

DEPARTMENT OF EDUCATION**Office of Special Education and Rehabilitative Services; Grant Applications Under Part D, Subpart 2 of the Individuals With Disabilities Education Act Amendments of 1997.**

AGENCY: Department of Education.

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 four programs authorized by the Individuals with Disabilities Education Act (IDEA), as amended. The four programs are: (1) Special Education—Research and Innovation to Improve Services and Results for Children with Disabilities (three priorities); (2) Special Education—Personnel Preparation to Improve Services and Results for Children with Disabilities (one priority); (3) Special Education—Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (one priority); and (4) Special Education—Technology and Media Services for Individuals 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, D.C. 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 [CFDA 84.324]

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 1-3 are drawn from the EDGAR general selection criteria menu. The specific selection criteria for each of the priorities are included in the funding application packet for the three competitions.

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

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—Directed Research Projects (84.324D)

This priority provides support for projects that 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 who work with children with disabilities in regular education environments and natural environments, to provide those children effective instruction and interventions that enable them to learn and develop successfully. Under this priority, projects must support innovation, development, exchange of information, and use of advancements in knowledge and practice designed to contribute to the improvement of early intervention, instruction, and learning of infants, toddlers, and children with disabilities.

Focus 1—Inclusion of Students With Disabilities in Large-Scale Assessment Programs

The IDEA amendments of 1997 include a number of provisions related to State and district-wide assessment programs. These provisions call for (1) the participation of children with disabilities in general State and district-wide assessment programs, with appropriate accommodations where necessary (Sec. 612(a)(17)(A)); (2) the provision of alternate assessments for children with disabilities who cannot participate in State or district-wide assessment programs (Sec. 612(a)(17)(A)(I)(ii)), (3) public reporting on the participation and performance of students with disabilities in general assessment programs and alternate assessments (Sec. 612(a)(17)(B)), and (4) individualized decision making during the development of the IEP about modifications in the administration of State and district-wide assessments and participation in alternate assessments (Sec. 614(d)(1)(A)(v)).

Focus 1 supports projects that pursue systematic programs of applied research to (a) determine how State and local educational agencies can best meet these requirements, and/or (b) study the effects of State and local efforts to meet these requirements. Projects may focus on one or more specific requirements or issues.

The Secretary intends to fund at least one project focusing on low-incidence disabilities, i.e., visual impairments (including blindness), hearing impairments (including deafness), orthopedic impairments, autism, traumatic brain injury, other health impairments, and multiple and severe disabilities. The Secretary intends to make approximately 3 awards in Focus Area 1.

Focus 2—Instructional Interventions and Results for Children With Disabilities

The successful implementation of the IDEA Amendments of 1997 requires a strong emphasis on access to and support for children with disabilities in general education curricula. Research is needed to describe, test, and validate instructional practices that have the potential for generating positive results for children with disabilities as they strive to meet State and local standards and performance goals set for all students. The research must focus on children in preschool, elementary, middle, or high school. The Secretary intends to award at least 2 projects for each of the following grade levels;

preschool, elementary, middle, and high school.

Projects supported under Focus 2 must investigate one or more issues related to content-area results for children with disabilities. These issues may include, but are not limited to:

(a) The relationship of instructional interventions in core subjects to results. Core subjects include, for example, language arts, mathematics, science, and social studies.

(b) The relationship of contextual variables to results. Contextual variables include, for example, classroom design, groupings, or management strategies; curricular design, delivery, or materials; family and staff interaction.

(c) How to provide instructional and curricular accommodations to ensure that students with disabilities have access to the general education curriculum.

The Secretary intends to fund approximately 12 awards in Focus 2.

Focus Area 3—Early and Prescriptive Assessment of Children With Learning or Emotional Disabilities

Analyses of identification rates for children with disabilities have repeatedly documented that, in general, children with physical, sensory, speech, and severe cognitive disabilities are recognized relatively early, and children with learning and emotional disabilities, relatively late. Between first grade and fourth grade the number of children identified with learning disabilities and emotional disturbance triples. In contrast, research has shown that early intervention is particularly effective for children with learning or emotional disabilities, to improve educational results and reduce behavioral difficulties.

Attempts to explain the late identification patterns for children with learning or emotional disabilities have targeted weaknesses in assessment practices, and the consequent reluctance of schools to engage in potentially stigmatizing erroneous identification. Nevertheless, this reluctance has undoubtedly resulted in the denial of appropriate services to many young children at the age when they would obtain the greatest benefit from targeted interventions.

