

EDUCATIONAL TECHNOLOGY, MEDIA & MATERIALS FOR INDIVIDUALS WITH DISABILITIES PROGRAM: **STEPPING UP TECHNOLOGY IMPLEMENTATION (CFDA 84.327S)**

FY 2022 APPLICANT ORIENTATION

U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION PROGRAMS

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.

Today's Topics

- Purpose of the OSEP Technology Program
- Key Terms
- Absolute Priority & Purpose
- Application Requirements
- Additional Information
- General Requirements
- Selection Criteria

Purpose of the ETechM2 Program



Improve results for children with disabilities by:

- (1) promoting the development, demonstration, and use of technology;
- (2) supporting educational activities designed to be of educational value in the classroom;
- (3) providing support for captioning and video description that is appropriate for use in the classroom; and
- (4) providing accessible educational materials to children with disabilities in a timely manner.



Defining Terms – Evidence-based

For purposes of this priority, “Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one” ... of three factors.

See Footnote 2 on page B-2 of the Application package.

Note: **Evidence of Effectiveness form** can be found in the application package.

Settings include general education classrooms, special education classrooms, remote learning environments, high-quality early childhood programs, after school programs; juvenile justice facilities, and any other settings in which students may receive services under IDEA.

Sites are the school buildings or early childhood service programs within the LEA or ECA* (development, pilot, and dissemination) where project proposes to implement the technology.

*Early Childhood Agency

- ▶ Notice Inviting Applications (NIA) published in the Federal Register – **February 22, 2022.**
- ▶ Applications due no later than 11:59:59 p.m. Eastern Time on **April 25, 2022.**

To fund one absolute priority:

Supporting Early Childhood and K-12 Educators of English Learners (ELs) with Disabilities and ELs at Risk to Deliver Literacy Instruction Based on the Science of Reading – **3 successful applications**

Applications from New Potential Grantees (0 or 3 points)

- Under this priority, an applicant must demonstrate that the applicant has not had an active discretionary grant under the 84.327S program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, five years before the deadline date for submission of applications under the program.
- For the purpose of this priority, a grant or contract is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.
- Applicants should indicate in the abstract if the competitive preference priority is addressed and must address the competitive preference priority in the narrative section.

For Consideration of funding under this priority,



Applicants must

- (a) **Build partnerships with early childhood programs or LEAs**, at least one of which is in a rural site to support educators in the understanding, use, and delivery of a technology-based tool or approach to deliver reading instruction for ELs with, and at risk for disabilities in PK-12 instructional settings, including classrooms and remote learning environments;

- (b) **Increase the capacity of educators and families** to effectively use and deliver a technology-based tool or approach that supports PK-12 instructional settings, including classrooms and remote learning environments for instruction and professional growth;



(c) Develop an **implementation package of accessible products and resources** that will help educators and families to effectively use the technology-based tool or approach; and

(d) **Evaluate** whether the technology-based tool or approach meets the project goals and targeted outcomes.

Address the **need** for a technology-based tool or approach and identify specific gaps and challenges, infrastructure, or opportunities to support educators' development. To meet this requirement the applicant must--

- 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 educators' pedagogy** and **their capacity to deliver reading instruction or services** for ELs with, and at risk for disabilities in PK-12 instructional settings, including classrooms and remote learning environments;

- Present **applicable national, State, regional, or local data** demonstrating the need for the identified technology-based tool or approach to support ELs with, and at risk for disabilities in PK-12 instructional settings, including classrooms and remote learning environments;
- Identify **current policies, procedures, and practices** used by used by educators that effectively incorporate technology-based tools or approach to support reading outcomes for ELs with, and at risk for disabilities;

- Identify **systemic barriers, gaps, or challenges**, including challenges using the identified technology-based tools or approach; and
- Describe the **potential impact of the identified technology-based tool or approach** on educators, families, and children with disabilities.

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 --

- Identify the **needs of the intended recipients** for ongoing professional development and coaching supports;
- Ensure that **products and resources** meet the needs of the intended recipients of the grant;

- Provide **measurable intended project outcomes** and
- Be based on current research that ...
 - Aligns with current research, policies, and practices related to the benefits, services, or opportunities that are available using the technology-based tool or approach;
 - Describes how the proposed project will incorporate current and sound research and practices to guide the development and delivery of its products and resources, including accessibility and usability; and
 - Documents that the technology tool used by the project is fully developed, has been tested and shown to have promising evidence, and addresses, at a minimum, the following principles of universal design for learning (UDL):

- Develop new products and resources 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-
 - Provide a **plan for recruiting and selecting** a wide range of settings where ELs with, or at risk or, disabilities are served, which must include: **three development four pilot sites,** and **ten dissemination sites.**
 - 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

Note:

- A site may not serve in more than one category (i.e., development, pilot, dissemination/scale-up).
- A minimum of **two of the seven development and pilot sites** must include rural sites.
- A minimum of **four of the 10 dissemination/scale-up sites** must include rural sites.
- 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);

- Provide **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 that **goes beyond conference presentations and research articles;**
- Provide its **plan** for how the project will **sustain project activities** (beyond presentations and articles) after funding ends; and
- 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.**

Requirements - Quality of Project Evaluation

- 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;
- Provide a **plan to implement the activities** described in this priority;
- 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;

- Describe a plan or method for assessing--
 - The development and pilot sites' **current educator training use and needs**, any current technology investments, and the knowledge and availability of dedicated on-site technology training personnel;
 - The **readiness** of development and pilot sites
 - Whether the technology-based tool or approach has achieved its **intended outcomes** for PK-12 educators, families, and EL students with, and at risk for, disabilities; and
 - **Ongoing training needs** of educators to implement with fidelity;
- Collect **formative and summative data** from the professional learning and coaching to refine and evaluate the products.

Requirements - Adequacy of Resources

Demonstrate how –

- 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;
- Key project personnel, consultants, and subcontractors have the qualifications and experience to carry out the proposed activities and achieve the project's intended outcomes;
- Applicant and any key partners have adequate resources to carry out the proposed activities; and
- The proposed costs are reasonable in relation to the anticipated results and benefits.

Requirements – Management Plan

- 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--
 - **Clearly defined responsibilities** for key project personnel, consultants, and subcontractors, as applicable; and
 - **Timelines and milestones** for accomplishing the project tasks;
- The plan must address how 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;

Requirements' Management Plan

- The proposed project will benefit from a **diversity of perspectives**, including those of families, educators, researchers, and policy makers, among others, in its development and operation. Applicant must also include--
 - Personnel-loading charts and timelines, as applicable, to illustrate the management plan described in the narrative; and
- In the budget, attendance at the following:
 - A one and one-half day kick-off meeting in Washington, DC, or virtually after receipt of the award.
 - A two and one-half-day project directors' conference in Washington, DC, or a virtual conference during each year of the project period.
 - Two annual two-day trips to attend Department briefings, Department-sponsored conferences, and other meetings, as requested by OSEP.
 - A one-day intensive OSEP review meeting during the last half of the second year of the grant project period.

(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).

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.

Award Information:

Estimated Range of Awards: \$450,000 to \$500,000 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**

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

Applicants must provide a budget for **all 5 years (60 months)**

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.

Selection Criteria

- 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)**

Thank You



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Email at: support@grants.gov

1-800-518-4726

Grants.gov training:

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

