

DEPARTMENT OF EDUCATION

[CFDA No. 206A-1]

Jacob K. Javits Gifted and Talented Students Education Program

Notice inviting applications for new awards for fiscal year 1995.

Purpose of Program: To provide grants to help build a nationwide capability in elementary and secondary schools to identify and meet the special educational needs of gifted and talented students; to encourage the development of rich and challenging curricula for all students; and to supplement and make more effective the expenditures of State and local funds for the education of gifted and talented students.

Eligible Applicants: State educational agencies; local educational agencies; institutions of higher education; and other public and private agencies and organizations, including Indian tribes and organizations—as defined by the Indian Self-Determination and Education Assistance Act—and Native Hawaiian organizations.

Deadline for Transmittal of Applications: April 25, 1995.

Deadline for Intergovernmental Review: June 26, 1995.

Applications Available: March 27, 1995.

Estimated Available Funds: \$5,000,000.

Estimated Range of Awards: For Absolute Priority 1: \$100,000–\$250,000; For Absolute Priority 2: \$150,000–\$300,000.

Estimated Average Size of Awards: For Absolute Priority 1: \$200,000; For Absolute Priority 2: \$225,000.

Estimated Number of Awards: For Absolute Priority 1: 19; For Absolute Priority 2: 5.

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

Project Period: Up to 36 months. Please note that all applicants for multi-year awards are required to provide detailed budget information for the total grant period requested. The Department will negotiate at the time of the initial award the funding levels for each year of the grant award.

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 grant program in 34 CFR part 791, subject to the revised definitions of “institutions of higher education”, “local educational agency” and “state educational agency” set forth in 20 U.S.C. 8801.

Priorities: The notice of final priorities as published in this issue of the **Federal Register** applies to this competition.

Selection Criteria: In evaluating applications for grants under this program, the Secretary uses the selection criteria in 34 CFR 791.21.

The program regulations in 34 CFR 791.20 provide that the Secretary may award up to 115 points for the selection criteria, including a reserved 15 points. For this competition, the Secretary distributes the 15 points as follows:

Plan of Operation (34 CFR 791.21(c)). 5 points are added to this criterion for a possible total of 35 points.

Evaluation Plan (34 CFR 791.21(f)). 10 points are added to this criterion for a possible total of 25 points.

For Applications or Information

Contact: Carolyn Warren, U.S. Department of Education, 555 New Jersey Avenue, NW., room 504, Washington, DC 20208-5644. Telephone: (202) 219-2206.

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; or on the Internet Gopher Server at GOPHER.ED.GOV (under Announcements, Bulletins and Press Releases). However, the official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

Program Authority: 20 U.S.C. 8031-8036.

Dated: March 6, 1995.

Sharon P. Robinson,

Assistant Secretary for Educational Research and Improvement.

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DEPARTMENT OF EDUCATION

Jacob K. Javits Gifted and Talented Students Education Program

AGENCY: Department of Education.

ACTION: Notice of final priorities.

SUMMARY: The Secretary announces absolute priorities and a competitive preference priority under the Jacob K. Javits Gifted and Talented Students Education Program. The Secretary takes this action to focus Federal financial assistance on specific approaches to identifying and serving gifted and talented students and to developing ways in which the programs and services developed for gifted and talented students can be used to benefit all children. The priorities bring special

attention to programs and services for students (including economically disadvantaged individuals, individuals of limited-English proficiency, and individuals with disabilities) who may not be identified and served through traditional gifted and talented programs. The priorities also encourage programs and projects to develop and improve the capability of schools in an entire State or region of the Nation to plan, conduct, and improve programs in schools using, where appropriate, methods and materials developed in gifted and talented programs to improve the educational opportunities for all children. These projects must involve cooperative efforts and participation of State and local educational agencies, institutions of higher education, and other public and private agencies and organizations, such as business, industry, and labor.

EFFECTIVE DATE: These priorities take effect April 10, 1995.

FOR FURTHER INFORMATION CONTACT: Carolyn Warren, U.S. Department of Education, 555 New Jersey Avenue NW., Room 504, Washington, DC 20208-5572. Telephone: (202) 219-2206. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m. Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION: The Jacob K. Javits Gifted and Talented Students Education Program is designed to build nationwide capability in gifted and talented education and encourage rich and challenging curricula for all children.

