

ensure efficiency across the RRCs and avoid duplicative activities. This effort must include up to one year of planning and must be fully implemented within the next two years.

(c) Develop and maintain mechanisms that support coordinated and non-redundant development and delivery of technical assistance by RRCs within the OSEP-funded technical assistance network. This effort must involve: (1) Facilitating current RRC topical workgroups, such as the workgroup on monitoring, to ensure the RRCs develop consistent technical assistance approaches; (2) coordinating with OSEP's Dissemination Center, which OSEP plans to fund this year, on product development and dissemination; and (3) proactively helping RRCs identify potential areas for collaboration with the National Center for Special Education Accountability Monitoring and other technical assistance centers, to support State improvement initiatives.

(d) Maintain and enhance electronic linkages among RRCs. This must include the development, maintenance, and enhancement of listserves; the technical assistance information system (TAIS) of the RRCs; and other electronic mechanisms.

(e) Coordinate the RRCs' professional development, including planning and conducting meetings for training and coordination activities among RRCs.

(f) Provide technical assistance to the SIG program including: (1) Development and maintenance of a Web site; (2) development and maintenance of a listserve; (3) facilitation of information sharing among projects; (4) providing information, upon request, to individual projects; (5) coordination/support for the annual project directors' meeting; and (6) other assistance as determined by the Project Officer.

(g) Provide support for the Annual OSEP Leadership Conference, the Annual Technical Assistance and Dissemination (TA&D) Conference, and other OSEP activities such as task forces and panels.

(h) Promote improved results for children with disabilities by supporting the development of partnerships that link: (1) RRCs with parent organizations, especially the Parent Training and Information Centers (PTIs), the six Regional Parent Technical Assistance Centers, and the National Parent Technical Assistance Center, which OSEP plans to fund this year, in order to improve collaboration and coordination of effort between the RRCs and the PTIs; and (2) Department of Education and other government agency

funded technical assistance and dissemination centers.

(i) Regularly inform OSEP staff of the progress of initiatives that involve multiple RRCs.

(j) Submit for approval to the Document Review Board of OSEP's Dissemination Center a proposal describing the content and purpose of any new paper or electronic product before developing the product.

(k) Support OSEP-specified national initiatives by developing models to be used by RRCs for: (1) Development or enhancement of State and/or local operated technical assistance and dissemination (TA&D) structures that support the dissemination of scientifically based research and best practices; (2) development or enhancement of Web-based technical assistance activities; (3) development or enhancement of systems change strategies; and (4) development or enhancement of State-to-State communities of practice.

Fourth and Fifth Years of Project

In deciding whether to continue this project for the fourth and fifth years, the Secretary will consider the requirements of 34 CFR 75.253(a), and in addition—

(a) The recommendation of a review team consisting of experts selected by the Secretary which review will be conducted during the last half of the project's second year in Washington, DC. Projects must budget for the travel associated with this one-day intensive review;

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

(c) Evidence of the degree to which the Center's activities have contributed to a changed practice and improved student outcomes.

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

Purpose of Program: To: (1) Improve results for children with disabilities by promoting the development, demonstration, and use of technology; (2) support educational media activities designed to be of educational value to children with disabilities; and (3) provide support for some captioning, video description, and cultural activities.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99; and (b) the selection criteria for this priority are chosen from the EDGAR general

selection criteria in 34 CFR 75.210. The specific selection criteria for this competition are included in the application package for this competition.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to IHEs only.

Eligible Applicants: State and local educational agencies; IHEs; other public agencies; nonprofit private organizations; outlying areas; Freely Associated States; Indian tribes or tribal organizations; and for-profit organizations.

Priority

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

Absolute Priority—Research on Educational Captioning (84.327H)

This priority supports innovative research on the use of various approaches to captioning in specific settings such as educational, recreational, or home settings. Research must study the educational effects of captioning on enhancing the reading or literacy skills of deaf and hard of hearing children in kindergarten through grade 12.

Media and technologies explored or used by a project may include, but are not limited to (1) realtime captioning (remote or on-site); (2) voice writing; and (3) media and multi-media technologies such as interactive videodiscs, CD-ROMs, and DVDs.

Projects must—

(a) Identify specific approaches and settings that would be investigated;

(b) Carry out the research within a conceptual framework that provides a basis for the strategies to be studied, the research design, and target population;

(c) Conduct the research in realistic residential, inclusive schools, community, classroom, home, or other settings, as appropriate; and

(d) Conduct the research using methodological procedures that will produce unambiguous findings regarding the effects of approaches and effects of the interaction among particular approaches, groups of children, and settings.

Special Education—Training and Information for Parents of Children With Disabilities [CFDA Number 84.328]

Purpose of Program: The purpose of this program is to ensure that parents of children with disabilities receive