislation, programs must maintain a non-political character and should be balanced and representative of the diversity of American political, social, and cultural life. "Diversity" should be interpreted in the broadest sense and encompass differences including, but not limited to ethnicity, race, gender, religion, geographic location, socio-economic status, and physical challenges. Applicants are strongly encouraged to adhere to the advancement of this principle both in program administration and in program content. Please refer to the review criteria under the "Support for Diversity" section for specific suggestions on incorporating diversity into the total proposal. Public Law 104-319 provides that "in carrying out programs of educational and cultural exchange in countries whose people do not fully enjoy freedom and democracy," the Bureau "shall take appropriate steps to provide opportunities for participation in such programs to human rights and democracy leaders of such countries." Public Law 106-113 requires that the governments of the countries described above do not have inappropriate influence in the selection process. Proposals should reflect advancement of these goals in their program contents, to the full extent deemed feasible.

#### **Review Process**

The Bureau will acknowledge receipt of all proposals and will review them

for technical eligibility. Proposals will be deemed ineligible if they do not fully adhere to the guidelines stated herein and in the Solicitation Package. All eligible proposals will be reviewed by the program office, as well as Public Diplomacy section overseas, where appropriate. Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the Bureau's Grants Officer.

#### **Review Criteria**

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

1. *Quality of the program idea:* Proposal should exhibit quality, rigor, and appropriateness of proposed syllabus to the academic objectives of the Institute. Proposal should demonstrate effective use of community and regional resources to enhance the cultural and educational experiences of participants. The proposal should clearly demonstrate how the institution will meet the program's objectives.

2. *Program planning:* Relevant work plan and a detailed calendar should demonstrate substantive undertakings and logistical capacity. Plan and calendar should adhere to the program overview and guidelines described above.

3. *Institutional Capacity:* Proposed personnel and institutional resources should be adequate and appropriate to achieve a substantive academic program and effective cross-cultural communication with South African participants. Proposal should show evidence of strong on-site administrative capabilities with specific discussion of how logistical arrangements will be undertaken.

4. *Multiplier effect/impact:* Proposed programs should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.

5. *Support of Diversity:* Proposals should demonstrate substantive support of the Bureau's policy on diversity. Achievable and relevant features should be cited in both program administration

(selection of participants, program venue and program evaluation) and program content (orientation and wrap-up sessions, program meetings, resource materials and follow-up activities).

6. *Institution's Record/Ability:* Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau grants as determined by Bureau Grant Staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.

7. *Follow-on Activities:* Proposals should provide a plan for continued follow-on activity (without Bureau support) ensuring that Bureau supported programs are not isolated events.

8. *Project Evaluation:* Proposals should include a plan to evaluate the Summer Institute's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives are recommended.

9. *Cost-effectiveness:* The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate.

10. *Cost-sharing:* Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

**Authority:** Overall grant making authority for this program is contained in the Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, as amended, also known as the Fulbright-Hays Act. The purpose of the Act is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries \* \* \*; to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations \* \* \* and thus to assist in the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world." The funding authority for the program above is provided through legislation.

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published language will not be binding. Issuance of the RFGP does not constitute an award commitment on the part of the Government. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds. Awards made will be subject to periodic reporting and evaluation requirements.

#### Notification

Final awards cannot be made until funds have been appropriated by Congress, allocated and committed through internal Bureau procedures.

Dated: December 8, 2000.

**William B. Bader,**

*Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State.*

[FR Doc. 00-32003 Filed 12-13-00; 8:45 am]

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#### DEPARTMENT OF STATE

##### [Public Notice 3510]

#### **Bureau of Educational and Cultural Affairs; Extension to the Deadline for the Wye River People-to-People Exchange Program**

**ACTION:** Notice.

**SUMMARY:** Due to the Department's interest in providing opportunities for a broad range of organizations to apply for grants, the deadline for the Wye River People-to-People Exchange Program has been extended from January 5, 2001, to April 6, 2001.

**ADDITIONAL INFORMATION:** For additional information, U.S. organizations should contact Thomas Johnston at 202-619-5325 or email [tjohnsto@pd.state.gov](mailto:tjohnsto@pd.state.gov). Israeli organizations or organizations located in Gaza should contact the Programs and Exchanges Office, U.S. Embassy, Tel Aviv, at 03-516-3210 or email [p-e@usembassy-israel.org.il](mailto:p-e@usembassy-israel.org.il).

