

**DEPARTMENT OF EDUCATION****Notice Inviting Applications for New Awards for Fiscal Year 1997**

**AGENCY:** Department of Education.

**SUMMARY:** This notice provides closing dates and other information regarding the transmittal of applications for fiscal year 1997 competitions under three programs authorized by the Individuals with Disabilities Education Act. This notice supports the National Education Goals by improving understanding of how to enable children and youth with disabilities to reach higher levels of academic achievement.

Research in Education of Individuals With Disabilities Program [CFDA No. 84.023]

*Purpose of Program:* To advance and improve the knowledge base and improve the practice of professionals, parents, and others providing early intervention, special education, and related services—including professionals in regular education environments—to provide children with disabilities effective instruction and enable these children to learn successfully.

*Eligible Applicants:* State and local educational agencies; institutions of higher education; and other public agencies and nonprofit private organizations.

*Applicable Regulations:* (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 80, 81, 82, 85, and 86; and (b) the regulations for this program in 34 CFR Part 324.

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

*Priorities:* Under 34 CFR 75.105(c)(3) and 34 CFR 324.10 the Secretary gives an absolute preference to applications that meet the following priorities. The Secretary funds under these competitions only those applications that meet any one of these absolute priorities:

Note: If an applicant wishes to apply under more than one of these absolute priorities, the applicant must submit a separate application under each affected priority.

**Absolute Priority 1—Student-Initiated Research Projects (84.023B)**

This priority provides support for short-term (up to 12 months) postsecondary student-initiated research projects focusing on special education and related services for children and youth with disabilities and early intervention services for infants and toddlers, consistent with the purposes

of the program, as described in 34 CFR 324.1.

Projects must—

(1) Develop research skills in postsecondary students; and  
(2) Include a principal investigator who serves as a mentor to the student-researcher while the project is carried out by the student.

A project must budget for a trip to Washington, DC for the annual two-day Research Project Directors' meeting.

*Project Period:* Up to 12 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$20,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package.

*Page Limits:* Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 25 double-spaced, 8½ × 11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, résumé(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

**Absolute Priority 2—Field-Initiated Research Projects (84.023C)**

This priority provides support for a wide range of field-initiated research projects that support innovation, development, exchange, and use of advancements in knowledge and

practice designed to contribute to the improvement of instruction and learning of infants, toddlers, children, and youth with disabilities.

*Invitational Priorities*

Within Absolute Priority 2 the Secretary is particularly interested in applications that meet one or more of the following invitational priorities. However, under 34 CFR 75.105(c)(1) an application that meets one or more of these invitational priorities does not receive competitive or absolute preference over other applications:

(1) Short-term (i.e. up to 12 months) research projects that are budgeted at \$100,000 or less, and that are one or more of the following: pilot studies, projects that employ new methodologies, descriptive studies, projects to advance assessment, projects that synthesize state-of-the-art research and practice, projects for research dissemination and utilization, projects that analyze extant data bases.

The Secretary encourages studies that use these approaches to maximize the achievement of students with disabilities in core academic subjects and foster the full participation of students with disabilities in educational reform efforts related to the Goals 2000: Educate America Act.

(2) Projects that implement and examine a model or models for using research knowledge to improve educational practice and results for children with disabilities, and that include methodologies with the capacity to judge the effectiveness of the model or models as implemented in practice settings.

(3) Projects that study the delivery of coordinated services from providers such as health, social service, and mental health agencies.

(4) Projects that study non-categorical approaches to establishing eligibility for special education.

(5) Projects that study and develop instructionally relevant assessment practices that can also be used to establish student eligibility for special education.

*Project Period:* The majority of projects will be funded for up to 36 months. Only in exceptional circumstances—such as research questions that require repeated measurement, longitudinal design—will projects be funded for more than 36 months or up to a maximum of 60 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$180,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that

proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

**Page Limits:** Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 50 double-spaced, 8½×11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, resumé(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

#### Absolute Priority 3—Examining Alternatives for Results Assessment for Children with Disabilities (84.023F)

The Secretary establishes an absolute priority for research projects that meet the requirements of paragraphs (a), (b), and (c) as follows:

(a) Pursue systematic programs of applied research focusing on one or more issues related to assessment or results based accountability for students with disabilities, or both. These issues include, but are not limited to the following:

(1) *Testing accommodations and adaptations.* When adaptations and accommodations are made to permit students with disabilities to participate in results assessments, how are the technical characteristics of the assessments affected? How can the results be interpreted? To what degree

can these scores be aggregated with nonadapted assessments? What are the best methods for selecting appropriate accommodations and adaptations? How can testing accommodations be related to instructional accommodations?