Research is needed to examine and document effective and prescriptive assessment procedures that will contribute to the accurate identification of young children (3 through 9 years of age) with learning or emotional disabilities, and will lead to specification of appropriate services to maximize their social and educational development. The procedures and

services to be studied must incorporate multiple assessment approaches including observational techniques and, where appropriate, prereferral strategies to enhance the accuracy of assessment and prevent misidentification of children. The research must document the effectiveness of methods to accurately identify and prescribe interventions for young children with learning or emotional disabilities, including students who may be determined eligible for special education under the classifications of specific learning disabilities, emotional disturbance, development delay, or other health impaired. Given the common co-occurrence of learning and behavioral problems in young children with any of these disabilities, and the importance of including appropriate objectives in IEPs that cover both of these areas when necessary, all applicants for research awards under this focus area must conduct research on early assessment procedures that examine both emotional/behavioral and learning domains.

The Secretary intends to award approximately 4 projects in Focus 3.

Focus 4—Improving the Delivery of Early Intervention, Special Education or Related Services to Children With Disabilities From High Poverty Backgrounds

The association between socioeconomic status and enrollment in special education has been well documented. Poverty has been associated with an increased risk of children being born with a lower than average birth weight. Low birth weight babies are at higher risk of developing learning disabilities, hyperactivity, emotional problems, mental illness, neurodevelopmental problems, and visual and hearing impairments. When poverty and low birth weight occur together, the number of students who need special education services is greater than would be predicted for those factors independently (Nineteenth Annual Report to Congress on the Implementation of IDEA). Available data from the National Longitudinal Transition Study 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.

A number of problems that affect educational outcomes for children are associated with poverty. Children of low-income families on average miss more days of school (Sherman, 1994). A pattern of underachievement is also associated with children of low-income families (Carnegie Corporation, 1996).

Students from low-income families are twice as likely to drop out of high school as their middle income peers, and 11 times more likely to drop out than their upper-income peers (Sherman, 1994).

Research projects supported under this focus must identify, examine, and document information about the specific factors that contribute to effective early intervention, special education, or related services for children with disabilities from high poverty backgrounds.

Invitational Priority

The Secretary is particularly interested in applications that address issues related to young women and girls with disabilities from high poverty backgrounds. However, under 34 CFR 75.105(c)(1), an application that meets this invitational priority does not receive competitive or absolute preference over other applications.

The Secretary intends to award approximately 3 projects in Focus 4.

Project Period for All Focus Areas: Up to 36 months.

Maximum Award for All Focus Areas: The Secretary rejects and does not consider an application that proposes a budget exceeding \$180,000 for any single budget period of 12 months. This maximum award applies to any application for any Focus area. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

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.

Page Limits for All Focus Areas: 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, 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 2—Model Demonstration Projects for Children with Disabilities (84.324T)

This priority supports model demonstration projects that develop, implement, evaluate, and disseminate new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children with disabilities, ages birth through 21. Projects supported under this priority are expected to be major contributors of models or components of models for service providers and for outreach projects funded under the Individuals with Disabilities Education Act.

Under this absolute priority, the Secretary expects to fund projects across the full range of age, disability, and service issue categories. In addition, the Secretary intends, under section 661(e)(2) of IDEA, to fund a limited number of projects in each of the focus areas listed below.

Requirements for All Demonstration Projects

A model demonstration project must—

(a) Develop and implement the model with specific components or strategies that are based on theory, research, or evaluation data;

(b) Evaluate the model by using multiple measures of results to determine the effectiveness of the model and its components or strategies. With the exception of projects under focus area 3, Local or State Child Find, 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; and

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

Federal financial participation for a project funded under this priority will not exceed 90 percent of the total annual costs of development,

implementation, evaluation, and dissemination of the project.

In addition to the annual two day Project Director's meeting in Washington, D.C. mentioned in the General Requirements section of this notice, projects must budget for another annual two-day trip to Washington, D.C. to collaborate with the Federal project officer and the other projects funded under this priority, to share information and discuss project implementation issues.

Focus Areas

Focus Area 1—Instructional Models To Improve Early Reading Results for Children With Learning Disabilities.

