

(3) Evaluate the effect that context of instruction has on student growth and outcomes;

(4) Study content of instruction and the efficacy of progress monitoring in this content;

(5) Document changes that could be made to strengthen the approach to instruction modification based upon progress monitoring results;

(6) Identify effective strategies for including progress monitoring in the Individualized Education Program development; and

(7) Examine the role of technology in progress monitoring.

The Institute must also:

(a) For projects that use group comparison research, or other research covered by the Design and Implementation Assessment Device (DIAD), utilize an overall methodology that meets the standards set out in the DIAD protocol from the What Works Clearinghouse (WWC);

(b) Report the findings, as specified in the DIAD protocol from the What Works Clearinghouse, for all publications based on group comparison research, or other research covered by the DIAD. More information about the WWC and the DIAD protocol can be found at <http://www.w-w-c.org>;

(c) Prepare and disseminate reports and documents, including publications in peer-refereed journals, on progress monitoring and other related topics for specific audiences, as appropriate, such as researchers and policymakers;

(d) Prepare and disseminate, through a Web site (in both English and Spanish) and by other means, reports and documents on research findings and related topics, including a comprehensive analysis of progress monitoring literature;

(e) Share information with the Technical Assistance and Dissemination Center on Progress Monitoring;

(f) Maintain communication with the Federal project officer through e-mail communication, as needed, and monthly conference calls. The Institute must submit annual performance reports and provide additional written materials, as needed, for the Federal project officer to monitor the Institute's work;

(g) Establish, maintain, and meet at least annually with an advisory committee consisting of researchers, representatives of State and local agencies, individuals with significant disabilities, parent educators, TA providers, professional organizations and advocacy groups, and representatives of other appropriate groups to review and advise on the

Institute's design, plans, products, and activities; and

(h) In addition to the three two-day meetings listed in the General Requirements section of this notice, budget for, at least, two annual planning meetings and, at least, eight two-day trips annually as requested by OSEP to attend meetings such as Department briefings, Department sponsored conferences, and other OSEP-requested activities.

Fourth and Fifth Years of Project

In deciding whether to continue this project for the fourth and fifth years, the Secretary will consider the requirements of 34 CFR 75.253(a), and in addition—

(a) The recommendation of a review team consisting of experts selected by the Secretary which review will be conducted during the last half of the project's second year in Washington, DC. Projects must budget for the travel associated with this one-day intensive review;

(b) The timeliness and effectiveness with which all requirements of the negotiated cooperative agreement have been or are being met by the Institute; and

(c) The degree to which the project's design and methodology demonstrate the potential for advancing significant new knowledge.

Special Education—Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities [CFDA Number 84.326]

Purpose of Program: The purpose of this program is to provide technical assistance and information—through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support States and local entities in building capacity—to (1) improve early intervention, educational, and transitional services and results for children with disabilities and their families; and (2) address systemic-change goals and priorities.

Eligible applicants: State educational agencies, local educational agencies, institutions of higher education, other public agencies, nonprofit private organizations, for-profit 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, 79, 80, 81, 82, 85, 86, 97, 98, and 99; and (b) The selection criteria, chosen from the 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 all applicants of higher education only.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Priorities

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

Absolute Priority—Technical Assistance and Dissemination Center on Progress Monitoring (84.326W)

Background

The use of progress monitoring can lead to improved learning outcomes for students with and without disabilities and higher expectations for students through more frequent instructional modifications. Although progress monitoring is proving to be a powerful tool, it is not widely utilized. Widespread use of progress monitoring will provide more timely information on the extent to which students with disabilities are making progress and are prepared for statewide assessments.

Priority

The purpose of this priority is to support a cooperative agreement for a Center that will provide technical assistance for State educational agencies (SEAs) and local educational agencies (LEAs) and disseminate information regarding progress monitoring, particularly for use in content areas taught in grades kindergarten through five.

The Center's activities must include, but are not limited to, the following:

(a) Working directly with the Office of Special Education (OSEP) Technical Assistance Network, States, school districts, national teacher organizations, and other relevant programs and organizations on the scale up and sustainability of progress monitoring in schools, particularly in grades kindergarten through five. This activity must include:

(1) Setting student expectations, selecting measures of progress, scoring and analyzing progress monitoring data, and using data to institute changes in instruction, policy, and teacher accountability;

(2) Establishing a cadre of national trainers and a system for communication and discussion among States implementing progress monitoring;

(3) Conducting an annual survey of States to determine the current status of