(2) *Alternative assessments.* If alternative assessments (such as performance assessments or portfolio assessments) are provided for students with disabilities, how can these assessments be compared with conventional assessments? What technical criteria can appropriately be applied to these assessments if used with students with disabilities?

(3) *Development of assessments.* How can general educational assessments be developed to be more inclusive for students with disabilities? How can problematic items and item formats be identified? How can students with disabilities be adequately represented in test development and validation samples? What are the effects if tests developed for general populations are administered to students with disabilities?

(4) *Including students with disabilities in general assessments.* How should decisions be made and documented to include students with disabilities in general educational assessments or alternative assessments? What factors influence these decisions?

(5) *System development.* How can assessment and accountability systems be developed with the range and flexibility to accommodate diverse student populations? How can accountability and individualization both be maintained?

(6) *Basic concepts and principles.* How can basic concepts and principles in assessment be revised to reflect new approaches to assessment and new roles and challenges in assessing children with disabilities?

(b) Produce and disseminate information that can be applied in educational programs, as well as in subsequent research.

(c) Coordinate their activities, as appropriate, with the Center to Support the Achievement of World Class Outcomes for Students with Disabilities and with other related projects funded under the Goals 2000: Educate America Act.

The budget for a project must provide for two trips annually to Washington, DC for (1) a two-day Research Project Directors' meeting; and (2) another meeting: to meet and collaborate with the project officer of the Office of Special Education Programs and the other projects funded under this priority, to share information, and to

discuss findings and methods of dissemination.

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

**Maximum Award:** In no case does the Secretary make an award greater than \$185,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

**Page Limits:** Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 50 double-spaced, 8½×11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, resume(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

#### FOR APPLICATIONS AND GENERAL

**INFORMATION CONTACT:** Claudette Carey, U.S. Department of Education, 600 Independence Avenue, S.W., room 3525, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-8106. FAX: (202) 205-8105. Internet: Claudette-Carey@ed.gov

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

**FOR TECHNICAL INFORMATION CONTACT:** For Student-Initiated Research Projects

(84.023B): Susan Sanchez, U.S. Department of Education, 600 Independence Avenue, S.W., room 3524, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-8998. FAX: (202) 205-8105. Internet: Susan\_Sanchez@ed.gov  
 For Field-Initiated Research Projects (84.023C): Tom V. Hanley, U.S. Department of Education, 600

Independence Avenue, S.W., room 3526, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-8110. FAX: (202) 205-8105. Internet: Tom\_Hanley@ed.gov  
 For Examining Alternatives for Results Assessment for Children with Disabilities (84.023F): David Malouf, U.S. Department of Education, 600 Independence Avenue, S.W., room

3521, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-8111. FAX: (202) 205-8105. Internet: Dave\_Malouf@ed.gov  
 Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number: (202) 205-8953.  
*Program Authority:* 20 U.S.C. 1441-1443.

RESEARCH IN EDUCATION OF INDIVIDUALS WITH DISABILITIES PROGRAM APPLICATION NOTICE FOR FISCAL YEAR 1997

CFDA No. and name	Applications available	Application deadline date	Deadline for Intergovernmental review	Estimated range of awards	Estimated average size of awards	Estimated No. of awards
84.023B Student-initiated research projects	9/8/96	2/7/97	N/A	\$10,000-20,000	\$15,000	13
84.023C Field-initiated research projects .....	9/8/96	11/25/96	N/A	70,000-180,000	125,000	20
84.023F Examining alternatives for results assessment for children with disabilities.	9/8/96	12/6/96	N/A	175,000-185,000	180,000	5

Training Personnel for the Education of Individuals With Disabilities—Grants for Personnel Training And Parent Training and Information Centers [CFDA No. 84.029]

*Purpose of Program:* (a) The purpose of Grants for Personnel Training is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children, and youth with disabilities. (b) The purpose of Parent Training and Information Centers is to enable parents to work more fully and effectively with professionals in meeting the needs of infants, toddlers, children, and youth with disabilities.

