

325 Frequently Asked Questions
(2023 Competitions)

General:

Q: Where can I find the application package?

A: [New OSEP Grant Competitions \(ed.gov\)](https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html)

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The full application package instructions can be found by selecting the “Package” tab. Under “Actions”, select the preview link which provide the application forms. In the header section for “Package Forms”, you will see a box that says “Download Instructions” which is the full application package.

Q: I will be revising and resubmitting our grant application from last year. Do we need to note on the narrative that this is a resubmission?

A: No

Q: Will there a pre-application webinar scheduled?

A: This year there is a pre-recorded webinar. The recording is posted at:

[New OSEP Grant Competitions \(ed.gov\)](https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html)

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

<https://osepideasthatwork.org/resources-grantees/informational-webinars-osep-funding-opportunities>

Q: Who is eligible to apply?

A: Eligible applicants are IHEs and private nonprofit organizations.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing: (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant’s certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Q: What is the proper location in the application for the Proposed Staff Availability to Project and Person Loading Chart?

A: You can include the Person Loading Chart in Appendix A. Appendix A is read by the review panel and should include charts, tables, figures, graphs, screen shots, and visuals that provide information directly relating to the application requirements for the narrative. Please read the Applicant Letter and the application package thoroughly for additional information regarding the application narrative and appendices.

Q: What is the proper location in the grant application for the Project Assurances? The notice inviting applications (NIA) references a section of the narrative that should address them, but in the narrative outline there is not an actual Project Assurances section. Should they just be spread as appropriate throughout the application? Should they be referenced in the 'List of Priority Requirements' or something similar elsewhere in the application?

A: The NIA specifies which sections certain assurances should be addressed (e.g., Appendix A, Appendix B, Budget). For assurances that do not reference a specific section, you may include them in the narrative of the application where you feel they are most appropriate. We recommend including where each of the assurances can be found in the table of contents.

Q: The application does not provide any details under 'SUPPLEMENTARY INFORMATION.' Should any additional supplementary information be included (apart from what is specifically listed in the NIA -- the Reference List, Appendix A (Charts, tables, figures, graphs, screenshots, and logic models that provide information directly relating to the application requirements), Appendix B (Syllabi), Resumes/ Vitae, Letters, and Other Appendices)?

A: Supplementary information can be uploaded into other appendices but there is no guarantee that supplementary information will get reviewed. Reviewers will be instructed to review the content of Appendix A as they do the application narrative. Appendix A should only include information directly relating to the application requirements for the narrative. Reviewers are not required to review any other appendices.

Q: Where can I find the information regarding the formatting of the application?

A: Additional information regarding formatting applications has been included starting on Page C-1 of the "General Information on Completing an Application" section of this package. Please note that charts, tables, figures, graphs, screen shots, and logic models can be single-spaced when placed in an Appendix A.

Q: Project start date

A: We cannot provide a date for when the funding will be available for new grantees. Our intent is to release the funds to new grantees as soon as possible. The funds will be awarded by September 30th at the latest. You should put a start date that would make the most sense for the project you are proposing.

Priority Requirements

Q: What is the definition of "scholar"?

A: For the purposes of this priority, "scholar" means an individual who: (a) is pursuing a bachelor's, certification, master's, or clinical doctoral degree in related services; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); (c) will be eligible for a license, endorsement, or certification from a State or national credentialing authority following completion of the degree program identified in the application; and (d) 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.

Q: I understand that scholars supported in the project will have a service obligation requirement. Can you tell me where to find more information on the service obligation so that I can make sure the program I am proposing will allow them to meet the service obligation requirements?

A: Scholars are required to complete two years of service for each "academic year" of funding support. For additional information regarding service obligation, please read the [Personnel Development Program Regulations](https://pdp.ed.gov/OSEP/Home/Regulation)
<https://pdp.ed.gov/OSEP/Home/Regulation>

Q: If our project has a planning year, is there a specific location the details of the planning year are expected to be included in the application narrative?

A: The details of the planning year should be included in the Quality of project services section of the application narrative.

