

DEPARTMENT OF EDUCATION**Secondary Education and Transitional Services for Youth With Disabilities Program**

AGENCY: Department of Education.

ACTION: Notice of final priority.

SUMMARY: The Secretary of Education announces a final priority for an award to provide technical assistance to improve the transition for youth with disabilities from school to work and other postsecondary settings. This priority is intended to provide technical assistance to support students with disabilities in a wide range of school to work experiences and promote their successful transition to a variety of postsecondary settings. The Secretary also announces selection criteria that will be applied in evaluating applications submitted for this competition.

EFFECTIVE DATE: This priority takes effect May 18, 1995.

FOR FURTHER INFORMATION CONTACT:

Joseph Clair, U.S. Department of Education, 600 Independence Avenue, S.W., Room 4622, Switzer Building, Washington, D.C. 20202-2644. Telephone: (202) 205-9503. Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 205-8169.

SUPPLEMENTARY INFORMATION: Over the last decade, four pieces of Federal legislation have been enacted that affect the transition of students with disabilities from school to postsecondary settings, including gainful employment. These include amendments to the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, and passage of the School-to-Work Opportunities Act of 1994 and the Goals 2000: Educate America Act. Each piece of legislation is described below.

The Individuals with Disabilities Education Act, as amended, now requires that a statement of needed transition services be included in the individualized education program (IEP) of all eligible students beginning no later than age 16, and at a younger age if appropriate, and that the statement of required services be updated on an annual basis. 20 U.S.C. 1401(a)(20)(D). Transition services are defined as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities * * * and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and,

when appropriate, acquisition of daily living skills and functional vocational evaluation." 20 U.S.C. 1401(a)(19).

The Rehabilitation Act now requires the State Vocational Rehabilitation programs to enter into formal interagency cooperative agreements with education officials responsible for the provision of a free appropriate public education to students with disabilities in order to facilitate the development and accomplishment of long term rehabilitation goals, intermediate rehabilitation objectives, and goals and objectives to enable students with disabilities to live independently before leaving the school setting. State vocational rehabilitation plans must address: (i) provisions for determining State lead agencies and qualified personnel responsible for transition services; (ii) procedures for outreach to and identification of youth in need of such services; and (iii) a timeframe for evaluation and follow-up of youth who have received such services. 29 U.S.C. 721(a)(24).

In May of 1994, President Clinton signed into law the School-to-Work Opportunities Act of 1994. This law, administered jointly by the Departments of Education and Labor, establishes a national framework within which all States can create statewide School-to-Work Opportunities systems. These systems will be designed to help youth acquire the knowledge, skills, abilities, and labor market information they need to make a smooth and effective transition from school to career-oriented work and to further education and training.

Under the School-to-Work Opportunities Act of 1994, 20 U.S.C. 6101 et seq., States and local partnerships are developing and implementing plans for school-to-work opportunities systems that will provide opportunities for all students, including those with disabilities, to prepare successfully for high-skill, high-wage jobs or further education and training. Any student who completes a School-to-Work Opportunities program of study will receive: (1) a high school diploma; (2) a certificate or diploma recognizing one or two years of postsecondary education, if appropriate; and (3) a portable, industry-recognized skill certificate. While each State and locality will have broad latitude to design its own system, every system will have common core components:

- *Work-based learning.* Providing students with a planned program of job training and work experiences in a broad range of tasks in an occupational area, as well as workplace mentoring.

- *School-based learning.* Including a coherent multi-year sequence of instruction—typically including at least 2 years of secondary education and at least 1 or 2 years of postsecondary education—tied to occupational skills standards and challenging academic standards such as those established by States under Goals 2000.

- *Connecting activities.* To ensure coordination of the work- and school-based learning components, such as providing technical assistance in designing work-based learning, matching students with employers' work-based learning opportunities, and collecting information on what happens to students after they complete the program.

The intent of the Goals 2000: Educate America Act, 20 U.S.C. 5801 et seq., is to provide resources to States and communities to help all students achieve the high standards they will need to meet the challenges of the 21st century. The law supports State and local efforts to set challenging standards that will strengthen education in their States and communities—teaching, curriculum, and assessments aligned with higher standards.

