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

FY 2023 Applicant Information Session

U.S. Department of Education

Office of Special Education Programs (OSEP)

IDEAs that Work

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Note Regarding Webinar

▶ Slides are for guidance only and information has been summarized due to logistics of the session format.

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

▶ Review the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045) supersede the version published on December 27, 2021.

▶ Review the recorded webinar titled "Applying for Office of Special Education Programs Discretionary Grants" for additional information related to submitting your application.

▶ Purpose of the OSEP Technology Program

▶ Key Terms

▶ Absolute Priority & Purpose

▶ Application Requirements

▶ Additional Information

▶ General Requirements

▶ Selection Criteria

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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.

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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 on page B-6 of the Application package.

Note: **Evidence of Effectiveness form** can be found in the application package on page G-32.

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Settings include pre-kindergarten (PK), elementary, middle, or high school instructional settings (including classrooms and remote learning environments). Applicants may propose to support educators who serve ELs in a single grade or in a specific range of ages or grades (e.g., PK-kindergarten, grades 1-3, grades 4-6, middle, or high school)

A Site is a public school building or an "early childhood education program," as defined under the Higher Education Act, within the local educational agency (LEA)

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Application Timelines

- Notice Inviting Applications (NIA) published in the Federal Register – **December 20, 2022.**

- Applications due no later than 11:59:59 p.m. Eastern Time on **March 6, 2023.**

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▶ Supporting Early Childhood or K-12 Educators to Deliver Literacy Instruction Based on the Science of Reading to English Learners (ELs) with, and At Risk for, Disabilities

▶ To fund <u>three</u> cooperative agreements.

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Competitive Preference Priority

Applications from New Potential Grantees (0 or 3 points):

▶ 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, in the 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.

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a) Improved literacy instruction based on the science of reading for ELs with, and at risk for, disabilities through proven strategies that effectively integrate an existing accessible technology-based tool or approach, that is based on at least promising evidence;

b) Increased educators' use and knowledge of technology to deliver effective literacy instruction based on the science of reading for ELs with, or at risk for, disabilities through professional learning and coaching;

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c) Increased educator collaboration and professional learning opportunities to use technology to improve literacy outcomes of ELs with, and at risk for, disabilities and to engage families to support their child's learning in the classroom and at home

d) Improved engagement in literacy instruction and self-regulated learning opportunities leading to improved reading achievement for ELs with, and at risk for, disabilities

e) Improved alignment of technology-enhanced instruction with existing curricula, State standards, and school initiatives; and

f) Improved parent/family-teacher partnerships to use technology in improving literacy outcomes for ELs by using effective engagement strategies (e.g., recognizing multilingualism and multiculturalism as an asset).

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Applicants must describe how they will --

a) Build partnerships with early childhood programs or local educational agencies (LEAs) to support educators in the understanding, use, and delivery of a **technology-based tool or approach** to deliver literacy instruction based on the science of reading for ELs with, and at risk for, disabilities in pre-kindergarten (PK), elementary, middle, or high school instructional settings;

b) Increase the capacity of educators to effectively use and deliver a **technology-based tool** or approach that supports literacy development for ELs with, and at risk for, disabilities in PK, elementary, middle, or high school instructional settings for instruction and professional growth;

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c) Develop an implementation package of accessible products and resources that will help educators and families to effectively use a technology-based tool or approach to improve literacy outcomes; and

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

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Application and Administrative Requirements

Significance

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▶ Address the <u>need</u> 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--

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

(2) Identify how the technology-based tool or approach will improve educators' pedagogy and their capacity to deliver literacy instruction based on the science of reading for ELs with, and at risk for, disabilities in PK, elementary, middle, or high school instructional settings, including classrooms or remote learning environments;

(3) 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, elementary, middle, or high school instructional settings, including classrooms or remote learning environments;

(4) Identify current policies, procedures, and practices used by educators that effectively incorporate technology-based tools or approaches to support literacy outcomes for ELs with, and at risk for, disabilities;

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(5) Identify systemic barriers, gaps, or challenges, including challenges to using the identified technology-based tool or approach; and

(6) Describe the potential impact of the identified technology-based tool or approach on educators, families, and ELs with, and at risk for, disabilities.