Children with learning disabilities typically need highly purposeful, strategic, systematic, and carefully designed instruction to learn to read. The purpose of this focus area is to develop models to improve the early reading results for children with learning disabilities in kindergarten through third grade. As a result of research conducted over the last several years, researchers have found that the models must incorporate research-based principles of phonemic awareness, alphabetic understanding and knowledge, and the appreciation of meaning. The models must also reflect research-based principles including, creating an appreciation of the written word; developing awareness of printed language; learning the alphabet; understanding the relation of letters and words; understanding that language is made of words, syllables, and phonemes; learning letter sounds; sounding out new words; identifying words in print accurately and easily; knowing spelling patterns; and learning to read critically.

Projects are required to evaluate their effectiveness. Where appropriate, the Secretary particularly encourages projects under this focus area to include information related to the following measures—

(a) Multiple measures of student's beginning reading knowledge and skills;

(b) The extent to which children with learning disabilities access the general education curriculum, including participation in national and State assessments; and

(c) Descriptions of the instructional models, including basal reading programs, supplemental materials, and instructional approaches.

The Secretary intends to make approximately 3 awards in Focus Area 1.

Focus Area 2—Appropriate Services for Children With Deaf-Blindness

This focus area supports model projects to meet the needs of children with deaf-blindness. Projects may include, for example, related services such as assistive technology devices, innovative approaches, media and materials to address language and communication, sensory functioning, and orientation and mobility skills for students attending their local schools. Projects may address the heterogeneous nature of the students' needs, ranging from advanced curricula for some students to lifelong support for others. Projects are required to evaluate their effectiveness. Where appropriate, the Secretary particularly encourages projects under this focus area to include information related to the following measures:

(a) Changes in family satisfaction with the provision of services and the child's education; and

(b) Changes in the teacher's assessment of the provision of services.

The Secretary intends to make approximately 3 awards in Focus Area 2.

Focus Area 3—Local or State Child Find

Local or State Child Find Projects under this area support development of local or State Child Find models to identify all eligible children under IDEA Part C (e.g., children with specific disabilities or children with developmental delays). Projects must test and describe the environments that promote successful child find practices (e.g., success in identifying all eligible children with disabilities or screening of all children for hearing loss or low birth weight).

Projects are required to evaluate their effectiveness. Where appropriate, the Secretary particularly encourages projects under this focus area to include information related to the following measures—

(a) Changes in the number and proportion of children served under Part C, ages birth to 3;

(b) Changes in the number of children referred to the State Child Find system from all sources, public and private;

(c) Changes in the number and proportion of children served ages birth to one year old, as measured relative to the total number of children served under IDEA, Part C within the geographic area served by the project; and

(d) Changes in the collaboration efforts and linkages among other agencies in States that provide services for infants and toddlers at-risk for disabilities.

The Secretary intends to make approximately 3 awards in Focus Area 3.

Focus Area 4—Services Through Age 21

Projects under this focus area support models that provide appropriate transition services to students ages 18 through 21 who have not exited and are not expected to exit secondary schools with "regular" diplomas. To the extent possible, the models should be developed in age appropriate environments such as community-based work settings, community colleges, or other adult learning environments. Students included in these models are expected to remain eligible for special education services until they reach their State's maximum age for services. Students must be included in the IDEA Part B Child Count.

Projects are required to evaluate their effectiveness. Where appropriate, the Secretary particularly encourages projects under this focus area to include information related to the following measures—

(a) Participation of youth with disabilities and their families in the planning and implementation of services;

(b) Participation of adult service agencies or providers in the planning and implementation of services;

(c) Utilization of work incentives under the Supplemental Security Income (SSI) Program; and

(d) Change in the percentage of students participating in employment and other post school activities.

The Secretary intends to make approximately 3 awards in Focus Area 4.

Project Period For All Focus Areas: Up to 48 months.

Maximum Award for All Focus Areas: The Secretary rejects and does not consider an application that proposes a budget exceeding \$180,000 (exclusive of any matching funds) for any single budget period of 12 months.

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

Eligible Applicants: For Focus areas 1–3, eligible applicants include, 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. For Focus area 4, eligible applicants are limited to local educational agencies only.

Page Limits for All Focus Areas: 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 40 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 3—Research Institute To Improve Results for Adolescents With Disabilities in General Education Academic Curricula (84.324S)

Background: The purpose of this priority is to support an institute that will conduct research and development activities aimed at improving results for secondary school-aged (grades 9 through 12) students with disabilities participating in the general education academic curricula. Research must be conducted on how students with disabilities learn challenging academic content, as well as on a broad array of instructional and contextual variables that influence skill acquisition among high school students with disabilities.