Palestinian organizations located in the West Bank should contact the Public Affairs Office, U.S. Consulate General, Jerusalem, at 02-622-7207 or email [peoplejeru@pd.state.gov](mailto:peoplejeru@pd.state.gov).

The Wye River People-to-People Exchange Program was announced in the **Federal Register** on September 21, 2000.

Dated: December 8, 2000.

**William B. Bader,**

*Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State.*

[FR Doc. 00-31910 Filed 12-13-00; 8:45 am]

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#### **OFFICE OF THE UNITED STATES TRADE REPRESENTATIVE**

#### **Trade Policy Staff Committee; Public Comments on Proposed United States-Chile Free Trade Agreement**

**AGENCY:** Office of the United States Trade Representative.

**ACTION:** Notice of intent to conduct negotiations, initiation of environmental review, and request for comments.

**SUMMARY:** The United States intends to conduct negotiations with the Republic of Chile to conclude a free trade agreement. The Trade Policy Staff Committee (TPSC) is requesting written comments from the public to assist the United States Trade Representative (USTR) in formulating negotiating objectives for the agreement and to provide advice on how specific goods and services and other matters should be treated under the agreement.

Pursuant to Executive Order 13141 (64 FR 63169), USTR, through the TPSC, is initiating an environmental review of the agreement. The TPSC is also requesting written comments from the public on what should be included in the scope of the environmental review, including the potential environmental effects that might flow from the free trade agreement and the potential implications for environmental laws and regulations. Persons submitting written comments should provide as much detail as possible on the degree to which the subject matter they propose for inclusion in the review may raise significant environmental issues in the context of the negotiation.

**DATES:** Public comments should be received by noon, January 29, 2001.

**ADDRESS:** Public comment should be submitted to: Gloria Blue, Executive Secretary, TPSC, Office of the USTR, 600 17th Street, NW., Washington, DC 20508 Attention: U.S.-Chile Free Trade Agreement

**FOR FURTHER INFORMATION CONTACT:** For procedural questions concerning public comments, contact Gloria Blue, Executive Secretary, TPSC, Office of the USTR, 600 17th Street, NW., Washington, DC 20508 (202) 395-3475. All questions regarding the environmental review should be addressed to Mary Latimer, Deputy Assistant USTR for Environment and Natural Resources, Office of the USTR (202) 395-7320. All other questions regarding the negotiations should be addressed to Susan Cronin, Director for Brazil and the Southern Cone, Office of the Western Hemisphere of the USTR (202) 395-5190.

**SUPPLEMENTARY INFORMATION:** On November 29, 2000, President Clinton agreed with Chile's President Ricardo Lagos to negotiate a bilateral free trade agreement. In the negotiations, the United States and the Republic of Chile will seek to eliminate duties and commercial barriers to bilateral trade in U.S.-and Chilean-origin goods and also expect to address trade in services, agricultural products, investment, trade-related aspects of intellectual property rights, government procurement, trade-related environmental and labor matters, and other issues. Two-way trade between the United States and Republic of Chile approached \$6 billion in 1999. USTR is requesting that the U.S. International Trade Commission conduct a study of the potential economic impacts of the free trade agreement.

USTR, through the TPSC, will perform an environmental review of the agreement pursuant to Executive Order 13141, 64 FR 63169.

Written comments with as much specificity as possible, including data, views and recommendations, are invited on:

(a) General and commodity-specific negotiating objectives for the agreement.

(b) Economic costs and benefits to U.S. producers and consumers of the removal of tariffs and non-tariff barriers to U.S.-Chile trade.

(c) Treatment of specific goods (described by Harmonized System tariff numbers) under the agreement, including comments on (1) product-specific import or export interests or barriers, (2) experience with particular measures that should be addressed in the negotiations, and (3) in the case of articles for which immediate elimination of tariffs is not appropriate, recommended staging schedule for such elimination.

(d) Proposals for service sectors to be addressed in the agreement, existing barriers to trade in those sectors, and economic costs and benefits of removing such barriers.

(e) Relevant trade-related intellectual property rights issues that should be addressed in the negotiations.

(f) Relevant investment issues that should be addressed in the negotiations.

(g) Relevant environmental and labor issues that should be addressed in the negotiations

(h) Relevant government procurement issues that should be addressed in the negotiations.

(i) Possible environmental effects of the proposed agreement and the scope of the U.S. environmental review of the proposed agreement.