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Thursday  
December 18, 1997

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**Part IV**

**Department of  
Education**

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**Notice Inviting Applications for New  
Awards for Fiscal Year 1998; Notice**

## DEPARTMENT OF EDUCATION

### Notice Inviting Applications for New Awards for Fiscal Year 1998

**AGENCY:** Department of Education.

**SUMMARY:** On June 4, 1997, the President signed into law Pub. L. 105-17, the Individuals with Disabilities Education Act Amendments, amending the Individual with Disabilities Education Act (IDEA).

This notice provides closing dates and other information regarding the transmittal of applications for fiscal year 1998 competitions under two programs authorized by IDEA, as amended. The priorities under these programs are based on previously published priorities for which public comment was sought and received. Only changes required by IDEA were made to priorities previously published. For example, IDEA no longer refers to "youth with disabilities". "Youth with disabilities" is no longer distinguished from "children with disabilities" under IDEA; therefore, all references to "youth with disabilities" have been deleted from the priorities. Also, the types of entities eligible to apply for grants under these programs have been changed where necessary to reflect changes in IDEA.

This notice supports the National Education Goals by improving understanding of how to enable children with disabilities to reach higher levels of academic achievement.

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

#### Special Education—Research and Innovation To Improve Services and Results for Children With Disabilities [CFDA No. 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.

**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.

**Applicable Regulations:** (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 76, 77, 80, 81, 82, 85, and 86; and (b) The selection criteria included in regulations in 34 CFR 324.31 for priority 2, and 34 CFR 324.32 for priority 1.

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

**Priorities:** Under section 672 of IDEA and 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the following priorities. The Secretary funds under these competitions only those applications that meet these absolute priorities:

#### Absolute Priority 1—Outreach Projects for Children With Disabilities (84.324R)

This priority supports projects that assist educational and other agencies in implementing proven models, components of models, and other exemplary practices to improve services for infants, toddlers, children with disabilities, and individuals with disabilities transitioned into postsecondary settings. The models, components of models, or exemplary practices selected for outreach may include models developed for pre-service and in-service personnel preparation, and do not need to have been developed through projects funded under IDEA, or by the applicant. To increase the impact of outreach activities, projects are encouraged to select implementation sites in multiple regions or States.

An outreach project must—

(a) Disseminate information about and assist in replicating proven models, components of models, or exemplary practices;

(b) Coordinate dissemination and replication activities as appropriate with dissemination projects, technical assistance providers, consumer and advocacy organizations, State and local educational agencies, and the lead agencies for Part C of IDEA;

(c) Ensure interagency coordination if multiple agencies are involved in the provision of services;

(d) Ensure that the models, components of models, or exemplary practices are consistent with Parts B and C of IDEA, are state-of-the-art, match the needs of the proposed sites, and have evaluation data supporting their effectiveness;

(e) Include public awareness, product development and dissemination, training, and technical assistance activities and written plans for working with sites;

(f) Describe criteria for selecting implementation sites where outreach activities will be conducted; and the expected costs, needed personnel, staff training, equipment, and sequence of implementation activities;

(g) Evaluate the outreach activities to determine their effectiveness. The

evaluation must include the types and numbers of sites where outreach activities are conducted, number of persons trained, types of follow-up activities, number of children and families served at each outreach site, child and family progress and satisfaction, and changes in the model or practices made by sites;

(h) Make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under this Act. (See section 606 of IDEA); and

(i) Prepare products from the project in formats that are useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities. (See section 661(f)(2)(B) of IDEA).

Applicants and resulting projects 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).

Projects must budget for two trips annually to Washington, DC, for: (1) A two-day project directors' meeting; and (2) a meeting to collaborate with the Federal project officer and other projects funded under this priority, to share information and discuss project implementation issues.

