National Assessment Center Webinar:

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities: National Assessment Center CFDA 84.326G

Office of Special Education Programs

U.S. Department of Education

August 10, 2021

Introductions & Logistical Information

- Welcome – Presenter – David Egnor

- Webinar will be recorded

- Please email questions to David Egnor at david.egnor@ed.gov

  (Contact information given at end of presentation as well)

IDEAs that Work

Topics for Discussion

- Purpose of the Priority
- Absolute Priorities (2)
- Expected Project Outcomes
- Application and Administrative Requirements
- Key Definitions
- Eligible Applicants
- Award Information
- Timeline
- Recommended Page Limitations
- Selection Criteria
- Performance Measures

Application Package (7 sections)

- Applicant Letter (A)

- Federal Register Notices (B)

- Priority Description and Selection Criteria (C)

- General Information (D)

- Applicant Transmittal Instructions (E)

- Appendix Information (F)

- Application Forms and Instructions (G)

Purposes of Programs

- This notice contains two (2) Absolute Priorities, with funding coming from two IDEA program areas:

  – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program (source of Absolute Priority 1 funds); and

  – Technical Assistance on State Data Collection Program (source of Absolute Priority 2 funds).

Purpose of CFDA 84.326G

- The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program is to:
  - promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Purpose of CFDA 84.326G (cont.)

- The purpose of the Technical Assistance on State Data Collection Program is to:

    – improve the capacity of States to meet the Individuals with Disabilities Education Act (IDEA) data collection and reporting requirements.

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Overview of the Priority/Notice

The notice includes <u>two (2) absolute priorities</u>. Applicants must apply for and meet the requirements of both absolute priorities.

- **Priority 1** ($1M) focuses on **Universal and Targeted level TA** primarily provided to States (and to school districts with the project working through States), parents, policymakers and the Department on specified **Knowledge Development** and **TA&D Outcomes** (which are later identified in this presentation) addressing national, State, and local assessment issues related to students with disabilities (including English learners with disabilities).

- **Priority 2** ($750K) focuses on **Targeted and Intensive level TA** to (1) assist States that have a State-Identified Measurable Result (**SIMR**) related to assessment in **analyzing and using various types of assessment data to better achieve the SIMR** as described in their IDEA Part B State-Systemic Improvement Plans (SSIPs); and (continued next slide)

Overview of the Priority/Notice Continued

Priority 2 (Continued from the previous slide)

- (2) **assist State efforts** to provide **TA to their school districts** in analyzing and using State and districtwide assessment data for those States that have a SIMR related to assessment, to better achieve the SIMR, as appropriate.

- Applicants may propose to provide all three levels of TA (Universal, Targeted, and Intensive) under both priorities, but only the two levels specified on this, and the previous, slide are required under each priority area.

- As we go through the presentation, more detail will be shared regarding how the two absolute priorities are both related to, and distinct from, each other.

- More information on SSIPs and SIMRs may be found at: https://www2.ed.gov/about/offices/list/osers/osep/rda/index.html

CFDA 84.326G (Priority 1)

Now that we've gone through a broad overview of the Notice, let's get into the details, beginning with Priority 1:

- The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities--National Assessment Center is to:
  - to support the establishment and operation of a National Assessment Center to address national, State, and local assessment issues related to students with disabilities.

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CFDA 84.326G (Priority 2)

- The purpose of the Targeted and Intensive Technical Assistance to States on the Analysis and Use of Diagnostic, Interim, and Summative Assessment Data to Support Implementation of States' Identified Measurable Results is to:
    - (1) assist those States that have a State-Identified Measurable Result (SIMR) related to assessment in analyzing and using diagnostic, interim, and summative assessment data to better achieve the SIMR as described in their IDEA Part B State-Systemic Improvement Plans (SSIPs); and
    - (2) assist State efforts to provide TA to LEAs in the analyzing and using State and districtwide assessment data for those States that have a SIMR related to assessment, to better achieve the SIMR, as appropriate.

