Educational Technology, Media & Materials for Individuals with Disabilities Program: Stepping UP Technology Implementation (CFDA 84.327S)

FY 2020 Applicant Orientation

U.S. Department of Education

Office of Special Education Programs

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Office of Special Education and Rehabilitative Services

Note Regarding Webinar

- Slides are for guidance only and information has been summarized due to logistics of the webinar.

- Please read the entire Notice Inviting Applications (NIA).

- Please review the recorded webinar titled "Applying for Office of Special Education Programs Discretionary Grants" for additional information related to submitting an application at **https://osepideasthatwork.org/resources-grantees/informational-webinars-osep-funding-opportunities**

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Today's Topics

- Purpose of the ETechM2 Program

- Key Terms

- Absolute Priorities & Purpose

- Application Requirements

- Absolute Priorities

- Other Information

- General Requirements

- Selection Criteria

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(1) improve results for children with disabilities by promoting the development, demonstration, and use of technology;

(2) support educational activities designed to be of educational value in the classroom for children with disabilities;

(3) provide support for captioning and video description that is appropriate for use in the classroom; and

(4) provide accessible educational materials to children with disabilities in a timely manner.

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"For purposes of this priority, "**evidence-based**" means the proposed project component is supported by promising evidence, which is evidence of the effectiveness of a key project component in improving a "relevant outcome" (as defined in 34 CFR 77.1), based on a relevant finding from one of the sources identified under "promising evidence" in 34 CFR 77.1."

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Evidence of Effectiveness Form can be found in the application package

"Settings" include general education classrooms; special education classrooms; charter schools; high-quality early childhood programs; private schools, including parochial schools; home education; after school programs; juvenile justice facilities; and any other settings in which students may receive services under IDEA.

Sites are the schools (development, pilot and implementation) where project is implementing the technology.

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- Notice Inviting Applications (NIA) published in the Federal Register - TB 2020.

- Live webinar on day TBD Eastern Time to answer applicant questions.

- Applications due no later than 11:59:59 p.m. Eastern Time on closing date.

The purpose of this priority

To fund two Absolute priorities:

Absolute Priority 1--Providing Technology-Based Professional Development to Trainers of Special Education Teachers to Support Children with Disabilities. – *3* successful applications

Absolute Priority 2--Improving Social Skill Development for Students with Disabilities Through the Use of Socially Assistive Robotics (SAR). – *2* successful applications

Note: Applicants may apply under both absolute priorities but must submit separate applications.

IDEAs that Work

(a) identify strategies needed to implement and integrate an existing technology-based tool or approach, based on at least **promising evidence**, into the provision of teacher in-service training; and

(b) provide **ongoing technology-based professional development and coaching** for in-service trainers in the use of technology to, and understanding of how the technology may, support teachers to improve classroom instruction and learning outcomes for children with disabilities in pre-kindergarten through grade 12 (PK-12) settings

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c) Build partnerships with **LEAs (school sites),** at least one of which is in a rural location, to support teacher in-service trainers in the understanding, use, and delivery of a technology-based tool or approach that will support teacher in-service training for instruction of children with disabilities in PK-12 classroom settings;

▶ We are aware that you **may** not have all the letters of support related to these sites due to COVID-19

▶ We are also aware that sites may change, with approval from your Project Officer, if you are funded.

d) Increase the capacity of **teacher in-service trainers** to effectively use and implement a technology-based tool or approach that supports teacher classroom instruction and professional growth;

e) Develop **products and resources** that will help teacher in-service trainers to use a technology-based tool or approach; and

f) Evaluate the **effectiveness of the in-service training** conducted using the technology-based tool or approach.

IDEAs that Work

- Identify a **fully developed technology-based tool or approach** that is based on at least promising evidence;

- Identify how the technology-based tool or approach will **improve teacher in-service training** and **the capacity of teachers to deliver instruction or services** for PK-12 children with disabilities;

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IDEAs that Work

- Present **applicable national, State, regional, or local data** demonstrating the need for the identified technology-based tool or approach in teacher in-service training to support children with disabilities;

- Identify **current policies, procedures, and practices** used by teacher in-service trainers that incorporate technology-based tools or approaches to meet their training needs;

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- Identify **systemic barriers**, **gaps**, **or challenges**, including challenges using the identified technology-based tools or approaches in providing teacher in-service training; and

- Describe the **potential impact of the identified technology-based tool or approach** on teacher in-service trainers, teachers, families and children with disabilities.

