

EDUCATIONAL TECHNOLOGY, MEDIA, & MATERIALS FOR
INDIVIDUALS WITH DISABILITIES PROGRAM:
**DEVELOPMENT OF INNOVATIVE TECHNOLOGY TOOLS OR
APPROACHES TO IMPROVE OUTCOMES FOR INDIVIDUALS WITH
DISABILITIES
(ALN 84.327R)**

FY 2023 APPLICANT INFORMATION SESSION

U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

Note Regarding Information Session



- ▶ 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
- ▶ Absolute Priority & Purpose
- ▶ Key Terms
- ▶ Application Requirements
- ▶ Additional and General Requirements
- ▶ Award Information and Eligible Applicants
- ▶ 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.



- ▶ **Absolute Priority 1:** Supporting Technology-Based Approaches to Transition Experiences for Secondary Students with Sensory Disabilities.
- ▶ **Absolute Priority 2:** Field-Initiated Projects to Develop Innovative Technology for Individuals with Disabilities.
- ▶ Under 34 CFR 75.105(c)(3), we consider only applications that meet either **Absolute Priority 1** or **Absolute Priority 2**.
- ▶ Applicants may apply under both absolute priorities but **must submit separate applications**.
- ▶ Applicants must clearly identify if the proposed project addresses **Absolute Priority 1** or **Absolute Priority 2**.

For the purposes of this priority, “evidence-based” means, at a minimum, evidence that demonstrates a rationale (as defined in 34 CFR 77.1), where a key project component included in the project’s logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Sensory disabilities include deafness, hearing impairment, visual impairment including blindness, or deaf-blindness, as defined in 34 CFR 300.8(b)(2).

Secondary students with sensory disabilities means students in schools and school-sponsored programs offering curriculum for grades 6, 7, 8, 9, 10, 11, or 12, and youth in extended transition programs beyond 12th grade served under IDEA, who have one or more of the following disabilities: deafness, hearing impairment, visual impairment including blindness, or deaf-blindness, as defined in 34 CFR 300.8(b)(2).

Rural and remote areas are school districts and service delivery areas within one of the U.S. territories, freely associated States, or outlying areas or within a reservation, or which are school districts whose locale type is classified as rural according to 2019 or 2020 data from the National Center for Education Statistics locale classifications. See <https://nces.ed.gov/programs/maped/LocaleLookup/>

- ▶ Notice Inviting Applications (NIA) published in the Federal Register – **February 13, 2023.**
- ▶ Applications due no later than 11:59:59 p.m. Eastern Time on **April 14, 2023.**

Purpose of Absolute Priorities

- 1) **Supporting Technology-Based Approaches to Transition Experiences for Secondary Students with Sensory Disabilities:** The purpose of this priority is to fund projects to establish and operate evidence-based transition experience programs that integrate accessible technology-based tools and approaches to support secondary students with sensory disabilities.
- 2) **Field-Initiated Projects to Develop Innovative Technology for Individuals with Disabilities:** The purpose of this priority is to fund field-initiated projects to develop accessible innovative technology to increase outcomes for individuals with disabilities receiving early intervention under Part C of IDEA or special education under Part B of IDEA, including those with the highest support needs.

Absolute Priority 1

Supporting Technology-Based Approaches to Transition Experiences for Secondary Students with Sensory Disabilities

- a) Increased accessibility and participation for secondary students with sensory disabilities in pre-vocational experiences (e.g., internships, early work experiences, apprenticeships) and early college experiences, especially in rural and remote areas.

- b) Increased capacity of schools and State vocational rehabilitation agencies to provide transition services (e.g., career awareness programming, transition programming, skills training, benefits counseling) for secondary students with sensory disabilities.

- c) Increased collaboration among families, schools, employers, vocational rehabilitation agencies, and community colleges and universities to support successful implementation of transition goals and objectives for secondary students with disabilities.
- d) Increased inclusion of students in grades 6 through 9 with sensory disabilities in accessible, impactful early career awareness and job skill-building experiences.

- e) Increased acquisition of college and career-related self-determination, social and emotional, and assistive technology competencies by secondary students with sensory disabilities.
- f) Increased numbers of secondary students with sensory disabilities earning college credits or completing vocational training courses while still in high school.

