

## COMMODITY FUTURES TRADING COMMISSION

### Sunshine Act Meeting—Closed Meeting

The following notice of a closed meeting is published pursuant to the provisions of the Government in the Sunshine Act, Public Law 94–409, 5 U.S.C. 552b.

#### AGENCY HOLDING THE MEETING:

Commodity Futures Trading Commission.

**TIME AND DATE:** February 4, 2013 at 12:00 p.m.

**PLACE:** Three Lafayette Center, 1155 21st St., NW., Washington, DC, 9th Floor Commission Conference Room.

**STATUS:** Closed.

**MATTERS TO BE CONSIDERED:** Litigation Matters. In the event that the time or date of this meeting changes, an announcement of the change, along with the new time and place of the meeting will be posted on the Commission's Web site at [www.cftc.gov](http://www.cftc.gov).

**CONTACT PERSON FOR MORE INFORMATION:** Natise Stowe, Executive Assistant, 202–418–5516.

Natise Stowe,  
Executive Assistant.

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**BILLING CODE 6351–01–P**

## DEPARTMENT OF EDUCATION

### Applications for New Awards; Educational Technology, Media, and Materials for Individuals With Disabilities Program—Stepping-Up Technology Implementation

**AGENCY:** Office of Special Education and Rehabilitative Services, Department of Education.

**ACTION:** Notice.

#### Overview Information

Educational Technology, Media, and Materials for Individuals With Disabilities Program—Stepping-Up Technology Implementation.

Notice inviting applications for new awards for fiscal year (FY) 2013.

*Catalog of Federal Domestic Assistance (CFDA) Number:* 84.327S.

Dates:

*Applications Available:* January 30, 2013.

*Deadline for Transmittal of Applications:* March 18, 2013.

*Deadline for Intergovernmental Review:* May 15, 2013.

#### Full Text of Announcement

##### I. Funding Opportunity Description

**Purpose of Program:** The purposes of the Educational Technology, Media, and Materials for Individuals With Disabilities Program<sup>1</sup> are to: (1) Improve results for students with disabilities by promoting the development, demonstration, and use of technology; (2) support educational activities designed to be of educational value in the classroom for students with disabilities; (3) provide support for captioning and video description that is appropriate for use in the classroom; and (4) provide accessible educational materials to students with disabilities in a timely manner.

**Priority:** In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see sections 674 and 681(d) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.)).

**Absolute Priority:** For FY 2013, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is:

*Educational Technology, Media, and Materials for Individuals With Disabilities—Stepping-Up Technology Implementation*

#### Background

The purpose of this priority is to fund cooperative agreements to: (a) Identify resources<sup>2</sup> needed to effectively implement evidence-based<sup>3</sup> technology

<sup>1</sup> This program was formerly called “Technology and Media Services for Individuals With Disabilities.” The Department has changed the name to Educational Technology, Media, and Materials for Individuals With Disabilities and updated the purposes of the program to more clearly convey that the program includes accessible educational materials. The program's activities and statutory authorization (20 U.S.C. 1474) remain unchanged.

<sup>2</sup> For the purposes of this priority, “resources” include, but are not limited to, school leadership support, professional development support to school staff, and a plan for integrating technology into the classroom curriculum.

<sup>3</sup> For the purposes of this priority, “evidence-based” is defined by the definitions published in the Notice of Proposed Priorities for the FY 2013 Supporting Effective Educator Development (SEED) Grant Program (77 FR 53819):

*Large sample* means a sample of 350 or more students (or other single analysis units) who were randomly assigned to a treatment or control group, or 50 or more groups (such as classrooms or schools) that contain 10 or more students (or other single analysis units) and that were randomly assigned to a treatment or control group.

*Moderate evidence of effectiveness* means one of the following conditions is met:

(a) There is at least one study of the effectiveness of the process, product, strategy, or practice being proposed that meets the What Works Clearinghouse

tools<sup>4</sup> that benefit students with

Evidence Standards without reservations; found a statistically significant favorable impact on a relevant outcome (as defined in this notice) (with no statistically significant unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse); and includes a sample that overlaps with the populations or settings proposed to receive the process, product, strategy, or practice.

(b) There is at least one study of the effectiveness of the process, product, strategy, or practice being proposed that meets the What Works Clearinghouse Evidence Standards with reservations, found a statistically significant favorable impact on a relevant outcome (as defined in this notice) (with no statistically significant unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse), includes a sample that overlaps with the populations or settings proposed to receive the process, product, strategy, or practice, and includes a large sample (as defined in this notice) and a multi-site sample (as defined in this notice) (Note: multiple studies can cumulatively meet the large and multi-site sample requirements as long as each study meets the other requirements in this paragraph).

*Multi-site sample* means more than one site, where site can be defined as an LEA, locality, or State.

*Relevant outcome* means the student outcome or outcomes (or the ultimate outcome if not related to students) that the proposed project is designed to improve, consistent with the specific goals of a program.

*Strong evidence of effectiveness* means that one of the following conditions is met:

(a) There is at least one study of the effectiveness of the process, product, strategy, or practice being proposed that meets the What Works Clearinghouse Evidence Standards without reservations; found a statistically significant favorable impact on a relevant outcome (as defined in this notice) (with no statistically significant unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse); includes a sample that overlaps with the populations and settings proposed to receive the process, product, strategy, or practice; and includes a large sample (as defined in this notice) and a multi-site sample (as defined in this notice) (Note: multiple studies can cumulatively meet the large and multi-site sample requirements as long as each study meets the other requirements in this paragraph).

(b) There are at least two studies of the effectiveness of the process, product, strategy, or practice being proposed, each of which meets the What Works Clearinghouse Evidence Standards with reservations, found a statistically significant favorable impact on a relevant outcome (as defined in this notice) (with no statistically significant unfavorable impacts on that outcome for relevant populations in the studies or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse), includes a sample that overlaps with the populations and settings proposed to receive the process, product, strategy, or practice, and includes a large sample (as defined in this notice) and a multi-site sample (as defined in this notice).

<sup>4</sup> For the purposes of this priority, “technology tools” may include, but are not limited to, digital math text readers for students with visual impairment, reading software to improve literacy and communication development, and text-to-speech software to improve reading performance. These tools must assist or otherwise benefit students with disabilities.