

DEPARTMENT OF EDUCATION

Applications for New Awards for Fiscal Year 1999: Special Education—Research and Innovation To Improve Services and Results for Children With Disabilities; and Special Education—Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities

ACTION: Notice inviting applications for new awards for fiscal year 1999.

SUMMARY: This notice provides closing dates and other information regarding the transmittal of applications for fiscal year 1999 competitions under two programs authorized by the Individuals with Disabilities Education Act (IDEA), as amended. The two programs are: (1) Special Education—Research and Innovation To Improve Services and Results for Children With Disabilities (five priorities); and (2) Special Education—Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities (two priorities).

This notice supports the National Education Goals by helping to improve results for children with disabilities.

Waiver of Rulemaking

It is generally the practice of the Secretary to offer interested parties the opportunity to comment on proposed priorities. However, section 661(e)(2) of IDEA makes the Administrative Procedure Act (5 U.S.C. 553) inapplicable to the priorities in this notice.

General Requirements

(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see section 606 of IDEA);

(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the projects (see section 661(f)(1)(A) of IDEA);

(c) Projects funded under these priorities must budget for a two-day Project Directors' meeting in Washington, DC during each year of the project; and

(d) In a single application, an applicant must address only one absolute priority in this notice.

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

Information collection resulting from this notice has been submitted to OMB

for review under the Paperwork Reduction Act and has been approved under control number 1820-0028, expiration date July 31, 2000.

Research and Innovation to Improve Services and Results for Children With Disabilities

Purpose of Program: To produce, and advance the use of, knowledge to: (1) Improve services provided under IDEA, including the practices of professionals and others involved in providing those services to children with disabilities; and (2) improve educational and early intervention results for infants, toddlers, and children with disabilities.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; (b) The selection criteria for Absolute Priorities 1-5 are drawn from the EDGAR general selection criteria menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Eligible Applicants: State and local educational agencies, institutions of higher education, other public agencies, private nonprofit organizations, outlying areas, freely associated States, and Indian tribes or tribal organizations.

Priority

Under 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the following priorities. The Secretary funds under these competitions only applications that meet these absolute priorities:

Absolute Priority 1—National Center on Access to the General Curriculum (84.324H)

Background

The 1997 reauthorization of the Individuals With Disabilities Education Act (IDEA) calls for providing the greatest possible access to the general curriculum as a means for improving educational results for students with disabilities. Access to the general curriculum is most readily available by providing services in the regular education classroom. Since the 1990-1991 school year, the percentage of students with disabilities (ages 6-21) who participate in regular education classes, at least 80 percent of the time, has gradually increased from 33 percent to 46 percent during the 1996-1997 school year. As regular classrooms become more inclusive, strategies for

providing access to the general curriculum are needed so that students with disabilities are actively involved in and progress in the general curriculum within these classrooms. Furthermore, more students with disabilities need access to the general curriculum, regardless of their placement. However, a number of issues must be addressed before this goal can be achieved.

First, the research base is disorganized and incomplete regarding the best approaches for providing access to the general curriculum. We need to broaden our understanding of how curriculum must be designed, developed, and taught to be accessible. We need a better understanding of the development and application of multiple alternatives that reduce barriers to learning, such as universal designs that allow for diverse learning needs. Second, the general curriculum tends to undergo recurrent analyses and changes that may affect accessibility for students with disabilities. We need to increase our awareness of the issues and policies, both State and local, that affect general curriculum. Third, special education and regular education communities have not developed a shared discourse and purpose concerning the general curriculum and students with disabilities. We need collaborative opportunities to define and develop a vision in public education where all students, including students with disabilities, actively engage in learning and progress in the general curriculum. Access to the general curriculum must not be viewed as exclusively a special education concern; it is dependent on factors associated with regular education and the general curriculum. Therefore, all students benefit when the general education curriculum becomes more accessible.

Priority

The Secretary establishes an absolute priority for a center to provide national leadership in improving results for students with disabilities through access to the general curriculum. The center will focus on three broad areas: (1) Multiple strategies for access to the general education curriculum and for achieving improved results; (2) State and local policy and other factors associated with access to the general curriculum and achieving improved results; and (3) national collaborative efforts for increasing access to the general curriculum. The center will address these three areas through research, national leadership, and dissemination. The center must apply rigorous, State-of-the-art techniques in

its research synthesis, dissemination, and communication, and leadership activities.

Research activities of the Center must include but are not limited to:

(a) Compiling and synthesizing relevant research findings that focus on preferred or promising practices that affect access to the general education curricula (e.g., universal design for learning, supplemental aids, supports, assistive technology, instructional methods, collaborative models of teaching); and

(b) Evaluating the current state of policy regarding access to the general education curriculum for students with disabilities. This evaluation study should include relevant and existing State and local policies; the linkages between standards, assessments, accessible curriculum, and results; and other educational reform initiatives that affect the general education curriculum.

National dissemination activities of the Center must include but are not limited to:

(a) Developing partnerships and communicating with leaders and key stakeholders in special education and regular education, other OSEP research institutes and centers, including the National Outcomes Center, policymakers, service providers, school-level administrators, and consumer and advocacy organizations such as the Independent Living Centers (ILC), Parent Training and Information Centers (PTI), and the Protection and Advocacy Organizations (P&A), to increase awareness of and use of research-based practices to maximize access to the general curriculum for students with disabilities and to achieve good results;

(b) Planning with regular and special education technical assistance providers to collaboratively develop communication and dissemination strategies, including strategies to communicate research findings and content specific knowledge, to distribute products, and to improve the availability of technical assistance on providing access to the general curriculum for students with disabilities and to achieve improved results;

(c) Developing information materials intended for all key stakeholders and designed to increase awareness of and use of research-based practices to maximize access to the general curriculum for students with disabilities and to achieve good results; and

(d) Implementing strategies in collaboration with technical assistance providers to communicate and to disseminate information and advocacy materials to leaders and key

stakeholders in special education and general education.

