

#1760

# REGULATION ASSIGNMENT CONTROL SHEET

**LOG CONTROL NUMBER: 181 ANALYST  
ASSIGNED: CAREY**

**TYPE OF ACTION: AN**

**TITLE: SPECIAL DEMONSTRATION PROGRAMS – MODEL  
DEMONSTRATION PROGRAMS - NEW AWARDS FOR FY  
2003**

**RECEIVED: 8/7/02**

**DATE ASSIGNED: 8/7/02**

**DATE DUE: 8/14/02**

**ANALYST SIGNATURE:** Steve Carey

**COMPLETION DATE:** 8-9-02

**FINAL APPROVAL:** Joseph Schubert **DATE:** Aug. 9, 2002

**OMB NO:** 1820-0018 **Exp. Date:** 8/31/04

**REG PART:**

## Rudolph, Kim

---

**From:** Carey, Sheila  
**Sent:** Friday, August 09, 2002 1:42 PM  
**To:** Rudolph, Kim  
**Subject:** FW: Request Your Review of NPP under CFD 84.235

**Importance:** High

approve 1820-0018 expires 8/31/04

-----Original Message-----

**From:** Marsh, Susan-Marie  
**Sent:** Wednesday, August 07, 2002 1:28 PM  
**To:** Winters, Deborah; Price, Deborah; Fuller, Carole; March, Greg; Rosen, Jeff; Mason, John; Carey, Sheila  
**Cc:** Finch, Tom; Kay, Harold; Muzzio, Timothy; Spicely, George; Amiot, Amie  
**Subject:** FW: Request Your Review of NPP under CFD 84.235  
**Importance:** High

Attached please find the notice inviting applications for new awards FY 2003 under the Special Demonstration Programs, Model Demonstration Projects for your review and concurrence. RSA wishes to establish and support several demonstration projects to provide Adult Basic Literacy Services to eligible VR clients.

I request that comments and concurrence pertaining to the content of the draft they need to be forwarded to Susan-Marie Marsh by COB 8-14 (Wednesday).



NPP,8-2.doc

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No.: 84.235P)

Special Demonstration Programs—Model Demonstration Projects

Notice inviting applications for new awards for fiscal year (FY) 2003.

PURPOSE OF PROGRAM: This program provides funding to consortia organized for the development and evaluation of demonstration projects that increase the effectiveness of adult education and literacy (AEL) services to consumers of the vocational rehabilitation (VR) system, as defined in 34 CFR, part 373, for individuals with disabilities. The program is jointly sponsored and funded by the Office of Special Education Rehabilitation Services (OSERS), Rehabilitation Services Administration (RSA) and the Office of Vocational and Adult Education (OVAE). Successful projects will encourage collaboration between State vocational rehabilitation (VR) agencies and other Agencies in assisting individuals with disabilities obtain improved literacy and earnings.

ELIGIBLE APPLICANTS: A consortium must include: (1) State Vocational Rehabilitation program(s); (2) one or more providers of AEL services funded under the Adult Education and Family Literacy Act (AEFLA); and (3) may include community rehabilitation programs; Indian tribes or tribal organizations and public or nonprofit agencies or organizations, including institutions of higher education. The consortium may also include another organization to serve as coordinator and sponsor of the project.

APPLICATIONS AVAILABLE:

DEADLINE FOR TRANSMITTAL OF APPLICATIONS:

AVAILABLE FUNDS: \$1,150,000.

ESTIMATED RANGE OF AWARDS: \$200,000 to \$260,000

ESTIMATED NUMBER OF AWARDS: 5

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

Funds under this competition will be used to support projects in FY 2003.

PROJECT PERIOD: Up to 60 months.

PAGE LIMIT: The application narrative (Part III of the application) shall address the selection criteria that reviewers use to evaluate your application. The application

narrative should outline the general plan of work and include a clear description of experimental methods and procedures, plans for documentation and sharing of data, document the contributions of each member of the consortium, and demonstrate how the proposed project will meet the specific goals of the program.

