Taman Bacaan Masyarakat (TBMs): a global literacy potential in Bandung Smart City

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Abstract. Reading community, Taman Bacaan Masyarakat (TBMs) have a long story as the movement center of information literacy. At the beginning of its emergence, in the 1990s, TBMs stretched slowly but surely became the driving force for information literacy. In its development, TBMs emerged as a learning center, until there were several of them who were also leading the role of empowerment centers for the community. Using the case study method from qualitative research, this article tries to explore the other side of the role of TBMs in the midst of society in an effort to prepare an information society in Bandung Smart City to face global challenges. The study of several cases in previous studies with the topic of TBMs studies shows that there is a role for TBMs that has not been explored related to the challenges of globalization. This article seeks to reveal the unique side of TBMs as a global literacy center in Bandung Smart City. Hopefully the writing in this article will provide a discourse space for researchers of information literacy to continue to inspire TBMs that are actively growing in the midst of society to be part of community empowerment efforts, as well as global literacy locomotives for the environment.

1. Introduction
Information literacy movement through reading community is currently facing a new challenge. This development requires Community Reading or popular as Taman Bacaan Masyarakat (TBMs) in Bandung Smart City need to innovate. Creativity or innovation requires changes that must be addressed responsively. Change not only affects human interaction in the local context but begins to pay attention to interactions at the global level. One of the effects of changing times that are so fast that we can study is the community's environmental relationship with the surrounding reading community. TBMs and their users must be adaptive to changes so that disruption does not occur. We do not think that the dynamics of changing times only disrupt the business world, in fact the presence of information technology has affected almost all areas of life. The era of disruption is a dynamic era, sometimes full of uncertainty. The era of disruption is marked by changes. This was stated by Dedi Junaedi in the Main Expert Librarian's Inaugural Meeting which took the theme "Challenges of Librarianship in the Age of Disruption" held at the National Library on Jalan Medan Merdeka Selatan, Monday, April 30 2018. He said, "The era of disruption raises the phenomenon of uncertainty with very fast changes. One of them is the development of information and communication technology..."
infrastructure that is not linear, but exponential and experiences a process of change that is increasingly adaptive to human life.

Laksamana in his book citing statements of Greek philosophers thousands of years ago, Heraclitus wrote, "The only thing that is constant is change!" [10] According to his statement, the only thing that is constant in this world is the change itself. The author agreed. If we interpret the study of TBMs in this era of disruption, even TBMs as a community learning cannot be separated from demands for change. The presence of TBMs in the midst of the community which at first only functioned as a reading community for the environment, then transformed into a driving force for information literacy to some of which developed into a community development center.

Some of the previous studies that we can explore for the purposes of writing this article include the results of previously published studies related to information literacy activities, such as information literacy conducted at TBM Sudut Baca Soreang (SBS) and TBM Cibungur. In addition, there is also one of the research results that exposes information literacy in TBM in the effort of community development in TBM, for example those carried out by the Bening Saguling foundation.

TBS Sudut Baca Soreang and TBM Cibungur in the information literacy movement in the midst of the surrounding environment, actively cooperating with various stakeholders, seeking the provision of information technology facilities to educate the people who are the target of community. [1]

Meanwhile, since 2015, the Bening Saguling Foundation has developed the TBM Bening Saguling program. This program aims to educate and improve knowledge and develop insight into the community around the saguling reservoir which is actually low-educated. With the presence of Bening Saguling TBM, it is expected that the scavenging community around the Saguling reservoir can have a life skill by utilizing the potential of water hyacinth weed as a valuable economic skill product in the Saguling reservoir [2].

Seuss in Laksamana (2018 : p15) said, The more you read, the more things you know. The more that you learn, the more places you’ll go. If the interpretation of Seuss is interpreted above, then we can understand that the more we read, the more we know many things, the more we learn, the more insight we have about various places.

TBMs with its information literacy movement in the midst of the people actually really tried to bring the public to see the world window through information sources summarized in reading material both books and non-books.

The interaction between individuals in the context of information seeking using true communication technology has opened a global conversation space for TBMs connoisseurs. The dynamics of communication through social media in this era of disruption increasingly crossed the line. These conditions deliver TBMs to global challenges. How to educate its fostered community to have global insight, open horizons of universal global ethical thinking and empathy as a representation of the earth's people. In the discussion section, a global literacy model will be examined as a form of effort to improve the quality of community life in Bandung Smart City.