Leadership activities of the Center must include but are not limited to:

(a) Forming one or more advisory group or groups of experts and leaders in special education, regular education curriculum, technical assistance related to technology, and other relevant fields;

(b) Conducting consensus building activities on providing access to the general education curriculum through relationships with ongoing school improvement and innovation efforts and organizations, including States and entities involved with the State Improvement Grants Program, major professional education associations such as the American Federation of Teachers (AFT) and the National Education Association (NEA), Parent Teacher Associations (PTA) and PTIs, institutions of higher education, and other relevant research, development and reform groups;

(c) Convening regional or national conferences of special educators and regular educators; and

(d) Funding, as project research assistants, at least three doctoral students per year, who have concentrations in special education. These students will assist with project facilitation, research, and dissemination, and communication activities.

The Center must also —

(a) Prepare research findings and products from the project in formats that are useful for specific audiences, including educators, school administrators, families, students, ILCs, State, and national policymakers (See section 661(f)(2)(B) of IDEA);

(b) Meet with the Office of Special Education Programs (OSEP) project officer in the first four months of the project to review the program of research and dissemination approaches;

(c) Budget three trips annually to Washington, DC (two trips to meet and collaborate with U.S. Department of Education officials and one trip, as specified in the general requirements for all projects, to attend the two-day Office of Special Education Programs Research Project Director's Conference).

Under this priority, the Secretary will make one award for a cooperative agreement with a project period of up to 60 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. After the third year of the project, the Secretary will determine whether to continue the Center for the fourth and fifth years of the project period and will consider in addition to the requirements of 34 CFR 75.253(a):

(a) The timeliness and effectiveness with which all requirements of the negotiated cooperative agreement have been or are being met by the Center; and

(b) The degree to which the Center's design and methodology demonstrate the potential for advancing significant new knowledge.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$500,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

Page Limits: Part III of the application, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating an application. An applicant must limit Part III to the equivalent of no more than 70 double-spaced pages, using the following standards: (1) A "page" is 8½" × 11" (on one side only) with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); Part IV—the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

Absolute Priority 2—Center for Students With Disabilities Involved With and at Risk of Involvement With the Juvenile Justice System (84.324J)

Background

In general, special education services for students with disabilities have improved since the passage of Public Law 94-142 in 1975. However, progress has been limited for children with disabilities in the justice system. Although the estimates vary, most researchers agree that students with

disabilities are over-represented in the juvenile justice system. OSEP data for 1996 indicate that 15,930 students with disabilities were being served in correctional facilities. This count only includes those in correctional facilities, not the total number involved in the justice system. Of these 15,930 students, 45 percent are classified as having a learning disability and 42 percent are classified as emotionally disturbed. Theories regarding the disproportionate number of students in the juvenile justice system vary but their common characteristic is school failure. Over the past several years, the number of students with disabilities in correctional facilities has risen at over twice the rate of the increase of the overall special education population. From 1992-1993 to 1996-1997 the number of students ages 6-21 with disabilities increased 13 percent; the number in correctional facilities increased 28 percent. This increase is most apparent with juveniles with learning disabilities and emotional disturbance.

In order to meet the challenges of serving this population of students with disabilities, States need to make significant improvements addressing the following areas: prevention, educational programming, and reintegration or transition. Research indicates that students with significant antisocial behaviors can be identified fairly accurately by age 9, with some research indicating even earlier. However, students do not typically receive effective interventions until they have first been unsuccessful in their current educational setting. Research-based prevention strategies need to be implemented with at risk children to assist in preventing later involvement with the juvenile justice system. Once students are in the justice system, coordination and delivery of special education services have traditionally been inappropriate and ineffective. Even though promising and preferred strategies exist regarding the effective provision of educational services to students with disabilities, these strategies and practices have not been consistently or effectively applied to children with disabilities at risk of involvement in or in the juvenile justice system.

Interagency coordination between education and justice agencies, at a minimum, is needed to enhance the knowledge and use of research-based strategies and practices in the justice system, consistent with the provisions of IDEA. Finally, interagency efforts involving families and communities are needed to facilitate the successful reintegration of students with

disabilities back into their home school and community when appropriate. Research has shown that few students, once they are involved with the justice system are able to return to their home school and later exit school appropriately with the skills needed to be successful within their community.

This priority represents a collaborative effort between the Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Office of Vocational and Adult Education, and the Department of Justice, Office of Juvenile Justice and Delinquency Prevention. The Office of Special Education Programs and the Office of Juvenile Justice and Delinquency Prevention held a focus group on students with disabilities in the justice system. Copies of these proceedings can be obtained by contacting Project FORUM at the National Association of State Directors of Special Education (703) 519-3800.

This priority is expected to have a significant impact on the improvement of services for students with disabilities in the justice system. Improvements in the areas of prevention, educational services, and reintegration based on a combination of research, training, and technical assistance will lead to improved results for children with disabilities.

Priority

The Secretary establishes an absolute priority to support a Center for Students With Disabilities Involved With or at Risk of Involvement With the Juvenile Justice System that will provide guidance and assistance to States, schools, justice programs, families, and communities in designing, implementing, and evaluating comprehensive educational programs, based on research validated practices, for students with disabilities at risk of involvement or involved in the juvenile justice system. The Center will focus on three broad areas: (1) prevention programs, (2) educational programs, and (3) reintegration or transition programs. The Center must address these three areas through research, training, and technical assistance and dissemination.

Research activities of the Center must include but are not limited to:

(a) Evaluating the current state of policy and practice regarding students with disabilities in the juvenile justice system. This evaluation must include relevant State and local policies and guidelines, cross-agency and multi-agency coordination strategies, and existing research-validated practices;

(b) Synthesizing relevant research findings focusing on preferred or promising practices in prevention of delinquency, educational programming for students with disabilities, and reintegration or transition to home schools and communities;

(c) Developing and applying criteria for identifying exemplary programs for students with disabilities in the juvenile justice system that address the three focus areas of the Center; and

(d) Producing four white papers, one per year beginning in the second year, that address special issues regarding this population of students. Two papers will cover the following topics: (1) Disproportionate representation of minority youth with disabilities in the juvenile justice system; and (2) coordination of services between education, justice, and mental health agencies to promote more effective services. The two additional topics will be suggested by the applicant and subject to approval by the project officer.