Goals 2000 also establishes a National Skill Standards Board to assist in the development of rigorous occupational standards that are relevant to industry. This Board will have broad-based representation from business, labor and education and will identify the specific knowledge, skill, and ability levels needed to perform a given job in a given industry. Standards endorsed by the board would be linked to the highest international standards and would promote the transition to high-performance jobs.

This award will be jointly funded in fiscal year 1995 under three statutory authorities: (1) the Secondary Education and Transitional Services for Youth with Disabilities Program authorized by section 626 of the Individuals with Disabilities Education Act; (2) sections 202(b) (4) and (6) of the Rehabilitation Act of 1973; and (3) the Cooperative Demonstration Program authorized by section 420A of the Carl D. Perkins Vocational and Applied Technology Education Act (the Perkins Act). In fiscal year 1996, the award will include funding from section 311(d) of the Rehabilitation Act of 1973. The Secretary has determined that this joint award is necessary because of the need to provide technical assistance to support students with disabilities in a wide range of school to work experiences and promote their successful transition to a variety of

postsecondary settings including gainful employment.

The funds provided under the Cooperative Demonstration Program must meet the cost-sharing requirement of section 420A(b)(2) of the Perkins Act implemented by 34 CFR 426.30. In the first year of the project, we anticipate providing \$25,000 from the Cooperative Demonstration program. The funds provided under section 311(d) of the Rehabilitation Act of 1973 must be used only for youth with severe disabilities.

In the application notice, we will inform potential applicants how much funding we estimate will come from each program for fiscal year 1995. As noted above, we anticipate that the source and amount of funding will change in future years and will notify the grantee. If other sources of funding are added that would result in additional requirements in a future year, the Secretary will notify the grantee concerning those requirements.

The Department believes that people involved in providing educational, related, and transitional services to individuals with disabilities need better information, particularly in areas such as: (1) meeting the transition requirements in Part B of the Individuals with Disabilities Education Act, the Rehabilitation Act, and the School-to-Work Opportunities Act; (2) helping students with disabilities access transition programs including those supported by developing School-to-Work Opportunities systems; (3) overcoming administrative, attitudinal, and programmatic barriers that limit the planning and implementation of effective practices for students with disabilities in transitional programs, such as those that school personnel can use to encourage and facilitate extensive student/parent involvement; (4) working with statewide School-to-Work Opportunities systems to help students with disabilities acquire the academic and occupational skills, abilities, and labor market information they need to make a smooth and effective transition from school to career-oriented work or to further education or training; (5) building on and enriching current promising programs such as tech-prep education, career academies, school-to-apprenticeship, youth apprenticeship, cooperative education, adult education, adult services, and business-education compacts; (6) facilitating the representation of disability interests in the formation of partnerships among secondary and postsecondary educational institutions, private and public employers, labor organizations, government, community groups, parents, and other key groups; and (7)

ensuring that students with disabilities, including those with severe disabilities, are provided an integrated array of learning experiences in the classroom and at the worksite, including appropriate modification of curriculum, instructional techniques, equipment, and the work environment.

On December 2, 1994 the Secretary published a notice of proposed priority for this program in the **Federal Register** (59 FR 62248).

Note: This notice of final priority does *not* solicit applications. A notice inviting applications under this program is published in a separate notice in this issue of the **Federal Register**.

Analysis of Comments and Changes

The Department is in the process of reviewing its priorities to focus them more closely on improving results for children, including children with disabilities, and on eliminating prescriptive requirements that are unnecessary to achieve program purposes and that may limit the creative approaches in carrying out activities. This priority has been reviewed by the Department with these considerations in mind.

The statement of purpose for the priority has been revised to more clearly reflect the goal of ensuring that young individuals with disabilities acquire the skills and knowledge, have the experiences, and receive the services and supports they need to achieve successful postschool outcomes. Technical assistance activities described in the "Purpose" section have been broadened consistent with achieving this goal, while specific targets for technical assistance are still included in the "Priority" section. Numerous prescriptive requirements detailing how activities are to be conducted have been eliminated. These include requirements to field-test, revise, and publicize user-friendly documentation of model practices; to document proven and exemplary practices by collecting, analyzing, and reporting a variety of descriptive and outcome data; and to provide information in a number of narrowly defined specific areas.