APPLICABLE REGULATIONS:(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, and 99; and, (b). The regulations for this program in 34 CFR part 373. Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

**PRIORITIES:**

Background:

The unemployment rate for working-age adults with disabilities has hovered at 70 percent for over a decade and among those employed, the average earning level is egregiously low. Data from a current study, A Longitudinal Study of the Vocational Rehabilitation Services Program, indicate one-third (31.5 percent) of competitively employed VR consumers earned \$5.00 or less per hour, with only 13 percent of these jobs offering health insurance. However, study findings indicated a high correlation between an individual's reading/math achievement scores and earning level. Among individuals in competitive employment, those with physical handicaps had the highest achievement scores and earned an average of \$7.76 per hour. Individuals with learning disabilities tended to have lower achievement scores and earned an average of \$6.52 per hour. Those with mental retardation had the lowest reading and math achievement scores and only earned an average of \$5.03 per hour. This finding suggests that increasing the basic literacy rate of unemployed or underemployed adults with disabilities would be an effective way to improve their earnings potential.

Review of the literature suggests that effective literacy instruction for adults with disabilities should include: a) Literacy instructors who are trained in the special techniques required to instruct persons with learning disabilities and trained to better understand the varied needs of persons with disabilities; b) Literacy instruction that is contextualized based on the learner's past experience and future needs; c) Supportive services, such as child care, accommodations and assistive technology which need to be provided on an ongoing basis to those for whom it is appropriate.

Such services might well improve consumers' ability to enter better paying jobs as well as increasing their likelihood of qualifying for postsecondary education services or additional training that may further enhance their later labor market success. There will be an external evaluator who will provide technical assistance in terms of setting up the research aspects of the projects.

Priority of Special Demonstration Programs:

This competition focuses on projects designed to meet a priority chosen from allowable activities specified in the program statute (see 34 CFR 75.105 (b) (2) (v) and section 303 (b) (4) (B) and (5) (B) (ix) of the Rehabilitation Act of 1998, as amended, (29 U.S.C.773 (b)). For FY 2003 this priority is an absolute priority. Under 34 CFR 75.105 (c) (3) only applications that meet this priority will be considered. Successful projects will provide innovative service delivery models for improving the literacy levels of consumers, with the long-term goal of achieving high-quality employment outcomes for individuals with disabilities. Goals are for individuals with disabilities to be placed in jobs at which they will—(1) receive the minimum wage or higher, with benefits; (2) have opportunities for advancement; (3) work on a full-time basis, or as close to full-time as appropriate; (4) work in an integrated setting, if appropriate; and, (5) obtain employment that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual disabilities. To meet the absolute priority requirements for model demonstration projects of rehabilitation service delivery, the application must show that the project will –

- (1) Use innovative and/or integrated approach(s) to rehabilitation service delivery that focuses on increasing literacy rates designed to lead to high-quality employment outcomes for individuals with disabilities.
- (2) Certify that the project includes activities that have not been funded previously for that applicant or in that service area under an award from the Special Demonstration Programs; and,
- (3) Include a plan to widely disseminate the results of the project, including any rehabilitation service delivery models proven to be effective, so the model may be adapted, replicated, or integrated into fee-for-service arrangements by State vocational rehabilitation agencies and other disability organizations. **The**

**plan must include letters of intent from State VR agencies and the relevant State and local adult education programs (other than the demonstration grantees) committing to demonstrate promising practices learned from these demonstration projects in years 3-5 of the grant period. This would demonstrate the interest and intent of other VR and Adult Education agencies to use what is learned in the demonstration projects. The plan must include a budget to cover dissemination costs, use of technology, and participation in national networking conferences, and descriptions of partnership networks for workforce and for-profit organizations in transition planning (which means transitioning from adult education services to employment or additional training/education, as appropriate).**

Priority of Model Demonstration Literacy Projects to Expand Employment Opportunities for Individuals with Disabilities:

Among the goals of the Department of Education is reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all. Traditionally, non-college bound VR consumers have received either specific occupational training or job placement. However, supporting the academic achievement of these individuals has been a low priority. Individuals in this group frequently come with a history of frustrating experiences in elementary and secondary school and they may be reluctant to participate in traditional classes. It is proposed that increasing the literacy rate for these individuals would be a powerful tool for increasing their life-time earnings capacity. The Workforce Investment Act of 1998 defines literacy as “an individual’s ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”

Within the absolute priority for this competition, projects should demonstrate an innovative and/or integrated approach(s) to rehabilitation service delivery that focuses on increasing literacy rates designed to lead to high-quality employment outcomes for individuals with disabilities. This may incorporate research-based curriculum and/or

instruction (or selected parts of the research-based curriculum and/or instruction) demonstrated effective, or innovative curriculum and/or instruction. For example, OVAE/Talent Development High Schools, has prescribed “Reading & Writing in Your Career”, a literacy course for general education, designed to develop strategies and improve skills in all subject areas.