National dissemination and technical assistance activities of the Center must, at a minimum:

(a) Prepare and disseminate information materials designed to increase awareness of and use of research validated practices to a variety of audiences (e.g., educators, justice personnel, mental health personnel, judges, policymakers, families and other service providers).

(b) Reflect the three broad focus areas of the Center: (1) Delinquency prevention, (2) educational programming for students with disabilities, and (3) reintegration or transition to home schools and communities;

(c) Establish a coordinated network of researchers, practitioners, family members, rehabilitated individuals, associations that represent workers in facilities, and policymakers from education, justice, and mental health agencies who will serve as resources to States, communities, justice programs and schools in designing, implementing, and evaluating effective programs; and

(d) Provide for information exchanges between researchers and practitioners who direct model programs and those seeking to design or implement model programs. Information must be exchanged through a variety of methods, including two regional forums during each of the first four years of the project, and a national forum in the fifth year. These exchanges must be designed to expand the coordinated network, develop awareness of research-based practices, and create a dialog about comprehensive services for students

with disabilities in the juvenile justice system. The forums must include examples and descriptions of model programs addressing the three focus areas of the Center.

(e) Produce a model "blueprint" that would permit others to replicate or implement preferred practices or model programs that include alternative approaches to delivery of effective services for students with disabilities in the justice system. The "blueprint" will also identify barriers to effective programming and suggest strategies for overcoming these barriers.

Training activities of the Center must include but are not limited to:

(a) Identifying a common core of knowledge and skills regarding students with disabilities in the justice system that are appropriate for personnel serving this population including: teachers, paraprofessionals, mental health personnel, administrators, justice and law enforcement personnel;

(b) Funding as project research assistants at least three graduate students per year who have concentrations in special education or criminal justice. These students will assist with project facilitation and the center's research, and evaluation of programs; and

(c) Arranging for two results-based evaluations. The evaluation team must consist of three experts approved by the (OSEP) project officer. The services of the review team, including a two-day site visit to the Center, are to be performed during the last half of the Center's second and fourth years and may be included in that year's evaluation required under 34 CFR 75.590. Costs associated with the services to be performed by the review team must also be included in the Center's budget for years two and four. These costs are estimated to be approximately \$6,000 for each evaluation cycle.

The Center must also—

(1) Prepare the research findings and products from the project in formats that are useful for specific audiences, including educators, school administrators, justice employees, judges, law enforcement personnel, public defenders, families, ILCs, PTIs, P&As, and local, State, and national policymakers. (See section 661(f)(2)(B) of IDEA);

(2) Meet with the Office of Special Education Programs (OSEP) project officer in the first four months of the project to review the program of research and dissemination approaches;

(3) Budget two trips annually to Washington, DC for (1) a two-day Research Project Director's meeting; and

(2) another meeting to meet and collaborate with the OSEP project officer; and

(5) Collaborate with other relevant federally supported activities and projects sponsored by the Department of Education, Office of Special Education Programs, and the Department of Justice, Office of Juvenile Justice and Delinquency Prevention, and the Department of Health and Human Services, and develop linkages with Education Department and Justice Department technical assistance providers to communicate research findings and distribute products.

Under this priority, the Secretary will make one award for a 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 determining whether to continue the Center for the fourth and fifth years of the project period, the Secretary and the Attorney General will consider the requirements of 34 CFR 75.253(a), and—

(1) The recommendation of a review team consisting of three experts selected by the Secretary. The services of the review team, including a two-day site visit to the grantee, are to be performed during the last half of the project's second year and may be included in that year's evaluation required under 34 CFR 75.590. Costs associated with the services to be performed by the review team must also be included in the project's budget for year two. These costs are estimated to be approximately \$6,000;

(2) The timeliness and effectiveness with which all requirements of the negotiated cooperative agreement have been or are being met by the Center; and

(3) The degree to which the Center's design and methodology demonstrates the potential for advancing significant new knowledge.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$750,000 for year one and \$500,000 for years two through five, for any single budget period of 12 months. The Secretary may change the maximum amounts through a notice published in the **Federal Register**.

Note: The projected funding for this project is \$750,000 for year one and \$500,000 for years two through five. Funding is contingent upon the availability of funds, including Federal interagency support for this project from the Department of Education, and the Department of Justice.

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criteria that are used by reviewers in evaluating an application. An applicant must limit Part III to the equivalent of no more than 70 double-spaced pages, using the following standards: (1) A "page" is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); Part IV—the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

Absolute Priority 3—Research Institute To Enhance the Role of Special Education and Children With Disabilities in Education Policy Reform (84.324P)

Education reforms are often leveraged through enhanced accountability for students outcomes, school improvement, and personnel performance. Findings from the Center for Policy Research on the Impact of General and Special Education Reform indicate that inclusion of students with disabilities in these general accountability efforts is one of the major forces shaping reform of special education. IDEA reflects an increased emphasis on including students with disabilities in accountability systems by requiring participation in general State and district-wide assessments. The amendments also require States to establish indicators to use in assessing progress toward achieving goals that address the performance of children with disabilities on assessments, drop-out rates and graduation rates.

Priority

The Secretary establishes an absolute priority for a research institute to study the role of special education and

children with disabilities in educational policy reform, specifically initiatives designed to improve student performance through increased accountability. A project funded under this priority must—

(a) Identify and review critical gaps in the current knowledge in the following areas:

(1) How broad education policy reforms that incorporate high-stakes accountability mechanisms include consideration of the special education system;

(2) The criteria for which special education has historically been held accountable and how these criteria have been assessed;

(3) How traditional special education accountability mechanisms at both the systems level (e.g., State improvement planning and compliance monitoring, due process, and judicial resolution) and the individual child or student level (e.g., large-scale assessments provided with accommodations, alternate assessments, individualized education programs, individualized family services plans) have impacted outcomes for children with disabilities;

(4) How students with disabilities are impacted by the recent large-scale, high stakes State and national accountability-based education policy reforms (e.g., State and district assessments, enhanced graduation and exiting requirements, governance and professional preparation and development reforms and other standards-based reform initiatives), including consideration of developed models of inclusive special education accountability (e.g., models developed by the National Association of State Directors of Special Education and the National Center for Educational Outcomes); and

(5) How changes and reforms in special education might better align with and support such large-scale, high stakes State and national accountability-based education policy reforms.

