

implementing progress monitoring, including how States use progress monitoring and how States promote its use, and evaluating policies and practices that sustain its use;

(4) Identifying States and LEAs that have successfully used progress monitoring to improve outcomes for students with disabilities;

(5) Fostering partnerships between LEAs that have successfully used progress monitoring and others that want to implement progress monitoring, and observing and documenting the process of change for those LEAs who have not previously implemented progress monitoring;

(6) Providing technical assistance to States based upon their needs and commitment to implementation of progress monitoring. This must include providing technical assistance to three OSEP-identified States per year. This effort may include the following: (i) Collaborative Web-based technical assistance activities, (ii) coordination of and participation in State-to-State communities of practice, and (iii) direct technical assistance to OSEP-specified States through partnerships between OSEP and selected States.

Note: Staff time and project resources dedicated to provide technical assistance to OSEP-specified States will be negotiated with OSEP as part of the cooperative agreement within 30 days of the project award (OSEP anticipates that technical assistance to OSEP-specified States could average approximately \$40,000 per year. Budgets should be developed with this in mind);

(7) Developing and applying strategies for the dissemination of information to specific audiences including teachers, families, administrators, policymakers, and researchers. Such strategies must involve collaboration with other technical assistance providers, organizations, and researchers as described above; and

(8) Establishing an internal evaluation to:

(i) Document successful practices and analyze less successful approaches to determine changes that could strengthen these less successful approaches;

(ii) Examine patterns and strategies for implementing effective use of progress monitoring across successful LEAs; and

(iii) Identify where additional areas of limited knowledge research is needed.

(b) Conducting National and regional meetings including large-scale dissemination conferences, focused trainer forums, topical symposium, and other meetings on progress monitoring and related issues as requested by OSEP. At a minimum, the Center must hold trainer forums every other year, a symposium in the off years, and a national conference in year 5.

(c) Preparing and disseminating reports and documents, on progress monitoring and other related topics for specific audiences, as appropriate, such as parents, administrators, teachers, related-services personnel, researchers, and individuals with disabilities. This effort must also include compiling documentation to assist LEAs in implementing progress monitoring and other technical assistance providers in developing training materials.

(d) Preparing and disseminating, 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) Sharing information with the Research Institute on Progress Monitoring.

(f) Maintaining communication and collaboration with other Office of Special Education and Rehabilitative Services (OSERS)—funded projects such as the Office of Special Education Regional Resource Centers; the IDEA Partnership Project; parent projects; other OSEP progress monitoring, dissemination, and synthesis projects; and other projects, as appropriate.

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

(h) Establishing, maintaining, and meeting at least annually with an advisory committee consisting of technical assistance providers, researchers, representatives of State and local agencies, individuals with disabilities, parents, professional organizations and advocacy groups, and representatives of other appropriate

groups to review and advise on the Center's design, plans, products, and activities.

(i) Establishing an external evaluation mechanism to analyze the implementation of progress monitoring and the overall impact of the Center's work, particularly its effect on student outcomes. The Center must report its evaluation findings annually to the Federal project officer.

(j) Coordinating with the National Dissemination Center for Children with Disabilities, which OSEP expects to fund this year, to ensure timely and accurate dissemination of progress monitoring information. Evidence of coordination and proposed outcomes of the coordination must be reported to the Federal project officer.

(k) Prior to developing any new product, whether paper or electronic, submit for approval a proposal describing the content and purpose of the product to the document review board of the National Dissemination Center for Children with Disabilities.

(l) In addition to the three two-day meetings listed in the General Requirements section of this notice, budget for, at least, two 2-day 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 Center; and

(c) Evidence of the degree to which the Center's activities have contributed to a changed practice and improved student outcomes.