

enter the e-Application system, you will find information about its hours of operation.

- You may submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the Application for Federal Education Assistance (ED 424) to the Application Control Center after following these steps:

1. Print ED 424 from e-Application.

2. The institution's Authorizing Representative must sign this form.

3. Place the PR/Award number in the upper right hand corner of the hard copy signature page of the ED 424.

4. Fax the signed ED 424 to the Application Control Center at (202) 260-1349.

- We may request that you give us original signatures on all other forms at a later date.

- *Closing Date Extension in Case of System Unavailability:* If you elect to participate in the e-Application pilot for the Research and Innovation to Improve Services and Results for Children with Disabilities Program, or the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension—

1. You must be a registered user of e-Application, and have initiated an e-Application for this competition; and

2. (a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC, time, on the deadline date; or

- (b) The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 and 4:30 p.m., Washington, DC, time) on the deadline date.

The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you

must contact either (1) the person listed elsewhere in this notice under **FOR FURTHER INFORMATION CONTACT** or (2) the e-GRANTS help desk at 1-888-336-8930.

You may access the electronic grant application for the Research and Innovation to Improve Services and Results for Children with Disabilities Program, or the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program at: <http://e-grants.ed.gov>.

We have included additional information about the e-Application pilot project (see Parity Guidelines between Paper and Electronic Applications) in the application packages.

#### **Research and Innovation To Improve Services and Results for Children With Disabilities [CFDA Number 84.324]**

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

*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.

*Applicable Regulations:* (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 80, 81, 82, 85, 86, 97, 98, and 99; and (b) The selection criteria, chosen from the EDGAR general selection criteria in 34 CFR 75.210. The specific selection criteria for these competitions will be provided in the application package for these competitions.

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

#### **Priorities**

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

*Absolute Priority—Research Institute on Progress Monitoring (84.324H)*

#### **Background**

Progress monitoring research has focused mostly on developing basic reading and math skills for elementary school students with high incidence disabilities. The focus of this research must be expanded to include students with significant cognitive and developmental disabilities. The use of progress monitoring will determine the skills that these students have learned

and need to learn, their rates of learning, and instructional modifications that are needed to improve their access to and progress in the general education curriculum.

#### **Priority**

The purpose of this priority is to support a cooperative agreement for an Institute that will conduct a program of research that addresses issues associated with the use of progress monitoring for students with significant cognitive and developmental disabilities in elementary school, middle school, and high school. The Institute's activities must include, but are not limited to, the following:

(a) Developing and implementing plans of research to identify and validate progress monitoring strategies for elementary school, middle school, and high school that will maximize achievement of students who have significant cognitive and developmental disabilities. These strategies should focus on content domains and complex skills and align with the existing curriculum.

(b) Developing a conceptual framework that builds upon current progress monitoring research, provides a basis for the intervention strategies to be studied, and includes a theoretical and empirical rationale for the research design.

(c) Establishing and validating progress monitoring standards. This activity must:

(1) Describe the process for assessing student progress given the wide range of student performance and high expectations States have for all students;

(2) Ensure that standards are relevant for students with significant disabilities;

(3) Identify and describe what assessments will be used, how often measures will be administered, how the measures will be scored, and to what grade level the measures apply; and

(4) Identify methods for effectively reporting progress to teachers and parents.

(e) Evaluating the interaction between instruction and progress monitoring. This evaluation must:

(1) Examine and improve the process for making decisions about how to target instruction that will be effective, given the identified learning characteristics of each student;

(2) Measure the interaction between progress monitoring outcomes and the modification of instruction in terms of the consistency, explicitness, intensity, and duration of the instruction as well as the fidelity to its design;