(Commerce) of affirmative preliminary determinations in these investigations under section 703(b) and section 733(b) of the Act, or, if the preliminary determinations are negative, upon notice of affirmative final determinations in the investigations under section 705(a) and section 735(a) of the Act. Parties that filed entries of appearance in the preliminary phase of the investigations need not enter a separate appearance for the final phase of the investigations. Industrial users, and, if the merchandise under investigation is sold at the retail level, representative consumer organizations have the right to appear as parties in Commission antidumping and countervailing duty investigations. The Secretary will prepare a public service list containing the names and addresses of all persons, or their representatives, who are parties to the investigation.

Background

On June 2, 1999, a petition was filed with the Commission and the Department of Commerce by Bethlehem Steel Corp., Bethlehem, PA; Gulf States Steel, Inc., Gadsden, AL; Ispat Inland, Inc., East Chicago, IN; LTV Steel Co., Inc., Cleveland, OH; National Steel Corp., Mishawaka, IN; Steel Dynamics, Inc., Fort Wayne, IN; U.S. Steel Corp.; a unit of USX Corp., Pittsburgh, PA; Weirton Steel Corp., Weirton, WV; the Independent Steelworkers Union; and United Steel Workers of America, Pittsburgh, PA, alleging that an industry in the United States is materially injured by reason of subsidized or LTFV imports of certain cold-rolled steel products from Argentina, Brazil, China, Indonesia, Japan, Russia, Slovakia, South Africa, Taiwan, Thailand, Turkey, and Venezuela. Accordingly, effective June 2, 1999, the Commission instituted antidumping investigations Nos. 701–TA–393–396 (Preliminary) and investigations Nos. 731–TA–829–840 (Preliminary).

Notice of the institution of the Commission's investigation and of a public conference to be held in connection therewith was given by posting copies of the notice in the Office of the Secretary, U.S. International Trade Commission, Washington, DC, and by publishing the notice in the **Federal Register** of June 9, 1999 (64 FR 31018). The conference was held in Washington, DC, on June 23, 1999, and all persons who requested the opportunity were permitted to appear in person or by counsel.

The Commission transmitted its determination in this investigation to the Secretary of Commerce on July 19, 1999. The views of the Commission are contained in USITC Publication 3214 (July 1999), entitled *Certain Cold-Rolled Steel Products from Argentina, Brazil, China, Indonesia, Japan, Russia, Slovakia, South Africa, Taiwan, Thailand, Turkey, and Venezuela: Investigations Nos. 701–TA–393–396 and 731–TA–829–840 (Preliminary).*

By order of the Commission.

Issued: July 23, 1999.

Donna R. Koehnke,

Secretary.

[FR Doc. 99–19583 Filed 7–29–99; 8:45 am]

BILLING CODE 7020–02–P

DEPARTMENT OF JUSTICE

Office of Community Oriented Policing Services

School-Based Partnership Grant Assessment Solicitation

AGENCY: Office of Community Oriented Policing Services, Department of Justice.

ACTION: Notice of availability.

SUMMARY: The Office of Community Oriented Policing Services (COPS) is seeking proposals to conduct an assessment of the School-Based Partnership (SBP) grant program. This notice provides background on the SBP program, outlines the purpose and needs sought from the assessment, and identifies questions to be addressed by applicants seeking to provide services under this cooperative agreement. The assessment is being announced as an open competition and requires a three-week turnaround. The selected awardee will be expected to begin work immediately upon selection.

DATES: Applications for the School-Based Partnerships Assessment Cooperative Agreement are due on August 17, 1999, by 5:00 p.m. EST. Please fax a short letter notifying the COPS Office of your intent to apply for the School-Based Partnerships Assessment Cooperative Agreement and identify the contact person, phone number, address, and fax number for receipt of SBP Background Materials. The letter should be faxed to the attention of COPS/PPSE c/o Stacy Curtis at (202) 633–1386 no later than August 3, 1999. The selected awardee will be notified by phone and fax and should plan to begin meeting with the COPS Office in September to begin planning the project.