*Eligible Applicants:* Under Absolute Priority 1 (Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities), Absolute Priority 2 (Preparation of Leadership Personnel), and Absolute Priority 3 (Minority Institutions): Institutions of higher education and appropriate nonprofit agencies.

Under Absolute Priority 4 (Parent Training and Information Centers): parent organizations, as defined in 34 CFR 316.5(c).

*Applicable Regulations:* (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 76, 77, 79, 80, 81, 82, 85, and 86; and (b) The regulations for these programs in 34 CFR parts 316 and 318.

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

*Priorities:* Under 34 CFR 75.105(b)(2) and (c)(3), 34 CFR 316, and 34 CFR 318, the Secretary gives an absolute preference to applications that meet the

following priorities. The Secretary funds under these competitions only those applications that meet any one of these absolute priorities:

(Note: If an applicant wishes to apply under more than one of these absolute priorities, the applicant must submit a separate application under each appropriate priority.)

**Absolute Priority 1—Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children, and Youth with Low-Incidence Disabilities (84.029A)**

*Background:* The national demand for educational, related services, and early intervention personnel to serve infants, toddlers, children and youth with low-incidence disabilities exceeds available supply. However, because of the small number of these personnel needed in each State, institutions of higher education and individual States are reluctant to support the needed professional development programs. Of the programs that are available, not all are producing graduates with the prerequisite skills needed to meet the needs of the low-incidence disability population. Federal support is required to ensure an adequate supply of personnel to serve children with low-incidence disabilities and to improve the quality of appropriate training programs so that graduates possess necessary prerequisite skills.

*Priority:* The Secretary establishes an absolute priority to support projects that increase the number and quality of personnel to serve children with low-incidence disabilities. This priority supports projects that provide preservice preparation of special educators, early intervention personnel,

and related services personnel at the associate, baccalaureate, master's, or specialist level.

The term "low-incidence disability" means a visual or hearing impairment, or simultaneous visual and hearing impairments (including deaf-blindness), significant mental retardation, or an impairment such as severe and multiple disabilities, severe orthopedic disabilities, autism, and traumatic brain injury, for which a small number of highly skilled and knowledgeable personnel are needed.

Applicants may propose to prepare one or more of the following types of personnel:

(1) Special educators including early childhood, speech and language, adapted physical education, and assistive technology personnel;

(2) Related services personnel who provide developmental, corrective, and other supportive services that assist children with low-incidence disabilities to benefit from special education. Both comprehensive programs and specialty components within a broader discipline that prepares personnel for work with the low-incidence population may be supported; or,

(3) Early intervention personnel who serve children birth through age 2 with disabilities and their families. Early intervention personnel include persons prepared to provide training for, or be consultants to, service providers and case managers.

The Secretary particularly encourages projects that address the needs of more than one State, provide multi-disciplinary training, and include collaboration among several institutions and between training institutions and public schools. In addition, projects that foster successful coordination between

special education and regular education professional development programs to meet the needs of children with low-incidence disabilities in inclusive settings are encouraged.

Projects must:

(a) Show how their proposed activities address the demands for trained personnel to serve children with low-incidence disabilities in the State or States whose needs the project is expected to meet. The extent of the need for trained personnel in a particular State must be supported by the State's Comprehensive System of Personnel Development (CSPD), or the CSPD supplemented by other additional relevant sources which the applicant demonstrates to be reliable and accurate.

(b) Prepare personnel to address the specialized needs of children with low-incidence disabilities from different cultural and language backgrounds;

(c) Incorporate best practices in the design of the program and the curricula;

(d) Incorporate curricula that focus on improving results for children with low-incidence disabilities;

(e) Promote high expectations for students with low-incidence disabilities and foster access to the general curriculum in the regular classroom, wherever appropriate; and

(f) Develop linkages with Education Department technical assistance providers to communicate information on program models used and program effectiveness.

Under this absolute priority, the Secretary plans to award approximately:

- 55 percent of the available funds for projects that support careers in special education, including early childhood educators;
- 30 percent of the available funds for projects that support careers in related services; and
- 15 percent of the available funds for projects that support careers in early intervention.