Although various school reforms have been implemented that are intended to help all students succeed academically, multiple and significant challenges face both general and special educators. For example, findings from the National Longitudinal Transition Study indicate that students with disabilities are spending, on average, nearly 70 percent of their school day in regular education classrooms where exposure to general education academic curricula is most common. However, it is uncertain if academic content is learned when fewer than one-quarter of students with disabilities move on to two or four-year

colleges. Furthermore, when special education and other related services are being increasingly provided in regular education classrooms, a stronger collaboration among general and special educators is needed. For example, general educators play an increasingly prominent role in the education of students with disabilities, not only as classroom teachers for academic content, but also in the IEP process. Therefore, the redefinition of responsibilities for both general and special educators will require the learning of new content and new strategies for teaching and assessing students.

Furthermore, many high school students with disabilities have significant skill deficiencies that create significant barriers which enable them to benefit from instruction offered in the general education academic curricula. Studies are needed to develop instructional strategies that enable students with disabilities to understand, remember, and integrate content information contained in academic curricula, and to examine factors which define the instructional dynamic within high school classrooms between teachers and students and between groups of students.

Some of the specific questions about which more knowledge is needed include: Are current practices sufficient for teaching complex, high school subject content within the context of restructured high schools to students with disabilities, including students who live in poverty? How do classroom teachers best structure and deliver content information? How can teachers best organize instruction within an academically diverse class to ensure that all students master and can generalize targeted content? What are the critical instructional and contextual variables that influence skill acquisition among adolescents with disabilities? How can this knowledge inform the improvement of instructional practice?

For real change to occur, secondary special and general education teachers who serve children with disabilities in the general education academic curricula need to know of, and be able to use, research-based practices. Moreover, it is necessary to develop effective ways of disseminating research results and effective research-based practices to teachers and other school personnel. This calls for ambitious, innovative, and collaborative approaches to infuse research findings into professional practice. Effective approaches for translating research to secondary school practice can help ensure that students with disabilities

have access to and achieve success in general education curricula with high, measurable standards, and that they will be prepared to succeed in post-secondary education.

Priority

The Secretary establishes an absolute priority for a research institute to improve results for high school students with disabilities by enhancing learning in general education academic curricula. A project funded under this priority must—

(a) Review and identify the critical gaps in the current knowledge in the following areas:

(1) How high school students with disabilities learn challenging academic content, specifically in core high school courses (e.g., math, science, English, social studies, and foreign language);

(2) How teachers learn and use effective and efficient, research-based instructional practices including necessary instructional accommodations and supports to help students with disabilities achieve in a rigorous, standards-based curriculum. We know that certain teaching strategies (e.g., intensive instruction; individualized, instructional decision-making and planning; curriculum that provides contextualized learning opportunities) enable students to learn in a more efficient manner; and

(3) How contextual factors in secondary classrooms and schools influence teaching and learning. For example, scheduling, cross-disciplinary teaching and cooperative teaching approaches, and the use of technology to support instruction and learning are often-cited factors that improve learning for all students;

(b) Design and conduct a strategic program of research that addresses knowledge gaps identified in paragraph (a) by:

(1) Conducting a rigorous research program and employing collaborative research team models (e.g., teacher-researcher partnership research, action research);

(2) Conducting the program of research in organizationally and demographically diverse high school settings, including high poverty rural and urban schools; and

(3) Collaborating with other research institutes supported under the Individuals with Disabilities Education Act, and other experts and researchers in related subject matter and methodological fields in designing and conducting the activities of the institute;

(c) Design, implement, and evaluate a dissemination approach that links

research to practice and promotes the use of current knowledge and ongoing research findings in the professional development of teachers. This approach must—

(1) Serve as a “blueprint” for maximizing the use of research-based knowledge to improve and sustain effective and efficient instructional practices of general and special education teachers in high school academic courses;

(2) Actively engage teachers, administrators, and related service personnel in learning about, adapting, and evaluating research;

(3) Be comprehensive, flexible and responsive to new knowledge and to changing school environments;

(4) Include a rigorous evaluation methodology with multiple outcome measures to assess its effectiveness across diverse sites;

(5) Be implemented and evaluated in organizationally and demographically diverse settings including high poverty urban and rural high schools; and

(6) Be developed in coordination with other U. S. Department of Education-sponsored efforts and technical assistance providers, including other research institutes, centers, and information clearinghouses;

(d) Develop approaches to disseminating effective research-based information and practices to secondary education teachers who serve high school students with disabilities participating in general education academic curricula; and

(e) The project must budget three trips annually to Washington, D. C. (two trips to meet with U.S. Department of Education officials and one trip, as specified in the general requirements for all projects, to attend the Office of Special Education Programs 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. In determining whether to continue the project for the fourth and fifth years of the project period, the Secretary, in addition to the requirements of 34 CFR 75.253(a), will consider—

(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 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 \$700,000 for any single budget period of 12 months. The Secretary may change the maximum amount through a notice published in the **Federal Register**.