REQUIREMENTS/LIMITATIONS: Package should include the original application and three copies. Applications should not exceed 15 double-spaced, 12-point typed pages. Budget materials, letters of support/cooperation, and time lines are considered acceptable appendices.

ADDRESSES: Please send application package to: Office of Community Oriented Policing Services Program/ Policy Support and Evaluation Division 1100 Vermont Ave, NW, Washington, DC 20530 (20005 for express services) Attn: Stacy Curtis.

FOR FURTHER INFORMATION CONTACT: Stacy Curtis at (202) 633–1297 or Karin Schmerler at (202) 633–1321 to obtain additional information about this solicitation. Additional information can also be obtained through the COPS Office Internet web site at *www.usdoj.gov/cops* or by calling the Department of Justice Response Center at 1–800–421–6770.

SUPPLEMENTARY INFORMATION:

Background

In 1998, the COPS Office announced the first round of School-Based Partnerships grantees to 155 law enforcement agencies. The COPS Office issued a second grant solicitation in early 1999, to fund additional policing agencies and their partners. Funding decisions for SBP '99 are forthcoming. Various components of this assessment will include grantees funded in 1998 while other tasks will focus on grantees funded in 1999. It is possible that some SBP grantees will receive grants in both 1998 and 1999 to problem solve on different crime and disorder problems. Applicants for the assessment should consider ways to best incorporate information from all grantees from the two years of funding and should not be limited in their proposals to the ideas and tasks included in this solicitation.

The SBP grant program is part of the COPS Office's commitment to advancing community policing through collaborative problem solving. The initiative seeks to facilitate a shift from traditional incident-driven policing to proactive problem-oriented policing that encourages community participation to keep children safe by reducing school-related violence, crime, and disorder. Rather than repeatedly responding to the same types of crimes after they have occurred, policing agencies that practice community policing and problem solving work with community members to identify persistent problems, learn more about why these problems occur, and address the underlying conditions that precipitate their occurrence.

The SBP program provides policing agencies with a unique opportunity to work with schools and community-based organizations to address persistent school-related crime problems. Grantees were required to

focus on one primary school-related crime or disorder problem occurring in or around an elementary or secondary school. Target problems include: drug dealing or use on school grounds, problems experienced by students on the way to and from school, assault/sexual assault, alcohol use or alcohol-related problems/DWI, bullying/threat/intimidation, vandalism/graffiti, loitering and disorderly conduct directly related to crime or student safety, disputes that pose a threat to student safety, or larceny. Successful applicants provided evidence of partnerships with schools or community-based agencies and with students to work cooperatively to analyze the targeted crime or public safety issue.

The School-Based Partnerships program emphasizes problem analysis, a key component of problem solving, to help develop effective responses, many of which include prevention and intervention efforts. Grantees use problem-solving methods to understand the causes of the problem, develop specific, tailor-made responses to that problem and assess the impact of those responses. In order to help communities use creative problem solving to address school-related problems, the program funded resources for purchasing computer technology, hiring crime analysis personnel, conducting student surveys and victim/offender interviews, utilizing community organizers, school personnel and/or students to analyze or coordinate the project, and procuring training and technical assistance in collaborative problem solving.

As part of a successful application, SBP grantees were required to allocate at least 5% of the total project cost to found a local-level evaluation. The COPS Office included this requirement to assure that the impacts of the SBP projects are well documented and to promote local-level practitioner-researcher partnerships. Policing agencies typically have partnered with universities or colleges, research agencies, or have accessed internal resources to conduct the evaluation. At a minimum, the local-level evaluations must include data on outcome measures to evaluate the project's impact on the target crime or disorder problem. Ideally, local level evaluators will also assess the implementation of the problem-solving process. The combination of process and outcome evaluations will provide the most thorough assessment of the SBP grant program. Grantees will be required to submit a final report detailing the implementation of the project, including hurdles and particular successes with the problem-solving model, as well as indicators of the impact of the problem-solving process on the targeted problem.