In response to the Secretary's invitation in the notice of proposed priority, twelve parties submitted comments. An analysis of the comments follows.

Comment: One commenter recommended that the current State Systems for Transition Services projects receive additional funding to provide the types of activities proposed in this priority.

Discussion: The Secretary acknowledges that the activities and

relationships developed by the State Systems for Transition Services projects are important to promote successful transition outcomes for youth with disabilities, including their participation in programs supported by school-to-work opportunities systems, at the State and local levels. However, the Secretary believes that it is necessary that one technical assistance project be supported to identify, disseminate, and provide information on proven practices and approaches from a national perspective that can successfully support and accommodate students with disabilities, including those with severe disabilities, in transition from school to employment and other postsecondary environments.

Change: None.

Comment: One commenter proposed that a requirement be added that the technical assistance project enter into an agreement with a parent training and information center which has expertise in technical assistance on transition.

Discussion: While the priority emphasizes the importance of involving parents in many of the activities of the technical assistance project, the Secretary believes that requiring the project to enter into an agreement with a specific parent training and information center or centers would be overly prescriptive. However, applicants may propose such an activity in their application to address the involvement of parents.

Change: None.

Comment: One commenter requested that the following points be considered: (1) the establishment of guidelines for joint monitoring; (2) the removal of any lead agency provisions; (3) the past success and failure of applicants in providing nationwide technical assistance to States; and (4) the establishment of linkages with one-stop career centers.

Discussion: In relation to both joint monitoring and lead agency provision, the Secretary stresses the importance of having a project lead agency be responsible to a Federal lead agency although other agencies will be involved in activities such as monitoring and accountability.

The Secretary notes that the establishment of linkages or working relationships with relevant agencies, such as one-stop career centers, is an activity that both School-to-Work and OSERS transition grantees are currently encouraged to address in the implementation of their projects. This priority would allow technical assistance in developing such linkages be available to these grantees.

Change: None.

Comment: One commenter suggests that consistent with other school-to-work grants, partnerships be eligible to apply for the technical assistance project.

Discussion: Eligible applicants for the technical assistance project include institutions of higher education (IHEs), state educational agencies (SEAs), local educational agencies (LEAs), and other public or private non-profit institutions or agencies. The School-to-Work Opportunities Act defines "local partnership" as meaning a local entity that is responsible for a local School-to-Work Opportunities program. If a partnership fits within the definition of eligible applicant for this priority, it may apply. However, the recipient of the grant is expected to demonstrate the expertise necessary for a national technical assistance project.

Change: None.

Comment: One commenter asked that the priority focus on the following issues: (1) training students to have a meaningful role in their own transition plans; (2) meeting the spirit of the law, including how the various laws can work together rather than separately; and (3) exploring the effectiveness of transition programs which begin before the age of 16.

Discussion: All of these issues are currently being addressed in a range of transition efforts supported by the Office of Special Education and Rehabilitative Services (OSERS). The Secretary has identified as one of the activities of the technical assistance project to prepare information, including information on current projects, in user friendly formats for dissemination to relevant audiences. In addition, the technical assistance project must provide technical assistance to these projects. These activities will produce material on proven practices that address these issues.

Change: None.

Comment: One commenter suggested that vocational rehabilitation agencies be included as eligible applicants.

Discussion: Vocational rehabilitation agencies are eligible to submit applications under this priority.

Change: None.

Comment: One commenter recommended that the priority emphasize to a greater extent (1) the development of relationships with the State School-to-Work Implementation Projects and the State Systems for Transition Services projects and (2) the need for creating a national network of innovators and implementors.

Discussion: Language in the current priority does emphasize the

development of relationships with the State School-to-Work Implementation projects and the State Systems for Transition Services projects as well as creating a national network of innovators and implementors through the dissemination of information on proven practices and current projects, including funded research and model demonstration projects. OSERS currently supports a separate Institute to Evaluate and Provide Technical Assistance to States Implementing Cooperative Projects to Improve Transition Services.

Change: Language has been added to the priority requiring the technical assistance project to coordinate activities with other technical assistance providers such as the Institute to Evaluate and Provide Technical Assistance to States Implementing Cooperative Projects to Improve Transition Services.

