the student has an intellectual dis-
ability, such as—
(1) A documented comprehensive and
individualized psycho-educational eval-
uation and diagnosis of an intellectual
disability by a psychologist or other
qualified professional; or
(2) A record of the disability from a
local or State educational agency, or
government agency, such as the Social
Security Administration or a voca-
tional rehabilitation agency, that iden-
tifies the intellectual disability.

(Approved by the Office of Management and
Budget under control number 1845–NEW4)

(Authority: 20 U.S.C. 1091)

PART 669—LANGUAGE RESOURCE
CENTERS PROGRAM

Subpart A—General

§ 669.1 What is the Language Resource
Centers Program?
The Language Resource Centers Pro-
gram makes awards, through grants or
contracts, for the purpose of estab-
lishing, strengthening, and operating
centers that serve as resources for im-
proving the nation’s capacity for
Teaching and learning foreign lan-
guages effectively.

(Authority: 20 U.S.C. 1123)

§ 669.2 Who is eligible to receive assis-
tance under this program?
An institution of higher education or
a combination of institutions of higher
education is eligible to receive an
award under this part.

(Authority: 20 U.S.C. 1123)

§ 669.3 What activities may the Sec-
retary fund?
Centers funded under this part must
carry out activities to improve the
teaching and learning of foreign lan-
guages. These activities must include
effective dissemination efforts, when-
ever appropriate, and may include—
(a) The conduct and dissemination of
research on new and improved methods
for teaching foreign languages, includ-
ing the use of advanced educational
technology;
(b) The development and dissemina-
tion of new materials for teaching for-
eign languages, to reflect the results of
research on effective teaching strate-
gies;
(c) The development, application, and
dissemination of performance testing
that is appropriate for use in an edu-
cational setting to be used as a stand-
ard and comparable measurement of
skill levels in foreign languages;
(d) The training of teachers in the ad-
ministration and interpretation of for-
eign language performance tests, the
use of effective teaching strategies, and
the use of new technologies;
(e) A significant focus on the teach-
ing and learning needs of the less com-
monly taught languages, including an
assessment of the strategic needs of
the United States, the determination
of ways to meet those needs nationally,
and the publication and dissemination
of instructional materials in the less
commonly taught languages;
(f) The development and dissemina-
tion of materials designed to serve as a
resource for foreign language teachers
at the elementary and secondary
school levels; and

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