*Project Period:* Up to 36 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$400,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

*Page Limits:* Part III of the application, the Application Narrative, requires

applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 40 double-spaced, 8 1/2 × 11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, resume(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

#### Absolute Priority 2—Preparation of Leadership Personnel (84.029D).

This priority supports projects that are designed to provide preservice professional preparation of leadership personnel in special education, related services, and early intervention. Leadership training is considered to be preparation in—

(a) Supervision and administration at the advanced graduate, doctoral, and post-doctoral levels;

(b) Research; and

(c) Personnel preparation at the doctoral and post-doctoral levels (34 CFR 318.11(a)(4)).

#### Invitational Priorities

Within Absolute Priority 1 the Secretary is particularly interested in applications that meet one or more of the following invitational priorities. However, under 34 CFR 75.105(c)(1) an application that meets one or more of these invitational priorities does not receive competitive or absolute preference over other applications:

(a) Projects designed to foster successful coordination between special education and regular education teachers, administrators, related services personnel, infant intervention specialists, and parents.

(b) Projects that coordinate their professional development programs for regular and special education personnel.

(c) Projects that include recruitment of leadership personnel from groups that are underrepresented in educational leadership positions.

*Project Period:* Up to 48 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$225,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

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#### Absolute Priority 3—Minority Institutions (84.029E).

This priority supports awards to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent. Awards may provide training of personnel in all areas noted in 34 CFR

318.10(a) (1) and (2), and must be designed to increase the capabilities of the institution in appropriate training areas (34 CFR 318.11(a)(16)).

*Project Period:* Up to 48 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$200,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

*Page Limits:* Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 40 double-spaced, 8 1/2 × 11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, résumé(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

**Absolute Priority 4—Parent Training and Information Centers (84.029M)**

The purpose of this priority is to support Parent Training and Information Centers that assist parents to—

- (1) Better understand the nature and needs of the disabling conditions of their children with disabilities;
- (2) Provide follow-up support for the educational programs of their children with disabilities;

(3) Communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals;

(4) Participate fully in educational decision making processes, including the development of the individualized education program, for a child with a disability;

(5) Obtain information about the range of options, programs, services, and resources available at the national, State, and local levels to children with disabilities and their families; and

(6) Understand the provisions for educating children with disabilities under the Individuals with Disabilities Education Act.

In order to assure that awards for parent centers serve parents of minority children with disabilities representative to the proportion of the minority population in the areas being served, applicants for awards shall identify with specificity the special efforts that will be undertaken to involve those parents, including efforts to work with community-based and cultural organizations and the specification of supplementary aids, services, and supports that will be made available. Applicants shall also specify budgetary items earmarked to accomplish these efforts.

#### *Competitive Priorities*

Within Absolute Priority 4, the Secretary, under 34 CFR 75.105(c)(2)(i), gives preference to applications that meet one or more of the following competitive priorities:

(a) Providing parent training and information in one or more Empowerment Zones or Enterprise Communities. The Secretary awards 5 points to an application that meets the competitive priority relating to Empowerment Zones or Enterprise Communities published in the Federal Register on November 7, 1994 (59 FR 55534). These points are in addition to any points the application earns under the selection criteria for the program.

A list of areas that have been selected as Empowerment Zones or Enterprise Communities is included in an appendix to a notice published in the Federal Register on December 6, 1995 (60 FR 62699).

(b) To assist the Secretary in ensuring that awards are distributed geographically on a State or regional basis throughout all the States, the Secretary awards 15 points to an application that provides parent training and information in a State, or geographic area, that would be unserved by an existing Parent Training and

Information Center in FY 1997. These points are in addition to any points the application earns under the selection criteria for the program and under competitive preference (a). (20 U.S.C. 1431(e))

*Project Period:* Up to 60 months.

*Maximum Award:* In no case does the Secretary make an award greater than \$400,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

*Page Limits:* Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 40 double-spaced, 8 1/2 × 11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, résumé(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

**SUPPLEMENTARY INFORMATION:** The selection criteria that are used to evaluate applications under this priority award significant points based on the extent to which a proposed project addresses the needs of parents of minority infants, toddlers, children, and youth with disabilities.