Comment: One commenter states that it should be clear that this Technical Assistance Project is not responsible for monitoring or evaluating either the State School-to-Work Implementation projects or the State Systems for Transition Services projects.

Discussion: OSERS currently supports a project to provide technical assistance to the State Systems for Transition Services projects to improve their evaluation design. A purpose of this technical assistance project is to assist the Departments of Education and Labor in evaluating School-to-Work Opportunities Systems. Therefore, technical assistance will be available to State School-to-Work Implementation projects on incorporating students with disabilities into the evaluation design of their school-to-work effort. However, this project is not specifically responsible for monitoring or evaluating State School-to-Work Implementation projects or State Systems for Transition Services projects.

Change: None.

Comment: One commenter suggests that technical assistance which develops or enhances state-level "systemic reform" would have more benefits and long-term outcomes than providing technical assistance to current staff. Consideration should also be given to the development of incentives to encourage States to coordinate among multiple Federal workforce education and training programs, specifically in regard to serving youth with disabilities.

Discussion: The technical assistance project must provide technical assistance, upon request, to States receiving School-to-Work Opportunities Development Grants and provide technical assistance in accordance with

agreements developed with States receiving School-to-Work Opportunities Implementation Grants as well as providing technical assistance to relevant staff as their School-to-Work systems are emerging.

The Secretary agrees that in order to ensure that transition programs are successful, relevant employment training agencies must be involved in the proposed activities. This would include coordinating with State agencies which administer other Federal workforce education and training programs, including programs supported under the Job Training Partnership Act and the Perkins Act.

Change: Language has been added to the priority to indicate that, in order to be effectively implemented, relevant employment training agencies must be involved in the proposed project activities.

Comment: One commenter seeks clarification as to the extent to which the documentation of project outcomes will align with those outcomes specified in the eight National Education Goals contained in Goals 2000: Educate America Act, in addition to those outlined in IDEA and the School-to-Work Opportunities Act.

Discussion: The Goals 2000: Educate America Act contains several initiatives which impact on the successful school-to-work transition of all students. These initiatives include the establishment of high academic and skill standards, and the creation of a National Skill Standards Board.

Change: The Secretary agrees with the commenter, and the relevant initiatives contained in this Act have been described under the Supplementary Information section of the priority.

Comment: One commenter requested that the priority incorporate the development of a core data base on the extent to which youth with disabilities have access to, participate in, and benefit from the full range of School-to-Work Opportunities systems. This data base could also be used for program planning, program improvement, and policy development at the local, State, and national level. Specific activities should emphasize (1) the development of computer-based tools and resources for data base planning and policy development and (2) the provision of evaluation technical assistance in relation to performance management systems.

Discussion: The priority currently requires that the technical assistance project identify proven practices and information that is useful in addressing the secondary education, transitional service, and postsecondary education

needs of individuals with disabilities, including individuals with severe disabilities. The development of a core data base would be one means of meeting this requirement and applicants can propose such an activity in their application. However, the Secretary believes that requiring the development of such a data base would be overly prescriptive.

The priority also requires that this information be disseminated to all relevant audiences, including policy makers, administrators, teachers, other service providers, parents and individuals with disabilities, and that the technical assistance project will assist the Departments of Education and Labor in evaluating School-to-Work Opportunities systems. Therefore, the Secretary believes that sufficient data will be available at the national, State, and local levels which could be used for program planning, program improvement, and policy development.

Change: None.

Absolute Priority: Accessing School-to-Work, Secondary, and Postsecondary Environments—A Technical Assistance and Dissemination Effort

Purpose: The goal of this project is to help ensure that young individuals with disabilities acquire the skills and knowledge, have the experiences, and receive the services and supports they need to achieve successful postschool outcomes, including gainful employment and independent living. The project would do this by: (1) preparing and disseminating information on how best to meet the secondary education, transitional service, and postsecondary education needs of individuals with disabilities, including individuals with severe disabilities, in user-friendly formats to relevant audiences such as policy makers, administrators, teachers, other service providers, parents, and individuals with disabilities; and (2) making available technical assistance to personnel responsible for providing transitional services for individuals with disabilities, particularly personnel working on planning and implementing School-to-Work Opportunities systems. A critical focus of this project is assisting personnel responsible for providing transitional services and School-to-Work Opportunities grantees to develop the necessary skills and knowledge base to assist individuals with disabilities, including those with severe disabilities, to become integrated into appropriate transition programs and School-to-Work Opportunities systems established by States. In order to be effectively implemented, students,

parents, relevant employment training agencies and other providers of adult services, and members of underrepresented populations, such as minorities, women, and disadvantaged persons, must be involved in the proposed activities.