$1.75M
in FY 2021 ($1M for Priority 1 and $750K for Priority 2)
1 Award Expected

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Project Outcomes (Priority 1)

There are **two absolute priorities**: Priority 1 (**National Assessment Center**) and Priority 2 (**TA on Using Assessment Data to Support SIMR**):

Under **Priority 1**, at a minimum, the project must achieve, at a minimum, the following expected outcomes (includes Knowledge Development Outcomes, and TA&D Outcomes):

Knowledge Development Outcomes (3):

(a) Increased body of knowledge on practices supported by evidence to collect, analyze, synthesize, and disseminate relevant information regarding State and districtwide assessments of students with disabilities, including on topics such as—

      (**1**) Inclusion of students with disabilities in accountability systems;

      (**2**) Assessment accommodations;

      (**3**) Alternate assessments;

      (**4**) Universal design of assessments;

See Pages B24-25 of Application Package

Project Outcomes (Priority 1)

Continued… (a) Increased body of knowledge on practices supported by evidence to collect, analyze, synthesize, and disseminate relevant information regarding State and districtwide assessments of students with disabilities, including on topics such as—

(**5**) Technology-based assessments;

(**6**) Interim assessments;

(**7**) Competency-based assessments;

(**8**) Performance-based assessments;

(**9**) The analysis and reporting of assessment data;

(**10**) Application of growth models in assessment programs;

(**11**) Uses of diagnostic, interim, and summative assessment data to inform instructional programs for students with disabilities;

(**12**) Identifying and assessing ELs with disabilities.

Note that these knowledge development topics will help inform the targeted and intensive TA the Center provides to States to analyze and use assessment data to measure progress against their SIMR under Priority 2.

See Pages B24-25 of Application Package

Project Outcomes (Priority 1) cont.

Knowledge Development Outcomes cont.

(b) Increased capacity of SEA and LEA personnel to assess SEA and LEA needs, and track SEA and LEA activities and trends, related to including students with disabilities in State and districtwide assessments, including, as appropriate, improving the knowledge and skills of SEA and LEA personnel related to any of the topics listed in paragraph (a) of the Knowledge Development Outcomes section of the priority;

(c) Increased capacity of parents of students with disabilities to understand the statutory and regulatory bases for including all students with disabilities in State and districtwide assessments, including general assessments with and without accommodations, alternate assessments based on grade-level academic achievement standards, and alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities.

Project Outcomes (Priority 1) cont.

TA&D Outcomes (5)

- (a) Increased capacity of SEA and LEA personnel to collect and analyze diagnostic, interim, and summative assessment data on the performance of students with disabilities, including ELs with disabilities;

- (b) Increased capacity of SEA and LEA personnel to use diagnostic, interim, and summative assessment data to develop, evaluate, and improve educational policies and increase accountability for students with disabilities, including ELs with disabilities;

- (c) Increased capacity of LEA personnel to use diagnostic, interim, and summative assessment results in instructional decision-making to improve teaching and learning for students with disabilities, including ELs with disabilities;

See Pages B25-26 of Application Package

Project Outcomes (Priority 1) cont.

<u>TA&D Outcomes</u>

- (d) Increased capacity of parents of students with disabilities to understand how students with disabilities are included in, and benefit from, participation in State and districtwide assessments, including general assessments with and without accommodations, alternate assessments based on grade-level academic achievement standards, alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, and other assessments listed in paragraphs (a)(5)-(8) of the <u>Knowledge Development Outcomes</u> section of the priority; and

Project Outcomes (Priority 1) cont.

TA&D Outcomes

- (e) Increased awareness of national policymakers regarding how students with disabilities are included in and benefit from current and emerging approaches to State and districtwide assessment, including topics listed in paragraph (a) of the Knowledge Development Outcomes section of this priority.

NOTE: In addition to these programmatic requirements, applicants must meet the program requirements under Priority 2 (beginning on the next slide).

Project Outcomes (Priority 2)

Under **Priority 2**, at a minimum, the project must achieve the following expected outcomes (3):

- (a) Increased capacity of SEA personnel in States that have a SIMR related to assessment results to analyze and use diagnostic, interim, and summative assessment data to better achieve the SIMR as described in the IDEA Part B SSIP, including using diagnostic, interim, and summative assessment data to evaluate and improve educational policy, inform instructional programs, and improve instruction for students with disabilities;

- (b) Increased capacity of SEA personnel to provide TA to LEAs to analyze and use diagnostic, interim, and summative assessment data to improve instruction of students with disabilities and support the implementation of the SIMR; and

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Project Outcomes (Priority 2)

Under **Priority 2**, at a minimum, the project must achieve the following expected outcomes (3) Continued:

- (c) Increased capacity of parents of students with disabilities to understand how students with disabilities are included in, and benefit from, participation in diagnostic, interim and summative assessments to improve instruction of students with disabilities and support implementation of the SIMR.

