

**PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND
RESULTS FOR CHILDREN WITH DISABILITIES--PREPARATION
OF SPECIAL EDUCATION, EARLY INTERVENTION, AND
RELATED SERVICES LEADERSHIP PERSONNEL
(ASSISTANCE LISTING NUMBER CFDA 84.325D)**

APPLICANT ORIENTATION

2023



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 May 8, 2023.
- Applications due no later than 11:59:59 p.m. Eastern Time on July 7, 2023.

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>

Program Information

Purpose

Eligible Applicants

Number of Awards

Funding Levels

Project Period

Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel

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.

\$9.75M
in FY 2023

Departmental Priority

- ▶ The Department is committed to promoting equity for children with disabilities to access educational resources and opportunities.
- ▶ The Department also places a high priority on increasing the number of leadership personnel, including increasing the number of multilingual leadership personnel and leadership personnel from racially and ethnically diverse backgrounds, who provide, or prepare others to provide, services to children with disabilities.

Absolute Priority

➤ Preparation of Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel:

The Department will fund projects that support doctoral degree programs to prepare and increase the number of personnel who are well qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers in institutions of higher education (IHEs), or as leaders in State educational agencies (SEAs), lead agencies (LAs) under Part C of IDEA, local educational agencies (LEAs), early intervention services programs (EIS programs), or schools, including increasing the number of multilingual leadership personnel and leadership personnel from racially and ethnically diverse backgrounds at the doctoral level in special education, early intervention, and related services

Competitive Preference Priorities

- ▶ Competitive Preference Priority 1--Applications from New Potential Grantees (0 or 3 points).
 - An applicant (i.e., the IHE) that has not had an active discretionary grant under the program from which it seeks funds in the last 5 years.
- ▶ Competitive Preference Priority 2--Partnership Applications that Include Minority-Serving Institutions (MSIs) (0 or 3 points).
 - A partnership application that includes one or more IHEs that meet the definition of an MSI.

84.325D Absolute and Competitive Preference Priorities

- ▶ One absolute priority.
- ▶ Two competitive preference priorities.
- ▶ The doctoral program must culminate in a doctoral degree and may include a Doctor of Education (Ed.D.) degree.
- ▶ Partnerships comprised of two or three IHEs with doctoral programs that prepare scholars are included in the absolute priority and eligible to apply for funding.
- ▶ Clinical doctoral degrees in related services are eligible to apply for funding under 84.325R & 84.325M.
- ▶ The preparation of school principals is not included under this priority.

Scholar Support

- ▶ 65% or more of the total award must be used for “Scholar Support”.
- ▶ Scholar budget considerations include mitigating financial burden and based on scholars’ financial needs.
- ▶ Scholar support can include support for cost of attendance (i.e., tuition and fees; university student health insurance; an allowance for books, materials, and supplies; an allowance for miscellaneous personal expenses; an allowance for dependent care, such as child care; and/or an allowance for room and board), travel in conjunction with training assignments including conference registration, and stipends to support scholars’ completion of the program.
- ▶ Projections for scholar support should consider tuition increases and cost of living increases over the project period.

Eligible Applicants and Award Information

- ▶ Eligible applicants: IHEs and private nonprofit organizations.
- ▶ Up to 39 awards for individual IHEs.
 - Note: Total number of awards may change depending on the number of partnership application awards.
- ▶ For a single budget period of 12 months, we will not make an award exceeding:
 - Individual IHE- \$250,000
 - Two-IHE partnership application - \$500,000
 - Three-IHE partnership application- \$750,000
- ▶ Project period is up to 60 months.

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 (35 points)
- Quality of project personnel and quality of the management plan (20 points)
- Adequacy of resources (20 points)
- Quality of Project Evaluation (15 points)



Significance of the Project (0-10 points)

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

- i. The proposed project would increase the number of leadership personnel who are well qualified to advance practice, policy, or research in the project's preparation focus area and how it will provide, or prepare others to provide, effective culturally and linguistically responsive instruction, interventions, and services that improve outcomes for children with disabilities;
- ii. The doctoral program to date has been successful in producing leadership personnel and include data related to success of the program and graduates (i.e., graduate demographics, employment, professional accomplishments); and
- iii. Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel in the project's proposed preparation focus area.

