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 PLUNKETT, B.J. MR.  
 POLZIN, J.E. MR.  
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 RAPS, S.P. MS.  
 REEVES, C.R. MR.  
 RHODES, M.L. MR.  
 ROARK JR., J.E. MR.  
 ROBY, C. MS.  
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 RODRIGUEZ, W.D. RADML(SEL)  
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 SCHAEFER, J.C. MR.  
 SCHREGARDUS, D.R. MR.  
 SCHUBERT, D. CAPT  
 SCHUSTER, J.G. MR.  
 SCOVEL, G.A. MR.  
 SHEPHARD, M.R. MS.  
 SHOUP, F.E. DR.  
 SIEL, C.R. MR.  
 SIMON, E.A. MR.  
 SLOCUM, W. MR.  
 SMITH, R.F. MR.  
 SMITH, R.M. MR.  
 SOMOROFF, A.R. DR.  
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 TARRANT, N.J. MS.  
 TESCH, T.G. MR.  
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 TOWNSEND, D.K. MS.  
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 WEYMAN, A.S. MR.  
 WHITON, H.W. RADM  
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**FOR FURTHER INFORMATION CONTACT:** Ms. Charman Arrowood, Office of Civilian Human Resources, telephone (202) 685-6668.

Dated: July 23, 2004.

**J.H. Wagshul,**

*Commander, Judge Advocate General's Corps,  
 U.S. Navy, Federal Register Liaison Officer.*

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**BILLING CODE 3810-FF-P**

## DEPARTMENT OF EDUCATION

[CFDA No. 84.358A]

### Small, Rural School Achievement Program

**AGENCY:** Office of Elementary and Secondary Education, Department of Education.

**ACTION:** Notice extending application deadline.

**SUMMARY:** Under the Small, Rural School Achievement (SRSA) Program, we will award grants on a formula basis to eligible local educational agencies (LEAs) to address the unique needs of rural school districts. In this notice, we are extending the deadline for eligible LEAs to apply for fiscal year (FY) 2004 funding under the program.

*Application Deadline:* All applications must be received electronically by August 6, 2004, 4:30 p.m. Eastern time.

**SUPPLEMENTARY INFORMATION:** On June 30, 2004, we published a notice in the **Federal Register** (69 FR 39443-39444) establishing a July 30, 2004 deadline for LEAs to apply for funding under the program. As discussed in that notice, some LEAs that are eligible for FY 2004 SRSA funding are considered already to have met the application deadline based on their previously submitted application and do not have to submit a new application to the Department to receive their FY 2004 SRSA grant awards. The Department's Web site at <http://www.ed.gov/offices/OESE/> indicates which eligible LEAs must submit an application to receive a FY 2004 SRSA grant award.

We have been informed that some eligible LEAs are unable to meet the original July 30, 2004 deadline because of changes to the SRSA eligibility spreadsheets and for other reasons. In order to afford as many eligible LEAs as possible an opportunity to receive funding under this program, we are extending the application deadline until August 6, 2004, 4:30 p.m. Eastern time. We have already notified each State educational agency of this extension and have also posted the new application deadline on the Department's Web site.

An eligible LEA that is required to submit a new SRSA application in order to receive FY 2004 SRSA funding and that has not done so by the original application deadline may apply for funds by the deadline in this notice.

*Electronic Submission of Applications: To receive its share of FY 2004 SRSA funding, an eligible LEA that is required to submit a new SRSA*

*application and that has not done so must submit an electronic application to the Department by August 6, 2004, 4:30 p.m. Eastern time. Submission of an electronic application involves the use of the Department's Electronic Grant Application System (e-Application) available through the Department's e-GRANTS system.*

You can access the electronic application for the SRSA Program at: <http://e-grants.ed.gov>.

Once you access this site, you will receive specific instructions regarding the information to include in your application.

The regular hours of operation of the e-Grants Web site are 6 a.m. Monday until 7 p.m. Wednesday; and 6 a.m. Thursday until midnight, Saturday (Washington, DC time). Please note that the system is unavailable on Sundays, Federal holidays, and after 7 p.m. on Wednesdays for maintenance (Washington, DC time).

**FOR FURTHER INFORMATION CONTACT:** Mr. Robert Hitchcock. Telephone: (202) 401-0039 or via Internet: [reap@ed.gov](mailto:reap@ed.gov).

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

Individuals with disabilities may obtain this notice in an alternative format (e.g., Braille, large print, audiotope, or computer diskette) on request to the contact person listed under **FOR FURTHER INFORMATION CONTACT**.

*Electronic Access to This Document:* You may view this document, as well as other Department of Education documents published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll-free, at 1-888-293-6498; or in the Washington DC, area at (202) 512-1530.

**Note:** The official version of this document is the document published in the **Federal Register**. Free Internet access to the official version of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

**Program Authority:** 20 U.S.C. 7345-7345b.

Dated: August 2, 2004.