Q: We are considering building in a planning year in the project. What are some budgeting considerations that we need to be aware of if our project opts to have a planning year?

A: 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 without enrolling scholars. If an applicant chooses to use the first year for program planning, then the applicant must provide sufficient justification for requesting program planning time and include the goals, objectives, and intended outcomes of program planning in year one, a description of the proposed strategies and activities to be supported, and a timeline for the work. Additional Federal funds may be requested for scholar support and other grant activities occurring in year one of the project, provided that the total request for year one does not exceed the maximum award available for one budget period of 12 months (i.e., \$250,000).

Q: Can you provide any guidance on how to budget scholar support?

A: Ensure that at least 65 percent of the total award over the project period (i.e., up to 5 years) will be used for scholar support. Applicants proposing to use year one for program planning may budget for less than 65 percent of the total requested budget over the 5 years for scholar support; such applicants must ensure that 65 percent of the total award minus funds allocated for program planning will be used for scholar support. 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. 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.

Q: I read the guidelines with care and understand that at least 65% of the award must be dedicated to the scholar support requirement. I am trying to ascertain if there is a traditional amount awarded or traditional range of amount awarded, per scholar. As a new applicant, we have no guidance on this issue, such as comments from previous reviewers.

A: The amount that each scholar receives (and the number of scholars supported) by a project varies based on factors such as—

- Costs at a public v. private IHEs,
- Credits required by degree programs with varying requirements (e.g., bachelor's, 1-2 year master's in sped v. 3-4 year programs in school psychology, clinical doctoral degree in audiology),
- Non-federal funding contributed by an applicant due to a large endowment at that IHE, other grants, etc.).
- Individual scholars' varying financial needs

As such, selection criteria do not consider either the average amount of funding awarded per scholar, or the number of scholars being prepared in awarding a grant.

We do track the average "Federal cost per fully qualified scholar who completed the preparation program" as a program performance measure and that average cost was \$31,000/year for a 325K scholar in FY 2021. The average ranged from \$25K to \$33K in the five years prior.

Q: Can an applicant propose a project that admits and prepares scholars across different degree programs? For example, can our project prepare some scholars to graduate with a State certification and some scholars to graduate with a master's degree.

A: Yes. An applicant can propose to prepare and graduate scholars across different certification and degree programs within one project.

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Q: What is the definition of "high-intensity needs"?

A: For the purposes of this priority, "high-intensity needs" refers to a complex array of disabilities (e.g., multiple disabilities, significant cognitive disabilities, significant physical disabilities, significant sensory disabilities, significant autism, significant emotional disabilities, or significant learning disabilities, including dyslexia) or the needs of children with these disabilities requiring intensive, individualized intervention(s) (i.e., that are specifically designed to address persistent learning or behavior difficulties, implemented with greater frequency and for an extended duration than is commonly available in a typical classroom or early intervention setting, or which require personnel to have knowledge and skills in identifying and implementing multiple evidence-based interventions).

Q: What is the definition of "competencies"?

A: For the purposes of this priority, "competencies" means what a person knows and can do—the knowledge, skills, and dispositions necessary to effectively function in a role (National Professional Development Center on Inclusion, 2011).

Q: What is the definition of "evidence-based"?

A: 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 (as defined in 34 CFR 77.1) included in the project's logic model (as defined in 34 CFR 77.1) is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes (as defined in 34 CFR 77.1).

Q: What does it mean for new potential grantees?

A: (a) Under this priority, an applicant must demonstrate that the applicant (e.g., the IHE) has not had an active discretionary grant under ALN 84.325K, in the last five years before the deadline date for submission of applications under this new program (ALN 84.325R).

(b) 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.

Q: Can you clarify whether it is appropriate for a new program who has not yet graduated students to provide data on students who have applied for and been admitted to the program to meet the requirements in the significance section?

A: It would be appropriate to articulate your potential to produce fully prepared diverse personnel. For example, are there departmental/college-level data that support your capacity to produce diverse scholars? You can say in your application that you are a new program and also your plan for recruitment and scholar support. It is also appropriate to talk about the scholars who have recently been admitted to the program but have not yet graduated.