(b) In consultation with the Office of Special Education Programs (OSEP), design and conduct a strategic program of research that addresses knowledge gaps identified in paragraph (a) by:

(1) Conducting a rigorous research program that builds upon recent and current research on broad education policy reforms that incorporate high-stakes accountability mechanisms, including research by the recent Center for Policy Research on the Impact of General and Special Education Reform;

(2) Using a variety of methodologies designed to comprehensively examine the breadth of accountability mechanisms;

(3) Conducting the program of research in such settings to insure that the impact of accountability-based education policy reforms on disabled minority, immigrant, and migrant populations, will be examined; and

(4) Collaborating with other research institutions and studies and evaluations supported under IDEA, including the national assessment of special education activities (Section 674(b) of IDEA).

(c) Design, implement, and evaluate a dissemination approach that links research to practice and promotes the use of current knowledge and ongoing research findings. This approach must—

(1) Develop linkages with Education Department technical assistance providers to communicate research findings and distribute products; and

(2) Prepare the research findings and products from the project in formats that are useful for specific audiences, including general education researchers; and local, State, and national policymakers; as well as education practitioners.

(d) Fund at least three graduate students per year as research assistants who have concentrations in either education policy or disability issues;

(e) Meet with the OSEP project officer in the first four months of the project to review the program of research and dissemination approaches; and

(f) In addition to the annual two-day Project Directors' meeting in Washington, DC listed in the General Requirements section of this notice, budget for another annual two-day trip to Washington, DC to collaborate with the OSEP project officer by sharing information and discussing implementation and dissemination issues.

Under this priority, the Secretary will make one award for cooperative agreements with a project period of up to 60 months subject to the requirements of 34 CFR 75.253(a) for continuation awards.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$700,000 for any single budget period of 12 months. The Secretary may change the maximum amounts through a notice published in the **Federal Register**.

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with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); Part IV—the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

Absolute Priority 4—Research and Training Center in Service Coordination for Part C of IDEA (84.324L)

Background

Services to infants and toddlers with disabilities and their families must be delivered in a timely, comprehensive manner in order to enhance the development of the child and to meet the needs of the family. Service coordination is a key component in ensuring that eligible infants and toddlers and their families receive prompt, appropriate, and coordinated services, especially where services are provided by multiple providers from various disciplines, through both public and private agencies, and in a variety of settings.

Early research in service coordination resulted in the identification of personal characteristics and qualities of good service coordinators. Training programs focused on developing skills in communication and early intervention techniques. While these continue to be important components in training programs for service coordinators, changes in social policy and the growth and development of Part C systems over the past decade have added new responsibilities and role changes for service coordinators.

There is a lack of empirical evidence defining effective service coordination and its components. This information is needed in order to identify the activities of and skills needed by a service coordinator or service coordinators and

to develop promising practices for training effective service coordinators.

The purpose of this priority is to (1) establish a research and training center to determine the components of effective service coordination, (2) identify and disseminate promising practices in effective service coordination, (3) prepare effective service coordinators and trainers of service coordinators, (4) prepare researchers to investigate issues and components of effective service coordination and related promising practices, and (5) provide families, service coordinators, early interventionists, trainers, researchers, and policymakers with empirical evidence of promising practices in and the effectiveness of service coordination.

Priority

The Secretary establishes an absolute priority for the purpose of establishing a research and training center to (1) carry out a coordinated, integrated, and advanced research program in service coordination and (2) provide training in service coordination for graduate, pre-service, and in-service practitioners, trainers, and researchers.

The Center must examine the following areas—

(a) The critical activities and skills required to provide effective service coordination;

(b) Promising practices for improving the quality and acquisition of these critical activities and skills for service coordinators;

(c) Access of families to effective service coordination, with particular attention to high density population areas, rural areas, and areas of high poverty;

(d) Family satisfaction with service coordination;

(e) Quality measures of effective service coordination; and

(f) Reimbursement issues as they relate to the delivery of service.

The Center must perform the following activities —

(a) Disseminate its findings and curriculum for training service coordinators to institutions of higher education (IHEs) and to agencies that provide training and professional development activities for service coordinators. The Center must disseminate information on promising practices in service coordination and work with programs that train service coordinators and individuals working in the area of early intervention;

(b) Develop, validate, and disseminate a curriculum for training service coordinators based on the knowledge

gained from the Center's research activities;

(c) Partner with Part C lead agencies; parent training and information centers; community parent resource centers; professional and advocacy organizations; IHEs including Historically Black Colleges and Universities (HBCUs); agencies and organizations involved in delivery of services to minority infants and toddlers with disabilities including those who are African American, Native American, Hispanic, and Asian American; and other agencies and organizations involved in providing services to infants and toddlers with disabilities and their families, in planning and implementing its research and training;

(d) Develop and disseminate informational and training materials based on knowledge gained from the Center's research activities;

(e) Provide training and research opportunities for at least three graduate students, including students who are from traditionally underrepresented groups;

(f) Meet with the OSEP project officer in the first three months of the project to review the program of research and the initial plan for training; and

(g) Prepare the research and disseminate the research findings and products from the Center in formats that are useful for specific audiences, including families, administrators, early interventionists, related service personnel, teachers, and individuals with disabilities (See section 661(f)(2)(B) of IDEA).