Technical assistance may be provided in a variety of ways including training sessions, on-going consultation, participation in national meetings, one-on-one State visits, and visits to successful School-to-Work Opportunities systems.

The Secretary anticipates funding one cooperative agreement with a project period of up to 60 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. In making the initial award, the Secretary will consider the extent to which applicants provide evidence that States receiving School-to-Work Opportunities grants are likely to participate in technical assistance activities provided by the Technical Assistance Project.

In determining whether to continue this technical assistance project for the third, fourth, and fifth years, the Secretary, in addition to applying the requirements of 34 CFR 75.253(a), will consider the recommendation of a review team consisting of three experts selected by the Secretary. The review, including a two-day visit to the project, is to be performed during the third quarter of the second year and must be included in the year's evaluation required under 34 CFR 75.590. Funds to cover costs associated with the services to be performed by the review team are estimated to be approximately \$4,000.

Priority

The Technical Assistance Project must:

(1) Identify proven practices and information that is useful in addressing the secondary education, transitional service, and postsecondary education needs of individuals with disabilities, including individuals with severe disabilities.

(2) Prepare information, including information on proven practices and current projects, in user-friendly formats for dissemination to relevant audiences, including policy makers, administrators, teachers, other service providers, parents, individuals with disabilities, and others.

(3) Disseminate information to all relevant audiences directly and, where possible, through using existing networks, systems, and mechanisms such as INet, the National Library of Education, Office of Special Education Programs' clearinghouses, the Office of Educational Research and

Improvement's 10 regional educational laboratories, parent training and information centers, and State information networks.

(4) Provide technical assistance upon request to States receiving School-to-Work Opportunities Development Grants.

(5) Provide technical assistance in accordance with agreements developed with States receiving School-to-Work Opportunities Implementation Grants.

(6) Provide technical assistance to Office of Special Education and Rehabilitative Services projects in the areas of secondary education, transitional services, and postsecondary education, including support for meetings.

(7) Assist the Departments of Education and Labor in evaluating School-to-Work Opportunities systems.

(8) In years two and four, conduct a national forum that identifies persistent problems, proposes solutions, and responds to emerging issues and trends in providing students with disabilities with access to School-to-Work Opportunities systems.

(9) Coordinate activities with other technical assistance providers such as Federal technical assistance efforts related to the implementation of the School-to-Work Opportunities Act and the Institute to Evaluate and Provide Technical Assistance to States Implementing Cooperative Projects to Improve Transition Services.

Selection Criteria for Evaluating Applications

Under the secondary education, transitional, and postsecondary education technical assistance and information dissemination competition, the Secretary uses the following selection criteria. These criteria were taken from 34 CFR 380.11(a)–(e) and 380.13 (f) and (g).

(a) *Plan of Operation.* (10 points) The Secretary reviews each application to determine the quality of the plan of operation for the project, including—

(1) The extent to which the plan of management is effective and ensures proper and efficient administration of the project; and

(2) How the applicant will ensure that project participants who are otherwise eligible to participate are selected without regard to race, color, national origin, gender, age, or handicapping condition.