2. Method
In this article, the author uses a qualitative descriptive method with the aim of getting a clear and in-depth picture of the topic being studied. By using qualitative descriptive writing techniques, it is hoped that the purpose of this writing is to see the presence of TBMs as an opportunity for the growth of global literacy potential in the city of Bandung Smart City can be achieved.

3. Result and Discussion
Before deciphering the discussion about global literacy, we try to examine the meaning of the global literacy term first. One of the simplest definitions put forward from www idi-global.com which refers to a variety of literatures on literacy including [3] [4].
Global literacy is an effort to understand the environment of people from different cultures, who speak different languages and the ability to work together (an understanding of people from other cultures, who speaks other languages, and the ability to work well alongside them).

In addition there are other more comprehensive understandings to understand about this global literacy:
The ability of all citizens throughout the world to identify, interpret, analyze, synthesize, create, use, communicate and share new knowledge using written word, multimedia, and communication technologies with a worldwide audience. An understanding that the world is multicultural with specific and subtle differences in individuals and in cultural groups both locally and globally.

The interpretation of this second understanding can we understand that global literacy is the ability of the community to identify the world or the international environment that surrounds it, interprets, then analyzes, synthesizes, creates, processes, communicates and shares knowledge through written, multi-media and technology communication with a global audience. Then put forward also about An understanding that the world is multicultural with specific and subtle differences in individuals and in cultural groups both locally and globally, namely an effort to understand the cultural diversity that exists in the world specifically and can flexibly distinguish one individual or community group one with the other in a global and local context.

From the two notions of global literacy above can be drawn a red thread to identify the characteristics of global literacy concept. Then further, this paper seeks to examine the characteristics of global literacy:
Characterized by required to function multiplicity of social and digital skills in a democratically pluralistic, shared community, across geographical and international context. In the global community, environmental and social literacies are imperative for sustaining peace and the common good [8] [9].

From the above sentence statements can be understood the characteristics of global literacy, including optimizing digital capabilities in social diversity in an era of pluralistic democracy, sharing communities, crossing geographical boundaries and realizing the existence of a surrounding international context. In the global community, environment and social literacy are important points in ensuring peace for the common good.

The essence and urgency of global literacy in this era of disruption increasingly demands the attention of scientists of information literacy activists. The acceleration of the growth of people's needs to bind themselves to the global community in an effort to increase the welfare and interests of world peace cannot be avoided. The efforts of information literacy from several reading garden communities, intentionally or not, have paved the way for the rise of micro-entrepreneurship in the midst of an information literacy movement that is stretching in the community.

The role and social responsibility of TBMs is no longer limited to inviting literate people, but some steps ahead need to be prepared to respond to global challenges. TBMs in West Java and in some other parts of Indonesia has grown as a learning media for the information society. Some stakeholders from the government and the private sector have been actively involved in supporting the information literacy movement led by TBMs that has surfaced in Indonesia.

In the future the development of TBMs can be adapted as a global model of literacy in the era of disruption. Some TBMs that have been active in arousing micro-economy in their regions with entrepreneurship fostering for the surrounding community can be looked at a glance through the display of several pilot TBMs in the city of Bandung.

Chairman of the Organization of the Community Reading Forum or Forum Taman Bacaan Masyarakat (FTBM) of West Java Province, Agus Sopandi said, currently TBMs not only serves as a center for community reading activities, but also serves as a center for other community activities, such as economic, social and cultural arts activities. Now we develop multifunctional TBMs.

Because TBMs was developed into a multi-function, explained Agus, the reading material provided was adjusted to the needs of the community. Cinambo Subdistrict has a clear breakthrough to revive the spirit of literacy in its territory. One of them is the Reading Week Movement program or Gerakan...
Minggu Membaca (GEMMA) which was launched at the Community Reading Park (TBM) Sukamulya Cerdas, Kec. Cinambo on May 6, 2018, recently. According to the Head of Cinambo Sub-district, Dadang Iradi revealed GEMMA is the initiation of Cinambo Subdistrict to improve services in the field of education. This movement not only invites people to read books on Sundays, but also becomes part of other Literacy Village programs. Dadang said that:

"GEMMA does not only involve people and reading activities but also enters the concept of village literacy. In the literacy village there is culture, economy, IT (Information Technology), and reading. So nowadays literacy is no longer just inviting, maybe bored if our children are told to read, but there must be other media ".

The Literacy Village concept that is to be developed is to provide the best facilities to foster awareness and desire to read the community, both young and old. According to Dadang, reading is not only the duty of school-age children or young people but also all elements of society.

