

peer review, a portion of its grantees to determine:

- The degree to which the grantees are conducting high-quality research, as reflected in the appropriateness of study designs, the rigor with which accepted standards of scientific and engineering methods are applied, and the degree to which it builds on and contributes to the level of knowledge in the field;

- The number of new or improved tools, instruments, protocols, and technologies developed and published by grantees that are deemed to improve the measurement of disability and rehabilitation-related concepts and contribute to changes/improvements in policy, practice, and outcomes for individuals with disabilities and their families;

- The percentage of grantees deemed to be implementing a systematic outcomes-oriented dissemination plan, with measurable performance goals and targets, that clearly identifies the types of products and services to be produced and the target audiences to be reached, and describes how dissemination products and strategies will be used to meet the needs of end-users, including individuals with disabilities and those from diverse backgrounds, and promote the awareness and use of information and findings from NIDRR-funded projects;

- The percentage of consumer-oriented dissemination products and services (based on a subset of products and services nominated by grantees to be their "best" outputs) that are deemed to be of high-quality and contributing to advances in knowledge and to changes/improvements in policy, practices, services, and supports by individuals with disabilities and other end-users, including practitioners, service providers, and policy makers; and

- The percentage of new studies funded each year that assess the effectiveness of interventions or demonstration programs using rigorous and appropriate methods.

NIDRR uses information submitted by grantees as part of their Annual Performance Reports (APRs) for these reviews. NIDRR also determines, using information submitted as part of the APR, the number of publications in refereed journals that are based on NIDRR-funded research and development activities.

Department of Education program performance reports, which include information on NIDRR programs, are available on the Department of Education Web site: <http://www.ed.gov/offices/OUS/PES/planning.html>. Updates on the GPR indicators, revisions and methods appear in the

NIDRR Program Review Web site: <http://www.cessi.net/pr/RERC/Summative/Supplemental.html>. Grantees should consult these sites, on a regular basis, to get details and explanations on how NIDRR programs contribute to the advancement of the Department's long-term and annual performance goals.

## VII. Agency Contact

### FOR FURTHER INFORMATION CONTACT:

Donna Nangle, U.S. Department of Education, 400 Maryland Avenue, SW., room 3412, Switzer Building, Washington, DC 20202-2645. Telephone: (202) 205-5880 or via Internet: [donna.nangle@ed.gov](mailto:donna.nangle@ed.gov).

If you use a telecommunications device for the deaf (TDD), you may call the TDD number at (202) 205-4475 or the Federal Information Relay Service (FIRS) at 1-800-877-8339.

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## VIII. Other Information

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Dated: February 12, 2004.

**Troy R. Justesen,**

*Acting Deputy Assistant Secretary for Special Education and Rehabilitative Services.*

[FR Doc. 04-3615 Filed 2-18-04; 8:45 am]

**BILLING CODE 4000-01-P**

## DEPARTMENT OF EDUCATION

### The International Research and Studies Program

**AGENCY:** Office of Postsecondary Education, Department of Education.

**ACTION:** Publication of the year 2003 annual report.

**SUMMARY:** The Secretary announces the publication of the annual report listing the books and research materials produced with assistance provided under Section 605 of the Higher Education Act of 1965, as amended (HEA).

**SUPPLEMENTARY INFORMATION:** Section 605 of the HEA authorizes the International Research and Studies Program.

Under this program, the Secretary awards grants and contracts for—

(a) Studies and surveys to determine the needs for increased or improved instruction in foreign languages, area studies, or other international fields, including the demand for foreign language, area, and other international specialists in government, education, and the private sector;

(b) Studies and surveys to assess the use of graduates of programs, supported under Title VI of the HEA, by governmental, educational, and private sector organizations and other studies assessing the outcomes and effectiveness of programs so supported;

(c) Evaluation of the extent to which programs assisted under Title VI of the HEA that address national needs would not otherwise be offered;

(d) Comparative studies of the effectiveness of strategies to provide international capabilities at institutions of higher education;

(e) Research on more effective methods of providing instruction and achieving competency in foreign languages, area studies, or other international fields;

(f) The development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists;

(g) Studies and surveys of the uses of technology in foreign language, area studies, and international studies programs;

(h) Studies and evaluations of effective practices in the dissemination of international information, materials, research, teaching strategies, and testing techniques throughout the education community, including elementary and secondary schools; and

(i) Research on applying performance tests and standards across all areas of foreign language instruction and classroom use.