*See Page **B 27** of Application Package*

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Application and Admin. Requirements (both priorities)

In addition to the programmatic requirements contained in both priorities, to be considered for funding applicants must meet the following **application and administrative requirements**, which are:

➤ (a) Demonstrate, in the narrative section of the application under "**Significance**," how the proposed project will--

• (1) Address the needs of SEAs and LEAs to analyze and use diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities. To meet this requirement the applicant must--

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Application and Admin. Requirements (both priorities)

- (i) Present applicable national, State, and local data demonstrating the needs of SEAs and LEAs to analyze and use diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities;

- (ii) Demonstrate knowledge of current educational issues and policy initiatives related to analyzing and using diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities; and

Continued...

*See Pages **B27-34** of Application Package*

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Application and Admin. Requirements (both priorities) cont.

- (iii) Describe the current level of implementation related to analyzing and using diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities.

- (2) Improve the analysis and use of diagnostic, interim, and summative assessment data to improve teaching and learning for students with disabilities.
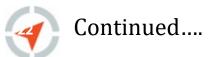
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Application and Admin. Requirements (both priorities) cont.

(b) Demonstrate, in the narrative section of the application under "**Quality of Project Services**," how the proposed project will—

- (1) Ensure equal access and treatment for members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. To meet this requirement, the applicant must describe how it will--

Continued….

Application and Admin. Requirements (both priorities) cont.

To meet this requirement, the applicant must describe how it will--

- (i) Identify the needs of the intended recipients for TA and information; and

- (ii) Ensure that products and services meet the needs of the intended

  recipients (e.g., by creating materials in formats and languages accessible to

  the stakeholders served by the intended recipients);

Continued....

Application and Admin. Requirements (both priorities) cont.

(2) Achieve its goals, objectives, and intended outcomes. To meet this

requirement, the applicant must provide--

- (i) Measurable intended project outcomes; and

- (ii) In Appendix A, the logic model by which the proposed project will achieve

  its intended outcomes that depicts, at a minimum, the goals, activities, outputs,

  and intended outcomes of the proposed project;

Continued….

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Application and Admin. Requirements (both priorities) cont.

(3) Use a conceptual framework (and provide a copy in Appendix A) to develop project plans and activities, describing any underlying concepts, assumptions, expectations, beliefs, or theories, as well as the presumed relationships or linkages among these variables, and any empirical support for this framework;

(4) Be based on current research and make use of evidence-based practices (EBPs). To meet this requirement, the applicant must describe--

- (i) The current research on the effectiveness of analyzing and using diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities; and

- (ii) How the proposed project will incorporate current EBPs in the development and delivery of its products and services;

Continued....

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Application and Admin. Requirements (both priorities) cont.

(5) Develop products and provide services that are of high quality and sufficient intensity and duration to achieve the intended outcomes of the proposed project. To address this requirement, the applicant must describe--

- (i) How it proposes to identify or develop the knowledge base on analyzing and using diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities;

- (ii) Its proposed approach to universal, general TA, which must identify the intended recipients, including the type and number of recipients, that will receive the products and services under this approach (**NOTE: Universal TA is <u>not</u> required under Priority 2**);
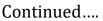
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Application and Admin. Requirements (both priorities) cont.

(iii) Its proposed approach to targeted, specialized TA, which must identify—

- (A) The intended recipients, including the type and number of recipients, that will receive the products and services under this approach; and

- (B) Its proposed approach to measure the readiness of potential TA recipients to work with the project, assessing, at a minimum, their current infrastructure, available resources, and ability to build capacity at the local level; and

Continued….

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Application and Admin. Requirements (both priorities) cont.

