

Hawaiian elementary and secondary school students;

(2) Agriculture education partnerships—to support the integration of agricultural and business practices into high school curriculum through the expansion of partnerships between community-based agricultural businesses and high schools with high concentrations of Native Hawaiian students;

(3) Astronomy—to support the development of educational programs in astronomy for Native Hawaiian elementary and secondary school students to assist them in reaching challenging science and mathematics standards and to encourage them to enter the field of astronomy;

(4) Indigenous health—to support curriculum development, teacher training, and instruction activities that will foster a better understanding and knowledge of Native Hawaiian traditional medicine, particularly among Native Hawaiian elementary and secondary students;

(5) Waste management innovation—to study and document traditional Hawaiian practices of sustainable waste management and to prepare teaching materials for educational purposes and for demonstration of the use of native Hawaiian plants and animals for waste treatment and environmental remediation; and

(6) Prisoner education—to support programs that target juvenile offenders and/or youth at risk of becoming juvenile offenders. Comprehensive and culturally sensitive strategies for reaching the target population will include family counseling, basic education/job skills training, and the involvement of community elders as mentors.

The Secretary funds under the FY 1999 competition under this program only applicants that meet one of these absolute priorities.

**FOR FURTHER INFORMATION CONTACT:** Beth Baggett, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6140. Telephone (202) 260-2502. 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.

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in an alternate format, also, by contacting that person. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

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**Program Authority:** 20 U.S.C. 7905.

Dated: March 30, 1999.

**Judith Johnson,**

*Acting Assistant Secretary, Elementary and Secondary Education.*

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## DEPARTMENT OF EDUCATION

[CFDA No.: 84.297A]

### The Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program

**AGENCY:** Department of Education.

**ACTION:** Notice inviting applications for new awards for fiscal year (FY) 1999.

**PURPOSES OF PROGRAM:** The Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program supports—

(1) *Curricula*—the development of curricula to address the needs of Native Hawaiian students, particularly elementary and secondary students, which may include programs of instruction conducted in the Native Hawaiian language and mathematics and science curricula incorporating the relevant application of Native Hawaiian culture and traditions;

(2) *Preteacher training*—the development and implementation of preservice teacher training to ensure that student teachers within the State, particularly those who are likely to be employed in schools with a high concentration of Native Hawaiian students, are prepared to better address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;

(3) *Inservice teacher training*—the development and implementation of

inservice teacher training to ensure that teachers, particularly those employed in schools with a high concentration of Native Hawaiian students, are prepared to better address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions; and

(4) *Teacher recruitment*—the development and implementation of teacher recruitment programs to enhance teacher recruitment within communities with a high concentration of Native Hawaiian students and to increase the numbers of teachers who are of Native Hawaiian ancestry.

Consistent with these statutory purposes, the Secretary has established absolute priorities that will govern the distribution of funds under the program.

**ELIGIBLE APPLICANTS:** Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language.

**APPLICATIONS AVAILABLE:** April 6, 1999.

**DEADLINE FOR TRANSMITTAL OF APPLICATIONS:** May 21, 1999.

**DEADLINE FOR INTERGOVERNMENTAL REVIEW:** July 20, 1999.

**AVAILABLE FUNDS:** \$1,500,000.

**ESTIMATED NUMBER OF AWARDS:** 1-2 awards in each of the six absolute priority categories.

**ESTIMATED SIZE OF AWARDS:** \$125,000.

**ESTIMATED RANGE OF AWARDS:** \$125,000—\$250,000.

**Note:** These estimates are projections for the guidance of potential applicants. The Department is not bound by any estimates in this notice.

**PROJECT PERIOD:** Up to 36 months.

**APPLICABLE REGULATIONS:** The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 81, 82, and 85.

**ABSOLUTE PRIORITIES:** The Secretary has published elsewhere in this issue of the **Federal Register** a notice of final priorities, which establishes absolute priorities in the following areas under the Curriculum Development, Teacher Training and Recruitment Program: (1) computer literacy and technology education; (2) agriculture education partnerships; (3) astronomy; (4) indigenous health; (5) waste management; and (6) prisoner education programs.

Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet one of the absolute priorities.

**STATUTORY PRIORITIES:** In accordance with section 9209(b) of the Elementary and Secondary Education Act, the Secretary gives priority to awarding grants for activities that —

- (1) focus on the needs of at-risk youth;
- or
- (2) employ a program of instruction conducted in the Native Hawaiian language.

These statutory priorities are embedded in the selection criteria for this competition.

**SUPPLEMENTARY INFORMATION:**

Applications will be reviewed on the basis of the selection criteria included in this notice. All funded projects must meet one of the absolute priorities. While applicants have discretion in determining how best to address the absolute priorities, the Secretary is particularly interested in receiving quality proposals that include the components described below. Funded proposals may lack some of these specific components, but address the absolute priorities in other effective ways.

(1) *Computer literacy and technology education.* While computer skills have become increasingly necessary for both academic and employment success in today's society, many Native Hawaiian students lack meaningful access to computers and computer training. The Secretary believes that high quality computer literacy and technology education programs should be conducted for Native Hawaiian elementary and secondary school students. These model programs should consist of curricula development, teacher training, and programs of instruction designed to increase both academic and career opportunities for elementary and secondary students. In providing these services, eligible entities are encouraged to partner with other organizations or institutions with expertise in utilizing state-of-the-art centralized computer systems and teleconferencing capabilities.

(2) *Agriculture education partnerships.* In order to improve the economic and social conditions in many rural areas of Hawaii, the Secretary supports the expansion of partnerships between community-based agricultural businesses and high schools with high concentrations of Native Hawaiian students. These agriculture education partnerships will integrate agricultural and business practices into high school curricula through model programs involving curricula development, teacher training, and instructional programs.