Information Assistance Needs

In recent years the number of departments across the country implementing problem-solving approaches has increased dramatically. In 1997, the COPS Office first facilitated collaborative problem-solving initiatives through the Problem-Solving Partnerships grant, which focuses on crime and disorder problems in communities across the country. The School-Based Partnerships program applies the same problem-solving model to crime and disorder experienced in and around schools. Anecdotal accounts of problem solving indicate that collaborative efforts to analyze crime and disorder problems prior to implementing a standard response have been very effective at enhancing quality of life and deceasing the targeted crime and disorder problems.

However, the field of policing continues to lack well-documented research on the use of problem-solving approaches to reducing crime and disorder.

The local-level evaluation of the SBP grant program provides the COPS Office an opportunity to understand the processes and outcomes associated with collaborative problem-solving involving police officers, schools, and community members. It will also allow the COPS Office to examine the factors that facilitate as well as impede the implementation of problem-solving approaches. Because the scope and intensity of local-level evaluations will vary across agencies, a national assessment of the SBP program will help provide a more comprehensive look at the COPS grant program's impact by documenting and assessing two rounds of grant funding.

The COPS Office is seeking to work with a provider to collect and analyze several project reports from all SBP '98 grantees. These reports will allow for systematic data collection from all grantees and will yield information on how departments operationalized the problem-solving model in the field. These reports will also provide in-depth information on lessons learned and the subsequent impact of problem solving in the targeted problems. Additionally, the COPS Office is interested in funding in-depth case studies of a subset of grantees awarded in fiscal year 1999. These case studies would use a quasi-experimental design to study the impact of problem solving in target schools compared to similar schools not participating in this school-based project but located in the same or similar jurisdiction as the policing agency and school participating in the SBP project. One of the primary goals of this solicitation is to provide information to law enforcement and educational agencies to stimulate the promotion of problem solving as a way to address crime and disorder problems in and around schools. In summary, the successful applicant will: (1) Develop (based on a previously used questionnaire), distribute, and synthesize findings from a progress report questionnaire on analysis activities undertaken by SBP '98 grantees; (2) review evaluation strategies provided by local-level evaluators and provide technical assistance when needed; (3) develop, distribute, and synthesize findings from a progress report questionnaire on the response activities of SBP '98 grantees; (4) develop, distribute, and synthesize findings from a survey of all SBP '98 grantees on their experiences implementing problem solving; (5) conduct case studies with a subset of SBP '99 grantees; and (6) prepare a final report of findings from SBP '98 and '99 grantees. Applicants should not be limited to these tasks as outlined below. Although the following deliverables are required, we are also seeking creative ideas on other problem-solving products relating to schools that would benefit the policing and education communities.

Scope of Work

For a period hereinafter set forth, the COPs Office and the Awardee will cooperatively furnish the necessary personnel, travel, supplies, and otherwise perform all things necessary for, or incident to, the performance of work (the accomplishment of functional objectives) as set forth below:

Specific Requirements

At a minimum, the following specific tasks are required.

Task 1

During the first quarter, the awardee will work collaboratively with the COPS Office to revise a progress report questionnaire developed previously to gather information on the analysis activities of grantees conducting projects under the Problem Solving partnerships grant (the questionnaire will be made available to the chosen provider). The awardee will distribute the progress report questionnaire to SBP '98 grantees and will collect and synthesize the data, culminating in the development of written reports on the major problem types. The awardee will

then distribute these reports to SBP '98 and '99 grantees. The purpose of this task is to provide all SBP grantees with important information regarding analysis findings and the ways their fellow grantees have addressed challenges in the analysis phase that may assist them in implementing their own grants. This tasks will also help the COPS Office anticipate challenges that may be faced by SBP '99 grantees, and help inform any future program design that may be necessary.