(iv) Its proposed approach to intensive, sustained TA which must identify

(**NOTE: Intensive TA is <u>not</u> required under Priority 1)** --

- (A) The intended recipients, including the type and number of recipients, that will receive the products and services under this approach;

- (B) Its proposed approach to measure the readiness of SEA and LEA personnel to work with the project, including their commitment to the initiative, alignment of the initiative to their needs, current infrastructure, available resources, and ability to build capacity at the SEA and LEA levels;

- (C) Its proposed plan for assisting SEAs (and LEAs, in conjunction with SEAs) to build or enhance training systems that include professional development based on adult learning principles and coaching;

Continued….

Application and Admin. Requirements (both priorities) cont.

(**NOTE: Intensive TA is <u>not</u> required under Priority 1)** --

- (D) Its proposed plan for working with appropriate levels of the education system (e.g., SEAs, regional TA providers, LEAs, schools, and families) to ensure that there is communication between each level and that there are systems in place to support the collection, analysis, and use of diagnostic, interim, and summative assessment data in instructional decision-making to improve teaching and learning for students with disabilities; and

- (E) Its proposed plan for collaborating and coordinating with Department-funded TA investments, where appropriate, in order to align complementary work and jointly develop and implement products and services to meet the purposes of the priorities;

Continued….

Application and Admin. Requirements (both priorities) cont.

(6) Develop products and implement services that maximize efficiency. To address this requirement, the applicant must describe--

- (i) How the proposed project will use technology to achieve the intended project outcomes;

- (ii) With whom the proposed project will collaborate and the intended outcomes of this collaboration; and

- (iii) How the proposed project will use non-project resources to achieve the intended project outcomes; and

(7) Develop a dissemination plan that describes how the applicant will systematically distribute information, products, and services to varied intended audiences, using a variety of dissemination strategies, to promote awareness and use of the Center's products and services.

Application and Admin. Requirements (both priorities) cont.

(c) In the narrative section of the application under "**Quality of the project evaluation**," include an evaluation plan for the project developed in consultation with and implemented by a third-party evaluator. The evaluation plan must--

- (1) Articulate formative and summative evaluation questions, including important process and outcome evaluation questions. These questions should be related to the project's proposed logic model required in paragraph (b)(2)(ii) of these requirements;

- (2) Describe how progress in and fidelity of implementation, as well as project outcomes, will be measured to answer the evaluation questions. Specify the measures and associated instruments or sources for data appropriate to the evaluation questions. Include information regarding reliability and validity of measures where appropriate;

- (3) Describe strategies for analyzing data and how data collected as part of this plan will be used to inform and improve service delivery over the course of the project and to refine the proposed logic model and evaluation plan, including subsequent data collection;

Application and Admin. Requirements (both priorities) cont.

Continued

- (4) Provide a timeline for conducting the evaluation, and include staff assignments for completing the plan. The timeline must indicate that the data will be available annually for the annual performance report (APR) and at the end of Year 2 for the review process described under the heading, <u>Fourth and Fifth Years of the Project</u>; and

- (5) Dedicate sufficient funds in each budget year to cover the costs of developing or refining the evaluation plan in consultation with a "third-party" evaluator, as well as the costs associated with the implementation of the evaluation plan by the third-party evaluator.

Application and Admin. Requirements (both priorities) cont.

(d) Demonstrate, in the narrative section of the application under "**Adequacy of resources and quality of project personne**l," how--

*   (1) The proposed project will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability, as appropriate;

*   (2) The proposed key project personnel, consultants, and subcontractors have the qualifications and experience to carry out the proposed activities and achieve the project's intended outcomes;

*   (3) The applicant and any key partners have adequate resources to carry out the proposed activities; and

*   (4) The proposed costs are reasonable in relation to the anticipated results and benefits.

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Application and Admin. Requirements (both priorities) cont.

(e) Demonstrate, in the narrative section of the application under "**Quality of the management plan**,"

how--

- (1) The proposed management plan will ensure that the project's intended outcomes will be achieved on time and within budget. To address this requirement, the applicant must describe--

    - (i) Clearly defined responsibilities for key project personnel, consultants, and subcontractors, as applicable; and

    - (ii) Timelines and milestones for accomplishing the project tasks;

(2) Key project personnel and any consultants and subcontractors will be allocated and how these allocations are appropriate and adequate to achieve the project's intended outcomes;

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Application and Admin. Requirements (both priorities) cont.