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

**Maximum Award:** The Secretary rejects and does not consider an application that proposes a budget exceeding \$150,000 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

The applicant must limit Part III of its application to the equivalent of no more than 40 double-spaced 8½ x 11" pages (on one side only) with one inch margins (top, bottom, and sides). Please refer to the "Page Limit Requirements for All Applications" section of this notice for more specific information on this page limit requirement.

#### Absolute Priority 2—Research Institute to Accelerate Learning for Children With Disabilities With Curricular and Instructional Interventions in Kindergarten Through Grade Three (84.324V)

#### Background

The consequences of failing to learn are serious. Lack of learning in one domain reduces an individual's capacity

to benefit from other educational experiences. Failure in education establishes a self-perpetuating cycle and negatively affects the individual's disposition toward lifelong learning, employment, and contribution to society. Most children with disabilities face challenges to learning. These challenges are amplified as calls are made for higher standards to be achieved by all students, including children with disabilities, and as more children with disabilities are educated in general education classrooms.

Evidence from the National Longitudinal Transition Study indicates that many children with disabilities are not learning subject matter content. An urgency exists to develop powerful curricular and instructional interventions that maximize rates of development, promote generalized learning, and reduce discrepancies between their performance and that of their peers.

Intervention research has demonstrated that children with disabilities possess the potential to learn, participate, and contribute in school, home, community, and workplace. Research on instructional interventions for children with disabilities has been the hallmark of special education research. For example, research on direct instruction, behavioral management interventions, learning strategies, peer mediated learning, and reciprocal teaching has led to improvements in professional practice.

Yet, single solution interventions are insufficient for teaching children with disabilities complex subject matter content. In many instances, these interventions are content free. Moreover, little empirical evidence is available on the context of the classroom for supporting the implementation of these solutions.

#### *Priority*

The Secretary establishes an absolute priority for the purpose of establishing a research institute to study curricular and instructional classroom based interventions in kindergarten through grade three that accelerate subject matter learning for children with disabilities and promote sustained use of these interventions by practitioners.

The Institute must examine—

- (a) The effectiveness of the various interventions for children with disabilities; and
- (b) The classroom context that supports the implementation of the interventions that produce and sustain positive learning outcomes for children with disabilities, including such factors

as classroom groups; classroom and cross-classroom management strategies; curriculum design principles; classroom settings; instructional materials; amount of time on task; integration into the curriculum; and teacher actions, skills, and attitudes.

The research may include, for example, studying classroom based exemplars and models, designing and implementing interventions, and collecting student and teacher data from exemplars, using a rich array of research methods to reach the intended goals of this priority and as articulated by the proposed research hypotheses.

The Institute must—

- (a) Design and conduct a strategic program of research that focuses on helping students with disabilities learn subject matter content in critical areas such as reading and math, and builds upon the existing research knowledge for teaching children with disabilities;
- (b) Design and conduct a strategic program of research across multiple sites to represent organizational and demographic diversity;
- (c) Collect, analyze, and communicate student outcome data and supporting context data, and multiple outcome data for teachers, parents, and administrators, as appropriate;
- (d) Collaborate with other research institutes supported under the Individuals with Disabilities Education Act and experts and researchers in related subject matter and methodological fields, as appropriate for the program of research, to design and conduct the strategic program of research;
- (e) Collaborate with communication specialists and professional and advocacy organizations to ensure that findings are prepared in formats that are useable for specific audiences such as teachers, administrators, and other service providers;
- (f) Develop linkages with Education Department technical assistance providers to communicate research findings and distribute products;
- (g) Provide training and research opportunities for a limited number of graduate students, including students who are from traditionally underrepresented groups;
- (h) Meet with the Office of Special Education Programs (OSEP) project officer in the first four months of the project to review the program of research and communication approaches;
- (i) Make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under this Act. (See section 606 of IDEA); and

(j) Prepare the research and evaluation findings and products from the project in formats that are useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities. (See section 661(f)(2)(B) of IDEA).

Applicants and resulting projects 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).

The 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.