- Identify the needs of the intended recipients for **ongoing coaching and supports**;

- Identify potential strategies to provide recipients of the in-service training with the **flexibility** to personalize their own learning and coaching supports;

- Ensure that **products and resources** meet the needs of the intended recipients of the grant;

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- Provide a **logic model** or **conceptual framework** 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;

- Document that the technology tool used by the project is fully developed, based on at least promising evidence, and addresses, at a minimum, the following **principles of universal design for learning (UDL);**

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Provide a plan for recruiting and selecting a wide range of settings where children with disabilities are served, which must include the following:

a) **Three development sites**. Development sites are the sites in which iterative development of the products and resources intended to support the implementation of technology tools will occur. The project must start implementing the technology tool with **one development site in year one** of the project period and **two additional development sites in year two.**

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b) **Four pilot sites.** Pilot sites are the sites in which try-out, formative evaluation, and refinement of the products and resources will occur. The project must work with the four pilot sites **during years three and four of the project period.**

c) **Ten dissemination sites.** Dissemination/scale-up sites will be selected if the project is extended for a <u>fifth year.</u> Dissemination/scale-up sites will be used to (a) refine the products for use by educators, and (b) evaluate the performance of the technology tool. Dissemination/scale-up sites will receive less technical assistance (TA) from the project than development and pilot sites.

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Note: A site may not serve in more than one category (i.e., development, pilot, dissemination/scale-up).

o A minimum of **three of the seven development and pilot sites** must be in settings other than traditional public elementary and secondary schools and include at least one rural site.

o A minimum of **four of the 10 dissemination/scale-up** sites must be in **settings other than traditional public elementary and secondary schools and include at least one rural site**. These non-traditional and rural sites must otherwise meet the requirements of each category listed above.

<u>Note:</u> Applicants do not need to provide names of dissemination sites. If funded that will be determined with OSEP Project Officer.

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- Provide **information on the development and pilot sites**, including student demographics and other pertinent data (e.g., whether the settings are schools identified for comprehensive or targeted support and improvement in accordance with section 1111(c)(4)(C)(iii), (c)(4)(D), or (d)(2)(C)–(D) of the Elementary and Secondary Education Act of 1965, as amended (ESEA));

- Provide its **plan for dissemination**, which must address how the project will systematically distribute information, products, and services to varied intended audiences, using a variety of dissemination strategies, to promote awareness and use of the project's products and resources;

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- Provide its plan for how the project will **sustain project activities** after funding ends;

- Provide assurances that the final products disseminated to help sites effectively implement technology tools will be both **open educational resources (OER) and licensed through an open access licensing authority**.

- Provide an **evaluation plan** that describes measures of progress in implementation, including the criteria for determining the extent to which the project's products and resources have met the goals for reaching the project's target population; measures of intended outcomes or results of the project's activities in order to evaluate those activities; and how well the goals or objectives of the proposed project, as described in its logic model, have been met.

- Provide a **logic model or conceptual framework** that depicts, at a minimum, the goals, activities, project evaluation, methods, performance measures, outputs, and outcomes of the proposed project;

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- Provide a plan, linked to the proposed project's logic model or conceptual framework, for a **formative evaluation** of the proposed project's activities. The plan must describe how the formative evaluation will use clear performance objectives to ensure continuous improvement in the operation of the proposed project, including objective measures of progress in implementing the project and ensuring the quality of products and resources;

- A plan or method for **assessing the following --**

1) The development and pilot sites current **teacher in-service training uses and needs**, any current in-service technology investments, and the knowledge and availability of dedicated on-site in-service training personnel;

2) The **readiness of the development and pilot sites** to pilot or try-out the technology-based teacher in-service training, including at a minimum, their current infrastructure, available resources, and ability to build capacity;

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3) Whether the technology-based tool or approach has achieved its intended outcomes for teacher in-service trainers and PK-12 teachers;

4) Ongoing training needs of in-service trainers to implement with fidelity;

- Collect **formative and summative data** from the **in-service training** to refine and evaluate the products;

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If the project is extended to a fifth year--

(i) Provide the **Implementation package of products and resources developed** for the technology-based tool or approach to no fewer than 10 additional school sites, one of which must be rural, in year five; and

(ii) Provide **summative data** about the success of the project's products and resources in supporting implementation of the technology-based tool or approach in teacher in-service training sites;

(iii) Information on the products and resources, as supported by the project evaluation, including any accessibility features, that will enable other sites to implement and sustain implementation of the technology-based tool or approach;

(iv) **Technology Implementation Report**, including data on how in-service trainers used the technology-based tool or approach, and how the technology-based tool or approach was implemented with fidelity;

(v) Data on how the technology-based tool or approach **changed in-service trainers' practices**; and

(vi) **A plan for disseminating or scaling up** the technology-based tool or approach and accompanying products beyond the sites directly involved in the project.