Therefore, to support GEMMA, Cinambo Subdistrict also initiated Library Box in crowded spots, such as ojeg base, RW office, kelurahan office, to Puskesmas and posyandu. Books placed in Library Box are obtained from community donations themselves.

"We will hold a One Family One Book program. Every family is asked to contribute at least one book, any book. We will prepare boxes for placement at the Puskesmas and others. Books are number one, we will try to collect and quantity, "

Not only that, Gemma will also be supported by the Deadly Movement (GEMATIK) 18-20. GEMATIK is an appeal to Cinambo residents to turn off their devices and television at time 18.00-20.00 WIB/ waktu Indonesia bagian Barat (Time of West Indonesian Area). This time is recommended for activities with family by having dinner together, studying, and also reading. "At least, pray together, gather with family, and read. Read it every day, not just every Sunday. That's what we are trying to do, "he said.

Dadang stressed that this movement was important to do. He has the principle that increasing literacy can not only be done through ordinary textual appeal. However, it needs full movement and facilitation from all parties, both government and society. The location of the launch of the GEMMA program, continued Dadang, is a place that is very supportive as a forum for literacy movements.

TBM Sukamulya Cerdas is the only reading park in Cinambo District. This reading park is managed by Ms. Noni.

"Dadang Iradi continued his presentation on Cinambo, according to Dadang, there is TBM that is trusted by the Ministry of Education and Culture as the only TBM in Bandung City in Cinambo. The management has been a guest speaker traveling to various regions in Indonesia, "he said. Inspired by the TBMs, Dadang is also working on making TBMs in every Rukun Warga (RW), kind of small units citizen associations. "I want TBMs to appear on 25 RWs. So I would like to invite you when I fill the guest book as well as book donations, "he said.

When examined using the information literacy model, the conditions and situations that develop from the function of TBMs in the community which in fact are no longer limited to reading communities, the researchers of information literacy studies need to open up new discussion spaces to accommodate the discourse of global literacy needs that must be penetrated to managers. TBMs to micro entrepreneurs in the environment around TBMs.

There are several case examples, the implementation of the model in the utilization of TBMs as a global literacy that may not have been studied or realized its application to be framed in a scientific concept. One of them we can try to describe some of the TBMs activities that have begun to touch the development of community communities (community development) that are studied using the global literacy model.

First, TBM Soreang Reading Corner/Sudut Baca Soreang (SBS). SBS TBM was once known as one of the driving forces of information literacy not only locally, West Java, but known throughout Indonesia. SBS's driving activity, in its time, in the period 2009-2014 did not stop upgrading its performance to increase public interest in reading. The management of reading interest in the
community here is not only directed to the community to grow into an information society, but also begins to care for moving orientation to contributions in improving the welfare of the community. For example SBS TBM, holds skills training to equip young people and women in the surrounding environment with a variety of short courses, including: internet-based cooking courses, screen printing courses, fiction writing courses, to IT courses (information technology).

Second, TBM Cibungur, which is also considered active in community empowerment through a variety of approaches made to youth in the Cibungur TBM community, for example, musical training, vocals, then routinely recruit activists to volunteer in their reading community. In addition, various awards have also been achieved for TBM Cibungur's contribution in the community.

The last one we will study here is Saguling TBM which has succeeded in becoming a supporting power for the community of water hyacinth waste processing into economically valuable water hyacinth cultivation that can improve the welfare of its people. In this case Saguling TBM collaborates with the government and the private sector in building public awareness to improve the quality of life in the environment. This can be analyzed from the results of research, [2].

Some cases in the field described above lead to one proof that TBMs has inevitably developed into one of the supporting forces for community empowerment, especially in the aspect of welfare through improving the quality of life in the field of entrepreneurial economics.

When a scientific discourse begins to touch the entrepreneurial aspect, it is inevitable that there is a close connection between microeconomic conditions and the global atmosphere. The growth of business climate in the community is always influenced by the dynamics of global politics. The need to improve the capabilities of TBMs managers to build awareness of the empowered community environment so that globalization literacy must begin to be penetrated at a practical level.

From the description above, it can be understood that TBMs in practice has characteristics as a forum for the implementation of global literacy, including optimizing digital capabilities in social diversity in an era of pluralistic democracy, sharing communities, crossing geographical boundaries and realizing the existence of a surrounding international context. In the global community, environment and social literacy are important points in ensuring peace for the common good.

There are efforts made by TBMs managers or activists in responding to social issues. For example, responding to the need to improve the digital capabilities of the community, then managing diversity issues, recognizing the need to improve the quality of life both socially and economically in community empowerment efforts. Bottom-up awareness raising is evident in the practice of TBMs. Contributions to carrying out social roles in answering global challenges are in TBMs programs and activities both in the city and district, in Bandung, West Java.