Throughout the course of this cooperative agreement, the awardee will provide information on the status of the project. A schedule for reporting will be established between the awardee and the COPS office.

Deliverables for Task 1

(1) The awardee will help the COPS Office refine the existing analysis phase progress report questionnaire, send it to the 155 SBP '98 grantees, collect responses, and synthesize data into at least four separate analysis reports covering the major problem types.

(2) The awardee will disseminate the reports to all SBP '98 and '99 grantees according to their focus problem.

(3) Throughout the course of the project, the awardee will submit progress reports on project activities according to an established schedule.

Task 2

During the first and second quarters of the cooperative agreement the awardee will review proposed local-level evaluation strategies submitted to COPS by SBP '98 grantees. Throughout the project, the awardee will assist local-level evaluators in refining these strategies when technical assistance appears to be required. It is estimated that providing technical assistance to local-level evaluators will make up approximately 10% of staff time on this project.

Deliverables for Task 2

(1) As necessary, the awardee will provide technical assistance to local level evaluators of SBP '98 grants.

(2) The awardee will develop a final report on the evaluation assistance provided to local level evaluators during the course of the cooperative agreement.

Task 3

During the second quarter, the awardee will work collaboratively with the COPS Office to revise a progress report questionnaire used previously to gather information on the responses utilized by Problem Solving Partnerships grantees to tackle the crime and disorder problems being addressed through the problem-solving model (the report will be made available to the awarded provider). The awardee will distribute the progress report questionnaire to SBP '98 grantees and will collect and synthesize the data, culminating in the development of written reports on the major problem types. The awardee will then distribute these reports to SBP '98 and '99 grantees. The purpose of this task is to provide SBP '98 and '99 grantees with important information regarding issues their fellow grantees have faced with respect to generating, selecting and implementing effective responses. This information may prove to be vital as SBP '99 grantees implement their own grant projects. This task will also help the COPS Office anticipate challenges that may be faced by SBP '99 grantees and will help inform future COPS program design.

Deliverables for Task 3

(1) The provider will help the COPS Office refine the existing response phase progress report questionnaire, send it to the 155 SBP '98 grantees, collect responses, and synthesize data into at least four separate reports covering the major problem types.

(2) The provider will disseminate the reports to all SBP '98 and '99 grantees according to their focus problem.

Task 4

During the third quarter, the awardee will develop a tool to collect project information that spans the life of the grant project from all SBP '98 grantees on their experiences implementing collaborative problem solving focused on problems in and around schools. The tool should include both process and outcome indicators and narrative descriptions provided by grantees outlining and processes and impacts of the grant projects. The awardee will work collaboratively with the COPS Office to assure that the instrument adequately addresses the goals of the SBP grant program. If necessary, in accordance with the Paperwork Reduction Act, the awardee will submit the instrument to the COPS Office to be cleared by the Office of Management and Budget (OMB). The awardee will be available to assist local level evaluators in completing this report. In addition, the awardee will identify a subset of grantees that implemented successful projects and will develop 10 short (3 to 5 page) case studies on these projects (an example, ''What Works: Promising Practices from the Field,'' will be provided to potential applicants pending submission of Notice of Intent to Apply, See SBP Background Materials). These case studies will include information generated by the information collection tools described previously and phone and other correspondence between the awardee and SBP '98 grantees. Given conditions at the local level and beyond the control of the COPS Office, this cooperative agreement may include a no-cost extension to incorporate additional time for the awardee to conduct case studies.

Deliverables for Task 4

(1) The awardee will develop an information collection instrument to collect final project information from all SBP '98 grantees on their experiences implementing collaborative problem solving focused on problems in and around schools. Prior to its administration, the awardee will submit the instrument to the COPS Office for review and approval.

