

that reviewers use in evaluating your application. You must limit Part III to the equivalent of no more than 70 pages, using the following standards:

- A "page" is 8.5" x 11" (on one side only) with one-inch margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per 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, the resumes, the bibliography or references, or the letters of support. However, you must include all of the application narrative in Part III.

We will reject your application if—

- You apply these standards and exceed the page limit; or
- You apply other standards and exceed the equivalent of the page limit.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

Selection Criteria: In evaluating an application for a new award under this competition, we use selection criteria chosen from the general selection criteria in 34 CFR 75.210 of EDGAR. The specific selection criteria to be used for this competition will be provided in the application package for this competition.

General Requirements

(a) The projects funded under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).

(b) Applicants and grant recipients under this competition must involve qualified 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) The projects funded under this competition must budget for a two-day Project Directors' meeting in Washington, DC during each year of the project.

(d) If a project maintains a Web site, it must include relevant information and documents in an accessible form.

Priorities

Under 34 CFR 75.105(c)(3), we consider only applications that meet the

following absolute priority: *Absolute Priority—Technical Assistance for the Parent Centers* (84.328R)

Background: This priority, authorized under section 684 of IDEA, is for the purpose of developing, assisting, and coordinating parent training and information programs carried out by Parent Training and Information Centers (PTIs) under section 682 and the Community Parent Resource Centers (CPRCs) under section 683.

A technical assistance component to support the funded centers has been part of the law since the beginning of the program. This priority will create a unified technical assistance system that will provide support to the PTIs and CPRCs, as well as strengthen connections to the larger technical assistance network that supports research-based training, including educating parents about effective practices that improve results for children with disabilities. The priority will also strengthen partnerships among the PTIs, CPRCs, and State education systems at the regional and national levels.

Priority: This priority will support cooperative agreements in two focus areas: (1) A national technical assistance project, the National Parent Technical Assistance Center (National Parent TAC); and (2) six regional technical assistance centers, Regional Parent Technical Assistance Centers (Regional Parent TACs), which will coordinate with the National Parent TAC and provide direct support to the PTIs and CPRCs in their identified States based on the best empirical evidence of how to meet the informational and training needs of families who have children with disabilities.

Prior to developing any new product, whether paper or electronic, the projects funded under this priority must submit for approval a proposal describing the content and purpose of any new product to the document review board of the Office of Special Education Program's (OSEP) new Dissemination Center.

Focus Area 1

The National Parent TAC funded under this priority will assist six Regional Parent TACs in creating a unified technical assistance system for the PTIs and CPRCs funded under the IDEA.

The National Parent TAC must—

- (a) Collaborate with other technical assistance providers and researchers in developing or adapting resource and training materials that incorporate scientifically based research and best practices for use by the PTIs and the CPRCs;

- (b) Maintain and update a materials database that aligns with the OSEP Product Database and the Dissemination Center, which includes products developed under paragraph (a) and, to the extent possible, materials in multiple languages and accessible formats;

- (c) In collaboration with OSEP, develop an evaluation instrument, which must be approved by OSEP, to be used by all the funded PTIs and CPRCs, that measures program effectiveness and outcomes for children;

- (d) Establish a mechanism for data collection and reporting that corresponds to the outcomes established under paragraph (c) and corresponds to other information needs as determined through collaboration and coordination with the regional centers and OSEP;

- (e) Maximize the computer and technological capacities of the PTIs and CPRCs by building on the system and network currently in place;

- (f) Plan and conduct an annual national conference, in conjunction with the OSEP project officer and the six Regional Parent TACs, for all the funded parent centers in this program;

- (g) Plan and conduct a New Directors' Conference in November of each year for all new directors of PTIs and CPRCs;

- (h) Provide direct technical assistance to the Military and Native American National Centers funded under this program;

- (i) Collaborate with other technical assistance providers, such as the Federal Resource Center (FRC), the Regional Resource Centers (RRCs), and the Dissemination Center, to use available resources, to access research-based practices and findings, and to participate in educational and system reform activities to improve results for children with disabilities;

- (j) Coordinate and collaborate with the six Regional Parent TACs and OSEP to—

- (1) Support the development of a unified parent training and information system that includes ways to improve results for children with disabilities;

- (2) Coordinate special education technical assistance efforts across regions to benefit and enhance the PTIs and the CPRCs;

- (3) Promote partnerships and collaborations with other entities involved in creating positive outcomes for children with disabilities;

- (4) Conduct an assessment of the training and information needs of the PTIs and the CPRCs (including information on parent involvement and support for improved outcomes for students), in conjunction with the six Regional Parent TACs;