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 Institute 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 Institute are to be performed during the last half of the Institute'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 Institute's budget for year two. These costs are estimated to be approximately \$4,000;

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

(c) The degree to which the Institute's research 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 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:* The applicant must limit Part III of its application to the equivalent of no more than 60 double-spaced 8½ x 11" pages (on one side only) with one inch margins (top, bottom, and sides). Please refer to the "Page Limit Requirements for All Applications" section of this notice for more specific information on this page limit requirement.

*Program Authority:* Section 672 of IDEA.

### **Special Education—Technology and Media Services for Individuals With Disabilities [CFDA No. 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, 76, 77, 79, 80, 81, 82, 85, and 86; and (b) The selection criteria included in regulations for these programs in 34 CFR 332.32.

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

#### **Absolute Priority 1—Closed-Captioned Daytime Television Programs (84.327S)**

This priority would continue and expand closed-captioning of a variety of daytime television programs broadcast nationally for persons who are deaf or hard of hearing during this segment of the day that has proven to be the most difficult in terms of private sector support.

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

(a) Include the criteria used to determine which programs are proposed for captioning. These criteria must take into account the preference of consumers for particular programs, the diversity of programming available, and

the contribution of programs to the general educational and cultural experiences of individuals with hearing impairments;

(b) Determine the total number of hours and the projected cost per hour for each program to be captioned;

(c) For each proposed program to be captioned, identify the source of private or other public support and the projected dollar amount of that support;

(d) Identify the methods of captioning to be used for each hour and the projected cost per hour for each method used;

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

(f) Demonstrate the willingness of major national television networks and cable companies to permit captioning of their programs; and

(g) Implement procedures for monitoring the extent to which full and accurate captioning is provided and use this information to make refinements in captioning operations.

Applicants and resulting projects 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).

All projects funded under this priority must make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under this Act. (See section 606 of IDEA).

A project's budget must include funds to attend a two-day Project Directors' meeting to be held in Washington, D.C. each year of the project.

*Project Period:* Up to 36 months.

*Maximum Award:* The Secretary rejects and does not consider an application that proposes a budget exceeding \$350,000 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:* The applicant must limit Part III of its application to the equivalent of no more than 40 double-spaced 8½ x 11" pages (on one side only) with one inch margins (top, bottom, and sides). Please refer to the "Page Limit Requirements for All Applications" section of this notice for more specific information on this page limit requirement.

#### **Absolute Priority 2—Cultural Experiences for Deaf or Hard of Hearing Individuals (84.327T)**

##### *Background*

In the past, projects under this priority have supported a variety of activities, including: theatrical experiences in which cast members included deaf, hard-of-hearing, and hearing performers; theater and set design, directing, dance, and storytelling; cultural experiences focusing on Native American art and culture; hands-on theater experience involving persons from minority groups; and a touring "instant theater".

*Priority:* This priority supports a variety of cultural activities designed to enrich the lives of deaf or hard-of-hearing individuals, including children and adults. These activities must use an approach that integrates children and adults who are deaf or hard of hearing with those who can hear while conducting cultural experiences that will increase public awareness and understanding of deafness and other hearing impairments, and of the artistic and intellectual achievements of deaf and hard of hearing individuals.

A grantee may not use funds under this priority for passive activities such as viewing a play or video, or passively watching a storyteller or artist at work.

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

(a) Use an integrated approach that mixes children and adults who are deaf or hard of hearing, with those who are hearing in carrying out project activities; and

(b) Develop and implement strategies that will increase public awareness and understanding of deafness and other hearing impairments and of the artistic and intellectual achievements of deaf and hard of hearing individuals, including children and adults. Outreach activities such as promoting the project to schools, community organizations, news media, and relevant national organizations are encouraged.

Applicants and resulting projects must involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the project. (See section 661(f)(1)(A) of IDEA).

All projects funded under this priority must make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under this Act. (See section 606 of IDEA).