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.

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.

Special Education—Personnel Preparation To Improve Services and Results for Children With Disabilities [CFDA 84.325]

Purpose of Program: The purposes of this program are to (1) help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and (2) to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

Eligible Applicants: Local educational agencies and institutions of higher education.

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 this priority are drawn from the EDGAR general selection criteria menu. The specific selection criteria for this priority are included in the funding application packet for this competition.

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

Priority: Under section 673 of the Act and 34 CFR 75.105 (c)(3), 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 1—Partnerships To Link Personnel Training and School Practice (84.325P)

Background: Teachers need to be prepared to provide effective instruction across the full range of student abilities. An overwhelming majority of all students with disabilities spend at least a portion of their school day in a general education classroom. The movement toward inclusive education in today's schools requires that general and special education teachers work together to meet the needs of students with disabilities. However, extensive data indicate that general education teachers do not feel that they have the knowledge and skills necessary to meet the educational needs of these students in their classrooms and that special education teachers are required to assume roles (e.g., consulting with general education teachers, co-teaching in general education classrooms, and supervising paraprofessional staff) for which they are insufficiently prepared.

In order to meet the challenge of preparing general and special education

teachers to be effective in addressing the needs, and improving the results, of students with disabilities in inclusive schools, teacher preparation programs must be grounded in the structural, organizational, and instructional realities of schools, while schools must facilitate continuous improvement of teacher knowledge and skills. Institutions that prepare teachers and the schools in which teachers work both have a responsibility to ensure that teachers (special and regular education) can effectively fulfill their roles in working with children with disabilities.

Too often the sole relationship between preparation programs and local schools is limited to setting up practicum settings for trainees. Faculty members at Institutions of Higher Education (IHEs) are most often minimally involved in practicum supervision. Yet, universities and schools can no longer afford to work in isolation. Similarly, training regular and special education teachers can no longer be viewed as separate functions. The following priority is intended to develop models for building and enhancing partnerships between training institutions and local schools in order to strengthen the quality and effectiveness of preservice preparation programs and ongoing professional development activities for teachers and instructional leaders (both special and regular education) who serve children with disabilities.

The power of the partnerships supported through this priority should not be underestimated. The Secretary expects projects to develop models that connect preservice and inservice development for professional personnel and will have a significant impact on the improvement of educational practices that will lead to better results for children. It is intended that these models will provide a means by which local schools and IHEs can simultaneously improve their work and effectiveness.

Priority

The Secretary establishes an absolute priority to support projects that develop, implement, and evaluate innovative models for engaging general education and special education faculty in IHEs and general education and special education teachers and instructional leaders in local schools and districts in a dynamic and enduring partnership to enhance and simultaneously improve the quality of preservice preparation and ongoing professional development of teachers and instructional leaders. Partnership activities must be designed to ensure that both special education

and regular education professionals have the knowledge and skills necessary to improve results for children with disabilities.

Projects funded under this priority must:

(a) Develop a partnership model for linking IHE personnel training programs with local school practice that is guided by a conceptual framework incorporating relevant, research-based knowledge and practice. The partnership model must include the following features:

(1) A systematic approach to professional development at all stages of the training continuum by focusing on continuous learning by teachers, instructional leaders, and faculties of IHE education programs;

(2) The integration of theory and practice to produce more practical, contextualized theory and more theoretically grounded, broadly informed practice;

(3) A strong commitment to research-based change that is continually responsive to personnel needs and to advances in the knowledge base; and

(4) A description of the benefits that will accrue to all stakeholders, including, but not limited to, IHE faculty, teachers-in-training, practicing professionals in local schools, and students with disabilities, as a result of the implementation of the proposed partnership model.

(b) Provide substantial evidence that the proposed model will serve a broad-based need.

(c) Establish an advisory panel of relevant stakeholders and potential users to provide guidance that will help to assure the model developed has broad applicability.