To accommodate the above needs, this paper complements the study in the discussion section by offering a global model of literacy that is considered effective for TBMs managers who begin to carry out the functions of community development in their reading community. Referring to Interactive Information Retrieval in Digital Environments 2008 which presents an overview:

*The nature of information retrieval (IR) is interaction. However, the traditional IR model only focuses on the comparison between user input and system output. It does not illustrate the changeable interaction process (Saracevic, 1997). The human involvement of IR makes the process complicated and dynamic. Belkin (1993) further identified the two underlying assumptions of the traditional IR view: (1) The information need is static, and can be specified; and (2) there is only one form of information-seeking behavior. The limitations of the traditional IR model are becoming more evident. In the 1990s researchers started to develop interactive IR models. Among them, Ingwersen’s cognitive model (1992, 1996), Belkin’s episode model of interaction with texts (1996), and Saracevic’s stratified model (1996a, 1997) are the most cited ones.*

Interactive Information Retrieval in Digital Environments 2008 which presents an overview of the models below (Xie iris):
Referring to the information retrieval model above, it can be stated the potential opportunities or strengths and weaknesses of the phenomenon of the development of TBM in Bandung smart city in the context of global literacy which has become a number of findings in the field. We first discuss, of course, the potential of TBM which has proven to be a place of interaction for the process of community adaptation that faces the dynamics of change in the global literacy context to answer global challenges.

The next finding, the advantages of the presence and development of TBMs in the city of Bandung, of course, is an evocative phenomenon. This study criticizes the existence of awareness growth in a society that is bottom up in managing information resources in the surrounding environment to improve the quality of life. The information retrieval process was facilitated by the presence of TBMs which provided introduction education and the use of information technology to facilitate meeting information needs.

TBMs invites people to gather, learn together and manage available information resources to orient the quality of life of the people in the surrounding environment. Through the procurement of book and non-book information sources, TBMs visitors who are communities where the TBM is located are trying to trace the information they need. Not only that, they are also raised to build togetherness through positive and interactive activities. Although TBMs does not yet have operational standards in managing their daily activities or activities, so far the efforts made have given a positive impact and continued to be developed TBMs in the midst of Bandung and surrounding communities.

Not a few obstacles or obstacles faced in TBMs invite the community to adapt to the search pattern for nutritious information. Sometimes the community itself has a stage of interaction with different levels of information. In addition, often the constraints of the procurement of information sources themselves are not appropriate or have not met the information needs of the community. Not to mention if the discussion touches on adaptation to the presence of information technology. However, the challenge of stretching obstacles must be surpassed by the literacy drivers (managers of TBMs). Efforts to bring the community to a better change, in the sense that delivering the community to a gradual level of awareness better from time to time will provide positive direction to the TBMs movement in the future.

There is an essence that is often missed as the starting point for TBMs managers before starting their movement activities. Study the level of collective awareness of the community that it faces. Often what happens is that information literacy activists or TBMs managers are busier with personal direction, personal ambition to answer expectations that are not grounded. The activists who founded TBMs ignored fundamental things in analyzing the level of collective awareness of community communities who were the target or target of TBMs development.
Even though this is the initial foundation for analyzing the community, TBMs users are more effective and targeted in the future in the context of global literacy implementation. This also needs to be addressed and becomes a critical evaluation for the parties involved and having influence in the context of TBMs as a potential forum for developing global literacy in the future.

Below is a description of the development of a community's collective awareness. There are stages that must be passed by community groups to get to a certain level of awareness. There are four stages:

- Apathy phase
- Dependency phase
- Pre-critical phase and
- Release phase

In the apathy phase, the people faced tend to be ignorant, do not care about the conditions of the surrounding environment. Weak self-concept of individuals who are in this lowest stage usually triggers the formation of apathetic stage awareness in society. In the dependency phase there is a characteristic where people begin to realize the existence of social problems in their environment but still rely on solutions or solutions to other parties. In contrast to the pre-critical phase, here the community has begun to try to take part in the problem-solving process, here is where there are efforts towards cooperation or mutual cooperation to solve social problems.

The liberation phase is the most conducive stage where individuals begin to take an active role in contributing to being part of the solution to social problems. The four types of collective awareness above need to be studied even before TBMs is initiated to be established in the community. From this description, it is hoped that this paper will be able to provide new ideas or ideas for managers of TBMs and activists in the field of information literacy to apply a collective awareness level to communities in any environment where TBMs is located.

