



Thursday
April 3, 1997

Part III

**Department of
Education**

**Training Personnel for the Education of
Individuals With Disabilities—Grants for
Personnel Training; Applications for New
Awards for Fiscal Year 1997; Notice**

DEPARTMENT OF EDUCATION

[CFDA No.: 84.029G]

Training Personnel for the Education of Individuals With Disabilities—Grants for Personnel Training; Notice Inviting Applications for New Awards for Fiscal Year (FY) 1997

Purpose of Program: The purpose of Training Personnel for the Education of Individuals with Disabilities Program—Grants for Personnel Training is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities.

Eligible Applicants: Eligible applicants are institutions of higher education, and appropriate nonprofit agencies.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; and (b) The regulations for this program in 34 CFR Part 318.

In some instances, the description of the absolute priority identified below differs from applicable regulatory provisions in 34 CFR 318. These changes, as well as any supplementary information provided under the priority that is not found in the regulations, represent interpretative guidance and are provided for purposes of clarification. These interpretations do not substantively change the regulations.

Note: The regulations in 34 CFR Part 86 apply to institutions of higher education only.

Priority: Under 34 CFR 75.105(c)(3), and 34 CFR 318, the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only those applications that meet this absolute priority:

Absolute Priority—Grants for Preservice Personnel Training (84.029G).

This priority supports projects designed to provide preservice preparation (leading toward a degree, certification, endorsement, or licensure) of personnel who serve infants, toddlers, children and youth with disabilities. Projects must address either:

- (1) The development of new programs to establish expanded capacity for quality preservice training; or
- (2) The improvement of existing programs designed to increase the capacity and quality of preservice training.

In addition, projects must address one or more of the following training components:

(1) *Preparation of Personnel for Careers in Special Education.* This component supports preservice preparation of personnel for careers in special education. Preservice training includes additional training for currently employed teachers seeking additional degrees, certifications, or endorsements. Training may occur at one or more of the following levels; baccalaureate, master's, or specialist. Under this component, "personnel" includes special education teachers, speech-language pathologists, audiologists, adapted physical education teachers, vocational educators, and instructive and assistive technology specialists.

(2) *Preparation of Related Services Personnel.* This component supports preservice preparation of individuals to provide developmental, corrective, and other supportive services that assist children and youth with disabilities to benefit from special education. These include paraprofessional personnel, therapeutic recreation specialists, school social workers, health service providers, physical therapists, occupational therapists, school psychologists, counselors (including rehabilitation counselors), interpreters, orientation and mobility specialists, respite care providers, art therapists, volunteers, physicians, and other related services personnel. For purposes of this component, the Department considers the term "interpreters" to be limited to interpreters for the deaf.

(i) Projects to train personnel identified as special education personnel under training component (1) are not appropriate for purposes of this component, even if those personnel may be considered related services personnel in other settings (e.g., speech language pathologists).

(ii) This component is not designed for general training. Projects must include inducements and preparation to increase the probability that graduates will direct their efforts toward supportive services to special education. For example, a project in occupational therapy (OT) might support a special focus in pediatric or juvenile psychiatric OT; support those students whose career goal is OT in the school; or provide for practica and internships in school settings.

(3) *Training Early Intervention and Preschool Personnel.* This component supports projects that are designed to provide preservice preparation of personnel who serve infants, toddlers, and preschool children with disabilities,

and their families. Personnel may be prepared to provide short-term services or long-term services that extend into a child's school program. The proposed training program must have a clear and limited focus on the special needs of children within the age range from birth through five, and must include consideration of family involvement in early intervention and preschool services. Training programs under this priority must have a significant interdisciplinary focus.

Invitational priority: Within this absolute priority, the Secretary is particularly interested in applications that meet the following invitational priority. However, under 34 CFR 75.105(c)(1) an application that meets this invitational priority does not receive competitive or absolute preference over other applications:

Preservice personnel preparation projects that prepare special educators to work collaboratively with regular educators to meet the needs of children with disabilities in inclusive settings.

Applications Available: April 24, 1997.

Deadline for Transmittal of Applications: June 6, 1997.

Deadline for Intergovernmental Review: August 5, 1997.

Estimated Number of Awards: 40.

Project Period: Up to 36 months.

Available funds: In fiscal year 1997, approximately \$8,200,000 will be available to support this competition.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget for any single budget period of 12 months that exceeds: (1) \$160,000 for applications addressing a single component; (2) \$320,000 for applications addressing two components; and (3) \$480,000 for applications addressing all three components. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a notice published in the **Federal Register**.

Page Limits: Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. For applications that address a single component, the applicant must limit the Part III—Application Narrative, to no more than 40 double-spaced 8½" x 11" pages (on one side only) with one inch margins (top, bottom, and sides). For applications that address two components, the applicant must limit the Part III—Application Narrative, to no more than 75 double-spaced 8½" x

11" pages (on one side only) with one inch margins (top, bottom, and sides). For applications that address three components, the applicant must limit the Part III—Application Narrative, to no more than 105 double-spaced 8½" by 11" pages (on one side only) with one inch margins (top, bottom, and sides). This page limitation applies to all material presented in the application narrative—including, for example, any charts, tables, figures, and graphs. The application narrative page limit does not apply to: Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one-page abstract, resumes, bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. All sections of text in the application narrative must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 14 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the

inch. Double-spacing and font requirements do not apply within charts, tables, figures, and graphs, but the information presented in those formats should be easily readable. The Secretary rejects and does not consider an application that does not adhere to these requirements.

Note: The Department of Education is not bound by any estimates in this notice.

Waiver of Rulemaking

It is the practice of the Secretary to offer interested parties the opportunity to comment on proposed priorities in accordance with the Administrative Procedure Act (5 U.S.C. 553). However, this application notice restates existing priorities in 34 CFR 318. In addition, the Secretary has determined, pursuant to 5 U.S.C. 553(b)(A), that rulemaking requirements do not apply to the changes to applicable regulatory provisions contained in this notice. These changes reflect the Secretary's interpretation of existing regulations and are provided solely for purposes of clarification.

FOR INFORMATION OR APPLICATIONS

CONTACT: The Grants and Contracts Services Team, U.S. Department of Education, 600 Independence Avenue, S.W., room 3317, Switzer Building, Washington, D.C. 20202-2641. The

preferred method for requesting information is to FAX your request to: (202) 205-8717. Telephone: (202) 260-9182.

Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number: (202) 205-9860. Individuals with disabilities may obtain a copy of this notice in an alternate format (e.g. braille, large print, audiotape, or computer diskette) by contacting the Department as listed above.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; on the Internet Gopher Server (at Gopher://gcs.ed.gov); or on the World Wide Web (at <http://gcs.ed.gov>). However, the official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

Program Authority: 20 U.S.C. 1431.

Dated: March 27, 1997.

Judith E. Heumann,

Assistant Secretary for Special Education and Rehabilitative Services.

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