(2) The awardee will produce a report to document survey findings.

(3) The awardee will produce 10 short case studies from the SBP '98 program.

Task 5

During the second and third quarters of the grant period, the awardee will select a subset of five SBP '99 grantees with which to conduct an in-depth case study of the processes and outcomes of their SBP grant projects. The awardee will identify promising projects through SBP '99 applications and follow-up contact with the grantees. Selected grantees should be able to implement a quasi-experimental design to compare a series of measures collected at the target schools and similar schools not participating in the School-Based Partnerships grant project. Technical assistance from the awardee is anticipated. Control schools should be located in the same or similar jurisdiction as the policing agency and school participating in the SBP grant project. Through subcontracts, the selected locales will be eligible for additional funding of up to $5,000 to collect information from control schools. Many control schools will already collect data on suspensions, attendance, calls for service, etc., and additional funding will allow grantees to conduct student/faculty surveys, environment surveys, etc., as deemed appropriate by the awardee in conjunction with the local level evaluator. The awardee will develop site selection criteria for review by the COPS Office and will submit a list of potential case study sites for final review and selection in collaboration with representatives of the COPS Office. It is anticipated that the awardee will travel to selected sites during the course of

these studies. The awardee will develop data collection instruments for use during site visits and will submit these to the COPS Office for review. The awardee will continue to be available to assist local-level evaluators. Given conditions at the local level and beyond the control of the COPS Office, this cooperative agreement may include a no-cost extension to incorporate additional time for the awardee to conduct all aspects of this cooperative agreement.

Deliverables for Task 5

(1) The awardee will develop a short proposal identifying potential case study sites selected from the pool of SBP '99 grantees. This proposal will include site selection criteria and justifications for including these grantees as potential case study candidates. Ultimately, five candidates will be selected in collaboration with the COPS Office to be included as case studies. Case studies will include the processes and outcomes of implementing collaborative problem solving, including a focus on the obstacles encountered and benefits of engaging in problem-solving partnerships with schools, community-based agencies (where applicable), and students. The awardee will provide oversight to ensure the integrity of the data and assessment process.

(2) The awardee will develop data collection instruments to document the experiences and outcomes of sites implementing the SBP grant program. The awardee will submit these for review by the COPS Office.

(3) The awardee will develop short reports (10 pages or fewer) that document the research methods and findings from each case study. These reports shall include a summary section and a description of each individual case study.

(4) The awardee will disseminate these case studies to all SBP '98 and '99 grantees and to other audiences as identified by the COPS Office and/or the provider.

Task 6

During the fourth quarter of the grant period, the awardee will write a report on the SBP grant program. The report will include an analysis of information collected from all SBP '98 grantees and in-depth information from the case study sites of SBP' 99 sites. This report should include an examination of the processes undertaken by SBP grantees, lessons learned, and recommendations to policing agencies and schools seeking to implement similar problem-solving partnerships. In addition, this report should include information on the impact of the projects and the methods and measures local-level evaluators used to assess the projects' impact. Given conditions at the local level and beyond the control of the COPS Office, this cooperative agreement may include a no-cost extension to incorporate additional time for the awardee to conduct all aspects of this cooperative agreement.

Deliverable for Task 6

(1) The awardee will develop a final report based on findings from an outcome evaluation of the SBP grant program.

(2) The awardee will disseminate widely copies of the report to SBP grantees and other policing agencies. The report must receive written approval from the COPS Office prior to dissemination.

Task 7 (Optional)

Applicants may propose additional problem-solving products that would make significant contributions to school safety.

1Applicant Criteria

Applicants should meet the following criteria:

1. Prossess expertise in the areas of community policing, collaborative problem-solving, and schools (or evidence of a partnership with a school organization/consultants with significant experience with school safety issues). Significant experience in the areas of community policing and general problem solving will be essential. In addition, prior experience working with schools or youth crime prevention issues is essential.