Also, a list of States or geographic areas that are currently unfunded or

underserved is available from the contact person listed below.

**FOR APPLICATIONS AND GENERAL INFORMATION CONTACT:** Ernestine Jefferson, U.S. Department of Education, 600 Independence Avenue S.W., room 3072, Switzer Building, Washington, D.C. 20202-2651. Telephone: 205-8761. FAX: (202) 205-9070. Internet: Ernestine\_Jefferson@ed.gov.

Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 260-7381.

**FOR TECHNICAL INFORMATION CONTACT:** For Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers,

Children, and Youth with Low-Incidence Disabilities (84.029A): Verna Hart, U.S. Department of Education, 600 Independence Avenue, S.W., room 3519, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-5392. FAX: (202) 205-9070. Internet: Verna\_Hart@ed.gov. For Preparation of Leadership Personnel (84.029D): Bob Gilmore, U.S. Department of Education, 600 Independence Avenue S.W., room 3076, Switzer Building, Washington, D.C. 20202-2651. Telephone: (202) 205-9080. FAX: (202) 205-9070. Internet: Bob\_Gilmore@ed.gov.

For Minority Institutions (84.029E): Victoria Mims, U.S. Department of Education, 600 Independence Avenue

S.W., room 3513, Switzer Building, Washington, D.C. 20202-2651. Telephone: (202) 205-8687. FAX: (202) 205-9070. Internet: Victoria\_Mims@ed.gov.

For Parent Training and Information Centers (84.029M): Merri Pearson, U.S. Department of Education, 600 Independence Avenue S.W., room 3518, Switzer Building, Washington, D.C. 20202-2651. Telephone: (202) 205-9093. FAX: (202) 205-9070. Internet: Merri\_Pearson@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 260-7381.

*Program Authority:* 20 U.S.C. 1431.

TRAINING PERSONNEL FOR THE EDUCATION OF INDIVIDUALS WITH DISABILITIES—GRANTS FOR PERSONNEL TRAINING AND PARENT TRAINING AND INFORMATION CENTERS—APPLICATION NOTICE FOR FISCAL YEAR 1997

CFDA No. and name	Applications available	Application deadline date	Deadline for intergovernmental review	Estimated range of awards	Estimated average size of awards	Estimated number of awards
84.029A—Preparation of special education, related services, and early intervention personnel to serve infants, toddlers, children, and youth with low-incidence disabilities.	9/8/96	1/10/97	3/10/97	\$200,000–400,000	\$300,000	30
84.029D—Preparation of leadership personnel	9/8/96	12/2/96	2/3/97	175,000–225,000	200,000	14
84.029E—Minority Institutions .....	9/8/96	12/6/96	2/6/97	190,000–200,000	195,000	18
84.029M—Parent training and information centers.	9/8/96	11/25/96	1/27/97	100,000–400,000	185,000	14

**PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE [CFDA No. 84.237]**

*Purpose of Program:* To support projects designed to improve special education and related services to children and youth with serious emotional disturbance. Types of projects that may be supported under the program include, but are not limited to, research, development, and demonstration projects. Funds may also be used to develop and demonstrate approaches to assist and prevent children with emotional and behavioral problems from developing serious emotional disturbance.

*Eligible Applicants:* Institutions of higher education, State educational agencies, local educational agencies, and other appropriate public and nonprofit private institutions or agencies.

*Applicable Regulations:* (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, and 86; and (b) The regulations for this program in 34 CFR Part 328.

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

*Priority:* Under 34 CFR 75.105(c)(3), and 34 CFR 328, the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only those applications that meet this absolute priority:

*Absolute Priority—Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance (84.237H)*

Background: Recent nationwide research on secondary school experiences and post-school outcomes for students with disabilities finds that youth with serious emotional disturbance (SED) are at particularly high risk for school failure and for poor post-school outcomes. While the majority of secondary age students with SED attend regular high schools, most of these students receive special education and related services outside the regular classroom for a substantial part, or all, of their school day. SED students attending regular secondary schools tend, as a group: to display erratic school attendance patterns; to achieve low levels of academic success despite generally normal-and-above ability levels; to be minimally involved in the social milieu of their schools; and to

drop out of school at alarming rates. Fifty percent drop out of school, most by the tenth grade.