The Secretary seeks to improve the education of gifted and talented children, and to use the strategies developed in gifted and talented education programs to improve the education of all children in a school. The Secretary believes that this is an integral part of the National Education Goals, which require that every student attain higher standards of academic excellence. Gifted and talented education programs can contribute to systemic reform by modeling a coordinated system of high standards, assessments, challenging curricula, and teacher preparation to improve education. In addition, the Secretary believes that the educational needs of gifted and talented students from populations historically underserved by gifted and talented education programs must be addressed.

In order to carry out these improvements, the Secretary announces a priority that would support the

development of model demonstration programs that focus on economically disadvantaged children, children with limited English proficiency or children with disabilities. The projects are required to involve a school or schools that serve at least 50 percent low-income children and to incorporate professional development of staff and training of parents into their programs.

In addition, the Secretary announces a second priority that encourages cooperative efforts of technical assistance and information dissemination throughout a State or region that focus on how programs and methods for teaching gifted and talented students, where appropriate, could be adapted to improve instruction for all students in schools.

In both absolute priorities, the projects must be based on challenging content and performance standards in one or more of the core subject areas. These priorities focus on projects that incorporate challenging content and performance standards in the core subjects because the Secretary believes that this is the most promising way to raise students' achievement.

The Secretary estimates that at least 75 percent of available funds will be used to support model projects in schools, and 25 percent of available funds will support technical assistance and dissemination projects.

For the first priority involving model programs, the Secretary shall direct financial assistance to projects that primarily benefit urban or rural areas that have been designated as Empowerment Zones or Enterprise Communities in accordance with Section 1391 of the Internal Revenue Code (IRC), as amended by Title XIII of the Omnibus Budget Reconciliation Act (OBRA) of 1993.

Background on Empowerment Zone and Enterprise Community Program

The Empowerment Zone and Enterprise Community program is a critical element of the Administration's community revitalization strategy. The program is the first step in rebuilding communities in America's poverty-stricken inner cities and rural heartlands. It is designed to empower people and communities by inspiring Americans to work together to create jobs and opportunity.

On December 21, 1994, the President announced the designation of 6 urban and 3 rural empowerment zones and 65 urban and 30 rural enterprise communities in accordance with Internal Revenue Code section 1311, as amended by Title XIII of the Omnibus Budget Reconciliation Act of 1993 (Pub.

L. 103-66). A list of these empowerment zones and enterprise communities will be included in the application package.

To have been eligible for designation, an area must have been nominated by one or more local governments and the State or States in which it is located or by a State-Chartered Economic Development Corporation. A nominated area must be one of pervasive poverty, unemployment, and general distress, and must have a poverty rate of not less than the level specified in section 1392 of the Internal Revenue Code.

In the Empowerment Zone and Enterprise Community program communities were invited to submit strategic plans that comprehensively address how the community would link economic development with education and training as well as how community development, public safety, human services, and environmental initiatives will together support sustainable communities. Empowerment Zones and Enterprise Communities were designated by the Department of Agriculture and the Department of Housing and Urban Development (HUD) based on the quality of their strategic plans. Designated areas will receive Federal grant funds and substantial tax benefits and will have access to other Federal programs. (For additional information on the Empowerment Zones and Enterprise Community program contact HUD at 1-800-998-9999.)

The Department of Education is supporting the Empowerment Zone and Enterprise Community initiative in a variety of ways. It is encouraging Empowerment Zones and Enterprise Communities to use funds they already receive from Department of Education programs (including Title I of the Elementary and Secondary Education Act, the Drug-Free Schools and Communities Act, the Adult Education Act, and the Carl D. Perkins Vocational and Applied Technology Education Act) to support the comprehensive vision of their strategic plans. In addition, the Department of Education is giving preferences to Empowerment Zones and Enterprise Communities in a number of discretionary grant programs that are well suited for inclusion in a comprehensive approach to economic and community development. For example, the Department has already given preference in the following programs: the Urban Community Service program, Rehabilitation Act Projects with Industry program, the Rehabilitation Act Special Demonstration Projects program, the Parent Training program, and the Early Childhood Education program under the Individuals with Disabilities Education

Act. In addition to the Javits Gifted and Talented Students Education Program described in this notice, the Department intends to give preferences to Empowerment Zones and Enterprise Communities in a variety of discretionary programs under the Elementary and Secondary Education Act. Notices concerning those programs will be published at a later date.

The Empowerment Zone and Enterprise Community initiative and the Javits Gifted and Talented Students Education Program share some common features. Both programs are concerned with the educational advancement of students caught in high-poverty communities. Under the Javits Gifted and Talented Students Education Program, at least one-half of the grants in any given year must serve students who are economically disadvantaged, limited English proficient or who have disabilities.