Successful demonstration projects will encourage the cooperation of State VR agencies and providers of **Adult Education (“Adult Education” refers to relevant local and state adult education program services under the AEFL)** services in providing integrated, appropriate and innovative delivery approaches to increasing the literacy of these individuals. According to a current summary of interim findings of the National Evaluation of Welfare-to-Work Strategies (NEWWS), **learners attendance in adult basic education program is an important issue. Specific requirements for duration and intensity of instruction to achieve outcomes in the sites should reflect the needs of participating individuals in reaching their learning goals along with program objectives. Necessary support should be provided in tracking study progress to determine specific instructional hours for program success.**

A. General Requirements for Applicants

Applicants under this priority shall satisfy the following requirements:

- (1) Applicants shall form a consortium of, at a minimum, the State vocational rehabilitation agency, The State educational agency responsible for administering the State’s ADULT EDUCATION services. In states where there are two VR agencies, one for individuals with blindness and one for individuals with other disabilities, agencies serving individuals who are blind are encouraged to coordinate with the general agency in preparing a grant application. Consortia may also apply if they have significant concentrations of individuals who are deaf or who are blind, and whose individuals might profit from one of these projects. Additional entities (e.g., public and private non-profit organizations) that could effectively assist in removing barriers to employment for individuals with disabilities may also be included as part of the consortium.

- (2) The members of the consortium shall either designate one of their members to apply for the grant or establish a separate, eligible legal entity to apply for the grant. The designated applicant shall serve as the grantee and be legally responsible for the use of all grant funds, overall fiscal and programmatic oversight of the project, and for ensuring that consortium members carry out the project in accordance with Federal requirements.
- (3) Consortium members shall be substantially involved in the development of the application. To the extent possible, consortiums also shall involve individuals with disabilities in the development of the application.
- (4) The members of the consortium shall enter into an agreement that details the activities that each member plans to perform and that binds each member to the statements and assurances included in the application. Each member is legally responsible for carrying out the activities it agrees to perform and for using the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant. The agreement must be submitted as part of the application.
- (5) Consortiums shall establish a Consumer Advisory Board consisting of individuals with disabilities and/or their representatives that will assist in the development, implementation, and evaluation of specific intervention strategies.
- (6) The application submitted under this priority must identify the specific locality or region that would be served by the project.
- (7) The grantee is required to develop a sound research protocol based on accepted quantitative and qualitative research methods. Identify the relationship between literacy and earnings. Sampling methods and methods of control for possible threats to the validity of the study, including the regression threat and Hawthorne effect, should be outlined in the application.

A. Project Objectives

Projects supported under this priority must:

- (1) Seek to enhance reading/mathematics literacy levels of VR consumers in order to improve their employment opportunities, earnings, job-related benefits and entry into post-secondary education.
- (2) Provide scientifically valid evidence of the effectiveness of the program in enhancing the reading/mathematics literacy rate of the participants
- (3) Provide scientifically valid evidence of the long-term effects of enhanced literary levels on earnings capacity, availability of benefits, and/or access to higher education.
- (4) Identify cooperative models of VR adult education that result in more effective and frequent collaborations between these agencies.
- (5) Actively work to disseminate good-practice findings.

