Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs (Assistance Listing Number (ALN) 84.325R)

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

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Application Timelines

- NIA published in the Federal Register May 10, 2023.

- Applications due no later than 11:59:59 p.m. Eastern Time on June 29, 2023.

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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

IDEAs that Work

Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs

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.

$6.75M
in FY 2023

27 awards expected

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▶ Applications that propose to prepare only related services personnel are now eligible under this priority (ALN 84.325R) instead of ALN 84.325K.

▶ Minority Serving Institutions (MSI) can apply under the 325M priority. If you are from an MSI and want to apply for both 325R and 325M, you would need to submit a separate application for each priority.

▶ FY23 325R will fund high-quality projects at bachelor's degree, certification, master's degree, or educational specialist degree levels.

▶ There is no requirement for applicants to propose an interdisciplinary project for FY23 325R grant. However, projects can propose an interdisciplinary project with two or more related services programs.

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Departmental Priority

- A high priority for the Department is to increase the number of personnel, including increasing the number of multilingual personnel and personnel from racially and ethnically diverse backgrounds, who provide services to children with disabilities.

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Absolute Priority

➢ Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs:

The Department will fund high-quality projects that prepare early intervention and special education personnel at the **bachelor's degree, certification, master's degree, or educational specialist degree levels**.

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▶ 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 and occupational therapy,
- Recreation, including therapeutic therapy,
- Social work services,
- Counseling services, including rehabilitation counseling, and
- Orientation and mobility services.

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Absolute Priority: Important Definitions

▶ For the purposes of this priority, "**high-intensity needs**" refers to a complex array of disabilities or the needs of children with these disabilities requiring intensive, individualized intervention(s)

- multiple disabilities,
- significant cognitive disabilities,
- significant physical disabilities,
- significant sensory disabilities,
- significant autism,
- significant emotional disabilities, or
- significant learning disabilities, including dyslexia

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▶ For the purposes of this priority, "**certification**" refers to programs of study that lead to State licensure, endorsement, or certification that qualifies graduates to teach or provide services to children with disabilities. Programs of study that lead to a certificate of completion from the institution of higher education, but do not lead to State licensure, endorsement, or certification, do not qualify.

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Competitive Preference Priority (0 or 3 points)

▶ Under this priority, an applicant must demonstrate that the applicant (e.g., the IHE) has not had an active discretionary grant under the program from which it seeks funds, in the last five years before the deadline date for submission of applications under the 84.325K program.

▶ For the purpose of this priority, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

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➢ Eligible applicants are institutions of higher education (IHEs) and private nonprofit organizations.

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Focus Areas

- Focus Area A: Preparing Related Services Personnel to Serve infants, Toddlers, and Preschool-Age Children with Disabilities who have High Intensity Needs

- Focus Area B: Preparing Related Services Personnel to Serve School-Age Children with Disabilities who have High-Intensity Needs

* 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

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"Scholars" are—

- Enrolled in a degree or certification program that leads to State 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

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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

Scholar Support

▶ Scholar support does not need to be uniform for all scholars and should be customized for individual scholars based on scholars' financial needs, including consideration of all costs associated with the cost of attendance, even if that means enrolling fewer scholars.

▶ 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.

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Competition Information

Application Narrative and Selection Criteria

Project Assurances

General Requirements

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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)

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

i. The proposed project will address the need in the proposed preparation focus area to prepare related services personnel who are fully qualified to serve children with disabilities who have high-intensity needs;

ii. The proposed project will increase the number of related services personnel in the proposed preparation focus area; and

iii. The applicant has successfully graduated students in their program, including students with disabilities, multilingual students, and students who are from racially, and ethnically diverse backgrounds, including data disaggregated by disability status, race, national origin and primary language(s), and the number of students who have graduated in the last five years.

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Quality of Project Services (0-35 points)

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

i. The project will conduct its planning activities, if the applicant will use any of the allowable first 12 months of the project period for planning;

ii. The project will recruit and retain scholars. 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; and

iii. The project will be designed to promote the acquisition of the competencies needed by related services personnel to support improved outcomes for children with disabilities with high-intensity needs.

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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.

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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; and

iii. The time commitments of the project director and other key project personnel are adequate to meet the objectives of the proposed project.

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.

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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 adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and

ii. Collect, analyze, and use data on scholars supported by the project to inform the project on an ongoing basis.

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Required Project Assurances

- 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

- Provide an assurance that all the syllabi for the project's required coursework will be provided if requested by OSEP

- Meet the statutory requirements in <u>section 662(e) through (h) of IDEA</u>

- At least 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;

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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

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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 June 29, 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.

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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.

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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.

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Ineligible Applications

▶ Duplicate applications

▶ Applications received after deadline (June 29, 2023, at 11:59:59 p.m., Eastern Time).

▶ Applications not addressing the published priority.

Helpful Resources

▶ Notice Inviting Applications

▶ Pre-application webinar

▶ FAQs document

▶ Brochure on 84.325R

▶ OSEP Discretionary Grants Database

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Further Information

- Louise.Tripoli@ed.gov   202-245-7554

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

  https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html