2. Posses significant experience coordinating assessments of efforts between policing agencies and other government agencies and/or community-based entities.

3. Possess significant experience providing technical assistance on evaluation to third-party evaluators, overseeing projects involving quasi-experimental designs, and conducting on-site interviews.

4. Possess experience administering federal grants or cooperative agreements of more than $300,000.

5. Have a person record of working collaboratively on projects with other organizations.

6. Possess experience working with local policing agencies in rural, suburban, and urban communities in jurisdictions ranging from 15,000 to over 1,000,000 persons.

Proposal Questions

Applicants competing for this cooperative agreement must submit a Notice of Intent to Apply (see **DATES** section). The COPS Office will provide potential applicants with required forms including, a background information form and budget worksheets (a full lists of forms is included in SBP Background materials). Applicants must complete these forms and provide a double-spaced narrative proposal to apply. The narrative should not exceed 15-pages; the required forms and budget do not count toward the page length. The proposal should address all of the following questions:

Capabilities

1. Describe your organization's previous experience working on assessments of community policing and collaborative problem-solving efforts. Describe your agency's background working with schools of youth crime prevention initiative. Please also describe your organization's experience providing technical assistance to third-party evaluators.

2. Discuss how you work on this project will enhance your organization's ability to be a long-term contributor to the assessment of innovative collaborative problem-solving strategies and community policing efforts. Please outline how your organization would build upon the efforts and infrasturture developed under this project to impact policing departments and communities over the next five years.

3. Discuss your management plan for implementing this project with respect to internal and external management of personnel and resources. Also address how you would facilitate and manage the operations of this project beyond the life of the Cooperative Agreement.

4. Describe a potential management plan for conducting the collection of information to best inform grantees of lessons learned? Provide research questions and topic areas for analysis.

Plan for Case Studies

5. Describe a potential management plan for conducting the five quasi-experimental case studies of SBP '99 grantees. Provide your plan for identifying potential sites, research questions and topic areas for analysis.

Plan for Final Report/Other Problem-Solving Products

6. Discuss how data collected from SBP '98 grantees and sites participating in the case studies could be analyzed, documented, reviewed, and disseminated to promote the ideal implementation of problem-solving

approaches in the future. Provide a description of any additional data collection efforts or other activities you would like to undertake and the deliverables that would result. Discuss how policing agencies and researchers could access the products developed out of this project.

Timeline

7. Provide a detailed timeline of the assessment activities described above. Although funds will be awarded for one calendar year, applicants may submit a timeline that exceeds 12 months in anticipation of a no-cost extension to allow for circumstances at the local level and beyond the control of the COPS Office or the awardee of this cooperative agreement.

Budget

Prepare a detailed budget for a one-year agreement. Applicants may apply for up to $350,000. The budget may include travel and per diem costs related to the case studies, mailing or telephone costs for data collection instruments, and production and dissemination costs of all deliverables.

SBP Background Materials

The following materials will be provided to potential applicants following their submission of a Notice of Intent to Apply (See DATES). Materials are also available from the COPS Office internet web site at *www.usdoj.gov/cops.*

—SF 424, Application for Federal Assistance
—Budget Detail Worksheet
—Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; Drug-Free Workplace Requirements; Coordination with Affected Agencies; Non-Supplanting; and Retention (one form)
—Assurances
—Disclosure of Lobbying Activities
—School-Based Partnerships Application Kit and Fact Sheet
—Problem-Solving Tips
—List of SBP grantees and problem types awarded in 1998; grantees awarded in 1999 will be available following the announcement of funding decisions (likely September 1999)
—Anticipated time line for SBP '98 and SBP '99 projects
—What Works: Promising Practices from the Field

The Catalog of Federal Domestic Assistance (CFDA) reference for this program is 16.710.

Dated: July 9, 1999.

Mary Lou Leary,

Interim Director.