(d) Include the following partnerships activities:

(1) Identification of a common core of knowledge and skills that are appropriate for all prospective general and special education teachers, are aligned with critical teaching standards and with high student content and performance standards, and for which there is broad based support among all stakeholders;

(2) Clarification of the current and emerging roles and responsibilities of special educators in inclusive schools, including identification of the specialized knowledge and skill competencies that these educators must perform effectively, and for which there is broad based support among all stakeholders;

(3) Modification of curricula and materials used for preservice preparation of general and special education teachers that is consistent

with the requirements under paragraph (a) and is conducted through collaboration between IHEs and schools or districts; and

(4) Development of an approach for providing intensive, ongoing professional development that will advance the career-long learning of school and IHE personnel and ensure that children with disabilities achieve to high standards.

(e) Conduct ongoing formative evaluations of project activities, and a final evaluation to assess the success of the partnership model in enhancing the skills, knowledge, and practices of professional personnel that will lead to improved results for children with disabilities.

(f) Develop a plan for sustaining implementation of the model beyond the period of Federal funding for this project.

(g) Produce a model "blueprint" or case study that would permit others to replicate or implement the model and includes comprehensive information related to paragraphs (a) through (d) and comprehensive outcomes of the final evaluation required under paragraph (e).

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

To be considered for an award, an applicant must satisfy the following requirements:

(a) Any applicant that is not a local educational agency or a State educational agency must demonstrate that it has engaged in a cooperative effort with one or more State educational agencies or, if appropriate, lead agencies for providing early intervention services, to plan, carry out, and monitor the project Section 673 (f)(2)(B) of the Act;

(b) Projects that provide student financial assistance may only provide such assistance for the preservice preparation of special education, related services, early intervention, and leadership personnel to serve children ages 3 through 21, and early intervention personnel who serve infants and toddlers; and

(c) Ensure that individuals who receive student financial assistance under the proposed project will subsequently provide, special education

and related services to children with disabilities, or early intervention services to infants and toddlers with disabilities, for a period of two years for every year for which assistance was received or repay all or part of the cost of that assistance. Applicants must describe how they will notify scholarship recipients of this work or repay requirement, which is specified under section 673(h)(1) of the Act (20 U.S.C. 1473(h)(1)). The requirement must be implemented consistently with section 673(h)(1) of the Act and with applicable regulations in effect prior to the awarding of grants under this priority.

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, in addition to the requirements of 34 CFR 75.253(a), will consider—

(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 \$300,000 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, 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.

Special Education-Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities [CFDA 84.326]

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.

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.

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 selection criteria for this priority are drawn from the EDGAR general selection criteria menu. The specific selection criteria for this priority are included in the funding application packet for this competition.

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

Priority: Under section 685 of the Individuals with Disabilities Education Act and 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this

competitions only those applications that meet this absolute priority:

Absolute Priority—National Clearinghouse on Deaf-Blindness (84.326U)

Background

As a result of the uniqueness and complexity of serving children and young adults with deaf-blindness, there is a significant need to provide and disseminate information on a national basis to those with deaf-blindness and to their families, stakeholders, service providers, and other interested parties. The current trend of these children to live and attend neighborhood schools has caused an increase in the number and variety of individuals who require access to current, organized, authoritative, and synthesized information pertaining to deaf-blindness.

In an effort to effectively address this informational need and to improve results for children who are deaf-blind, the following priority supports a national clearinghouse that will make widely available specialized knowledge, effective practices, research, and other informational resources related to deaf-blindness.

Priority

The Secretary proposes an absolute priority for the purpose of establishing and operating a national clearinghouse on deaf-blindness to improve outcomes for children and individuals who are deaf-blind.

The clearinghouse must —

(a) Identify, collect, organize, and disseminate information related to deaf-blindness, including research-based and other practices that are supported by statistical or narrative data establishing their effectiveness in improving results for children who are deaf-blind. Information made available through the clearinghouse shall relate, at a minimum, to the following items—

(1) Early intervention, special education, and related services, for children with deaf-blindness;

(2) Related medical, health, social, and recreational services;

(3) The nature of deaf-blindness and the barriers to education and employment that it causes;

(4) Identified legal issues that are currently affecting persons with deaf-blindness; and

(5) Postsecondary education for individuals with deaf-blindness.