Poor adjustment and behavioral concerns are common during and beyond high school among these students. Data from the National Longitudinal Transition Study show that only one in ten students with serious emotional disturbance have behavior management plans. They tend to be under- or un-employed, are rarely involved in post-secondary education, and are at high risk for engaging in activities and behaviors outside the bounds of the law. While fairly substantial recent and current efforts are focusing on improving results for younger students with SED, little attention is being directed toward their secondary-age counterparts. This priority is intended to address this critical need.

Priority: The Secretary establishes an absolute priority for projects to develop, implement, test the efficacy of, and disseminate practices for improving academic, vocational, personal, social, and behavioral results for students with SED in regular high schools, including consideration of the most appropriate and least restrictive placements.

Under this priority, projects must—

(1) Develop practices with sound conceptual bases that are designed to improve critical academic, vocational, personal, social, and behavioral outcomes for SED students;

(2) Apply rigorous research standards in testing the efficacy of practices developed;

(3) Develop products that include clear, comprehensive descriptions of tested practices, test site contexts, and target student characteristics, and disseminate these products to appropriate research institutes, clearinghouses, and technical assistance providers.

A project must budget for two trips annually to Washington, D.C. for: (1) A two-day Research Project Directors' meeting; and (2) another meeting to meet and collaborate with the OSEP project officer and with other relevant OSEP funded projects.

*Project Period:* Up to 48 months

*Maximum Award:* In no case does the Secretary make an award greater than \$168,000 for a single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. However, because of budgetary considerations contingent upon congressional action, the Secretary may change the maximum amount

through a note accompanying the application package. Multi-year projects will be level funded unless there are changes in costs attributable to significant changes in activity level.

*Page Limits:* Part III of the application, the Application Narrative, requires applicants to address the selection criteria that will be used by reviewers in evaluating individual proposals. The applicant must limit the Part III—Application Narrative, to no more than 50 double-spaced, 8½ × 11" pages (on one side only) with one-inch margins. This page limitation applies to any charts and graphs included in the application narrative. The application narrative page limit does not apply to: Part I—the electronically scannable form; Part II—the budget section (including the narrative budget justification); and Part IV—the assurances and certifications. Also, the one page abstract, resume(s), bibliography, or letters of support, while considered part of the application, are not subject to the page limitation. Applicants should note that reviewers are not required to review any information provided in addition to the application information listed above. If using a proportional computer font, use no smaller than a 12-point font. If using

a nonproportional computer font or a typewriter, do not use more than 10 characters to the inch. Proposal narratives that exceed this page limit, or narratives using a smaller print size or spacing that makes the narrative exceed the equivalent of this limit, will not be considered for funding.

**FOR APPLICATIONS AND GENERAL**

**INFORMATION CONTACT:** Claudette Carey, U.S. Department of Education, 600 Independence Avenue, S.W., room 3525, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-9864. FAX: (202) 20508105. Internet: Claudette\_Carey@ed.gov

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

**FOR TECHNICAL INFORMATION CONTACT:**

Helen Thornton, U.S. Department of Education, 600 Independence Avenue, S.W., room 3520, Switzer Building, Washington, D.C. 20202-2641. Telephone: (202) 205-5910. FAX: (202) 205-8105. Internet: Helen\_Thornton@ed.gov

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*Program Authority:* 20 U.S.C. 1426.

**PROGRAM FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE—APPLICATION NOTICE FOR FISCAL YEAR 1987**

CFDA No. and name	Applications available	Application deadline date	Deadline for intergovernmental review	Estimated range of awards	Estimated average size of awards	Estimated No. of awards
84.237H—Developing effective secondary school-based practices for youth with serious emotional disturbance.	9/08/96	12/13/96	2/13/97	\$166,000–168,000	\$167,000	2

**FOR ELECTRONIC ACCESS TO INFORMATION:** Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; on the Internet Gopher Server at

GOPHER.ED.GOV (under Announcements, Bulletins and Press Releases) or World Wide Web site (at <http://www.ed.gov/>). However, the official application notice for a discretionary grant competition is the notice published in the Federal Register. Application packages will be

available in alternative formats upon request.

Dated: August 22, 1996.  
Judith E. Heumann,  
Assistant Secretary for Special Education and Rehabilitative Services.  
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