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Health Resources and Services Administration

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Program Announcement and Proposed Project Requirements, Review Criteria, and Funding Preference for Cooperative Agreement for a Model Hispanic Health Careers Opportunity Program for Fiscal Year 1995

The Health Resources and Services Administration (HRSA) announces that applications will be accepted for a fiscal year (FY) 1995 Cooperative Agreement for a Model Hispanic Health Careers Opportunity Program (HCOP) under the authority of section 740, title VII of the Public Health Service Act, as amended by the Health Professions Education Extension Amendments of 1992, Pub. L. 102-408, dated October 13, 1992. Comments are invited on the proposed project requirements, review criteria and funding preference.

Approximately \$300,000 will be available in FY 1995 for this program. It is anticipated that one competing award will be made at a level of \$300,000 per year over a three year period.

Purpose and Eligibility

Section 740 authorizes the Secretary to make grants to and enter into contracts with schools of allopathic medicine, osteopathic medicine, public health, dentistry, veterinary medicine, optometry, pharmacy, allied health, chiropractic and podiatric medicine and public and nonprofit private schools which offer graduate programs in clinical psychology and other public or private nonprofit health or educational entities to carry out programs which assist individuals from disadvantaged backgrounds to enter and graduate from such schools. Assistance may be used for the following five legislative purposes:

1. Recruitment—activities designed to identify, recruit and select individuals from disadvantaged backgrounds for education in the health or allied health professions, e.g., motivational activities, distribution of information, exposure to role models, and counseling.

2. Preliminary Education—education designed to expand the academic ability and otherwise prepare student participants from disadvantaged backgrounds during their

preprofessional training that they may subsequently complete the regular course of education in a health professions school or school of allied health. This education must be offered prior to entry in a health professions or allied health professions school and may not include courses already taught as part of the regular course of education leading to a degree.

3. Facilitating Entry—activities designed to enhance the competitiveness of student participants from disadvantaged backgrounds for admission to health professions schools or schools of allied health, such as improving performance on admissions tests, counseling concerning the application process, and assisting admissions committees in the evaluation of disadvantaged applicants.

4. Retention—activities designed to help student participants from disadvantaged backgrounds, who have been accepted to or are enrolled in health professions schools or schools of allied health, to complete their education. These activities may include tutorial assistance, counseling, and assistance in adjusting to the environment of the school. Activities may not include courses already taught as part of the school's curriculum.

5. Financial Aid Information Dissemination—the distribution of information to student participants from disadvantaged backgrounds about financial aid available in health professions schools, schools of allied health or schools and entities which provide training necessary to qualify for enrollment in health professions schools or schools of allied health.

Applicants may request support for up to three years.

The Model Hispanic HCOP cooperative agreement is being proposed in an effort to achieve the following goals: (1) To establish and test a comprehensive Model Hispanic HCOP (addressing all of the HCOP purposes) in a metropolitan area with a high concentration of Hispanic citizens. No such model currently exists. In addition to the formulation of academic-community educational partnerships, this model provides for community infrastructure building. The proposed model encompasses strong linkages throughout the community involving community organizations, official agencies, educational institutions at all levels and health professionals throughout the community, and (2) To increase the number of Hispanic participants in HCOP programs.

This cooperative agreement also addresses section 740(c) of the HCOP legislation which requires "the

Secretary to ensure that services and activities under HCOP awards are equitably allocated among the various racial and ethnic populations."

Proposed Project Requirements

- I. The Model Hispanic HCOP will establish an educational continuum from high school graduation through graduation from a health or allied health professions school through development and implementation of activities related to all five of the legislative purposes.

- II. A plan for selecting students including criteria for selection must be developed and implemented.

- III. Activities related to all of the five legislative purposes undertaken must be evaluated. Modifications must be made in activities based on evaluation.

- IV. Activities and experiences related to the establishment of the Model Hispanic HCOP must be documented in a format that would allow for future replication by HCOP applicants.

Substantial Federal Programmatic Involvement

It is anticipated that the federal government will have substantial programmatic involvement with the planning, development and administration of the Model Hispanic HCOP and its outputs by:

1. Providing technical assistance and reviewing changes needed in the approved application.

2. Reviewing and advising regarding training content and methodologies.

3. Participating in the review and advising regarding formal linkage arrangements which have been established for the purpose of conducting the Model Hispanic HCOP.

4. Reviewing the validity of and assisting in the modification of student participant selection criteria and processes.

5. Providing information relative to proven evaluation methods, including data collection methods, data analysis techniques and participant tracking systems.

6. Reviewing and advising regarding program evaluation methods, including data collection activities, data analysis techniques and participant tracking systems.

7. Reviewing and advising regarding the documentation of the activities and experiences related to establishment of the Model Hispanic HCOP.

8. Providing data and information about federal programs that may impact the Model Hispanic HCOP.

9. Participating in the review of sub-contracts awarded under the Cooperative Agreement.