

Avenue, SW., Washington, DC 20202-4260; or

By mail through a commercial carrier: U.S. Department of Education, Application Control Center—Stop 4260, Attention: (CFDA Number 84.359A), 7100 Old Landover Road, Landover, MD 20785-1506.

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark,

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,

(3) A dated shipping label, invoice, or receipt from a commercial carrier, or

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your pre-application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark, or
(2) A mail receipt that is not dated by the U.S. Postal Service.

If your pre-application is postmarked after the pre-application deadline date specified in this notice, we will not consider your pre-application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

3. Submission of Paper Pre-Applications by Hand Delivery

If you are a Group 2 applicant as described in this notice, you (or a courier service) may deliver your paper pre-application to the Department by hand. You must deliver the original and two copies of your pre-application by hand, on or before the pre-application deadline date specified in this **Federal Register** notice, to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.359A), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202-4260.

The Application Control Center accepts hand deliveries daily between 8 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays and Federal holidays.

Note for Mail or Hand Delivery of Paper Pre-applications: If you mail or hand deliver your pre-application to the Department:

(1) You must indicate on the envelope and—if not provided by the Department—in Item 4 of the Application for Federal Education Assistance (ED 424) the CFDA

number—and suffix letter, if any—of the competition under which you are submitting your pre-application.

(2) The Application Control Center will mail a grant pre-application receipt acknowledgment to you. If you do not receive the grant pre-application receipt acknowledgment within 15 business days from the pre-application deadline date in this notice, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

C. Group 1 and Group 2 Applicants—Additional Application Information

1. Address To Request Application Package

You may obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain an application via the Internet, use the following Web address: <http://www.ed.gov/programs/earlyreading/applicant.html>.

To obtain a copy from ED Pubs, write or call the Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. Fax: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its Web site: <http://www.ed.gov/pubs/edpubs.html> or you may contact ED Pubs at its e-mail address: edpubs@inet.ed.gov.

If you request an application package from ED Pubs, be sure to identify this competition as follows: CFDA number 84.359A/B.

Individuals with disabilities may obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) by contacting the program contact person listed under **FOR FURTHER INFORMATION CONTACT** in this notice.

2. Content and Form of Pre-Application Submission

All requirements concerning the content of the pre-application, including page-limit and limited appendices requirements, a competitive preference priority, and the selection criterion, together with the forms you must submit, are in the application package for this competition. Please also refer to the January 18, 2006 Application Notice (71 FR 2916) for further information governing this grant competition. This **Federal Register** notice is available at the following Web site: <http://www.ed.gov/legislation/FedRegister/announcements/2006-1/011806c.html>.

FOR FURTHER INFORMATION CONTACT: Jill Stewart, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C136, Washington, DC 20202-6132. Telephone: (202) 260-2533 or by e-mail: Jill.Stewart@ed.gov or Rebecca Haynes, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C138, Washington, DC 20202-6132. Telephone: (202) 260-0968 or by e-mail: Rebecca.Haynes@ed.gov.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed in this section.

Electronic Access to This Document: You may view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: February 28, 2006.

Henry L. Johnson,

Assistant Secretary for Elementary and Secondary Education.

[FR Doc. 06-1993 Filed 3-1-06; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Special Education Programs; State Personnel Development Grants Program

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice of proposed priority for State Personnel Development Grants Program.

SUMMARY: The Assistant Secretary for Special Education and Rehabilitative Services proposes a funding priority for the Office of Special Education Programs—State Personnel

Development Grants Program authorized under the Individuals with Disabilities Education Act (IDEA). This priority may be used for competitions in fiscal year (FY) 2006 and later years. We take this action to focus attention on an identified national need to assist State educational agencies (SEAs) improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities; to promote the professional development of personnel as defined in section 651(b) of the IDEA to ensure that they have the knowledge and skills to deliver scientifically based instruction; and to recruit, and retain highly qualified special education teachers in accordance with section 602(10) and section 612(a)(14) of the IDEA.

DATES: We must receive your comments on or before April 3, 2006.

ADDRESSES: Address all comments about this proposed priority to Larry Wexler, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4019, Potomac Center Plaza, Washington, DC 20204-2700. If you prefer to send your comments through the Internet, use the following address: larry.wexler@ed.gov.

FOR FURTHER INFORMATION CONTACT: Larry Wexler. Telephone: (202) 245-7571.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

SUPPLEMENTARY INFORMATION:

Invitation To Comment

We invite you to submit comments regarding this proposed priority.

We invite you to assist us in complying with the specific requirements of Executive Order 12866 and its overall requirement of reducing regulatory burden that might result from this proposed priority. Please let us know of any further opportunities we should take to reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the program.

During and after the comment period, you may inspect all public comments about this proposed priority in room 4019, 550 12th Street, SW., Potomac Center Plaza, Washington, DC, between the hours of 8:30 a.m. and 4 p.m.,

eastern time, Monday through Friday of each week except Federal holidays.

Assistance to Individuals With Disabilities in Reviewing the Rulemaking Record

On request, we will supply an appropriate aid, such as a reader or print magnifier, to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for this proposed priority. If you want to schedule an appointment for this type of aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

We will announce the final priority in a notice in the **Federal Register**. We will determine the final priority after considering responses to this notice and other information available to the Department. This notice does not preclude us from proposing or funding additional priorities, subject to meeting applicable rulemaking requirements.

Note: This notice does not solicit applications. In any year in which we choose to use this proposed priority, we invite applications through a notice in the **Federal Register**. When inviting applications we designate the priority as absolute, competitive preference, or invitational. The effect of each type of priority follows:

Absolute priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority, we give competitive preference to an application by either (1) awarding additional points, depending on how well or the extent to which the application meets the competitive priority (34 CFR 75.105(c)(2)(i)); or (2) selecting an application that meets the competitive priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority, we are particularly interested in applications that meet the invitational priority. However, we do not give an application that meets the invitational priority a competitive or absolute preference over other applications (34 CFR 75.105(c)(1)).