The level of collective awareness of diverse community communities in Indonesia, especially in Bandung, West Java, should be an obstacle that must be overcome. This is a challenge that must be prepared by activists, practitioners and academics in the field of literacy. TBMs still has to continue its social role in the midst of society with various levels of awareness. This diversity can be an opportunity as well as a challenge in the future.

This is an opportunity when the potential continues to be developed and responded proactively by all stakeholders involved in supporting the presence of TBMs as a global center for literacy in the community. Global literacy is an effort to understand the environment of people from different cultures, who speak using different languages and the ability to work together between them. It takes collective awareness of a community to lead to global intelligence (global literacy). TBMs takes the opportunity to play an active role in this global literacy discourse.
To end the discussion session and discussion of TBMs as a global literacy potential in Bandung Smart City, an information retrieval model combination will be offered by incorporating the idea of analyzing the level of collective awareness of the community within it. To answer the global challenges of the future, these two thought ideas must be collaborated in the management of TBM as a forum for global literacy development for the Bandung Smart City community.

To strengthen the analysis of the role of TBMs to improve the quality of people's lives, in the context of Bandung's development as a smart city, in the global literacy model the idea of Burkey (In Dorner & Gorman, 2008) illustrates the relevance of information literacy in relation to development. Through the appearance of the global literacy model above, it is clear that there is a connected picture between the level of collective awareness of the community and the level of interaction in information retrieval to the impact on the development of the quality of life of the community. This model can be applied by information literacy activists, especially the managers of TBMs in the city of Bandung who are the role models of smart city in Indonesia.

The rise of TBMs (Taman Bacaan Masyarakat) in the history of birth and its growth and development with the lack of support from stakeholders certainly does not stop the TBMs movement towards a more positive direction. Some constraints or shortcomings that still frequently confront TBM in the movement of activities include:

a. There is a lack of professional skills TBM management human resources.

b. Inconsistency of volunteer attendance, which in TBMs management practices is actually a key interpreter of the success of service to community in the surrounding TBM environment.

c. The lack of financial support to encourage TBMs management to develop effectively and efficiently. The absence of financial literacy for TBMs managers in this case is of course a big influence on TBMs in obtaining funding sources and managing the distribution of funds with appropriate mechanisms and on target.

d. The absence of training of trainer (TOT) practices in the field of entrepreneurship in the development of TBMs managers who have accommodated micro and medium business units in their community.
The lack of awareness of stakeholders, in this case, the government and the private sector in the related discourse. So far the role of the government, through village or private libraries through Corporate Social Responsibility (CSR) programs is only limited to implementing philanthropy.

The government has not yet reached the practical stage in managing policy rules that favor the sustainability of the program and TBMs activities (policy alignments are slow).

The absence of social control from the active participation of the community itself. Often TBMs managers must deal directly with people who do not side with literacy efforts themselves because they are considered counterproductive or against the flow or disrupt the existing comfort zone.

Various efforts are made to be carried out from the realm of academia to fill the gap (back up) of the weaknesses above. The phenomenon of the movement of information literacy through TBMs continues to be examined continuously. Then efforts to raise public awareness in the field of research and community service continue to be carried out simultaneously.

Guidance to TBMs managers and collaboration with TBMs continues to be made to contribute in the financial and managerial aspects. It is hoped that with these limited efforts, it is possible to keep the phenomenon of TBMs development towards a more positive direction, not to stop, even to be maintained and sustainable in the future.

However, the hopes to be achieved still continue to require struggle, of course not only attention and support from the realm of higher education which will determine the future direction of TBMs, in this case the role of other stakeholders is of course dominant, government, TBMs managers or information literacy activists and private are important components must take an active role in the global literacy discourse on this TBMs. Through this paper, the authors hope that in the future it can touch the awareness of many parties involved in the sustainability of the growth of TBMs as a driving force for community empowerment in Indonesia.

4. Conclusion
The Era of Disruption increasingly demands the active role of TBMs in encouraging the growth of society to answer the dynamics of global challenges. TBMs can be a global model of literacy as a learning media for the community in answering global challenges. TBMs with all the limitations inherent in its movement still has the potential or opportunity to continue to develop as a driving force for community empowerment. Bandung as a role model of smart city Indonesia needs to pay more attention to the presence of TBMs in the community TBMs in cities and regencies should not only be limited to discourse, but must be considered together steps to escalate it into a global literacy forum to answer the challenges of Bandung Smart City.

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