IDEAs that Work

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities and School Safety National Activities Programs

National Technical Assistance Center on Positive Behavioral Interventions and Supports
(ALN 84.326S)

Applicant Orientation

Office of Special Education Programs
U.S. Department of Education

FY 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**

- Please review the recorded webinar titled "***Applying for Office of Special Education Programs Discretionary Grants***" for additional information related to applying for a discretionary grant award

Application Timelines

July 17, 2023	Notice Inviting Applications published in Fed Register
August 30, 2023	Application Deadline at 11:59:59 pm Eastern Time
September 30, 2023	New Award will be announced on or before

One New Award in FY23

Up to $4.35 M for a project period up to 60 months

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- **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

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IDEAs that Work

National Technical Assistance Center on Positive Behavioral Interventions and Supports

The purpose of this program, authorized by the Individuals with Disabilities Education Act (IDEA), is to –

1) **Promote academic achievement** and to improve results for children with disabilities **by providing TA, supporting model demonstration projects, disseminating useful information, and implementing activities** that are supported by scientifically based research.

2) **Provide support to** State educational agencies **(SEAs) and** local educational agencies **(LEAs) for activities to improve student safety and well-being.**

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Absolute Priority 1

The center must achieve, at a minimum, the following outcomes:

a)   **Improved infrastructure at the national, regional, State, and district levels** to support, develop, sustain, and expand local implementation efforts (e.g., an increase in the number of schools) of MTSS/PBIS with fidelity to demonstrate improved student outcomes: academic performance, social-emotional competence, mental health and well-being, academic outcomes, reduced bullying behaviors, reduced student reports of alcohol and drug use for students with or at risk of disabilities and those with the most intensive needs.

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Absolute Priority 1

The center must achieve, at a minimum, the following outcomes:

b)   **Improved capacity for systems implementation at the SEA and LEA levels,** including new and existing LEAs and schools, to implement the components of a MTSS/PBIS framework (i.e., policies, funding, professional development, coaching, data collection, analysis, and use) and develop and utilize new and existing tools for selecting and aligning multiple initiatives within the SEA or LEA with a special focus on PBIS tiers beyond universal and the inclusion of EBPs to address mental health and well-being for children and youth with or at risk of disabilities, especially those with culturally and linguistically diverse backgrounds and those with the most intensive needs

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Absolute Priority 1

The center must achieve, at a minimum, the following outcomes:

c)   **Improved capacity of existing and new SEA and LEA personnel** to enhance the knowledge and skills of members of school leadership teams and individualized education program (IEP) Teams to implement MTSS/PBIS policies and practices for students with or at risk of disabilities and those with the most intensive needs, including the development and implementation of IEPs and behavior intervention plans that are culturally responsive, particularly for students with culturally and linguistically diverse backgrounds, to support positive school behavior and respond to behaviors that interfere with a student's ability to fully participate in, and benefit from, a high-quality learning environment;

Absolute Priority 1

The center must achieve, at a minimum, the following outcomes:

d) **Increased use by SEAs and LEAs of new and updated reliable and valid tools and processes** for evaluating the fidelity of the implementation of a MTSS/PBIS framework and for measuring its outcomes, including reductions in violence and the illegal use of drugs, discipline referrals, suspensions, expulsions, and the use of restraints and seclusion; and improvements in school climate, time spent in instruction, mental health and wellbeing, and overall academic achievement, particularly for students with culturally and linguistically diverse backgrounds, and those with or at risk of disabilities, and those with the most intensive needs; and

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Absolute Priority 1

The center must achieve, at a minimum, the following outcomes:

e) **Increased body of knowledge to enhance implementation of MTSS/PBIS,** particularly for students with culturally and linguistically diverse backgrounds, those with or at risk of disabilities, and for those with the most intensive needs, in high-poverty schools, low-performing schools, rural schools, high schools, alternative public schools, charter schools, mental health settings, private schools, and juvenile correction settings.

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Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

a) **Improved systems and resources at the national, regional, State, and district levels** to support, develop, align, and sustain local implementation of MTSS/PBIS efforts to organize EBPs to support positive school climates and respond to student social, emotional, behavioral, and mental health needs to improve access to and engagement in learning.

Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

b) **Improved capacity of SEA and LEA personnel** to support the knowledge and skills development of school personnel, including administrators and practitioners, through efforts such as pre-service and in-service training and coaching, to implement MTSS/PBIS as a framework to organize EBPs to support and respond to student needs, particularly those from underserved and, culturally and linguistically diverse backgrounds, and students whose behaviors may interfere with their ability to fully participate in, and benefit from, a high-quality learning environment.

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Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

c) **Increased use by SEAs, LEAs, and school-based personnel** of reliable and valid tools and processes for enhancing and assessing the fidelity of implementation of an MTSS/PBIS Framework and for measuring intended outcomes, including improvements in school climate; time spent on instruction; well-being and belonging; overall academic achievement; and reductions in absenteeism, discipline referrals, suspensions, expulsions, the use of restraints or seclusion, illegal use of drugs, and referrals to law enforcement.

