

**PERSONNEL PREPARATION IN SPECIAL
EDUCATION, EARLY INTERVENTION, AND
RELATED SERVICES FOR PERSONNEL SERVING
CHILDREN WITH DISABILITIES
(ASSISTANCE LISTING NUMBER CFDA
84.325K)**

APPLICANT ORIENTATION

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, instructions, and all other references or related statutes, regulations, instructions, etc.
- Please review the recorded webinar titled “Applying for Office of Special Education Programs Discretionary Grants” for additional information related to submitting an application

Application Timelines

- NIA published in the Federal Register February 4, 2022.
- Applications due no later than 11:59:59 p.m. Eastern Time on April 15, 2022.

Application Package

- Dear Applicant Letter
- Notice Inviting Applications
 - *Federal Register Notice*
 - Grants.gov System Submission Procedures and Tips for Applicants
- Priority Description and Selection Criteria
- General Information
- Required Forms

<https://www.grants.gov/web/grants/search-grants.html>

Personnel Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities

- Purpose— to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants, toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

\$9.5M

in FY 2022

38 awards expected

Absolute Priority

- Absolute Priority 1 (AP1): Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs
- Absolute Priority 2 (AP2): Preparation of Special Education, Early Intervention, and Related Services Personnel Attending Minority Serving Institutions (MSIs), including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Pacific Islander Serving Institutions (AAPISIs)

Absolute Priority (continued)

- Awards are evenly funded under each absolute priority. (19 for AP1 & 19 for AP2)
- **Applicants may apply under both absolute priorities but must submit two separate applications.**
- Applicants must clearly identify if the proposed project addresses Absolute Priority 1 or Absolute Priority 2.

Eligibility

- ▶ AP1: IHEs and private nonprofit organizations

- ▶ AP2: MSIs and private nonprofit organizations.

AP1 Purpose

- The **purpose** of this priority is to increase the number and improve the quality of personnel who are fully credentialed to serve children, including infants, toddlers, and youth with disabilities, who have **high-intensity needs**.
- For the purposes of this priority, “high-intensity needs” refers to a complex array of disabilities (e.g., multiple disabilities, significant cognitive disabilities, significant physical disabilities, significant sensory disabilities, significant autism, significant emotional disabilities, or significant learning disabilities, including dyslexia) or the needs of children with these disabilities requiring intensive, individualized intervention(s) that are specifically designed to address persistent learning or behavior difficulties, implemented with greater frequency and for an extended duration than is commonly available in a typical classroom or early intervention setting, or which require personnel to have knowledge and skills in identifying and implementing multiple evidence-based interventions.

AP1 Interdisciplinary Requirement

- **Interdisciplinary** preparation of personnel:
 - ❖ Degree programs at graduate level (except Interpreters); masters, education specialists and clinical doctorates
 - ❖ Projects supporting scholars from two or more graduate degree programs in **special education or early intervention and one or more related services**
 - ❖ For the purposes of this priority, “related services” includes the following: Speech-language pathology and audiology services; interpreting services; psychological services; applied behavior analysis; physical therapy and occupational therapy; recreation, including therapeutic recreation; social work services; counseling services, including rehabilitation counseling; and orientation and mobility services
 - ❖ Delivers core content through shared coursework, group assignments, and extensive and coordinated field and clinical experiences as part of two or more master’s degree, educational specialist degree, or clinical doctoral degree programs for scholars

AP2 Purpose

- The **purpose** of this priority is to increase the number of ethnically and racially diverse personnel who are fully credentialed to serve children, including infants, toddlers, and youth with disabilities.
- “Minority serving institutions” are institutions of higher education whose enrollment of a single minority or a combination of minorities exceeds 50 percent of the total enrollment
- Under AP2, the Department will fund high-quality projects within MSIs that prepare special education, early intervention, and related services personnel at the **certification, bachelor’s degree, master’s degree, educational specialist degree, or clinical doctoral degree levels.**

Assistance Listing Number (ALN) 84.325K

Focus Areas for AP1 and AP2:

- Focus Area A: Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities
- Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities

* OSEP may fund out of rank order high-quality applications to ensure that projects are funded across both Focus Area A and Focus Area B

“Scholars” are—

- Enrolled in a program that leads to certification/licensure/endorsement needed to serve IDEA-eligible children with disabilities
- Not those individuals pursuing degrees in general education or early childhood education
- Individuals who will be able to be employed in a position that serves children with disabilities for a minimum of 51 percent of their time or case load
- Able to fulfill Service Obligation requirements
 - See <https://pdp.ed.gov/OSEP/Home/regulatoryfaqs>