**B. Project Requirements:**

- (1) Identify and provide rationale of methodology curriculum(s) and instructional models selected or developed for the project.  
Provide alternatives that, based on the needs of the consumer, will enhance or substitute the basic program including using assistive technology, direct literacy instruction, accommodations and/or modifications of policies and procedures. Specify the training that will be provided for the literacy.
- (2) Identify and acquire necessary diagnostic tests and other assessments of reading, and math proficiency, appropriate to learners' characteristics, to be administered by qualified personnel.
- (3) Consumers must obtain a minimum of **100 to 125** hours of instruction.
- (4) Provide support services such as child care, transportation, and counseling.
- (5) Identify systemic barriers, including State or local agency policies, practices, procedures, or rules that inhibit individuals with disabilities from participating in OVAE/DAEL Literacy programs from becoming competitively employed. Develop and implement replicable strategies to remove identified barriers.
- (6) Establish effective collaborative working relationships among project consortium members and their partners as described in paragraph (c) (1) of this priority (e.g., providing interagency staff training)

- (7) Develop appropriate and reliable internal evaluation programs for evaluating ongoing implementation strategies and final outcomes. Verify internal evaluations against the evaluation of an external contractor.
- (8) Methods of evaluation should include both qualitative and quantitative data based on objective methods of data collection, linked directly to the intended outcomes of the project. **Program follow-up and data collection, up to five years is necessary in order to show gains in core elements of adult education progress, career advancement and gains in earnings.** Ongoing, internal evaluation methodology will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Ongoing evaluations will also provide guidance about effective strategies suitable for replication or testing in other settings to include, but not limited to the following specific objectives:
- Identification of effectiveness of the OVAE/DAEL programs individually and, as necessary, collectively in terms of assisting individuals with disabilities to obtain improved employment;
  - Identification of the nature and amount of ADULT EDUCATION and related services provided at each project;
  - Identification of successful implementation problems;
  - Identification of promising practices in the demonstration projects;
  - Identification of barriers to effective provision of ADULT EDUCATION services to individuals with disabilities including transportation, physical and programmatic accessibility, lack of income while obtaining ADULT EDUCATION services, lack of child care;
  - Identification of the characteristics of individuals who most and least profit from ADULT EDUCATION services;
  - Identification of the amount of resources and length of time required to provide effective ADULT EDUCATION services to VR consumers;
  - Identification of the gains in reading/math literacy for individuals receiving literacy services compared to gains in reading/math literacy levels of individuals in control groups;

- Identification of the employment outcomes of individuals who obtain literacy services including their earnings, benefits and retention of employment, employment outcomes of individuals in the control groups;
- (9) Consortia will agree to work with an external contractor selected to collect and report data to the external contractor according to that contractor's specifications and, disseminate information on effective approaches developed (identifying curriculum and instructional models) under these projects to Federal, State, and local stakeholders and facilitate the use of these models in other geographic areas. As examples, consortia may make presentations before national, State, or local conferences, consult with and provide technical assistance to other States or localities, develop Internet web sites, and distribute project publications.

C. Project Requirements

In carrying out the priority, the projects must:

- (1) Develop partnership agreements, as described under DEFINITIONS, with the State and or local education agencies responsible for the administration of AEFL/ABE programs; existing transportation or para-transit service providers; and appropriate public and private sector employers. Partnerships also may be formed with other appropriate entities identified by the consortium, including but not limited to, Centers for Independent Living, consumer advocacy organizations, economic development councils, Workforce Investment Boards (WIBS), Governor's committees on the employment of persons with disabilities, developmental disabilities councils, mental health centers, community rehabilitation programs, Indian Tribes, labor unions, and community-based and other non-profit employment and training organizations funded by the U.S. Department of Education;
- (2) Participate in, and provide data for, and otherwise cooperate with an external evaluation of these projects as directed by the Commissioner of the Rehabilitation Services Administration. **The overall evaluation design should focus on improving the capacity of programs to be effective in demonstrating and disseminating aspects of models for adaptation and**

**replication.** The evaluation would examine-- (a) The effect of specific innovative approaches and strategies on State or local agency policies, practices, or rules affecting participation in AEFL/ABE sponsored literacy programs and the employment of individuals with disabilities; (b) The effect of specific innovative AEFL/ABE approaches and strategies on increasing the number of individuals with disabilities who obtain competitive employment, including job retention, promotion, and wage growth; and (c) Increases in literacy of individuals with disabilities who obtain services offered through this program, and,

- (3) Agreement that the consumer populations are sufficiently large that it is possible to conduct the project with a experimental/control group design with meaningful numbers. The number of consumers needed in each group (i.e. experimental and control) at the end of the study is 393 (786 Total), with the adult education component must be able to serve at least 650 adult learners during the course of the project (the control group should have at least 500 consumers). Thus, the VR service area must serve at least 2,750 consumers per year.