Quality of Project Services (0-35 points)

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

- (1) The applicant will recruit and retain scholars participating in the project. Describe —
 - i. The selection criteria that will be used to identify doctoral applicants for admission
 - ii. The recruitment strategies that will be project will use to ensure a diverse pool of applicants;

Note: Applicants should engage in focused outreach and recruitment to increase the number of applicants from groups that are traditionally underrepresented in the field, including applicants with disabilities, multilingual applicants, and applicants from racial and ethnic diversity backgrounds, but the selection criteria the applicant intends to use must ensure equal access and treatment of all applicants seeking admission to the program and must be consistent with applicable law, including Federal civil rights law.

- iii. The project will mentor and support scholars.



Quality of Project Services (continued)

(2) How the project is designed to promote the acquisition of the competencies needed by leadership personnel in the project's proposed preparation focus area. Describe —

- i. The proposed project components (e.g., coursework, work based experiences) and sequence;

Note: Partnership projects must describe how the project components and sequence are designed to ensure that scholars have opportunities engaging and collaborating with faculty and scholars at each IHE participating in the partnership.

- ii. How the proposed project components will prepare scholars to provide, or prepare others to provide, culturally and linguistically responsive effective instruction, interventions, and services that improve outcomes for children with disabilities;
- iii. How the proposed project will engage partners to inform project components; and
- iv. How the proposed project components will promote the acquisition of scholars' knowledge of strategies and approaches in attracting, preparing, and retaining future personnel with disabilities, multilingual personnel and personnel from racially and ethnically diverse backgrounds who will work with, and provide services to, children with disabilities and their families.

Quality of Project Personnel and Management Plan (0-20 points)

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

- i. The project director and other key project personnel are qualified to prepare scholars in the project's preparation focus area;
- ii. The project director and other key project personnel will manage the components of the project;
- iii. The time commitments of the project director and other key project personnel are adequate to meet the objectives of the proposed project; and
- iv. For proposed partnership projects, the project will establish policies, procedures, standards, and fiscal management of the partnership.

Adequacy of resources (0-20 points)

In determining the quality of the adequacy of resources, the Secretary considers the following factors: How--

- i. Information regarding the types of accommodations and resources available to fully support scholars' well-being and a work-life balance (e.g., university and community mental health supports, counseling services, health resources, housing resources, child care) will be disseminated and how the project will support scholars to access those accommodations and resources in a timely basis, if needed, while the scholar is in the program;
- ii. The types of accommodations and resources provided to support scholars' well-being and a work-life balance will be individualized based on scholars' cultural, academic, and social emotional needs with the goal of supporting them to complete the program; and
- iii. The budget is adequate for meeting the project objectives and mitigating financial burden to scholars in completing the program of study.

Quality of Project Evaluation (0-15 Points)

In determining the quality of the evaluation, the Secretary considers the following factors: How the applicant will--

- i. Evaluate how well the goals or objectives of the proposed project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars' competencies; and
- ii. Collect, analyze, and use data on scholars supported by the project to inform the project on an ongoing basis.

Required Project Assurances – Appendix A and B

- Include, in Appendix A of the application--
 - Charts, tables, figures, graphs, screen shots, and visuals relating to the application requirements for the narrative
 - A letter from a partnering agency, school, or program stating it will provide scholars with a field experience in a high-need setting
- Include in Appendix B of the application--
 - A table of required coursework that provides the title, description, and learning goals
 - Four exemplars of course syllabi in research methods, evaluation methods, or data analysis courses required by the degree program;

Required Project Assurances – Scholars

- The project will meet the requirements in 34 CFR 304.23, particularly those related to (i) informing all scholarship recipients of their service obligation commitment; and (ii) disbursing scholarships
- Meet the statutory requirements in section 662(e) through (h) of IDEA
- The project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
- Ensure that scholar support costs are scholarship assistance and not financial assistance based on the condition that the scholar works
- At least 65 percent of the total budget will be used for scholar support

Required Project Assurances – Activities and Reporting

- All syllabi for the project will be provided if requested by OSEP
- Participation in cross-project collaboration, advanced trainings, and cross-site learning opportunities
- Accessible website(s)
- Scholar accomplishments (e.g., public service, awards, publications) will be reported in annual and final performance reports
- Annual data reporting on scholars
- Include in the application budget attendance by the project director at the annual 3-day project directors' meeting in Washington, DC,

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 July 7, 2023
- ▶ 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. SAM registration may take several weeks to be activated. If you need assistance with the SAM registration, please contact their customer service (855-706-5687).
- ▶ 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 (July 7, 2023, at 11:59:59 p.m., Eastern Time).
- ▶ Applications not addressing the published priority.

Further Information

▶ Celia.Rosenquist@ed.gov

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

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