Award Information

- Awards are for a maximum of \$250,000 per year for five years.
- Applicants may use up to the first 12 months of the performance period and up to \$100,000 of the first budget period for planning
- 65% or more of the total award must be used for “Scholar Support” over 5 years
- Applicants proposing to use year one for program development must ensure that 65% of the total award minus funds allocated for program development will be used for scholar support

Competition Information

Application Narrative and Selection Criteria

Project Assurances

General Requirements

Application Narrative and Selection Criteria

- Significance of the Project (10 points)
- Quality of Project Services (45 points)
- Quality of Project Evaluation (25 points)
- Quality of Project Personnel, Management Plan, and Resources (20 points)

Significance of the Project (0-10 points)

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

- i. The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated; and
- ii. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and child achievement.

Quality of Project Services (0-45 points)

In determining the quality of project services, the Secretary considers the following factors:

- i. 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.
- ii. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice;
- iii. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

Quality of Project Services (continued)

- iv. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services; and
- v. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

Quality of Project Evaluation(0-25 points)

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 goals, objectives, and outcomes, to be achieved by the proposed project are clearly specified and measurable;
- iii. 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;
- iv. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

In determining the quality of the proposed project personnel, management plan and resources, the Secretary considers the following factors:

- i. 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.
- ii. The qualifications, including relevant training and experience, of key project personnel;
- iii. 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;

Quality of Project Personnel, Management Plan, and Resources (continued)

- i. 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;
- ii. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and
- iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.



Required Project Assurances

- Project syllabi in Appendix B
- Ensure that efforts to recruit a diverse range of scholars, including diversity of race, ethnicity, or national origin, are consistent with applicable law
- Service obligation and disbursing scholarships
- Meet the statutory requirements in section 662(e) through (h) of IDEA

Required Project Assurances Continued

- 65 percent of the total budget will be used for scholar support
- Ensure that scholar support costs (e.g., tuition, stipends) are scholarship assistance and not financial assistance based on the condition that the scholar works for the grantee (e.g., as graduate assistants)
- Ensure that a revised project budget will be submitted should the project not be able to recruit and enroll the proposed number of scholars that can graduate from the program by the end of the project period;

Required Project Assurances Continued

- Budget for attendance at Project Director's meeting
- Participation in cross-project collaboration, advanced trainings, and cross-site learning opportunities
- Accessible websites
- Annual data reporting on scholars

General Requirements

- Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).
- Each applicant for, and recipient of, funding under this program must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).
- Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA)

Submission Information

Application Submission

Submission Tips

Ineligible Applications

Application Tips

Application Submission

- ▶ Applications must be submitted electronically using Grants.gov.
- ▶ Applications may not be submitted via email.
- ▶ Applications must be submitted no later than 11:59:59 p.m., Eastern Time, on April 15, 2022
- ▶ Application narrative sections and all other attachments to the application must be uploaded as a PDF read-only, non-modifiable format (preferred) or Microsoft Word file.

Submission Tips

- ▶ Register early. Grants.gov may take five or more business days to complete. Be sure that your registration with the System for Award Management (SAM) is current.
- ▶ Submit early. Don't wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.
- ▶ Verify submission is ok. Verify that Grants.gov received your submission on time and that it was validated successfully.

Application Tips

- ▶ Maximum funding levels for each grant are noted in the notice.
- ▶ Recommended organization, page limits, spacing, and font sizes facilitate the application review process.
- ▶ Read-only, non-modifiable PDF files facilitate the consolidating of application elements and review process.
- ▶ Read carefully “Grants.gov Submission Procedures and Tips for Applicants” found in section B of the application package.

Ineligible Applications

- ▶ Duplicate applications
- ▶ Applications received after deadline (April 15, 2022, at 11:59:59 p.m., Eastern Time).
- ▶ Applications not addressing the published priority.

Further Information

- AP1:

- Focus Area A—Early Childhood

- Sunyoung.Ahn@ed.gov

- Focus Area B—School Age

- Carlene.Reid@ed.gov

- AP2:

- Tracie.Dickson@ed.gov

- Recording of this pre-application webinar recording can be found at

- www2.ed.gov/fund/grant/apply/osep/new-osepgrants.html