technology, media, and materials; or (iii) both (i) and (ii).

In formulating the research design, projects must apply the standards for conducting rigorous social science research.

The following research topics are offered as illustrative examples and do not represent the full range of possible topics. These examples are broad, and projects may opt for more narrow focuses. However, projects must address all three program commitments—either as background, contextual factors, or as components of interventions or manipulations.

Example 1: Research on how local policies in schools and other agencies restrict or facilitate the acquisition and use of assistive devices, and how professional development within the context of these policies can yield improved assistive technology services to better enable students to access school, home, and community environments.

Example 2: Research on how local policies regarding curriculum and accountability can be revised to promote interdisciplinary professional collaboration in the effective use of technology, media, and materials to enable students with disabilities to acquire high-level problem-solving strategies.

Example 3: Research on how policies and professional practices may contribute to inequitable access and use of technology, media, and materials for some students with disabilities, and how the inequities can be reduced by means of policy or professional interventions or both to better enable students with disabilities to engage in beneficial educational experiences.

(b) Conduct a program of collaborative research on the research topic.

(c) Measure the effects of the intervention and relationships within and across the program commitments (1, 2, and 3).

(d) Disseminate information on the findings of the collaborative research in a form conducive to use by other schools or service providers, as well as other researchers.

(e) Coordinate their activities, as appropriate, with recipients of grants under the Technology-Related Assistance for Individuals with Disabilities Act (Pub. L. 100–407, as amended by Pub. L. 103–218).

The budget of a project must provide for two trips annually to Washington, DC for (1) a two-day Research Project Directors' meeting; and (2) another meeting: to meet and collaborate with the project officer of the Office of Special Education Programs and the other projects funded under this priority, to share information, and to discuss findings and joint methods of dissemination.

Project Period: Up to 36 months. For Applications and General Information Contact: Claudette Carey, U.S. Department of Education, 600 Independence Avenue, SW., room 3525, Switzer Building, Washington, DC 20202–2641. Telephone: (202) 205–9864. FAX: (202) 205–8105. Internet: Claudette—Carey@ed.gov

Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number: (202) 205–8953.

For Technical Information Contact: For Technology, Educational Media, and Materials Research Projects that Promote Literacy (84.180G): Jane Hauser, U.S. Department of Education, 600 Independence Avenue, SW., room 3521, Switzer Building, Washington, DC 20202–2640. Telephone: (202) 205–8126. FAX: (202) 205–8105. Internet: Jane Hauser@ed.gov

For Collaborative Research on Technology, Media, and Materials for Children and Youth with Disabilities (84.180U): Ellen Schiller, U.S. Department of Education, room 3523, Switzer Building, 600 Independence Avenue, SW., Washington, DC 20202– 2641. Telephone: (202) 205–8123. FAX: (202) 205–8105. Internet: Ellen— Schiller@ed.gov

Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number: (202) 205–8953.

Program Authority: 20 U.S.C. 1461.

84.237G Program for Children and Youth with Serious Emotional Disturbance

Purpose of Program: To support projects designed to improve special education and related services to children and youth with serious emotional disturbance. Types of projects that may be supported under the program include, but are not limited to, research, development, and demonstration projects. Funds may also be used to develop and demonstrate approaches to assist and prevent children with emotional and behavioral problems from developing serious emotional disturbance.

Eligible Applicants: Institutions of higher education; State educational agencies; local educational agencies; and other appropriate public and nonprofit private institutions or agencies.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82,

85, and 86; and (b) The regulations for this program in 34 CFR part 328.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Priority: Under 34 CFR 75.105(c)(3) and 34 CFR 328.3(a)(5) the Secretary gives an absolute preference to applications that meet the following priority. The Secretary funds under this competition only applications that meet this absolute priority:

Absolute Priority Nondiscriminatory, Culturally Competent, Collaborative Demonstration Models to Improve Services for Students with Serious Emotional Disturbance and Prevention Services for Students with Emotional and Behavioral Problems (84.237G). The Assistant Secretary establishes an absolute priority for demonstration projects that develop, implement, evaluate, and disseminate nondiscriminatory, culturally competent, collaborative practices to (1) prevent children with emotional and behavioral problems from developing serious emotional disturbance, and (2) improve special education and related services for ethnic and cultural minority students with serious emotional disturbance, in the least restrictive environment.

Projects must establish local, community-based assessment, planning, prevention, and intervention teams that involve participation from education, mental health, juvenile justice agencies, other appropriate community service agencies, and organizations representing families.

The first stage of each project must consist of the development and refinement of working agreements among the various community agencies and organizations, to identify approaches that improve the capacity of individuals and systems to respond skillfully, respectfully, and effectively to students, families, teachers, and other providers in a manner that recognizes, affirms, and values their worth and dignity.

The first stage planning must include the collaborative consideration and development, by all participating groups, of nondiscriminatory, culturally competent techniques that enhance the fairness and effectiveness of key service delivery elements, including—but not necessarily limited to—assessment, education, training, transition planning, and the provision of related services.

The second stage of each project must consist of the implementation and evaluation of the services delivered,