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Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

d)   **Improved implementation** of a MTSS/PBIS framework and EBPs, and assessment of SEA or LEA recipients of grant programs that focus on improving positive school climates and implementing EBPs to support and respond to students' social, emotional, behavioral, and mental health needs.

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Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

e) **Enhanced response and recovery assistance,** as requested by and in collaboration with the Department, for violent or traumatic incidents that impact school communities, including intensive individualized support to facilitate recovery of the learning environment.

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Absolute Priority 2

The center must achieve, at a minimum, the following outcomes:

f) **Increased body of knowledge and evidence** to enhance implementation of PBIS and other emerging MTSS frameworks and EBPs to address the social, emotional, behavioral, and mental health needs of underserved students in the settings established in the priority.

- ▶ **State education agencies (SEAs)**

- ▶ **State lead agencies under Part C of IDEA**

- ▶ **Lead education agencies (LEAs)**

- ▶ **Institutions of higher education (IHEs)**

- ▶ **Other public agencies**

- ▶ **Private nonprofit organizations**

- ▶ **Freely associated states and outlying areas**

- ▶ **Indian Tribes or Tribal organizations**

- ▶ **For-profit organizations**

IDEAs that Work

- **One awards for a maximum of $4.35M for a project period of up to 60 months** (5 years)

  - For Absolute Priority 1: $1,850,000 from the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program.

  - For Absolute Priority 2: $2,500,000 from the School Safety National Activities Program.

- **Subcontracts are allowed**

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Award Information

In deciding whether to continue funding the project for the fourth and fifth years, the Secretary will consider the requirements of 34 CFR 75.253(a), including

- The recommendations of a 3+2 review team consisting of experts and recipients of services who have experience and knowledge in MTSS/PBIS. This review will be conducted during a one-day intensive meeting that will be held during the last half of the second year of the project period;

- 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 quality, relevance, and usefulness of the project's products and services and the extent to which the project's products and services are aligned with the project's objectives and likely to result in the project achieving its intended outcomes.

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Competition Information

Application Narrative and Selection Criteria

Project Assurances

General Requirements

Selection Criteria

o Significance of the Project	10 points
o Quality of Project Services	35 points
o Quality of Project Evaluation	20 points
o Adequacy of Resources and Quality of Project Personnel	15 points
o Quality of the Management Plan	20 points
TOTAL POINTS	**100 points**

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

i. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses, and

ii. The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

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

i. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability,

ii. The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable,

iii. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework,

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iv. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice,

v.   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

vi. The extent to which the TA services to be provided by the proposed project involve use of efficient strategies, including use of technology, as appropriate, and the leveraging of non-project resources.

In determining the quality of the evaluation, the Secretary considers the following factors:

i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies, and

iii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

iv. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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Adequacy of Resources and Quality of Project Personnel (0-15 points)

In determining the adequacy of resources for the proposed project and the quality of the personnel who will carry out the project, the Secretary considers the following factors:

i. The extent to which the applicant encourages 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.

ii. The qualifications, including relevant training and experience, of the project director or principal investigator.

iii. The qualifications, including relevant training and experience, of key project personnel.

iv. The qualifications, including relevant training and experience, of project consultants and subcontractors;

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iv. The qualifications, including relevant training, experience, and independence, of the evaluator.

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

vi. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

vii. The extent to which the budget is adequate to support the proposed project, and

viii. The extent to costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

In determining the quality of the management plan, the Secretary considers the following factors:

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

ii. The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project,

iii. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project; and

iv. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the prosed project

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- **Provide a person-loading charts and timelines** in Appendix A

- **Budget for attendance at required meetings, including**
  - Kick-off Meeting in Washington, DC (1 ½ days)
  - Annual Project Directors Conference in Washington, DC (2 ½ days)
  - Two annual trips to Department briefings or meetings (2 ½ days each)

▶ **Budget for an annual set aside of five percent** of grant amount to support emerging needs in Budget

▶ **Maintain a high-quality website** with an easy-to-navigate design that meets government or industry-recognized standards for accessibility

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▶ Make **positive efforts to employ and advance in employment qualified individuals with disabilities** in project activities (See Section 606 of IDEA)

▶ **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)

▶ **Ensure equitable access to, and participation in**, its program for students, teachers, and other program beneficiaries with special needs (See Section 427, GEPA)

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▶ **Recommended Budget Limits**

- For Absolute Priority 1: $1,850,000 from the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program.

- For Absolute Priority 2: $2,500,000 from the School Safety National Activities Program.

- Maximum of $4.35M for full project period

▶ **Recommended Page Limits**

- Narrative - Up to 70 pages

- Appendix A – See Dear Applicant Letter and Notice for required information

- Other Appendices (Resumes/Vitaes, Letters, Supplementary Information)

▶ **Project Period**

- Up to 60 months (5 years)

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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 August 30, 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.

- **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 (August 30, 2023, at 11:59:59 p.m., Eastern Time).

▶ Applications not addressing the published priority.

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- **Competition Manager:** Mohamed.Soliman@ed.gov

- **Recording of this pre-application webinar** available at:

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

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Thank You!

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