(3) The proposed management plan will ensure that the products and services provided are of high quality, relevant, and useful to recipients; and

(4) The proposed project will benefit from a diversity of perspectives, including those of families, educators, TA providers, researchers, and policy makers, among others, in its development and operation.

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Application and Admin. Requirements (both priorities) cont.

(f) Address the following **application requirements**. The applicant must--

(1) Include, in Appendix A, personnel-loading charts and timelines, as applicable, to illustrate the management plan described in the narrative (**see note below**);

> Note: OSEP has found that **a minimum of a three-quarter time equivalency (0.75 FTE) in the role of project director** (**or divided** between a half-time equivalency in the role of the project director and a quarter-time equivalency in the role of a co-project director) is necessary to ensure effective implementation of the management plan and that products and services provided are of high quality, relevant, and useful to recipients.

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Application and Admin. Requirements (both priorities) cont.

(2) Include, in the budget, attendance at the following:

- (i) A one and one-half day kick-off meeting in Washington, DC, or virtually, after receipt of the award, and an annual planning meeting in Washington, DC, or virtually, with the OSEP project officer and other relevant staff during each subsequent year of the project period.

- (ii) A two and one-half day project directors' conference in Washington, DC, or virtually, during each year of the project period;

- (iii) Two annual two-day trips, or virtually, to attend Department briefings, Department-sponsored conferences, and other meetings, as requested by OSEP; and

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Application and Admin. Requirements (both priorities) cont.

Continued

- (iv) A one-day intensive 3+2 review meeting in Washington, DC, or virtually, during the second year of the project period;

(3) Include, in the budget, a line item for an annual set-aside of five percent of the grant amount to support emerging needs that are consistent with the proposed project's intended outcomes, as those needs are identified in consultation with, and approved by, the OSEP project officer. With approval from the OSEP project officer, the project must reallocate any remaining funds from this annual set-aside no later than the end of the third quarter of each budget period;

Continued…

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Application and Admin. Requirements (both priorities) cont.

(4) Maintain a high-quality website, with an easy-to-navigate design, that meets government or industry- recognized standards for accessibility;

(5) Ensure that annual project progress toward meeting project goals is posted on the project website; and

(6) **Include, in Appendix A, two assurances**. The first assurance is to assist OSEP with the transfer of pertinent resources and products and to **maintain the continuity of services** to States during the transition to a new award at the end of this award period, as appropriate. The second assurance is to ensure the applicant **will track and report** IDEA section 663 funds (**Priority 1**) **separately** from IDEA section 611(i) funds (**Priority 2**).

Key Definitions

- **Universal, general TA** means TA and information provided to independent users through their own initiative, resulting in minimal interaction with TA center staff and including one-time, invited or offered conference presentations by TA center staff. This category of TA also includes information or products, such as newsletters, guidebooks, or research syntheses, downloaded from the TA center's website by independent users. Brief communications by TA center staff with recipients, either by telephone or email, are also considered universal, general TA.

Key Definitions

- **Targeted, specialized TA** means TA services based on needs common to multiple recipients and not extensively individualized. A relationship is established between the TA recipient and one or more TA center staff. This category of TA includes one-time, labor-intensive events, such as facilitating strategic planning or hosting regional or national conferences. It can also include episodic, less labor-intensive events that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics that are designed around the needs of the recipients. Facilitating communities of practice can also be considered targeted, specialized TA.

Key Definitions

- **Intensive, sustained TA** means TA services often provided on-site and requiring a stable, ongoing relationship between the TA center staff and the TA recipient. "TA services" are defined as negotiated series of activities designed to reach a valued outcome. This category of TA should result in changes to policy, program, practice, or operations that support increased recipient capacity or improved outcomes at one or more systems levels.

Eligible Applicants

- SEAs; LEAs, including public charter schools that are considered LEAs under State law; IHEs; other public agencies; private nonprofit organizations; outlying areas; Indian Tribes or Tribal organizations; and for-profit organizations.

Award Information

- **Total amount of federal funds available**: We will fund a successful application only up to $1,750,000 for a single budget period of 12 months.