It is anticipated that the role(s) for participating consortium members will include, but not be limited to:

D. Role of the VR Agency

- (1) The VR agency shall conduct the screening for literacy level and learning disability, identifying and qualifying (literacy assessment to be conducted on both control and treatment participants) consumers (see Requirements for Applicants) using literacy and learning disabilities screening instruments designated by the external evaluator. Participants shall be given a choice concerning whether they wish to receive the literacy services or not.
- (2) **The VR agency shall conduct all necessary diagnostic tests to identify conditions that would affect an individual's ability to respond to ADULT EDUCATION services and meet the statutory definition of individuals with disabilities required in VR services.**

- (3) The VR agency shall offer all the services it normally does under Individual Plan for Employment IPE with extent VR funds. Beyond that, project funds can be utilized for the following literacy-group related activities: 1) counselor training/orientation, 2) testing/evaluation, 3) research expenses, 4) consumer transportation, child care and maintenance to facilitate attendance and perseverance.
- (4) The VR agency must cooperate with the project evaluator by collecting requisite data and storing in the specified paper and electronic format.
- (5) The VR agency must provide necessary support to the ADULT EDUCATION project including assisting the AEF project to be physically and programmatically accessible for individuals with disabilities, including but not limited to appropriate accommodations and assistive technology need to be provided to those for whom it is appropriate.
- (6) A commitment to train literacy instructors to understand the special characteristics, needs and abilities of persons with disabilities as well as an understanding of the instructional components of the language arts programs as described through OVAE.
- (7) The VR agency must also assist the ADULT EDUCATION project in obtaining suitable employment as needed for individuals with disabilities.

E. Role of Adult Education Project(s)

The Literacy programs offered to consumers referred by the VR agency will be evaluated according to the following specifications:

- (1) Provide individuals with disabilities needed literacy training that is research-validated and:
  - Includes assistance with setting realistic short-term goals and advice on ways to achieve those goals.
  - Introduces new concepts by relating them to practical applications.
  - Accommodates individual learning styles by providing information in a variety of forms (i.e., visual, auditory, kinesthetic).
  - Builds on what the student already knows, so that learning is “developmental, rather than remedial”.

- Includes reinforcement activities that the student can use outside of the classroom.
- Incorporates flexible time schedules and **encourages regular attendance to support persistence in the literacy program.**
- Fosters self-esteem and raises academic expectations by rewarding students' accomplishments and reducing emphasis on competition and perfection.
- Includes regular feedback that lets the learner know how he is progressing, and helps him understand the reasons for incorrect answers. Feedback can be from instructors, peers, or mentors, or through self-assessment.
- **Provides support and counseling to help learners avoid dropping out.**
- Is consumer-friendly including being culturally appropriate, adult centered, adult driven and sensitive to the complexity of adult lives.
- Is accountable and outcome based.
- Is disability sensitive including supporting self-advocacy and reasonable accommodations.
- Is well funded including adequate staffing and adequate support services particularly transportation, child care, **assistive technology**, educational supplies and diagnostic testing.
- Includes an orientation component to let students know what they can expect from the program, how it will help them achieve their goals, and the amount of time that may be required to accomplish the desired results.
- **Use distance education technology when appropriate to achieve learner and program goals.**
- Adopts a “functional context” approach to instruction, based on the idea that adults learn better if they acquire literacy skills in the context of their daily lives. For example, instead of studying a text designed solely to teach reading, a student might improve his literacy skills by learning to interpret a manual that he will use at work.
- **Apply principles of universal design to instruction and assessments.**

- Involves adults in program planning and implementation in order to ensure that services meet their needs and to strengthen their **commitment to persistence and successful completion of the program.**
  - Involves appropriate members of the family. Some evidence suggests that family literacy programs, which incorporate both individual activities for parents and children and activities that involve the two together, may improve participation and retention.
  - Incorporates educational technology where appropriate. Computer-assisted instruction can offer privacy, individualized instruction, and flexibility in scheduling. For individuals who cannot travel to classrooms, distance learning networks and broadcasts for television provide an alternative means of accessing adult education services.
  - Offer research-based phonics approach to improving literacy that is potentially flexible to assist individuals with learning disabilities and individuals with other disabilities to improve their literacy levels.
- (2) The **project** must cooperate with the project evaluator by collecting requisite data and storing it in the specified paper and electronic format.
  - (3) The **project** must work with the VR agency to **provide work-study for eligible individuals and to incorporate employment into their ADULT EDUCATION program as needed and assist in employment plans after the literacy program.**
  - (4) The **project** must implement a strategy for dissemination of study findings. Promising curriculum and instruction materials should be documented for later dissemination.