A project's budget must include funds to attend a two-day Project Directors'

meeting to be held in Washington, D.C. each year of the project.

#### *Invitational Priority*

Within this absolute priority, the Secretary is particularly interested in applications that meet the following invitational priority. However, pursuant to 34 CFR 75.105(c)(i), an application that meets this invitational priority does not receive competitive or absolute preference over applications that do not meet this priority:

Projects that include people from a variety of cultural, racial, or ethnic backgrounds.

*Project Period:* Up to 36 months.

*Maximum Award:* The Secretary rejects and does not consider an application that proposes a budget exceeding \$110,000 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:* The applicant must limit Part III of its application to the equivalent of no more than 40 double-spaced 8½ x 11" pages (on one side only) with one inch margins (top, bottom, and sides). Please refer to the "Page Limit Requirements for All Applications" section of this notice for more specific information on this page limit requirement.

#### **Absolute Priority 3—Video Description Projects (84.327C)**

This priority supports the description of national television programming in order to make television more accessible to persons with visual impairments. The intent of this priority is to provide access to diverse programming in order to enhance shared educational, social, and cultural experiences of persons who are visually impaired. The range of programs proposed for description may include, but is not limited to, children's programs, prime time programming, movies, and specials.

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

(a) In selecting programs to be video described, include criteria that take into account the preference of consumers for particular programs, the diversity of programming available, and the contribution of programs to the general educational, social, and cultural experience of individuals with visual impairments;

(b) Determine the total number of hours and the projected cost per hour for each program to be described;

(c) For each program to be described, identify the source of private or other public support, if any, and the projected dollar amount of that support;

(d) Identify the methods to be used in the provision of described video;

(e) Demonstrate the willingness of major national television networks and cable companies to permit video description of their programs; and

(f) Implement procedures for monitoring the extent to which an accurate description is provided and use this information to make refinements in the video description operations.

Applicants and resulting projects 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).

All projects funded under this priority must make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under this Act. (See section 606 of IDEA).

A project's budget must include funds to attend a two-day Project Directors' meeting to be held in Washington, D.C. each year of the project.

*Project Period:* Up to 36 months.

*Maximum Award:* The Secretary rejects and does not consider an application that proposes a budget exceeding \$350,000 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:* The applicant must limit Part III of its application to the equivalent of no more than 40 double-spaced 8½ x 11" pages (on one side only) with one inch margins (top, bottom, and sides). Please refer to the "Page Limit Requirements for All Applications" section of this notice for more specific information on this page limit requirement.

*Program Authority:* Section 687 of IDEA.

*Page Limit:* 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 the number of pages listed under each priority, 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 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 intergovernmental 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 program.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT APPLICATION NOTICE FOR FISCAL YEAR 1998

CFDA number and name	Applications available	Application deadline date	Deadline for intergovernmental review	Maximum award (per year)*	Page limit**	Estimated number of awards
84.324R Outreach Projects for Infants, Toddlers, and Children with Disabilities .....	12/29/97	2/23/98	4/27/98	\$150,000	40	21
84.324V Research Institute to Accelerate Learning for Children with Disabilities with Curricular and Instructional Interventions in Kindergarten through Grade Three .....	12/29/97	2/23/98	4/27/98	700,000	60	1
84.327S Closed-Captioned Daytime Television Programs .....	12/29/97	2/23/98	4/27/98	350,000	40	4
84.327T Cultural Experiences for Deaf or Hard of Hearing Individuals .....	12/29/97	2/23/98	4/27/98	110,000	40	5
84.327C Video Description Projects .....	12/29/97	2/23/98	4/27/98	350,000	40	2

\*The Department 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" section of this notice for the specific requirements. The Secretary rejects and does not consider an application that does not adhere to this requirement.

**Electronic Access to This Document**

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<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 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 12, 1997.

**Judith E. Heumann,**  
*Assistant Secretary for Special Education and Rehabilitative Services.*

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