(b) Disseminate research and information on deaf-blindness to a wide variety of audiences employing multiple dissemination mechanisms and

approaches, including the establishment and maintenance of a user-friendly Web site that permits the downloading of all clearinghouse information data bases and incorporates hotlinks to other relevant information sources. The data bases must also include national bibliographic, personnel, and organizational resources;

(c) Employ state-of-the-art technology, while linking researchers with practitioners in order to identify, collect, develop, and disseminate information;

(d) Assist State and local educational agencies, and other related agencies and organizations, in developing and implementing systemic-change goals for children with deaf-blindness;

(e) Respond to information requests from professionals, parents, students, institutions of higher education, and other interested individuals. The clearinghouse shall also develop and implement appropriate strategies for disseminating information to under-represented groups, including those with limited English proficiency;

(f) Carry out clearinghouse activities by collaborating with appropriate agencies, organizations, and consumer groups that have specific expertise in addressing the needs of children with deaf-blindness and building capacity to improve results for these children;

(g) Develop a broad, coordinated network of professionals, related organizations and associations, mass media, other clearinghouses, and governmental agencies at the Federal, regional, State, and local level for purposes of promoting awareness of issues related to deaf-blindness and referring individuals to appropriate resources;

(h) Expand and broaden the use of current informational resources by developing materials that synthesize established and emerging knowledge into easily understandable products with accessible formats; and

(i) Establish and implement a comprehensive system of evaluation to annually determine the impact of the clearinghouse activities on children with deaf-blindness, identify relevant achievements, and identify strategies for improvement.

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, in addition to the requirements of 34 CFR 75.253(a), will consider—

(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 \$400,000 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 40 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.

Special Education—Technology and Media Services for Individuals With Disabilities [CFDA 84.327]

Purpose of Program: The purpose of this program is to promote the development, demonstration, and utilization of technology and to support educational media activities designed to be of educational value to children with disabilities. This program also provides support for some captioning, video description, and cultural activities.

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.

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 selection criteria for the Local News and Public Information and Closed Captioned Spanish Television Programs priorities are drawn from the EDGAR general selection criteria menu. The specific selection criteria for this priority are included in the funding application packet for this competition.

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

Priority: Under section 687 and 34 CFR 75.105(c)(3), 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 1—Closed Captioned Television Programs—Local News and Public Information (84.327L)

Background

The wide availability of closed captioning services for local television programming desired by individuals who are deaf or hard of hearing has been limited by the lack of start-up funds for equipment and real-time captioning by local captioning agencies. This effort to provide real-time captioning of local programming is further hampered by difficulties in the training, recruitment, and retention of stenocaptioners who are sufficiently skilled to provide captioning for on-air broadcast.

Priority

This activity will support cooperative agreements to provide funds for start up costs and for the captioning of local television programming utilizing the real-time stenographic method preferred by consumers who are deaf or hard of

hearing, and will result in an increase of the capacity of the industry to respond to demands for accurate real-time captioning.

To be considered for funding under this competition, a project must—

(1) Include procedures and criteria for selecting programs for captioning that take into account the preferences of consumers who are deaf or hard of hearing;

(2) Provide and maintain back-up systems that will ensure successful, timely captioning service;

(3) Identify and support a consumer advisory group, which would meet at least annually, to provide the captioning agency and program providers ongoing feedback regarding the quality of captioning;

(4) Identify the total number of hours and cost per hour for each of the programs captioned;

(5) Identify for each program to be captioned, the source, and amount of any private or other public support, if any;

(6) Provide a plan for ongoing training for stenocaptioners which may include mentoring and;

(7) Implement procedures for monitoring the extent to which the project provides full and accurate captioning and uses this information to make refinements in captioning operations.

Captions produced under these awards may be reformatted or otherwise adapted by owners or rights holders of programming, including networks, and syndicators, for future airings or other distributions.

Competitive preference: Within this absolute priority, the Secretary will give the following competitive preference: An additional 20 points to an applicant who, during 1998, was not a grantee or a subcontractor of a grantee under the captioning program of IDEA and does not propose to use a subcontractor who was a grantee or a subcontractor of a grantee under this program during the same period of time.

Project Period: Up to 36 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$80,000 for Local News and Public Information, for any single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. 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 the application. An applicant must limit Part III to the equivalent of no more than 40 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—Closed-Captioned Spanish Television Programs (84.327F)

Background

Individuals who are deaf or hard of hearing, including children, teens, and late-deafened adults are found in every segment of society, including the Latino community which is the fastest growing minority group within the United States. Currently, Latino individuals who are deaf or hard of hearing lack access to widely available television programming originally broadcast in Spanish.

Priority

This priority supports cooperative agreements to provide for a variety of programs, including, educational, sports, and national news and public information programs broadcast or cablecast in Spanish to be captioned in that language so that Latino individuals who are deaf or hard of hearing can have access to those same programs as their family and friends.