(a) Must make positive effort to employ and advance in employment qualified individuals with disabilities in project activities (section 606 IDEA)

(b) Must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA).

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Improving Social Skill Development for Students with Disabilities Through the Use of Socially Assistive Robotics (SAR).

OSEP will fund **2 awards** to:

(a) help **improve the social skills** of children with disabilities; and

(b) provide **ongoing professional development** and **coaching** for educators, students, or families in the use and understanding of how the technology can improve social skills and learning outcomes for children with disabilities in PK-12 settings.

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(a) Increase the **capacity of educators, students, and families** to effectively understand and implement SAR (referred to as a technology-based tool or approach in the remainder of the priority) to instruct and support social skills development for children with disabilities;

(b) **Improve the social skill interactions** of students with disabilities as a result of using a technology-based tool or approach;

(c) Develop an **implementation package of products and resources** that will help educators and school sites to understand and use a technology-based tool or approach;

(d) Evaluate the **impact of a technology-based tool or approach** on achieving the intended outcomes; and

(e) Ensure that a technology-based tool or approach meets the **accessibility and usability needs** of the intended users.

IDEAs that Work

- Identify a **fully developed technology-based tool or approach** that is based on at least promising evidence;

- Identify how the technology-based tool or approach will **improve the social skills** of PK-12 children with disabilities;

- Present applicable **national, State, regional, or local data** demonstrating the need for the identified technology-based tool or approach in classrooms to support the development of social skills in PK-12 children with disabilities;

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- Document that the technology-based tool or approach used by the project is **fully developed and based on at least promising evidence** and how the technology-based tool or approach will better **enable teachers to deliver instruction or services across subject** areas for PK-12 children with disabilities;

- Identify **systemic barriers, gaps, or challenges**, including challenges with the use of the identified technology-based tool or approach, faced by schools and teachers; and

- Describe the **potential impact** of the identified technology-based tool or approach on schools, teachers, families, and children with disabilities.

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- Identify the **needs of the intended recipients** for ongoing coaching and professional development supports;

- Ensure that **products and resources** meet the needs of the intended recipients of the grant;

- Use a **logic model** or **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;

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IDEAs that Work

- Describe how the proposed project will align to **current research, policies, and practices** related to the benefits, services, or opportunities that are available using the technology-based tool or approach;

- Describe how the proposed project will incorporate **current research and practices** to guide the development and delivery of its products and resources, including accessibility and usability;

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- Document that the technology tool used by the project is **fully developed**, based on at least promising evidence, and addresses, at a minimum, the following principles of UDL, multiple means of presentation, expression and engagement.

- Provide a **plan for recruiting and selecting** a wide range of settings where children with disabilities are served and must include the following:

a) **Three development sites**. Development sites are the sites in which iterative development of the products and resources intended to support the implementation of technology tools will occur. The project must start implementing the technology tool with one development site in year one of the project period and two additional development sites in year two.

b) **Four pilot sites**. Pilot sites are the sites in which try-out, formative evaluation, and refinement of the products and resources will occur. The project must work with the four pilot sites during years three and four of the project period.

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c) **Ten dissemination sites.** Dissemination sites will be selected if the project is extended for a fifth year. Dissemination sites will be used to (a) refine the products for use by educators, and (b) evaluate the performance of the technology tool. Dissemination sites will receive less TA from the project than development or pilot sites. Also, dissemination sites will extend the benefits of the technology tool to additional students. To be selected as a dissemination site, eligible sites must commit to working with the project to implement the technology tool.

Note: A site may not serve in more than one category (i.e., development, pilot, dissemination).

Note: A minimum of <u>**three**</u> **of the seven development and pilot sites** must be in settings other than traditional public elementary and secondary schools and include at least one rural site. A **minimum of** <u>**four**</u> **of the 10 dissemination sites** must be in settings other than traditional public elementary and secondary schools <u>and</u> include at least one rural site.

- Provide **information on the development and pilot sites**, including student demographics and other pertinent data (e.g., whether the settings are schools identified for comprehensive or targeted support and improvement in accordance with section 1111(c)(4)(C)(iii), (c)(4)(D), or (d)(2)(C)–(D) of the ESEA);

IDEAs that Work

▶ We are aware that you may not have all the letters of support related to these sites due to COVID-19

▶ We are also aware that sites may change, with approval from your Project Officer, if you are funded.

