normally supported by the applicant. Unless specifically approved, funds may not be used for substantial renovation of facilities. Federal funds may not be used to replace training support.

In-kind contributions, such as space and reduced service fees, may be considered in the total program costs.

Program income in the form of participant registration fees may be collected to offset the costs of conducting training as specified in this announcement. Program income may support the costs of designing and delivering additional courses directly related to the objectives of PTCs and as determined by the assessment of training needs. Registration fees should be reasonable, i.e., they should not prohibit the participation of the training audience.

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Purpose

The purpose of this training cooperative agreement is to: (1) Explore and provide innovative educational methods for health professionals in public, private, and community sectors, (2) augment the capacity to reach minority populations in need of services and improve health benefits for women, infants, and adolescents, (3) facilitate integrated prevention efforts by building upon the interrelationships between HIV and other STDs at biologic, behavioral, and epidemiologic levels, (4) support a comprehensive disease prevention strategy through clinic-based and community-based activities, (5) anticipate the emerging health care reform demands to maintain a knowledgeable, skilled, sensitive, responsive, and productive national work force, and (6) prepare, through experiential activities, persons who are studying to be health practitioners.

Training will be accomplished by: (1) Establishing regional training centers coordinated with CDC to participate in a national network of quality training instruction in the procedures and guidelines for integrated STD and HIV client management such as: (a) the principles and techniques of diagnosis and treatment, (b) behavioral intervention strategies to prevent or reduce behaviors that place persons at risk, and (c) partner counseling including referral and notification; (2) offering clinic-based and communitybased training experiences with clients in a public health setting; (3) developing capacity in communities by enlisting graduate school faculty and experts from the community to work in interdisciplinary partnerships with health departments in the planning, production, delivery, and evaluation of training; (4) using advances in communications technology in innovative distance learning methodologies; and (5) designing analytic methods for educationally relevant and cost-effective training.

Program Requirements

The recipient will be responsible for conducting activities under A., and the CDC will be responsible for conducting activities under B., below:

A. Recipient Activities

1. Administration: (a) Select a person with management and educational experience and credentials and give that person primary responsibility and authority to manage and coordinate all training activities; (b) organize a PTC steering committee to facilitate clinicbased, community-based, and regional training; and (c) ensure that PTC staff are qualified and work collaboratively without duplication of administrative expense.

2. STD/HIV program-related issues: Maintain liaison with regional, State, local, and community-based STD and HIV prevention programs and initiatives (e.g., Prevention of Infertility, HIV Prevention Community Planning) and other health professional training programs in the PHS region to determine training needs, to assess educational resources, and to design, deliver, and evaluate training.

3. Professional Training: (a) Contract with the experts in the community and graduate schools for faculty, subject experts, behavioral scientists with field experience, and education and evaluation consultants for assistance in designing or writing training needs assessments, educational objectives, curriculum content, instructional design, state-of-the-art delivery methods, and course evaluation. Graduate schools include a local school of medicine and other schools (in the PHS region) offering academic disciplines such as nursing, social work, psychology, sociology, anthropology, education, and public health. (b) Establish innovative arrangements with universities such as graduate assistantships for student academic involvement in PTC activities.

4. Model Clinic and Communitybased Services: Provide a setting with (a) a public health STD clinic which follows CDC guidelines for integrated STD and HIV client medical management, clinic operation, clientcentered counseling, and partner counseling, including elicitation, referral, and notification; (b) community-based interventions based on behavior change theory, and (c) clinic-based and community-based training with clients.

5. Distance Learning: Explore, develop, and deliver distance learning products and accompanying documentation. The products should be regional or national in scope and usable by other PTCs and training agencies. Distance learning includes off-site conferences, satellite broadcasts, remote video instruction, self-study modules, computer-based training, interactive computer disks, train-the-trainer, and Internet transmission.

6. Accreditation: (a) Acquire and award continuing medical education (CME) credit and continuing education units (CEU) that meet the needs of most course participants, (b) maintain a regional course registration database, including required CME and CEU documentation, and (c) coordinate participant data collection with CDC.

7. Evaluation: (a) Determine and measure successful process indicators, immediate training benefits (impact), and long-range benefits in STD/HIV prevention (especially for women, infants, adolescents, and minority populations); and (b) Analyze training costs including the cost- effectiveness of distance learning.

8. National Prevention Training Network Participation: Individually and through meetings, participate with all STD/HIV Prevention Training Centers and CDC in sharing materials and evaluating training.

9. Collaboration: In collaboration with CDC: (a) meet with technical experts on subject matter and educational theory in the development of courses (including needs assessment, curriculum design, and evaluation), and (b) Public Health Training Network (PHTN) and distance learning coordinators (DLC) in the marketing of distance learning courses using CDC Wonder.

10. Technical assistance: Collaborate with CDC in course preparation and delivery by PTC professionals to train staff in health departments or nongovernmental organizations in support of national STD/HIV prevention activities.

B. CDC Activities

1. Technical Assistance: (a) Provide STD/HIV subject matter, educational, and technical experts to assist and advise in the development of the curriculum; advise on course objectives, instructional design, and delivery; and