To be considered for funding under this competition, a project must—

(1) Include procedures and criteria for selecting programs for captioning that take into account the preferences of consumers, parents, students, and educators, for particular programs, the

diversity of programming available, and the contribution of programs to the general educational and cultural experiences of individuals who are deaf or hard of hearing;

(2) Provide and maintain back-up systems that will ensure successful, timely captioning service;

(3) Identify the extent to which the programming is widely available;

(4) Identify and support a consumer advisory group, which would meet at least annually, to provide the captioning agency and program providers ongoing feedback regarding the quality of captioning;

(5) Identify the total number of hours captioned, the captioning method used, and the captioning cost per hour for each of the programs captioned;

(6) Identify for each program to be captioned the source, and amount of any private or other public support, if any;

(7) Provide assurances from program providers clarifying the extent to which programs captioned under this project will air, and will continue to air, without modification; and

(8) Implement procedures for monitoring the extent to which the project provides full and accurate captioning and uses this information to make refinements in captioning operations; and

Captions produced under these awards may be reformatted or otherwise adapted by owners or rights holders of programming, including networks, and syndicators, for future airings or other distributions.

Project Period: Up to 36 months.

Maximum Award: The Secretary rejects and does not consider an application that proposes a budget exceeding \$200,000 for Closed

Captioned Spanish Television Programs, for any single budget period of 12 months. The Secretary rejects and does not consider an application that proposes a budget exceeding this maximum amount. 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 the application. An applicant must limit Part III to the equivalent of no more than 40 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.

For Applications and General Information Contact: Requests for applications and general information should be addressed to the Grants and Contracts Services Team, 600 Independence Avenue, S.W., room 3317, Switzer Building, Washington, D.C. 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

All programs in this notice except for the Research and Innovation are 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 those programs.

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

CFDA No. and name	Applica-tions avail-able	Application deadline date	Deadline for inter-govern-mental re-view	Maximum award (per year)*	Project period	Page limit**	Esti-mated number of awards
84.324 Directed Research Projects:							
Focus 1—Inclusion of Students with Dis-abilities in Large-Scale Assessment Pro-grams.	1/15/98	3/8/98	5/7/99	\$180,000	Up to 36 mos.	50	3
Focus 2—Instructional Interventions and Results for Children with Disabilities.	1/15/98	3/8/98	5/7/99	.....	.....	.....	12
Focus 3—Early Prescriptive Assessment of Children with Learning or Emotional Dis-abilities.	1/15/98	3/8/98	5/7/99	.....	.....	.....	4
Focus 4—Improving the Delivery of Early Intervention, Special Education or Relat-ed Services to Children with Disabilities from High Poverty Backgrounds.	1/15/98	3/8/98	5/7/99	.....	.....	.....	3
84.324T Model Demonstration Projects:							

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

CFDA No. and name	Applica-tions avail-able	Application deadline date	Deadline for inter-governmental re-view	Maximum award (per year)*	Project period	Page limit**	Esti-mated number of awards
Focus 1—Instructional Models to Improve Early Reading Results for Children with Learning Disabilities.	1/15/98	3/1/98	4/30/99	180,000	Up to 48 mos.	40	3
Focus 2—Appropriate Services for Children with Deaf-Blindness.	1/15/98	3/1/98	4/30/99	.....	.....	.....	3
Focus 3—Local or State Child Find	1/15/98	3/1/98	4/30/99	.....	.....	.....	3
Focus 4—Services Through Age 21	1/15/98	3/1/98	4/30/99	.....	.....	.....	3
84.324S Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curricula.	1/15/98	3/1/98	4/30/99	700,000	Up to 60 mos.	75	1
84.325P Partnerships to Link Personnel Training and School Practice.	1/15/98	3/1/98	4/30/99	300,000	Up to 60 mos.	50	4
84.326U National Clearinghouse on Deaf-Blindness.	1/15/98	3/8/98	5/7/99	400,000	Up to 60 mos.	40	1
84.327L Closed Captioned Television Programs—Local News and Public Information.	1/15/98	3/1/98	4/30/99	80,000	Up to 36 mos.	40	10
84.327F Closed Captioned Spanish TV Programs.	1/15/98	3/1/98	4/30/99	200,000	Up to 36 mos.	40	3

* 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.

** 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: December 28, 1998.

Judith E. Heumann,

Assistant Secretary for Special Education and Rehabilitative Services.

[FR Doc. 98-34752 Filed 12-31-98; 8:45 am]

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