### 2003 Program Activities

In fiscal year 2003, 27 new grants (\$2,979,686) and 24 continuation grants

(\$2,665,562) were awarded under the International Research and Studies Program. These grants are active currently, and will be monitored through progress reports submitted by grantees. Grantees have 90 days after the expiration of the grant to submit the

products resulting from their research to the Department of Education for review and acceptance.

#### Completed Research

A number of completed research projects resulting from grants made

during prior fiscal years have been received during the past year. These are listed below.

BILLING CODE 4000-01-P

#### TITLE

#### AUTHOR/LOCATION

A Learner's Dictionary of Adeni Arabic

Hamdi A. Qafisheh  
Near Eastern Studies  
University of Arizona  
P.O. Box 210080  
Tucson, AZ 85721-0080

Nahuatl Learning Environment Online: CD and Lexicon

Jonathan D. Amith  
Nahuatl Language Institute  
Yale University  
34 Hilhouse Avenue, Suite 342  
New Haven, CT 06520

Identifying New Directions for African Studies

Larry W. Bowman  
Department of Political Science  
University of Connecticut  
341 Mansfield Road, U-24  
Storrs, CT 06269-1024

Internationalizing Teacher Education: What Can Be Done?

Ann Schneider  
3319 Fessenden Street, NW  
Washington, DC 20008-2034

Interactive Intermediate-Advanced Filipino CD-ROM and Supplementary Web-based Materials

Teresita V. Ramos  
Department of Hawaiian and Indo-Pacific Languages  
University of Hawaii-Manoa  
Honolulu, HI 96822

Southeast Asia-Site: Language Learning Research over the World Wide Web

George M. Henry  
Northern Illinois University  
Department of Computer Science  
DeKalb, IL 60115-2860

Kolay Gelsin! Beginning Turkish Textbook and Turkish-English Glossary

Suzan Ozel  
303 East Vermilia Avenue  
Bloomington, IN 47401

<u>TITLE</u>	<u>AUTHOR/LOCATION</u>
Kolay Gelsin! Beginning Turkish Textbook and Turkish-English Glossary	Suzan Ozel 303 East Vermilia Avenue Bloomington, IN 47401
Spotlight on Southeast Asia: Connections and Cultures	Hazel S. Greenberg The American Forum for Global Education 120 Wall Street, Suite 2600 New York, NY 10005
Field-based Case Studies on Management and Organizational Behavior in East Asia	Anne Marie Francesco Pace University 1 Pace Plaza New York, NY 10038
A Door into Hindi: Web-Mounted Elementary Language Instruction	Tony K. Stewart North Carolina Center for South Asia Studies North Carolina State University Box 8103 Raleigh, NC 27695-8103
Foreign Language Reading in the Digital Age: The Gemini Computer Authoring System	Robert Fischer Texas State University-San Marcos 601 University Drive San Marcos, Texas 78666

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To obtain a copy of a completed study, contact the author at the given address.

**FOR FURTHER INFORMATION CONTACT:** For a copy of the 2003 annual report and further information regarding the International Research and Studies Program, contact Jose L. Martinez, Program Officer, International Education Programs Service, U.S. Department of Education, 1990 K Street, NW., suite 6000, Washington, DC 20006-8521. Telephone: (202) 502-7635 or via e-mail at: [Jose.Martinez@ed.gov](mailto:Jose.Martinez@ed.gov)

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(Program Authority: 20 U.S.C. 1125.)

Dated: February 12, 2004.

**Sally L. Stroup,**

*Assistant Secretary, Office of Postsecondary Education.*

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**DEPARTMENT OF ENERGY**

**Office of Science Financial Assistance Program Notice DE-FG01-04ER04-14; Program for Ecosystem Research: Scaling Across Levels of Biological Organization in Ecological Systems**

**AGENCY:** U.S. Department of Energy.

**ACTION:** Notice inviting grant applications.

**SUMMARY:** The Office of Biological and Environmental Research (BER) of the Office of Science (SC), U.S. Department of Energy (DOE), hereby announces its interest in receiving applications for