- **Priority 1** Available Funds under IDEA section 663: **$1,000,000**.

- **Priority 2** Available Funds under IDEA section 616(i): **$750,000**.

- <u>Note</u>: Applicants must apply for both priorities and submit a separate ED 524 form with a budget and budget narrative for Absolute Priority 1 only and a separate ED 524 form with a budget and budget narrative for Absolute Priority 2 only.

- **Project period:** Up to 60 months

Timeline

- Notice inviting applications published:
  - **August 5, 2021**
- Deadline for submitting application is:
  - **September 7, 2021 by <u>4:30:00 PM Washington DC time</u>**
- Deadline for intergovernmental review:
  - **DATE is waved u**nder 34 CFR 79.8(a) in order to make an award by the end of FY 2021.
- Grantees announced and funding distributed by:
  - **October 1, 2021**

Page Limit Recommendations:

We recommend that you limit the application narrative (Part III of the application) to **no more than 70 pages**, and use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.

- Use a font that is 12 point or larger.

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

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Page Limit Recommendations:

- Appendix A: Reviewers will be instructed to review the content of Appendix A.

- Charts, tables, figures, graphs, screen shots and logic models that provide information directly relating to the application requirements for the narrative should be the only items included in Appendix A.

- Appendix A should not be used for supplementary information. Please note that charts, tables, figures, graphs, screen shots, and logic models can be single-spaced when placed in an Appendix A.

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Selection Criteria

Significance	(10 points)
Quality of Project Services	(35 points)
Quality of the Project Evaluation	(20 points)
Adequacy of Resources and Quality of Project Personnel	(15 points)
Quality of Management Plan	(20 points)
TOTAL	(100 points)

Significance of the Project (10 pts.)

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

- (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses; and

- (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

See Pages B-5 & B-6

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Quality of Project Services (35 pts.)

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;

- (ii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework;

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Quality of Project Services (35 pts.)

(3) In addition, the Secretary considers the following factors (continued):

- (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;

- (iv) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services; and

- (v) The extent to which the TA services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.

Quality of the Evaluation Plan (20 pts.)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

- (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

- (ii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies;

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Quality of the Evaluation Plan (20 pts.)

(2) In determining the quality of the evaluation, the Secretary considers the following factors

(continued):

- (iii) The extent to which the methods of evaluation will provide performance feedback and

  permit periodic assessment of progress toward achieving intended outcomes; and

- (iv) The extent to which the methods of evaluation include the use of objective performance

  measures that are clearly related to the intended outcomes of the project and will produce

  quantitative and qualitative data to the extent possible.

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Adequacy of Project Resources and Quality of Project Personnel (15 pts.)

(1) The Secretary considers the adequacy of resources for the proposed project and the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

• (i) The qualifications, including relevant training and experience, of the project director or principal investigator;

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Adequacy of Project Resources and Quality of Project Personnel (15 pts.)

(3) In addition, the Secretary considers the following factors (continued):

- (ii) The qualifications, including relevant training and experience, of key project personnel;

- (iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and

- (iv) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Quality of Management Plan (20 pts.)

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

- (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project;

Quality of Management Plan (20 pts.)

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors (continued):

- (iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project; and

- (iv) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Performance Measures (Priority 1 Only)

- **Program Performance Measure #1**: % of TA products and services deemed to be of high quality by an independent review panel of experts qualified to review the substantive content of the products and services.

- **Program Performance Measure #2**: % of TA products and services deemed by an independent review panel of qualified experts to be of high relevance to educational and early intervention policy or practice.

- **Program Performance Measure #3**: % of TA products and services deemed by an independent review panel of qualified experts to be useful to improve educational or early intervention policy or practice.

- **Program Performance Measure #4**: The cost efficiency of the TA Program includes the % of milestones achieved in the current annual performance report period and the percentage of funds spent during the current fiscal year.

IDEAs that Work

Performance Measures (Priority 1 Only)

- **Long-term Performance Measure:** The percentage of States receiving special education technical assistance and dissemination services regarding scientifically or evidence-based practices for infants, toddlers, children, and youth with disabilities that successfully promote the implementation of those practices in school districts and service agencies.

IDEAs that Work

THANK YOU!

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