Proposed Priority

State Personnel Development Grants (SPDG)

Background of Proposed Priority

Research shows that teacher quality is strongly correlated with student academic achievement and that effective teachers are key to improving student outcomes. High quality, comprehensive professional development programs are essential to ensuring that personnel responsible for providing early intervention, education, and transition services to children with disabilities

possess the knowledge and skills necessary to address their particular needs. The Department also believes that Federal support provided under the IDEA should be targeted to those educational programs, activities, and strategies that have been demonstrated through rigorous scientific research to be effective and have a proven track record of success. Many schools have experimented with lessons and materials that have proven to be ineffective at the expense of their students.

The State Personnel Development Grants program provides a vehicle for helping States ensure that SEAs and LEAs take steps to recruit, hire, and retain highly qualified special education teachers and that the professional development of special education teachers and other personnel is aimed at providing them with the knowledge and skills to deliver scientifically based instruction that is likely to improve outcomes for children with disabilities.

Proposed Priority

The Assistant Secretary proposes a priority to assist SEAs in reforming and improving their personnel preparation and professional development systems for teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel. The intent of the priority is to improve educational results for children with disabilities through the delivery of high quality instruction and the recruitment, hiring, and retention of highly qualified special education teachers.

In order to meet this priority an applicant must demonstrate that the project for which it seeks funding: (1) Provides professional development activities that improve the knowledge and skills of personnel as defined in section 651(b) of the IDEA in delivering scientifically based instruction to meet the needs of, and improve the performance and achievement of infants, toddlers, preschoolers, and children with disabilities; (2) implements practices to sustain the knowledge and skills of personnel who have received training in scientifically based instruction; and (3) implements strategies that are effective in promoting the recruitment, hiring, and retention of highly qualified special education teachers in accordance with section 602(10) and section 612(a)(14) of the IDEA.

Projects funded under this priority also must:

(a) Budget for a three-day Project Directors' meeting in Washington, DC during each year of the project;

(b) Budget \$4,000 annually for support of the State Personnel Development Program Web site currently administered by the University of Oregon (<http://www.signetwork.org>); and

(c) If a project receiving assistance under this program authority maintains a Web site, include relevant information and documents in a form that meets a government or industry-recognized standard for accessibility.

Executive Order 12866

This notice of proposed priority has been reviewed in accordance with Executive Order 12866. Under the terms of the order, we have assessed the potential costs and benefits of this regulatory action.

The potential costs associated with this notice are those resulting from statutory requirements and those we have determined as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits—both quantitative and qualitative—of the actions proposed in this notice, we have determined that the benefits of the proposed priority justify the costs.

We have also determined that this regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

Intergovernmental Review

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

This document provides early notification of our specific plans and actions for this program.

Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.htm>.

Program Authority: 20 U.S.C. 1451-1455.

Dated: February 27, 2006.

John H. Hager,

Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. E6-3006 Filed 3-1-06; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services; Overview Information; Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—Model Demonstration Centers on Implementing Tertiary Level Behavioral Interventions Within a School-Wide Model for Children Who Are Not Responsive to Universal and Secondary Level Interventions; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2006

Catalog of Federal Domestic Assistance (CFDA) Number: 84.326M.

Dates: Applications Available: March 2, 2006.

Deadline for Transmittal of Applications: April 17, 2006.

Deadline for Intergovernmental Review: June 16, 2006.

Eligible Applicants: Institutions of higher education (IHEs).

Estimated Available Funds: \$1,200,000.

Estimated Average Size of Award: \$400,000.

Maximum Award: We will reject any application that proposes a budget exceeding \$400,000 for a single budget period of 12 months. The Assistant Secretary for Special Education and Rehabilitative Services may change the maximum amount through a notice published in the **Federal Register**.

Estimated Number of Awards: 3.

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

Project Period: Up to 48 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program promotes academic achievement and improves results for children with disabilities by supporting technical assistance, model demonstration projects, dissemination of useful information, and implementation

activities that are supported by scientifically based research.

Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 663 and 681(d) of the Individuals with Disabilities Education Act (IDEA)).

Absolute Priority: For FY 2006 this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is: Model Demonstration Centers on Implementing Tertiary Level Behavioral Interventions within a School-Wide Model for Children who are Not Responsive to Universal and Secondary Level Interventions.

Background

During the last several years, increased attention and an emerging research base have focused on a response to intervention model that identifies and addresses the needs of children who do not respond sufficiently to high quality class-wide academic instruction and remedial evidence-based interventions. This response to intervention model, while gaining attention with respect to students experiencing academic challenges, is also applicable to students experiencing behavioral challenges. Despite high quality class-wide behavioral strategies and remedial interventions, some children with behavioral challenges fail to make sufficient progress and require more individualized and intensive supports to be successful in their educational program.

The school setting is one of the most important settings for behavioral prevention and intervention programs and has been described as the ideal setting for these programs due to compulsory attendance and sustained contact with youth during the early years of development (Loeber & Farrington, 1998, Walker and Shinn, 2002). School-wide behavioral programs have received increased attention since the 1997 amendments to IDEA introduced the concept of “positive behavioral interventions and supports.” The three-tiered prevention model, originally adapted from mental health literature, has emerged as the prevailing model for school-wide implementation of behavioral prevention and intervention programs. Components of the model include: (1) Universal interventions for all students; (2) secondary interventions for smaller groups of students who may require some additional remedial interventions in order to be successful in their educational program; and (3) tertiary