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- Provide a **plan for dissemination**, which must address how the project will systematically distribute information, products, and services to varied intended audiences, using a variety of dissemination strategies, to promote awareness and use of the project's products and resources;

- Provide its plan for how the project will **sustain** project activities after funding ends; and

- Provide assurances that the final products disseminated to help sites effectively implement technology tools will be both **OER and licensed through an open access licensing authority**.

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- An **evaluation plan** that describes measures of progress in implementation, including the criteria for determining the extent to which the project's products and resources have met the goals for reaching the project's target population; measures of intended outcomes or results of the project's activities in order to evaluate those activities; and how well the goals or objectives of the proposed project, as described in its logic model, have been met.

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IDEAs that Work

Instrument or method for assessing ---

- The site (school site) staff's current **technology uses and needs**, current technology investments, firewall issues, and the knowledge and availability of dedicated on-site technology personnel;

- The **readiness of development and pilot school sites** to pilot or try-out the technology-based tool or approach, including at a minimum, their current infrastructure, available resources, and ability to build capacity;

- Whether the technology-based tool or approach has achieved its **intended outcomes for the end-user(s);** and

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- **Ongoing training needs** of teachers, students, or families to implement the technology-based tool or approach with fidelity;

- Provide a plan, linked to the proposed project's logic model or conceptual framework, for a **formative evaluation** of the proposed project's activities. The plan must describe how the formative evaluation will use clear performance objectives to ensure continuous improvement in the operation of the proposed project, including objective measures of progress in implementing the project and ensuring the quality of products and resources;

- Identify and develop resources and products that **create accessible learning opportunities for all children,** including children with disabilities and children with high needs, and make possible the sustained implementation of the selected technology tool.

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If the project is extended to a fifth year--

- Provide the **Implementation package of products and resources developed** for the technology-based tool or approach to no fewer than 10 additional school sites, one of which must be rural, in year five; and

- Provide **summative data** about the success of the project's products and resources in supporting implementation of the technology-based tool or approach in teacher in-service training sites;

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IDEAs that Work

- Information on the products and resources, as supported by the project evaluation, including any accessibility features, that will enable other sites to implement and sustain implementation of the technology-based tool or approach;

- **Technology Implementation Report**, including data on how in-service trainers used the technology-based tool or approach, and how the technology-based tool or approach was implemented with fidelity;

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- Data on how the technology-based tool or approach **changed in-service trainers' practices**; and

- **A plan for disseminating or scaling up** the technology-based tool or approach and accompanying products beyond the sites directly involved in the project.

Note: The Secretary may extend a project one year beyond the initial 48 months to work with dissemination/scale-up sites if the grantee is achieving the intended outcomes of the project (as demonstrated by data gathered as part of the project evaluation) and making a positive contribution to the implementation of a technology-based tool or approach based on at least promising evidence with fidelity in the development and pilot sites. Each applicant must include in its application a plan for the full 60-month period.

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Other Information

Eligible Applicants:

- SEAs

- LEAs, including public charter schools that operate as LEAs under State law

- IHEs

- Other public agencies;

- Private nonprofit organizations;

- Freely associated States and outlying areas;

- Indian Tribes or Tribal organizations; and

- For-profit organizations.

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Award Information:

Estimated Range of Awards: $450,000 to $500,000 per year.

Estimated Average Size of Awards: $475,000 per year.

Maximum Award: We will not make an award exceeding $2,500,000 for the 60-month project period.

Estimated Number of Awards: **3** for ***Absolute Priority #1*** and **2** for ***Absolute Priority #2***

Project Period: ***Up to 48 months***

- **Part I,** the cover sheet;

- **Part II,** the budget section, including the narrative budget justification

- **Part III**, the application narrative is where the applicant, address the selection criteria that reviewers use to evaluate your application.

- **Part IV**, the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract), the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the appendices.

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Format and Page Limit Recommendations:

- A page is 8.5 x 11 (on one side only) with 1" margins.

- Double space 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. Times New Roman, Courier, Courier New or Arial is recommended.

- We recommend that you limit the **application narrative** to no more than 50 pages.

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a. Significance   **(15 points)**

b. Quality of the Project Services   **(30 points)**

c. Quality of the Project Evaluation   **(20 points)**

d. Adequacy of Resources and Quality of the Project Personnel   **(20 points)**

e. Quality of Management Plan   **(15 points)**

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Terry.Jackson@ed.gov

202-245-6039

Grants.gov Support Desk

Email at: support@grants.gov

1-800-518-4726

Grants.gov training:

https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

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