Under this priority, the project period is up to 60 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. In determining whether to continue the project for the fourth and fifth years of the project period, the Secretary will consider the requirements of 34 CFR 75.253(a), and—

(a) The recommendation of a review team consisting of three experts selected by the Secretary. The services of the review team, including a two-day site visit to the project, are to be performed during the last half of the project's second year and may be included in that year's evaluation required under 34 CFR 75.590. Costs associated with the services to be performed by the review team must also be included in the project's budget for year two. These costs are estimated to be approximately \$6,000;

(b) The timeliness and effectiveness with which all requirements of the grant have been or are being met by the project; and

(c) The degree to which the project's design and methodology demonstrates

the potential for advancing significant new knowledge.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$500,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

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Absolute Priority 5—Improving Post-School Outcomes: Identifying and Promoting What Works (84.324W)

Background

With the passage of the Education of the Handicapped Act Amendments of 1983, a Federal initiative was begun to assist high school youth with disabilities in achieving their goals for adult life, including postsecondary education, continuing education, competitive employment, and independent living. This process, known as secondary transition, has continued to be defined and developed in legislation, research and practice; and to a large extent, has been the impetus for the shift in special education from an emphasis on process to one of

achieving better results for children with disabilities. The Office of Special Education Programs (OSEP) has funded approximately 500 secondary transition, postsecondary education, and drop out prevention and intervention projects since 1984 to develop, refine, and validate effective programs and practices.

The purpose of this priority is to fund one project that will—

(a) Synthesize the professional literature on improving academic results, secondary transition practice, postsecondary educational supports, and dropout prevention and intervention;

(b) Analyze important features, findings and outcomes of model demonstration projects in these areas, including but not limited to, projects funded by OSEP, the Rehabilitation Services Administration (RSA), and the National Institute on Disability and Rehabilitation Research (NIDRR); and

(c) Summarize, proactively disseminate, and publicize the results of these studies in an effort to inform policy and practice.

Priority

The Secretary establishes an absolute priority to support a project that will identify and promote effective policy and practice that will improve results for secondary-aged youth and young adults with disabilities. At a minimum, this project must—

(a) Synthesize the extant professional knowledge base in each of four areas:

—improving academic results
—secondary transition practice
—postsecondary educational supports, and
—dropout prevention and intervention, including factors associated with early school exit for students with disabilities.

Each synthesis must:

(1) Develop a conceptual framework around which research questions will be posed and the synthesis conducted. Develop these research questions with input from potential consumers of the synthesis to enhance the usability and validity of the findings. Consumers include technical assistance providers, policymakers, educators, other relevant practitioners, individuals with disabilities, and parents;

(2) Identify and implement rigorous social science methods for synthesizing the professional knowledge base (including but not limited to, integrative reviews (Cooper, 1982), best-evidence synthesis (Slavin, 1989), meta-analysis (Glass, 1977), multi-vocal approach (Ogawa & Malen, 1991), and National Institute of Mental Health consensus

development program (Huberman, 1977));

(3) Implement procedures for locating and organizing the extant literature and ensure that these procedures address and guard against potential threats to the integrity of each synthesis, including the generalization of findings;

(4) Establish criteria and procedures for judging the appropriateness of each synthesis;

(5) Meet with OSEP to review the project's methodological approach for conducting the synthesis prior to initiating the synthesis;

(6) Analyze and interpret the professional knowledge base, including identification of general trends in the literature, points of consensus and conflict among the findings, and areas of evidence where the literature base is lacking. The interpretation of the literature base must address the contributions of the findings for improving policy, transition practice and drop out prevention and intervention, and research priorities in the four focus areas; and

(7) Submit a draft report of the synthesis in each of the focus areas, and based on reviews by OSEP staff and potential consumers, revise and submit a final report.

(b) Conduct an analysis to identify effective approaches and practices of the important features, findings and outcomes of model demonstration projects (including, but not limited to, projects funded by OSEP, RSA, NIDRR, and OPE) in each of four areas:

—improving academic results
—secondary transition practice
—postsecondary educational supports, and
—dropout prevention and intervention, incorporating the following activities in each analysis:

(1) Identify the relevant projects for each analysis. Describe and implement procedures for locating and organizing relevant information on the individual projects, including sampling techniques, if appropriate;

(2) Articulate a research-based conceptual framework to guide the selection of variables to be examined within and across projects, including demographics, target population, purpose, activities, outcomes, and barriers. Pose research questions around which the analysis will be conducted. Develop these research questions with input from potential consumers of the information to enhance the usability and validity of the research findings. Consumers include technical assistance providers, policymakers, educators, other relevant practitioners, individuals with disabilities, and parents;

(3) Identify and implement rigorous methods for conducting each analysis;

(4) Meet with OSEP to review the project's research questions and methodological approach for conducting the analysis prior to initiation;

(5) Analyze and interpret the findings of the analysis, including similarities and differences among project goals, activities, staffing and costs; points of consensus and conflict among the findings or outcomes of the demonstrations, and the characteristics of model programs that hold significant promise for the field based upon outcome data. In addition, the analysis must link to the synthesis on this topic and provide direction for future policy formulation, practice implementation, and research priorities; and

(6) Submit a draft report of the analysis in each of the focus areas, and based on reviews by OSEP staff and potential consumers, revise, and submit a final report.

(c) Summarize, proactively disseminate, and publicize the results of these studies to inform policy and practice, incorporating the following activities into the project design:

(1) Develop and implement a communication plan that includes the types of products to be created, proposed audiences, procedures for adapting the form and content of the products based upon the audience or audiences, vehicles for dissemination, and timelines. In particular, address how the project will provide updated information at regular intervals to each of the following audiences: OSERS-funded technical assistance and dissemination projects, the Parent Training and Information Centers; and the State Program Improvement grantees. The project may propose collaborative dissemination activities with one or more of these projects.

(2) Meet with OSEP to review the project's communication plan prior to implementation.

In addition to the annual two-day Project Directors' meeting in Washington, DC listed in the General Requirements section of this notice, projects must budget for another meeting each year in Washington, DC with OSEP to share information and discuss project implementation issues.