(b) *Quality of key personnel.* (15 points) (1) The Secretary reviews each application to determine the quality of key personnel the applicant plans to use on the project, including—

- (i) The qualifications of the project director (if one is to be used);
 - (ii) The qualifications of each of the other key personnel to be used in the project;
 - (iii) The time that each person referred to in paragraph (b)(1)(i) and (ii) of this section will commit to the project; and
 - (iv) How the applicant, as part of its nondiscriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, color, national origin, gender, age, or handicapping condition.
- (2) To determine personnel qualifications under paragraph (b)(1)(i) and (ii) of this section, the Secretary considers—
- (i) Experience and training in fields related to the objectives of the project; and
 - (ii) Any other qualifications that pertain to the quality of the project.
- (c) *Budget and cost-effectiveness.* (5 points) The Secretary reviews each application to determine the extent to which—
- (1) The budget is adequate to support the project; and
 - (2) Costs are reasonable in relation to the objectives of the project.
- (d) *Evaluation plan.* (10 points) The Secretary reviews each application to determine the quality of the evaluation plan for the project, including the extent to which the applicant's methods of evaluation—
- (1) Are appropriate to the project; and
 - (2) To the extent possible, are objective and produce data that are quantifiable.
- (e) *Adequacy of resources.* (10 points) The Secretary reviews each application to determine the adequacy of the resources that the applicant plans to devote to the project, including facilities, equipment, and supplies.
- (f) *Evidence of need.* (10 points) (1) The Secretary reviews each application to assess whether the need for the proposed technical assistance has been adequately justified.
- (2) The Secretary determines the extent to which the application—
- (i) Describes the technical assistance needs to be addressed by the project;
 - (ii) Describes how the applicant identified those needs;
 - (iii) Describes how those needs will be met by the project; and
 - (iv) Describes the benefits to be gained by meeting those needs.
- (g) *Project design.* (40 points) (1) The Secretary reviews each application to evaluate the quality of the proposed technical assistance project design.
- (2) The Secretary determines the extent to which—

(i) The technical assistance objectives are designed to meet the identified needs and are clearly defined, measurable, and achievable;

(ii) The content of the proposed technical assistance and instructional approach are appropriate for the project participants.

(3) The Secretary determines the extent to which each application provides for—

(i) A method for gaining the participation of prospective target populations in need of technical assistance;

(ii) Innovative procedures for disseminating information and imparting skills to project participants; and

(iii) Use of current research findings and information on model practices in providing the technical assistance.

Eligible Applicants: Institutions of Higher Education (IHEs), State educational agencies (SEAs), Local educational agencies (LEAs), and other public or private non-profit institutions or agencies.

Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. The objective of the Executive order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, this document is intended to provide early notification of the Department's specific plans and actions for this program.

Applicable Program Regulations: 34 CFR Part 326 and 34 CFR Part 426.

Program Authority: 20 U.S.C. 1425, 20 U.S.C. 2420a, 29 U.S.C. 761a(b) (4) and (6), 29 U.S.C. 777a(d), and 20 U.S.C. 1231(b). (Catalog of Federal Domestic Assistance Number 84.158, Secondary Education and Transitional Services for Youth with Disabilities Program)

Dated: April 13, 1995.

Howard R. Moses,

Acting Assistant Secretary for Special Education and Rehabilitative Services.

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DEPARTMENT OF EDUCATION

[CFDA No.: 84.158]

Secondary Education and Transitional Services for Youth With Disabilities Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 1995

Purpose of Program: To assist youth with disabilities in the transition from secondary school to postsecondary environments, such as competitive or supported employment, and to ensure that secondary special education and transitional services result in competitive or supported employment for youth with disabilities.

This priority support the National Educational Goals by assisting those with disabilities in meeting school readiness and adult literacy goals.

Eligible Applicants: Institutions of higher education (IHEs), State educational agencies (SEAs), Local educational agencies (LEAs), and other public or private nonprofit institutions or agencies.

Deadline for Transmittal of Applications: June 2, 1995.

Deadline for Intergovernmental Review: August 1, 1995.

Applications Available: April 18, 1995.

Available Funds: \$1,400,000.

Estimated Range of Awards: \$1,400,000

Estimated Average Size of Awards: \$1,400,000

Estimated Number of Awards: 1

Project Period: Up to 60 months

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 in 34 CFR Parts 326 and 426.

Priority: The priority in the notice of final priority for this program, as published elsewhere in this issue of the **Federal Register** applies to this competition.

For Applications: To request an application telephone (202) 205-8162. Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 205-8169.

FOR FURTHER INFORMATION CONTACT: Michael Ward, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 4624, Switzer Building, Washington, D.C. 20202-2644. Telephone: (202) 205-8163. Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 205-8169.

Information about the Department's funding opportunities including copies