(3) *Astronomy.* The Secretary believes that the development of instructional

programs for elementary and secondary school students in astronomy would assist Native Hawaiians in reaching challenging science and mathematics standards. Model programs would include the development of culturally appropriate advanced mathematics and science curricula based upon recent scientific findings in the field of astronomy. Exposure to the use of observatory and other astronomical equipment as well as other experiential and hands-on activities would be fostered through such programs.

(4) *Indigenous health programs.* Because of a lack of available instruction in Native Hawaiian traditional medicine, knowledge of traditional healing practices is being lost for younger generations of Native Hawaiians. Younger Native Hawaiians are not being trained adequately, for example, on where traditional medicines can be found, how they are harvested in a manner that will conserve the resource, and how such medicines are to be applied. The Secretary believes that this problem can be addressed through the support of teacher training, curriculum development, and instructional activities in traditional medicine.

(5) *Prisoner education.* In Hawaii, the number of incarcerated Native Hawaiians, including Native Hawaiian juveniles, far exceeds their relative percentage in the State's population. The Secretary believes that a successful prisoner education program would target convicted, at-risk Native Hawaiian youths as an alternative to incarceration. A comprehensive program should consist of prevention, intervention and treatment services as well as education, job training, judicial and case management services. A funded applicant should have experience in working with and in encouraging the re-integration of youth offenders into schools or career paths or both within the community in a culturally sensitive manner. To help ensure success of the program, funded applicants should work in partnership with the Hawaii State Department of Labor and Industrial Relations, the Office of Youth Services, and other appropriate agencies.

(6) *Waste management treatment programs.* Funds under this priority support curriculum development, teaching training, and instructional programs related to the study and documentation of traditional Hawaiian practices of sustainable waste management, including activities to prepare Native Hawaiians to participate actively in the risk assessment and remediation of environmental health

hazards that impact upon Native Hawaiians. A successful applicant should have specific knowledge of the capacities of Native Hawaiian plants and animals to contribute to the management of modern waste materials. The applicant should have experience in educational programming, especially for elementary and secondary school grades, so that knowledge about traditional Hawaiian methods of sustainable waste management can be developed and used. The project may include an emphasis on environmental technologies applicable to the remediation of environmental health risks to Hawaiian homelands and surplus Federal lands subject to reuse.

**SELECTION CRITERIA:** The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. Under the criterion "Quality of the project design", the factors are weighed in accordance with the points indicated. With respect to the other criteria, the factors under each criterion are weighed equally. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion, and the factors within each criterion, are as follows:

(a) *Significance (15 points).* (1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The significance of the problem or issue to be addressed by the proposed project.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) *Quality of the project design (35 points).* (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (10 points)

(ii) The extent to which the proposed project represents an exceptional approach to the priorities established for the competition. (10 points)

(iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs

of the target population or other identified needs. (5 points)

(c) *Quality of project personnel (10 points)*. (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under represented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of the project director.

(ii) The qualifications, including relevant training and experience, of key project personnel.

(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(d) *Adequacy of resources (5 points)*. (1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii) The extent to which the budget is adequate to support the proposed project.

(e) *Quality of the management plan (15 points)*. (1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(f) *Quality of the project evaluation (20 points)*. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

#### FOR APPLICATIONS OR INFORMATION

**CONTACT:** Madeline E. Baggett, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-6140. Telephone (202) 260-2502.

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**Note:** The official application notice for a discretionary grant competition is the notice published in the **Federal Register**.

**Program Authority:** 20 U.S.C. 7909.

Dated: March 30, 1999.

**Judith Johnson,**

*Acting Assistant Secretary for Elementary and Secondary Education.*

[FR Doc. 99-8393 Filed 4-5-99; 8:45 am]

BILLING CODE 4000-01-P

## DEPARTMENT OF EDUCATION

[CFDA No.: 84.209A]

### The Native Hawaiian Family-Based Education Centers Program

**AGENCY:** Department of Education.

**ACTION:** Notice inviting applications for new awards for fiscal year (FY) 1999.

**Purpose of Program:** To expand the operation, throughout the Hawaiian Islands, of Family-Based Education Centers that include: (1) parent-infant programs for prenatal through three-year-olds; (2) preschool programs for four- and five-year-olds; (3) continued research and development; and (4) a long-term follow-up and assessment program, which may include educational support services for Native Hawaiian language immersion programs or transition to English speaking programs.

**Eligible Applicants:** Native Hawaiian educational organizations or educational entities with experience in developing or operating Native Hawaiian programs or programs of instruction conducted in the Native Hawaiian language.

**Applications Available:** April 6, 1999.

**Deadline for Transmittal of Applications:** May 21, 1999.

**Deadline for Intergovernmental Review:** July 20, 1999.

**Available Funds:** \$2 million.

**Estimated Number of Awards:** 1 to 2.

**Estimated Size of Awards:** \$1,000,000.

**Estimated Range of Awards:** \$1,000,000-\$2,000,000.

**Note:** These estimates are projections for the guidance of potential applicants. The Department is not bound by any estimates in this notice.

**Project Period:** Up to 36 months.

**Applicable Regulations:** The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 81, 82, and 85.

**Invitational Priority:** Under the Family-Based Education Centers Program, the Secretary is particularly interested in receiving applications from eligible entities whose projects would include the development and implementation of an appropriate, culturally-relevant Native Hawaiian early education and care information system. The system would provide information relative to the specific needs and strengths in Native Hawaiian early childhood services, including: (1) a determination of the existence, use, and effectiveness of programs and services available to Native Hawaiians; (2) within existing data collection efforts