**Raymond J. Simon,**

*Assistant Secretary for Elementary and Secondary Education.*

[FR Doc. 04-17861 Filed 8-3-04; 8:45 am]

BILLING CODE 4000-01-P

## DEPARTMENT OF EDUCATION

### Office of Special Education and Rehabilitative Services, Overview Information; Research and Innovation To Improve Services and Results for Children With Disabilities—Evidence-Based Interventions for Severe Behavior Problems; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2004

*Catalog of Federal Domestic Assistance (CFDA) Number: 84.324P.*

*Applications Available:* August 4, 2004.

*Deadline for Transmittal of Applications:* September 10, 2004.

*Eligible Applicants:* State educational agencies (SEAs); local educational agencies (LEAs); institutions of higher education (IHEs); other public agencies; nonprofit private organizations; outlying areas; freely associated States; and Indian tribes or tribal organizations.

*Estimated Available Funds:* \$4,300,000.

*Estimated Average Size of Awards:* \$1,075,000.

*Maximum Award:* We will reject any application that proposes a budget exceeding \$1,075,000 for a single budget period of 12 months. The Assistant Secretary for Special Education and Rehabilitative Services may change the maximum amount through a notice published in the **Federal Register**.

*Estimated Number of Awards:* 4.

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

*Project Period:* Up to 48 months.

## Full Text of Announcement

### I. Funding Opportunity Description

*Purpose of Program:* The purpose of this program is to produce, and advance the use of, knowledge to improve the results of education and early intervention for infants, toddlers, and children with disabilities.

*Priority:* In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from allowable activities specified in the statute (see sections 661(e)(2) and 672 of the Individuals with Disabilities Education Act, as amended (IDEA)).

*Absolute Priority:* For FY 2004 this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is: *Research and Innovation to Improve Services and Results for Children with Disabilities—Evidence-Based Interventions for Severe Behavior Problems.*

*Background:* Children with severe behavior problems often engage in behaviors that are disruptive in school environments and, at times, dangerous to themselves and others. Aggression, self-injurious behavior, and other disruptive behaviors pose a serious threat to efforts to help these individuals lead more independent lives. Behavior problems have been linked to initial referrals to institutions and increased recidivism for those individuals leaving institutional settings or those referred to crisis intervention programs from community placements. Behavior problems interfere with such essential activities as family life, employment, and educational activities.

There have been significant research advances in identifying procedures for reducing severe behavior problems—almost exclusively using behavioral approaches—and this research has expanded significantly over the past several decades. Theoretical formulations that incorporate the variables maintaining these behavior problems have informed research on assessment and intervention. Functional assessments (that determine why a child might be disruptive in a particular setting) and functionally-based interventions (such as teaching replacement skills and addressing environmental limitations) for assessing and treating behavior problems dominate the research literature and reviews of the effectiveness of these behavioral interventions are supportive of their use. Analyses of the research on positive behavioral support conclude that from one-half to two-thirds of the outcomes are successful.<sup>1</sup>

The No Child Left Behind Act of 2001 (NCLB) encourages education decision-makers to base instructional practices and programs on scientifically based research. Yet, despite growing evidence of the potential of various behavioral interventions to reduce behavior problems, there is a need to better understand these interventions and document their strengths and limitations. The accumulated knowledge base primarily is derived from discovery-based research

(identifying new intervention strategies) and community-based research (applying various strategies for a limited number of students in community settings, such as schools). However, broad-based recommendations for practitioners and families cannot proceed without addressing population-based questions (e.g., what proportion of all children and what type of child will succeed with a particular intervention).

Important guidelines common to most outcome evaluations are often not adequately followed in behavioral intervention studies. For example, standardization in applying interventions among participants is rare. Instead, programs aimed at reducing severe behavior problems are frequently designed individually for each student. This lack of standardization limits the ability to make definitive recommendations about a particular intervention approach. Similar concerns can be applied to functional assessments and outcome data. Functional assessments are designed independently by each research group, and often without addressing the psychometric properties of the instruments. Traditional measures of interrater reliability and test-retest reliability as well as measures of validity are lacking in most functional assessments used in research programs. Outcomes assessed in most behavioral studies tend to rely solely on idiosyncratic observational data (e.g., frequency or duration of screaming), which makes the interpretation of results across studies problematic. Recent research using medical interventions use psychometrically sound rating scale data.<sup>2</sup> However, the exclusive reliance on this form of data makes judgments about the educational relevance of these findings suspect. Again, these concerns limit the ability to make generalizations about the role of functional assessment in intervention design and obscure conclusions about outcomes.

Adequate information about the characteristics of successful and unsuccessful participants is also noticeably absent in this research literature. Contributing to this problem is the lack of information about selection and attrition in individual

<sup>1</sup> Carr, E.G., Horner, R.H., Turnbull, A.P., Marquis, J.G., McLaughlin, D.M., McAtee, M.L., Smith, C.E., Ryan, K.A., Ruef, M.B., & Doolabh, A. (1999). *Positive behavior support for people with developmental disabilities: A research synthesis*. Washington, DC: American Association on Mental Retardation.

<sup>2</sup> Aman, M.G., De Smedt, G., Derivan, A., Lyons, B., Findling, R.L.; Risperidone Disruptive Behavior Study Group (2002). Double-blind, placebo-controlled study of risperidone for the treatment of disruptive behaviors in children with subaverage intelligence. *American Journal of Psychiatry*, 159, 1337-1346