

comprehensive services, develop awareness of the scientifically based practices in dropout prevention and education programming, and reentry. This forum must include exemplars and descriptions of model programs addressing the two focus areas.

(f) Packaging a set of effective models that would permit others to replicate or implement effective practices that also include alternative approaches to delivery of effective services for students. The package must identify barriers and effective programming and suggest effective proven strategies for working with students with disabilities from low socio-economic backgrounds, speakers of English as a second language, those who become pregnant, and those who repeat a grade or more.

(g) Developing and implementing strategic activities to provide technical assistance to States to assist them in the development of effective systems to address the dropout problem.

(h) Coordinating with the OSEP contractor in working with States to improve data quality and analyze the approaches to assess the nature and extent of the problem.

(i) Assisting States in developing model districts and school sites and help States replicate these models throughout the State.

(j) Providing technical assistance to States focused on needs identified in the State survey and State's commitment to implementation.

(k) Submitting for approval a proposal describing the content and purpose of any new product, whether paper or electronic, to the document review board of OSEP's newly funded Dissemination Center, for which OSEP expects to fund this year.

(l) Providing OSEP-specified technical assistance to States. This effort may include participation in: (1) Collaborative Web-based technical assistance activities, (2) coordination of and participation in State-to-State communities of practice, and (3) direct technical assistance to OSEP-specified States through partnerships between OSEP and selected States. 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 averaged approximately \$40,000 per year. Budgets should be developed with this in mind).

The Center must also:

(a) Meet with the OSEP project officer in the first two months of the project to review and refine the strategic plan of

technical assistance and dissemination approaches;

(b) In addition to the two-day Project Director's Meeting listed in the general requirements section of this notice, budget for at least two annual planning meetings and eight two-day trips annually as requested by OSEP for Department briefings, Department sponsored conferences and other events.

(c) Maintain communication with the Federal project officer through monthly phone conversations and e-mail communication as needed. The Center must submit annual performance reports and provide additional written materials as needed for the project Federal officer to monitor the Center's work.

(d) Establish, maintain and meet at least biannually with an advisory committee consisting of representatives of State, local agencies, individuals with disabilities, persons from underrepresented populations, parent educators, professional organizations or advocacy groups, researchers, and other appropriate groups to review and advice the Center's activities and plans.

(e) Conduct evaluations of its specific activities and of the overall impact of its work. The Center must report its evaluation findings annually to the Federal project officer.

(f) Maintain a Web site with relevant information and documents in an accessible format with information available in both English and Spanish.

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.

Absolute Priority 2—Center on Positive Behavioral Interventions and Supports (84.326S)

Background

In 1998 the Office of Special Education Programs (OSEP) funded the establishment of the Center on Positive

Behavioral Interventions and Supports. This targeted technical assistance effort was a response to the newly reauthorized IDEA, which specified the need for the Individualized Education Program teams to consider, when appropriate, positive behavioral interventions and supports and other strategies to address problem behavior. Based on a strong history of application of these practices to improve the behavior of primarily individual students with mental retardation, recent research and demonstration has focused on expanding these practices to groups of students, classrooms, schools, districts, and States, focusing on building infrastructures of support that ultimately improve the school environment and the overall quality of life for children with challenging behaviors.

OSEP established this Center to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective schoolwide disciplinary practices.

The Center had two primary foci: (1) Broad dissemination to schools, families, and communities about a technology of schoolwide positive behavioral interventions and support and (2) Demonstrations at the levels of individual students, schools, districts, and States of the feasibility and effectiveness of schoolwide positive behavioral interventions and support. The follow-up investment in this area will continue the work of the past five years building on the emerging Positive Behavioral Support (PBS) Blueprint for Practice with an emphasis on building State and district level infrastructures of support to enable efficient and effective large scale implementation and sustainability of positive behavior support. For further information on the PBS Blueprint for Practice and the work of the past investment go to <http://www.PBIS.org>.

Priority

This priority will support a cooperative agreement for a technical assistance center focusing on dissemination of research-based schoolwide practices, and systems of positive behavioral support that foster positive learning and teaching environments and support the large-scale implementation and sustainability of those practices for school-aged children. Positive behavioral support has been defined as a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. The Center must engage in a variety of leadership and