Application Requirements: Absolute Priority 1

Significance

(1) Demonstrate knowledge of current educational and policy issues and national initiatives relating to post-secondary transition for students with sensory disabilities, including issues relevant to transition for secondary students in rural and remote areas;

(2) Demonstrate knowledge of existing and emerging evidence-based practices (EBPs) in technology-based approaches to transition for secondary students with disabilities, including practices to promote college and career-related self-determination, social and emotional, and assistive technology competencies;

(3) Demonstrate knowledge of the supports that are needed to build State educational agency (SEA) and local educational agency (LEA) capacity to provide technology-based connections to engage secondary students with sensory disabilities in pre-vocational learning experiences, mentoring, and pre-college experiences (e.g., professional development, coaching, interagency and family collaboration);

(4) Demonstrate knowledge of strategies that can be implemented with students in grades 6 through 9 to promote early engagement in transition activities;

(5) Demonstrate knowledge of EBPs for transition programming that leads to college credit and vocational training qualifications for students still in high school; and

(6) Address each of the selection criteria for this section.

Application Requirements: Absolute Priority 1

Quality of Project Design and 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 transition-related needs of the target population; and
- Ensure that the technology-based connections to pre-vocational experiences, mentoring, and pre-college experiences meet the needs of the target population;

- ▶ Demonstrate how the proposed project will --
 - (2) Utilize and refine a design process that moves the proposed technology-based connections to pre-vocational experiences, mentoring, and pre-college experiences from idea to implementation;
 - (3) Develop and refine the vision, plan, and program incorporating technology-based connections to pre-vocational experiences, mentoring, and pre-college experiences to achieve the intended project outcomes. To meet this requirement, the applicant must provide--

► Demonstrate how the proposed project will --

- (4) Be based on current research and make use of EBPs. To meet this requirement, the applicant must describe how the proposed project will incorporate current research and practices in the development of the technology-based connections to pre-vocational experiences, mentoring, and pre-college experiences;
- (5) 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 broader use of the technology-based connections to pre-vocational experiences, mentoring, and pre-college experiences. This plan must include:
 - (i) Strategies for the grantee to develop a manual, toolkit, and other resources for disseminating information on the program by the end of the grant period; and
 - (ii) Strategies for the grantee to assist State and local agencies (e.g., SEAs, LEAs, and vocational rehabilitation agencies), schools and other partners within or across States to scale up the program and its components; and
- (6) Address each of the selection criteria for this section.

Application Requirements: Absolute Priority 1

Quality of the Project Evaluation

- ▶ Include an evaluation plan for the project.
- ▶ The evaluation plan must:
 - 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)(3) of this notice;
 - Describe how 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;
 - Describe strategies for analyzing data and how data collected as part of this plan will be used to inform and improve the project and to refine the proposed logic model and evaluation plan, including subsequent data collection;

► The evaluation plan must:

- 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);
- Dedicate sufficient funds in each budget year to cover the costs of developing or refining the evaluation plan, as well as the costs associated with the implementation of the evaluation; and
- Address each of the selection criteria for this section.

Application Requirements: Absolute Priority 1

Adequacy of Resources & Quality of Project Personnel

- ▶ 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;
 - The proposed costs are reasonable in relation to the anticipated results and benefits; and
 - The proposed project will address each of the selection criteria for this section.

Application Requirements: Absolute Priority 1

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

► 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;
- 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; and
- The proposed project will address each of the selection criteria for this section.

Additional Requirements

Absolute Priority 1

AND

Absolute Priority 2

- ▶ Personnel-loading charts and timelines
- ▶ Budget for attendance at all meetings and events as outlined in the Notice Inviting Applications
- ▶ If proposed, maintain a high-quality website, with an easy-to-navigate design, that meets government or industry-recognized standards for accessibility and includes relevant information about the project's annual progress toward meeting project outcomes; and
- ▶ An assurance to assist OSEP with the transfer and dissemination of pertinent resources and products at the end of this award period, as appropriate.

- ▶ 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).

- ▶ Awards will be Cooperative Agreements
- ▶ Estimated Range of Awards: **\$450,000 to \$500,000 per year.**
- ▶ Maximum Award: We will not make an award exceeding **\$500,000** for a single budget period of 12 months.
- ▶ Estimated Number of Awards: **4**
- ▶ Project Period: **Up to 60 months**

Eligible Applicants

- ▶ 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.

- ▶ 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.

- ▶ Significance **(15 points)**
- ▶ Quality of Project Design & Services **(30 points)**
- ▶ Quality of the Project Evaluation **(15 points)**
- ▶ Adequacy of Resources and Quality of the Project Personnel **(20 points)**
- ▶ Quality of the Management Plan **(20 points)**

Contact Information & Thank You



Absolute Priority 1: Rebecca.Sheffield@ed.gov

Absolute Priority 2: Christina.Diamond@ed.gov

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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