

PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES--DOCTORAL TRAINING CONSORTIA ASSOCIATED WITH HIGH-INTENSITY NEEDS (ASSISTANCE LISTING NUMBER 84.325H)

APPLICANT ORIENTATION

2024



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 January 3, 202.
- Applications due no later than 11:59:59 p.m. Eastern Time on March 4, 2024.

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--Doctoral Training Consortia Associated with 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.

\$3.9M
in FY 2024

Departmental Priority

- ▶ The Department is committed to promoting equity for children with disabilities with high-intensity needs 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 with high-intensity needs.

Absolute Priority

➤ Doctoral Training Consortia Associated with High-Intensity Needs:

The purpose of this priority is to prepare and increase the number of highly skilled doctoral leaders, 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 with high-intensity needs by funding three doctoral training consortia 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 or Higher Education, or as leaders in State educational agencies , lead agencies under Part C of IDEA, local educational agencies, early intervention services programs , or schools.

Consortium Requirements

- ▶ Each doctoral training consortium must support preparation programs that culminate in a doctoral degree (Ph.D. or Ed.D.).
- ▶ Each IHE in the consortium must enroll and support scholars as part of the consortium.
- ▶ Each doctoral training consortium must Include:
 - At least six IHEs with doctoral programs in the project that will prepare scholars;
 - One or more IHEs with doctoral programs in the project that will prepare scholars that meets the definition of a Minority-Serving Institution
 - At least one IHE with a doctoral program in the project that will prepare scholars for leadership positions that has not received funding under ALN 84.325D or ALN 84.325H at any point in the preceding five fiscal years

Eligible Applicants and Award Information

- ▶ Eligible applicants: IHEs and private nonprofit organizations that have legal authority to enter into grants and cooperative agreements with the Federal government on behalf of an IHE.
- ▶ Up to 3 awards.
- ▶ We will not make an award exceeding \$6,500,000 per project for a project period of 60 months or an award that exceeds \$1,950,000 for any single budget period.
- ▶ Applicants must describe, in their applications, the amount of funding being requested for each 12-month budget period.
- ▶ 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 (45 points)
- Quality of project personnel and quality of the management plan (20 points)
- Adequacy of resources (10 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, evidence-based culturally and linguistically responsive instruction, interventions, and services that improve outcomes for children with disabilities with high-intensity needs;
- ii. Data demonstrates the potential success of the project in producing leaders in special education, early intervention, or related services that address the needs of children with high-intensity needs. Include data from each IHE participating in the proposed consortium, if available including success of each IHE program and graduates (i.e., graduate demographics, employment, professional accomplishments); and
- iii. The competencies each scholar acquires by participating in the consortium and by completing the university's program of study will relate to the knowledge and skills needed by the leadership personnel the applicant proposes to prepare.

Quality of Project Services (0-45 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 the applicant will use to identify doctoral applicants for admission in the consortium
 - 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) 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., consortium coursework, research, internship experiences) and sequence;
 - ii. The proposed project components of the consortium curriculum are integrated within and across the individual university program curricula to promote acquisition of competencies;
 - iii. The proposed project components of the consortium that will enhance scholar's preparation to provide, or prepare others;
 - iv. How the proposed project will engage partners to inform project components;
 - v. How the proposed project components will promote the acquisition of scholars' knowledge of strategies and approaches in attracting, preparing, and retaining future personnel; and
 - vi. Opportunities scholars will have to work with faculty and scholars from other universities within the consortium to support the acquisition of the competencies.

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

Adequacy of resources (0-10 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, including both project and the scholars outcomes, particularly the acquisition of scholars' competencies;
- ii. Collect, analyze, and use data on scholars supported by the project to inform the project on an ongoing basis;
- iii. Disseminate project outcomes, including the consortium structure and components critical to attaining positive scholar competencies;
- iv. Dedicate sufficient resources toward conducting evaluation activities; and
- v. Contribute to the evaluation and dissemination of the consortium model by collaborating with the other consortia in developing an evaluation plan that includes sharing data on project components and scholars.

Required Project Assurances – Scholars

- Ensure that all scholars enrolled participate in and complete, in addition to the scholar's university program of study, the unique consortium curriculum
- 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
- Ensure that scholar support costs are scholarship assistance and not financial assistance based on the condition that the scholar works



Required Project Assurances – Consortium Guidelines

- The project will establish policies, procedures, standards, and guidelines for the work of the consortium, in consultation with and approved by the OSEP project officer prior to implementation, in the following areas:
 - Recruitment and selection of scholars who will be supported by the consortium;
 - Distribution of tuition and stipends among participating scholars;
 - Fiscal management;
 - Measurement and reporting of scholar progress;
 - Contingency planning in case of scholar or consortium faculty losses;
 - Governance of the consortium; and
 - Sustainability plan.

Required Project Assurances – Activities and Reporting

- Participation in cross-project collaboration, advanced trainings, and cross-site learning opportunities
- Project website contains relevant information and documents relating to the participating universities and faculty, components of the consortium curriculum, and scholar accomplishments; and is accessible
- Scholar accomplishments (e.g., public service, awards, publications) will be reported in annual and final performance reports
- Annual data reporting on scholars

Required Project Assurances – Budget

- Include in the application budget attendance by the project director at the annual 3-day project directors' meeting in Washington, DC. The project must reallocate funds for travel to the project directors' meeting no later than the end of the third quarter of each budget period if the meeting is conducted virtually;
- Include in the application budget two in-person meetings for project scholars and faculty each year of the project. Meetings may be scheduled to coincide with a professional conference or meeting but must include designated time for a meeting of project scholars and faculty
- 65% or more of the total award must be used for “Scholar Support”.

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.

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 March 4, 2024
- ▶ 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 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 (March 4, 2024, 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