[FR Doc. 99–18814 Filed 7–29–99; 8:45 am]

BILLING CODE 4410–AT–M

DEPARTMENT OF JUSTICE

Immigration and Naturalization Service

[INS No. 1953–99; AG Order No. 2236–99]

Termination of Designation of Liberia Under the Temporary Protected Status Program

AGENCY: Immigration and Naturalization Service, Justice.

ACTION: Notice.

SUMMARY: The Attorney General's most recent designation of Liberia under the Temporary Protected Status program (TPS) expires on September 28, 1999. After reviewing country conditions and consulting with the appropriate Government agencies, the Attorney General has determined that conditions in Liberia no longer support a TPS designation. Accordingly, the designation of Liberia for TPS is terminated effective September 28, 1999. After that date, aliens who are nationals of Liberia (and aliens having no nationality who last habitually resided in Liberia) who have had TPS under the Liberia program will no longer have such status. This notice contains information regarding the termination of the TPS designation for Liberia.

DATES: The termination of the TPS designation for Liberia is effective September 28, 1999.

FOR FURTHER INFORMATION CONTACT: Michael Valverde, Office of Adjudications, Residence and Status Branch, Immigration and Naturalization Service, Room 3040, 425 I Street, NW, Washington, DC 20536, telephone (202) 514–4754.

SUPPLEMENTARY INFORMATION:

What Is the Statutory Authority for the Designation and Termination of a TPS?

Under section 244 of the Immigration and Nationality Act (the Act), 8 U.S.C. 1254a, the Attorney General is authorized to designate a foreign state (or part of a state) for TPS. The Attorney General must then grant TPS to eligible nationals of that foreign state (or aliens having no nationality who last habitually resided in that state). Section 244(b)(3)(A) of the Act requires the Attorney General to review, at least 60 days before the end of the TPS designation, the conditions in a foreign state designated under section 244(b)(1) of the Act. 8 U.S.C. 1254a(b)(3)(A).

Section 244(b)(3) further requires the Attorney General to determine whether the conditions for such a designation continue to be met, and to terminate the state's designation when the Attorney General determines conditions are no longer met. 8 U.S.C. 1254a(b)(3)(B). The Attorney General must then publish a notice of termination in the **Federal Register**.

Why Did the Attorney General Decide To Terminate TPS for Liberia?

On September 29, 1998, the Attorney General published a notice re-designating Liberia for TPS for a period of one year, based upon conditions in Liberia at that time. 63 FR 51958 (Sept. 29, 1998). That TPS designation is scheduled to expire on September 28, 1999.

Based upon a more recent review of conditions within Liberia by the Departments of Justice and State, the Attorney General finds that conditions no longer support a TPS designation. A Department of State memorandum concerning Liberia states that ''[t]he divisive civil war in Liberia which began in 1990 ended with the Abuja Peace Accords in 1996. Since 1997, the country in general has not experienced ongoing armed conflict. In September 1998, violence erupted suddenly in Monrovia.* * * Since then, however, no further general conflict has occurred.'' The memorandum also states that ''Although conditions in Liberia remain difficult, the overall situation is not sufficiently adverse to prevent most Liberian nationals in the U.S. from returning to Liberia in safety.'' It concludes, ''The Department of State finds that sufficient grounds to recommend a further extension of TPS for Liberia do not exist. We therefore recommend that TPS for Liberia be terminated on its current expiration date of September 28, 1999.''

Based on these findings, the Attorney General has decided to terminate the designation of Liberia for TPS.

What Can I Do If I Feel That My Return To Liberia Is Unsafe?

This notice terminates the designation of Liberia under the TPS program. There may be avenues of immigration relief available to aliens who are nationals of Liberia (and aliens having no nationality who last habitually resided in Liberia) in the United States who believe that their particular circumstances make return to Liberia unsafe. Such avenues may include, but are not limited to, asylum or withholding of removal.