In deciding whether to continue this project for the fourth and fifth years, the Secretary, will consider the requirements of 34 CFR 75.253(a), and—

(a) The recommendation of a review team consisting of three experts selected by the Secretary. The services of the review team, including a two-day site visit to the grantee, are to be performed during the last half of the project's

second year and may be included in that year's evaluation required under 34 CFR 75.590. Costs associated with the services to be performed by the review team must also be included in the project's budget for year two. These costs are estimated to be approximately \$6,000;

(b) The timeliness and effectiveness with which all requirements of the negotiated cooperative agreement have been or are being met by the project; and

(c) The degree to which the project's design and methodology demonstrates the potential for advancing significant new knowledge.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$500,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

Page Limits: Part III of the application, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating an application. An applicant must limit Part III to the equivalent of no more than 60 double-spaced pages, using the following standards: (1) A "page" is 8½" x 11" (on one side only) with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); Part IV—the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

Special Education—Technical Assistance and Dissemination to Improve Services and Results for Children With Disabilities

Purpose of Program: The purpose of this program is to provide technical

assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses and programs that support States and local entities in building capacity, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; (b) The selection criteria for these priorities are drawn from the EDGAR general selection criteria menu. The specific selection criteria for each priority are included in the funding application packet for the applicable competition.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Eligible Applicants: State and local educational agencies, institutions of higher education, other public agencies, private nonprofit organizations, outlying areas, freely associated States, Indian tribes or tribal organizations, and for-profit organizations.

Priority

Under section 685 of IDEA and 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the following priorities. The Secretary funds under these competitions only those applications that meet one of these absolute priorities:

Absolute Priority 1—Projects for Children and Young Adults Who Are Deaf-Blind (84.326C)

Background

IDEA includes provisions designed to ensure that each child with a disability is provided a high-quality individual program of services to meet their developmental and educational needs. For children who are deaf and blind to receive such services, intensive technical assistance must be afforded State and local educational agencies regarding appropriate educational placements, accommodations, environmental adaptations, support services and other matters. In addition, given the severity of deaf-blindness and the low-incidence nature of this population, many early intervention programs or local school districts lack personnel with the training or experience to serve children who are deaf-blind. For these reasons, the following priority supports projects that provide specialized technical assistance

regarding the provision of early intervention, special education, related, and transitional services to children who are deaf-blind.

Priority

This priority supports projects that build the capacity of State and local agencies to facilitate the achievement of improved outcomes by children who are deaf-blind, and their families. Two specific types of projects are supported: State and Multi-State Projects, and Optional Match Maker Projects.

(a) State and Multi State Projects.

These projects provide technical assistance, information, and training that address the early intervention, special education, related services, and transitional service needs of children with deaf-blindness and enhance State capacity to improve services and outcomes for such children and their families. Projects must:

- (1) Identify specific project goals and objectives in providing an appropriate array of technical assistance services;
- (2) Facilitate systemic-change goals and school reform;
- (3) Enhance State capacity to improve services and outcomes for deaf-blind children and their families;
- (4) Provide technical assistance, information, and training that:
 - (i) Focus on implementation of research-based, effective practices that result in appropriate assessment, placement, and support services to all children who are deaf-blind in the State;
 - (ii) Help administrators develop and operate effective State and local programs for serving children who are deaf-blind;
 - (iii) Ensure that service providers have the necessary skills and knowledge to effectively serve children who are deaf-blind; and
 - (iv) Address the needs of families of children who are deaf-blind.
- (5) Maintain basic demographic information on children with deaf-blindness in the State for program planning and evaluation purposes. Such data should include hearing, vision, etiology, educational placement, living arrangement, and other information necessary to ensure a high quality program that meets the needs of the State or States served by the project;
- (6) Maintain an assessment of current needs of the State and utilize data to determine State-wide priorities for technical assistance services across all age ranges;
- (7) Develop and implement procedures to evaluate the impact of program activities on services and outcomes for children with deaf-blindness and their families, and on

increasing State and local capacity to provide services and facilitate improved outcomes. Such procedures must provide for—

(i) Evaluating project goals and objectives, and the effectiveness of project strategies relative to such goals and objectives; and

(ii) Including measures of change in outcomes for children with deaf-blindness and other indicators that document actual benefits of conducting the project;

(8) Facilitate ongoing coordination and collaboration with State and local educational agencies, as well as other relevant agencies and organizations responsible for providing services to children who are deaf-blind by—

(i) Promoting service integration that enables children with deaf-blindness to receive services in natural environments and inclusive settings, as appropriate; and

(ii) Encouraging systemic change efforts for addressing the needs of children with deaf-blindness by improving education opportunities and inter-agency cooperation, and reducing duplication of effort;

(9) Establish and maintain an advisory committee to assist in promoting project activities. Each committee must include at least one individual with deaf-blindness, a parent of a child with deaf-blindness, a representative of each State educational agency and each State lead agency under Part C of IDEA in the State (or States) served by the project, and a limited number of professionals with training and experience in serving children with deaf-blindness; and

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

Additional Requirements Related to State and Multi-State Projects

(1) The Secretary may make awards under this priority to support single or multi-State projects. A State may be served by only one supported project.

(2) The Secretary considers the following factors in determining the funding level for each award for a single or multi-State project award:

(i) The total number of children birth through age 21 in the State;

(ii) The number of children with deaf-blindness in the State;

(iii) The State per pupil cost; and

(iv) The quality of the application submitted.

(3) In making awards under this priority, the Secretary shall consider the availability and quality of existing services for children with deaf-blindness in different areas of the country, and, to the extent practical,

will afford different geographic areas the opportunity to receive project assistance.

(4) The project period under this priority is (up to) 48 months subject to the requirements of 34 CFR 75.253(a) for continuation awards. In determining whether to continue the project for the third and fourth years of the project period, the Secretary will consider the requirements of 34 CFR 75.253(a), and the recommendation of a review team consisting of three experts selected by the Secretary. The services of the review team, including a two-day site visit to the project, are to be performed during the project's second year and may be included in that year's evaluation required under 34 CFR 75.590. Costs associated with the services to be performed by the review team must also be included in the project's budget for year two. These costs are estimated to be approximately \$6,000.

(5) Funds awarded under this priority may not be used for direct early intervention, special education, or related services provided under Parts B and C of IDEA.

(b) Optional Match Maker Projects.

An applicant for a State and Multi-State project may propose to establish a Match Maker project as an additional component of its State or Multi-State application. Match Maker projects are intended to expand the capacity of State and local educational agencies, beyond that supported by the State and Multi-State project, to effectively serve children who are deaf-blind by developing, implementing, evaluating, and disseminating new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children who are deaf-blind.

Only those applications that are approved for a State and Multi-State project can be considered for possible funding of a Match Maker project. Applicants must submit a separate application for the State and Multi-State project and for the Match Maker project components. Applications for Match Maker projects must include strategies for State or local authorities to assume responsibility for supporting the project activities beyond the Federally-supported project period.