Communities that are designated under the Empowerment Zone and Enterprise Community program will already have demonstrated a capacity for the type of cooperative planning that allows communities to use, where appropriate, methods and materials developed in gifted and talented programs to improve the educational opportunities for all children.

On October 28, 1994, the Secretary published a notice of proposed priorities for this program in the **Federal Register** (59 FR 54368).

Note: This notice of final priorities does not solicit applications. A notice inviting applications under these priorities for fiscal year 1995 is published in a separate notice in this issue of the **Federal Register**.

Analysis of the Comments and Changes

In response to the Secretary's invitation on the notice of proposed priorities, two of the five parties submitting comments made recommendations. One of the commenters expressed support for the priority without making recommendations for change. Two of the commenters asked for more information on Empowerment Zones and Enterprise Zones when this information is available. An analysis of the recommendations submitted by two commenters follows.

Comments: One commenter asked for clarification on the term "technical assistance" used in Priority 2.

Discussion: "Technical assistance" refers to a broad array of activities designed to help schools and local communities serve students more effectively. The Secretary believes that technical assistance could include such activities as professional development

of teachers and administrators, consultation with local schools and community groups on promising practices, demonstrations by staff of successful projects, evaluation of current practices in a school or of an individual educator with recommendations for improvement, brokering of resources to serve a school or community better, mentoring of novice educators by more experienced educators, and establishing networks of educators interested in specific topics.

Changes: None.

Comments: One commenter objected to the idea of commingling the worthwhile objectives to serve disadvantaged students with those objectives devoted to gifted and talented students, as the commenter believes they are not the same. The commenter urged the withdrawal of these proposed priorities.

Discussion: The legislation creating the Jacob K. Javits Gifted and Talented Students Education Program gives priority to programs serving economically disadvantaged, limited English proficient, and disabled students who are gifted and talented. The Secretary believes that there are many gifted and talented students who come from disadvantaged backgrounds, and who are not recognized or served by traditional gifted and talented education programs. He believes that these projects will serve as models for ways to identify and serve these students more effectively.

Changes: None.

Priorities

The Secretary announces that at least 75 percent of available funds will support model projects in schools developed under absolute priority number 1, and 25 percent of available funds will support technical assistance and dissemination projects developed under absolute priority number 2.

Under 34 CFR 75.105(c)(3) the Secretary gives an absolute preference to applications that meet one of the following two priorities. The Secretary funds under this competition only applications that meet one of these absolute priorities:

Absolute Priority 1—Model Programs

Projects that establish and operate model programs for serving gifted and talented students in schools in which at least 50 percent of the students enrolled are from low-income families. Projects must include students who may not be served by traditional gifted and talented programs, including economically disadvantaged students, individuals of limited English proficiency and individuals with disabilities. The projects must incorporate high-level content and performance standards in one or more of the core subject areas as well as utilize innovative teaching strategies. The projects must provide comprehensive ongoing professional development opportunities for staff. The projects must incorporate training for parents in ways to support their children's educational progress. Projects must also include comprehensive evaluation of project activities.

Competitive Preference Priority—Empowerment Zone or Enterprise Community

Within this absolute priority concerning model projects, the Secretary, under 34 CFR 75.105(c)(2)(i), gives preference to applications that meet the following competitive priority. The Secretary awards five (5) points to an application that meets this competitive priority. These points would be in addition to any points the application earns under the selection criteria for the program:

Projects that implement model programs in one or more schools in an Empowerment Zone or Enterprise Community. Applicants must ensure that the proposed program relates to the strategic plan and will be an integral part of the Empowerment Zone or Enterprise Community program.

Absolute Priority 2—Technical Assistance and Information Dissemination Throughout a State or Region

Projects to provide technical assistance and disseminate information throughout a State or region to improve the capability of schools to plan,

conduct and improve programs for serving gifted and talented students. Projects must include assistance and information on how programs and methods for teaching gifted and talented students can be adapted, where appropriate, to improve instruction for all students in schools. These projects must be based on challenging content and performance standards in one or more of the core subject areas, and incorporate innovative teaching strategies. The projects must involve cooperative efforts among State and local education agencies, institutions of higher education, and/or other public and private agencies and organizations (including business, industry, and labor).

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 Regulations: 34 CFR part 791.

Program Authority: 20 U.S.C. 8031–8036. (Catalog of Federal Domestic Assistance Number 84.206A, Jacob K. Javits Gifted and Talented Students Education Program)

Dated: March 6, 1995.

Sharon P. Robinson,

Assistant Secretary for Educational Research and Improvement.

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