Application and Administrative Requirements

Quality of Project Services

► Demonstrate 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 --

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

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

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▶ Demonstrate how the proposed project will—

(2) Achieve its goals, objectives, and intended outcomes. To meet this requirement, the applicant must provide measurable intended project outcomes;

(3) Be based on current research. To meet this requirement, the applicant must--

- Describe how the proposed project will align with 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 and evidence-based research and practices to guide the development and delivery of its products and resources, including accessibility and usability; and

- Document 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).

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▶ Required principles of UDL:

- Multiple means of presentation so that information can be delivered in more than one way (e.g., specialized software and websites, screen readers that include features such as text-to-speech, changeable color contrast, alterable text size, or selection of different reading levels);

- Multiple means of expression that allow knowledge to be exhibited through options (e.g., writing, online concept mapping, or speech-to-text programs, where appropriate); and

- Multiple means of engagement to stimulate interest in and motivation for learning (e.g., individual or group learning experiences or activities, learner choice)

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▶ Demonstrate how the proposed project will 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 sites with at least 10 percent concentration of ELs and where ELs with, and at risk for, disabilities are served, which must include the following:
  - o Three development sites; Four pilot sites; and Ten dissemination sites.

- Provide a description of the expected 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) on the sites the project proposes to target;

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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 that goes beyond conference presentations and research articles;

- Provide its plan for how the project will sustain project activities that go beyond conference presentations and research articles after funding ends; and

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

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Application and Administrative Requirements

Quality of the Project Evaluation

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► Include an evaluation plan for the project.

► The evaluation plan must describe:

- 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 to evaluate those activities; and

- how the project will assess whether the goals or objectives of the proposed project, as described in its logic model have been met.

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▶ The applicant must –

- 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.

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▶ The applicant must 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 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 PK, elementary, middle, or high school educators, families, and EL students with, and at risk for, disabilities; and

- The ongoing professional learning needs of educators to implement with fidelity;

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▶ Collect formative and summative data from the professional learning to refine and evaluate the products;

▶ 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 in year five; and

- Collect summative data about the success of the project's products and resources in supporting implementation of the technology-based tool or approach for educators and families of ELs with, and at risk for, disabilities;

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▶ By the end of the project period, evaluation activities must provide--

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

▶ Information in the project's final performance report, including implementation data on how intended users (e.g., educators, families, and students) utilized the technology-based tool or approach, how the technology-based tool or approach was implemented with fidelity, and how effective the technology-based tool or approach was in improving reading outcomes for ELs with, and at risk for, disabilities;

▶ Data on how the technology-based tool or approach changed educators' 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.

Application and Administrative Requirements

Adequacy of Resources & Quality of Project Personnel

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▶ The applicant must demonstrate how –

- 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;

- 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;

- The 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.

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Application and Administrative Requirements

Quality of the Management Plan

▶ The applicant must demonstrate how--

- 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--
  - o Clearly defined responsibilities for key project personnel, consultants, and subcontractors, as applicable; and
  - o Timelines and milestones for accomplishing the project tasks;

- 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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▶ The applicant must demonstrate how--

- The proposed management plan will ensure that the products and resources provided are of high quality, relevant, and useful to recipients; and

- 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.

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▶ Personnel-loading charts and timelines

▶ Logic Model or Conceptual Framework

▶ Budget for attendance at all meetings and events as outlined in the Notice Inviting Applications

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▶ The Secretary may extend a project one year beyond the initial 48 months to work with dissemination/scale-up sites if the grantee is substantially achieving the intended outcomes of the project and making a positive contribution to the implementation of a technology-based tool or approach in the development and pilot sites.

▶ Each applicant must include in its application a plan for the full 60-month period. In deciding whether to continue funding the project for the fifth year, the Secretary will consider the requirements of 34 CFR 75.253(a), including--

- The recommendations of a review team who have experience and knowledge in technology implementation for personnel serving children with disabilities.

- The timeliness with which, and how well, the requirements of the negotiated cooperative agreement have been or are being met by the project; and

- The degree to which the project's activities have changed practices and improved literacy outcomes for educators, and ELs with, and at risk for, disabilities.

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

► 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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▶ State Educational Agencies

▶ Local Educational Agencies, including public charter schools that operate as LEAs under State law

▶ Institutions of Higher Education

▶ 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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▶ 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 60 months**

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

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► 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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▶Significance   (15 points)

▶Quality of the Project Services   (30 points)

▶Quality of the Project Evaluation   (20 points)

▶Adequacy of Resources and Quality of the Project Personnel   (20 points)

▶Quality of the Management Plan (15 points)

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Grants.gov Support Desk

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