Q: Must scholars complete an entire program of study that leads to a degree?

A: Yes, scholars must complete an entire program of study that leads to a degree at bachelor's, certification, master's, educational specialist, or clinical doctorate degree levels. The NIA does not require that the entire degree or certificate program be funded.

Q: Does a graduate assistantship count toward the 65% scholar support?

A: Grantees must 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). A scholar can work as a graduate assistant as well as be supported by the 325K grant. However, 325K grant funds cannot be used to fund the scholar's graduate assistant position.

Q: My institution is willing to provide a voluntary cost-share to fund one graduate assistant's tuition for 5 years. Would this be allowed? We would still budget proposed OSEP funds to cover scholar tuition/stipends. If allowed, would the cost-match be included as part of the "total award" as we want to ensure 65% of funds will be used for scholars?

A: Grantees must 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. The minimum 65% scholar support requirement does not include a cost-match. The "total award" only includes the federal award.

FY23 325R Competition

Q: When is the deadline for submitting the application for the 325R (related services personnel) competition through grants.gov website?

A: Thursday, June 29, 2023 before 11:59:59pm est.

Q: What is the definition of "related services personnel"?

A: 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 therapy and occupational therapy; recreation, including therapeutic recreation; social work services; counseling services, including rehabilitation counseling; and orientation and mobility services.

Q: I noticed that there is no interdisciplinary requirement in this year's NIA. We have an established interdisciplinary program, are we eligible to apply?

A: While there is no requirement for applicants to propose an interdisciplinary project for FY23 325R grant, related services personnel preparation projects that partner with related services personnel preparation programs to prepare related services personnel *are eligible to apply* under this priority.

Q: Our program is a bachelor's program in special education, can I apply?

A: The FY23 325R grant program will fund high-quality bachelor's, certification, master's, educational specialist, or clinical doctoral degree programs in related services that will prepare scholars to be eligible for a license, endorsement, or certification from a State or national credentialing authority following completion of the degree program identified in the application. If you are proposing a bachelor's program in special education, you may be eligible to apply under [84.325K](#) or [84.325M](#).

Q: Can an Adaptive Physical Education (APE) apply under 325R?

A: No. All students need to take physical education, so it is a federally mandated requirement of education. APE is not considered a related service. APE programs should apply under 325K or 325M if the program is within a minority-serving institution.

Q: Our program prepares scholars to receive national credential/certification to work with children who have significant sensory disabilities. There is no State-level certification/licensure for this specific type of personnel. Is our program eligible to apply for the grant?

A: Yes, programs that prepare scholars who will be eligible for a license, endorsement, or certification from a State or national credentialing authority following completion of the degree program are eligible to apply.

Q: Can an intervener program apply under 325R?

A: Yes, an intervener program would be eligible under 325R as long as they are a bachelor's, certification, master's, or educational specialist degree that lead to a state or national certification or licensure and the scholars will be able to meet the service obligation requirements.

Q: We have an Applied Behavior Analysis Program within our Special Education Department. Can we apply under 325R?

A: We determine eligibility based on the type of employment the scholar would be able to obtain or be certified for after graduation. If the scholar is being prepared to be certified as a special education teacher, with a focus/add-on in ABA, then the program may apply under 325K. If scholars are being prepared as Board Certified Behavior Analysts, then the program would be eligible to apply under 325R.

Q: Is it allowable to include scholars that are already highly-qualified in terms of their credential status or is the funding limited to scholars who are working to achieve a State credential? We would like to propose a project for a State-certificate in early intervention and recruit related service providers who may already be appropriately credentialed but lack the knowledge and skills needed to work with young children with disabilities.

A: Scholars must be enrolled in a degree or a certificate program that leads to State certification, licensure, or endorsement needed to serve IDEA-eligible children with disabilities. It is allowable to enroll scholars that are already highly qualified in terms of their credential status but are looking to expand their knowledge and competencies to serve children with disabilities.