

technical assistance activities regarding positive behavioral supports and related topics such as: schoolwide discipline systems; classroom and nonclassroom management; individual student behavioral management; functional assessment-based behavioral support planning; social skills and self-management instruction; safe schools; discipline and behavioral support policy; and family, school, and community partnerships.

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

(a) Conducting an annual survey of States to determine the current status of establishing Statewide infrastructures to support systems of positive behavioral support and evaluate any policies and practices that sustain or pose barriers to these systems.

(b) Continuing documentation of the PBS practices by continued demonstrations across the continuum of primary, secondary, and tertiary interventions in elementary, middle, and high schools at the local level and system implementation at the district and State levels with particular emphasis on (1) Function-based support at the tertiary level; (2) district and State level implementation; (3) students in high schools; and (4) coordination with other agencies such as mental health and juvenile justice.

(c) Establishing a mechanism for assessing and synthesizing the growing research base on positive behavioral support. This process should include the establishment of a network of researchers to assist the Center in the analysis and synthesis of the current and emerging research on PBS and other related topics.

(d) Maintaining a database suitable for collecting and analyzing information from schools, districts and States on behavior measures such as office discipline referrals and other appropriate data to enable schools to make data-based decisions and track progress regarding PBS. The Center must have training and materials available to facilitate implementation of the data collection system at local sites. The Center will also be responsible for analysis of the data and producing reports on trends and patterns related to PBS and other topics as requested by OSEP such as analysis of urban and rural schools and overrepresentation issues.

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

(a) Maintaining a user-friendly Web site with relevant information and documents in an accessible format with

information available in both English and Spanish.

(b) Working directly with States and school districts to (1) Improve systemic implementation of positive behavioral supports and (2) establish and maintain an evaluation system based on a standard protocol such as the school evaluation tool (SET, *see* <http://www.pbis.org>) to measure progress of implementation. This work must also include a plan for the establishment of a cadre of national trainers and a system for communication and discussion among State implementation teams.

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

(d) Preparing and disseminating reports and documents on positive behavioral support and other related topics such as those listed above including publications in peer-referred journals.

(e) 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.

(f) Developing partnerships with relevant programs and organizations to assist with the scale up and sustainability efforts. Partners are not limited to but must include national teacher organizations, school administrators, parent organizations, and teacher trainers.

(g) Prior to developing any new product, whether paper or electronic, 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 new Dissemination Center which OSEP expects to fund this year.

(h) 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 average approximately \$40,000 per year. Budgets should be developed with this in mind).

The Center must also:

(a) Meet with the OSEP project officer and other appropriate staff in DC within the first two months of the project to clarify project activities and develop a strategic plan for technical assistance and dissemination.

(b) 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 Federal project officer to monitor the Center's work.

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

(d) Maintain communication and collaboration with other OSERS-funded projects such as the OSEP Regional Resource Centers, the IDEA Partnership Project, the Parent Training and Information Centers and other parent projects, the National Institute on Disability and Rehabilitation Research's Research Training Center on PBS, other OSEP PBS projects, dissemination and synthesis projects, and other projects as appropriate.

(e) Fund, as project assistants, three doctoral students per year who have concentrations in relevant topics such as special education or behavioral disorders.

(f) 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.

(g) In addition to the two-day Project Meeting listed in the general requirements section of this notice, budget for an additional two-day project meeting to attend the Research Project Meeting and at least two annual planning meetings; and eight two-day trips annually as requested by OSEP to attend meetings such as Department briefings, Department-sponsored conferences; and other OSEP-requested activities.