#### Consumers Eligible for Project

- (1) Consumers must score below the lower half of the national average of the literacy assessment instrument implemented.
- (2) Consumers must have a competitive employment IPE goal.
- (3) Projects may serve individuals with mental retardation who have reasonable expected learning capacity and who according to the investigator may benefit significantly from literacy services.

## DEFINITIONS

**Assistive Technology technology designed to be utilized in an assistive technology device and assistive technology service. (Assistive Technology Act of 1998)**

Competitive Employment, as defined in 34 CFR 361.5(b)(10), means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

Consortium a group of eligible parties formed by the applicant seeking a Federal award under this priority. Members of the consortium shall enter into an agreement and carry out their responsibilities consistent with the requirements in paragraph (A) of the priority. Members of the consortium shall also ensure that project partners carry out their agreed-upon activities.

Disability with respect to an individual means a physical or mental impairment that substantially limits one or more of the major life activities of that individual, having a record of such impairment, or being regarded as having such impairment.

Locality specific geographical areas within a State or States.

Partner an entity with which the consortium has entered into an agreement to carry out specific activities, goals, and objectives to the project.

Partnership Agreement a written arrangement between a consortium and its partners to carry out specific activities related to the project.

Region two or more Leas or States participating in the project.

**Universal Design a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are made usable with assistive technologies. (Assistive Technology Act of 1998)**

Competitive Preference Priority:

Within the absolute preference priority for this competition for FY 2002, under 34 CFR 75.105 (c) (2) (i) we add a competitive preference to applications that are otherwise eligible for funding under this program.

The maximum score under the selection criteria for this program is 100 points; however, we will also use the following competitive preference so that up to 15 additional points may be earned by an applicant for a total possible score of 115 points.

Up to 15 points may be earned based on the extent to which an application includes effective strategies for employing and advancing in employment qualified individuals with disabilities in projects awarded under this program. In determining the effectiveness of those strategies, we will consider the applicant's prior success, as described in the application, in employing and advancing in employment qualified individuals with disabilities.

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

FOR APPLICATIONS CONTACT: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. Fax: 301-470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll Free): 1-877-576-7734.

You may also contact ED Pubs at its Web site:

<http://www.ed.gov/pubs/edpubs.html>

Or you may contact ED Pubs at its e-mail address:

[Edpubs@inet.ed.gov](mailto:Edpubs@inet.ed.gov)

If you request an applicant from ED Pubs, be sure to identify this competition as follows: CFDA No. 84.235P.

Individuals with disabilities may obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) by contacting the Grants and Contracts Services Team, U.S. Department of Education, 400 Maryland Avenue SW., room 3317, Switzer Building, Washington, DC 20202-2550. Telephone: (202) 205-8351. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Services (FIRS) at 1-800-877-8339. However, the Department is not able to reproduce in an alternative format the standard forms included in the application package.

FOR FURTHER INFORMATION CONTACT: Thomas E. Finch. U.S. Department of Education, 400 Maryland Avenue SW., room 3038, Switzer Building, Washington, DC 20202-2650. Telephone: (202) 205-8292. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Services (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this no in an alternative format on request to the contact person listed in the preceding paragraph.

Please note: Applications are to be requested only from ED Pubs as listed in the FOR APPLICATIONS CONTACT section.

Electronic Access To This Document

You may view this document, as well as all 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:

[www.ed.gov/legislation/FedRegister](http://www.ed.gov/legislation/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 edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

[http://www/access.gpo.gov/nara/index/html](http://www.access.gpo.gov/nara/index/html).

PROGRAM AUTHORITY: 29 U.S.C. 773(b).

Dated:

---

Joanne Wilson

Commissioner  
Office of Special Education  
And Rehabilitative Services  
Rehabilitation Research