Match Maker projects must:

(1) Develop and implement a model for expanding the capacity of SEAs and LEAs to effectively serve children who are deaf-blind that includes specific strategies based on current theory, research, or evaluation data;

(2) Evaluate the model in paragraph (a) by using multiple measures of results to determine the effectiveness of the

model and its components. All projects must include measures of individual child change and other indicators of the effects of the model (e.g., family outcomes, peer outcomes, teacher outcomes), and cost data associated with implementing the model;

(3) Collaborate with families, relevant agencies, service providers, and other stakeholders; and

(4) Produce detailed procedures and materials that would enable others to replicate the model.

The Secretary particularly invites projects that propose to provide, under its optional Match Maker component, effective practices that address one or more of the following topics:

(1) Models for providing technical assistance regarding the delivery of services, including alternate assessments, to children with deaf-blindness in inclusive settings;

(2) The use of technology to enhance the dissemination of information on effective practices for individuals who are deaf-blind;

(3) Functional behavior assessments used to provide positive behavior supports for learners who are deaf-blind; and

(4) Integrating transition and technical assistance models within and across appropriate agencies.

Federal financial support for a Match Maker project will not exceed \$50,000 per year for up to four years, and must be matched on a dollar-for-dollar basis by the applicant. Funding for a Match Maker project is in addition to the funding for the State and Multi-State project. Funds provided for a Match Maker project may not be used for direct services nor to supplant or replace funds awarded under the State and Multi-State projects.

Project Period: Up to 48 months.

Estimated Range: The estimated range of awards for State and Multi-State projects is \$40,000–\$550,000.

Maximum Award: The Secretary rejects and does not consider an application for: (1) a State and Multi-State project that proposes a budget exceeding \$550,000 for any single budget period of 12 months, or (2) an optional Match Maker project that proposes a Federally-supported budget exceeding \$50,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

Page Limits: Part III of the application, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating an application. An applicant must limit Part III to the equivalent of

no more than 50-double spaced pages or no more than 60-doubled spaced pages if the applicant proposes to establish a match maker project, using the following standards: (1) A "page" is 8½" × 11" (on one side only) with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

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Absolute Priority 2—Outreach Services to Minority Entities to Expand Research Capacity (84.326M)

Background

The Congress has found that the Federal government must be responsive to the growing needs of an increasingly more diverse society and that a more equitable distribution of resources is essential for the Federal government to meet its responsibility to provide an equal educational opportunity for all individuals.

The opportunity for full participation in awards for grants, cooperative agreements, and contracts by Historically Black Colleges and Universities (HBCUs) and other institutions of higher education with minority enrollments of at least 25 percent (OMIs) is essential if we are to take full advantage of the human resources we have to improve results for children with disabilities.

This priority focuses on assisting HBCUs and OMIs to prepare scholars for careers in research on early intervention, special education, and related services for infants, toddlers, and children with disabilities, consistent with the purposes of the program, described in Section 672 of the Act. This preparation must consist of

engaging both faculty and students at HBCUs and OMIs in special education research activities. The activities focus on an area of critical need which has material application in today's changing environment and will likely be the subject of future research efforts—the *special education of children in urban and high poverty schools*. By building a cadre of experienced researchers on this important topic, the chances for increased participation in awards for grants, cooperative agreements and contracts by HBCUs and OMIs will be more likely.

The association between socioeconomic status and enrollment in special education has been well documented. Available data from the National Longitudinal Transition Study (NLTS) show that 68 percent of students in special education live in a household where the income is less than \$25,000 per year versus 39 percent of the general population of youth.

This association is heightened in urban school districts and, to a lesser extent, rural districts. NLTS data reveal that only 34 percent of students in special education live in suburban school districts compared to 48 percent of all students. Data from the Office for Civil Rights indicate that 30 percent of all inner-city students live in poverty compared to 18 percent of students in non-inner city areas.

Urban school districts face a variety of unique challenges in meeting the educational needs of their students. Their schools often have high per student costs and limited financial resources. Their students are disproportionately poor and the population of individuals with limited English proficiency is among the fastest growing populations with special needs in some of these districts. This disproportionate representation of poor children in special education is also likely to be uniquely influenced by culturally diverse and urban settings, posing both opportunities and problems in the provision of special education services.

Priority

This priority supports a project whose purpose is to increase the participation of HBCUs and OMIs in discretionary research and development grant activities authorized under IDEA, and to increase the capacity of individuals at these institutions to conduct research and development activities in early intervention, special education, and related services. The project must implement Congress' direction in section 661(d)(2)(A)(i) to provide outreach and technical assistance to

these institutions to increase their participation in competitions for research, demonstration and outreach grants, cooperative agreements, and contracts funded under the IDEA.

Activities must include:

(a) Conducting research activities at HBCUs and OMIs as explained below that link scholars at HBCUs and OMIs with researchers at institutions with an established research capacity in a mentoring relationship to develop both individual and institutional research capacity at those HBCUs and OMIs with a demonstrated need for capacity development; and

(b) Providing linkages between HBCUs and OMIs with a demonstrated need for capacity development and institutions with an established research capacity to provide opportunities for researchers at those HBCUs and OMIs to develop first hand experience in the grants and contracts application process.

(c) Providing outreach and technical assistance to doctoral students at HBCUs and OMIs to increase their participation in competitions for grant awards to support student-initiated research in early intervention, special education, and related services.

All research activities must be conducted for the purpose of capacity building. The research project must include one or more components focused on issues related to improving the delivery of special education services to, and educational results for, children with disabilities in urban and high poverty schools. Other possible research topics may include:

(a) Effective intervention strategies that make a difference in the provision of a free appropriate public education to children with disabilities;

(b) Practices to promote the successful inclusion of children with disabilities in the least restrictive environment;

(c) Strategies for establishing high expectations for children with disabilities and increasing their participation in the general curriculum provided to all children;

(d) Strategies for promoting effective parental participation in the educational process, especially among parents who have difficulty in participating due to linguistic, cultural, or economic differences;

(e) Effective disciplinary approaches, including behavioral management strategies, for ensuring a safe and disciplined learning environment;

(f) Strategies to improve educational results for students with disabilities in secondary education settings and promote their successful transition to postsecondary settings; or

(g) Effective practices for promoting the coordination of special education services with health and social services for children with disabilities and their families.

The project must ensure that findings are communicated in appropriate formats for researchers. The project must also ensure that findings of importance to other audiences, such as teachers, administrators, and parents, are made available to the Department of Education's technical assistance, training and dissemination projects for distribution to those audiences.

The project must demonstrate experience and familiarity in research on children with disabilities in urban and high poverty schools with predominantly minority enrollments. The project must also demonstrate experience in capacity development in special education research, as well as a thorough understanding of the strengths and needs of HBCUs and OMIs.

In addition to the annual two day Project Directors' meeting in Washington, DC listed in the General Requirements section of this notice, the project must budget for another annual two-day trip to Washington, DC to collaborate with the Federal project officer and other projects funded under this priority by sharing information and discussing implementation, and dissemination issues, including the carrying out of cross-project dissemination activities.

Project Period: Up to 60 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$1,000,000 for any single budget period of 12 months to support

one cooperative agreement. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

Page Limits: Part III of the application, the application narrative, is where an applicant addresses the selection criteria that are used by reviewers in evaluating an application. An applicant must limit Part III to the equivalent of no more than 75 double-spaced pages, using the following standards: (1) A "page" is 8½" × 11" (on one side only) with one-inch margins (top, bottom, and sides); (2) All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double-spaced (no more than 3 lines per vertical inch). If using a proportional computer font, use no smaller than a 12-point font, and an average character density no greater than 18 characters per inch. If using a nonproportional font or a typewriter, do not use more than 12 characters to the inch.

The page limit does not apply to Part I—the cover sheet; Part II—the budget section (including the narrative budget justification); Part IV—the assurances and certifications; or the one-page abstract, resumes, bibliography, and letters of support. However, all of the application narrative must be included in Part III. If an application narrative uses a smaller print size, spacing, or margin that would make the narrative exceed the equivalent of the page limit, the application will not be considered for funding.

For Applications and General Information Contact: Requests for

applications and general information should be addressed to the Grants and Contracts Services Team, 400 Maryland Avenue, SW, room 3317, Switzer Building, Washington, DC 20202-2641. The preferred method for requesting information is to FAX your request to: (202) 205-8717. Telephone: (202) 260-9182.

Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number: (202) 205-8953.

Individuals with disabilities may obtain a copy of this notice or the application packages referred to in this notice in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) by contacting the Department as listed above. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

Intergovernmental Review

The Technical Assistance and Dissemination program in this notice 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 inter-governmental 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.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT APPLICATION NOTICE FOR FISCAL YEAR 1999

CFDA No. and name	Applications available	Application deadline date	Deadline for intergovernmental review	Maximum award (per year) ¹	Project period	Page limit ²	Estimated number of awards
84.324H National Center on Accessing the General Curriculum.	3/8/99	4/23/99	5/24/99	\$500,000	Up to 60 mos	70	1
84.324J Center for Students With Disabilities Involved With and at Risk of Involvement With the Juvenile Justice System.	3/8/99	4/23/99	5/24/99	750,000	Up to 60 mos	70	1
84.324P Research Institute to Enhance the Role of Special Education and Children With Disabilities in Education Policy Reform.	3/8/99	4/23/99	5/24/99	700,000	Up to 60 mos	70	1
84.324L Research and Training Center in Service Coordination for Part C of IDEA.	3/8/99	4/23/99	5/24/99	500,000	Up to 60 mos	70	1

INDIVIDUALS WITH DISABILITIES EDUCATION ACT APPLICATION NOTICE FOR FISCAL YEAR 1999—Continued

CFDA No. and name	Applications available	Application deadline date	Deadline for intergovernmental review	Maximum award (per year) ¹	Project period	Page limit ²	Estimated number of awards
84.324W Improving Post-School Outcomes: Identifying and Promoting What Works.	3/8/99	4/23/99	5/24/99	500,000	Up to 60 mos	60	1
84.326C Project for Children and Young Adults Who are Deaf-Blind.	3/8/99	4/30/99	5/31/99	550,000	Up to 48 mos	50	48
Optional Match Maker Project.	3/8/99	4/30/99	5/31/99	50,000	Up to 48 mos	60	10
84.326M Outreach Services to Minority Entities to Expand Research Capacity.	3/8/99	4/23/99	5/24/99	1,000,000	Up to 60 mos	75	1

¹ The Secretary rejects and does not consider an application that proposes a budget exceeding the amount listed for each priority for any single budget period of 12 months, except for the Center for Students with Disabilities Involved with and at Risk of Involvement with the Juvenile Justice System priority. For this priority, the Secretary rejects and does not consider an application that proposes a budget exceeding \$750,000 for year one and \$500,000 for years two through five, for any single budget period of 12 months.

² Applicants must limit the Application Narrative, Part III of the Application, to the page limits noted above. Please refer to the "Page Limit" requirements included under each priority and competition description in this notice. The Secretary rejects and does not consider an application that does not adhere to this requirement.

Electronic Access to This Document

Anyone may view this document, as well as all other Department of Education documents published in the **Federal Register**, in text or portable document format (pdf) on the World Wide Web at either of the following sites:

<http://ocfo.ed.gov/fedreg.htm>

<http://www.ed.gov/news.html>

To use the pdf you must have the Adobe Acrobat Reader Program with Search,

which is available free at either of the previous sites. If you have questions about using the pdf, call the U.S. Government Printing Office at (202) 512-1530 or, toll free at 1-888-293-6498.

Anyone may also view these documents in text copy only on an electronic bulletin board of the Department. Telephone: (202) 219-1511 or, toll free, 1-800-222-4922. The documents are located under Option

G—Files/Announcements, Bulletins, and Press Releases.

Note: The official version of a document is the document published in the **Federal Register**.

Dated: February 25, 1999.

Judith E. Heumann,

Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 99-5246 Filed 3-2-99; 8:45 am]

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