

**Model Demonstration Projects to
Develop Equitable Family
Engagement with Underserved
Families of Children with Disabilities**

Assistance Listing Number 84.326M

Pre-Application Orientation Meeting

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 on February 14, 2024.
- Applications due no later than 11:59:59 p.m. Eastern Time on April 24, 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



Program Information

Purpose

Eligible Applicants

Number of Awards

Funding Levels

Project Period

- ▶ Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities
- ▶ **Purpose:** The purpose of the Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities program is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

Model Demonstration Projects to Develop Equitable Family Engagement with Underserved Families of Children with Disabilities.

- ▶ The purpose of this priority is to fund four cooperative agreements to establish and **operate evidence-based model demonstration projects**. The models must implement sustainable, schoolwide policies, practices, and strategies that systemically engage underserved families of children with disabilities as partners and leaders in creating more equitable and inclusive schools that lead to improved outcomes for children with disabilities.

- ▶ A model is a set of existing evidence-based practices, including interventions and implementation strategies (i.e., core model components), that research suggests will improve outcomes for children, families, personnel, administrators, or systems, when implemented with fidelity. Model demonstrations involve investigating the degree to which a given model can be implemented and sustained in real-world settings, by staff employed in those settings, while achieving outcomes similar to those attained under research conditions.

► Sites must

- include various families and underserved families, whether defined by race, ethnicity, socioeconomic status, religious affiliation, family composition, or military connection among others
- have the need to improve equity and inclusion as demonstrated by disproportionality in the identification, placement, discipline, or outcomes of underserved children with disabilities

► A minimum of three sites over the course of the project period

- can include any combination of grades from Pre-K through high school

Eligible Applicants

- ▶ State education agencies
- ▶ Local education agencies
- ▶ Institutions of higher education
- ▶ Other public agencies
- ▶ Private non-profit organizations
- ▶ For-profit organizations
- ▶ Indian Tribes or Tribal organizations
- ▶ Outlying areas and freely associated States

Award Information

- Awards are for a maximum of \$1,600,000 over 5 years
- The budget for the fifth year will not exceed \$100,000
- This program uses an unrestricted indirect cost rate.

\$1,600,000
4 awards expected

Priority Definitions

Terms defined for the purposes of this priority

Evidence-Based

- ▶ “Evidence-based” means the proposed project component is supported by promising evidence, which is evidence of the effectiveness of a key project component in improving a “relevant outcome” (as defined in 34 CFR 77.1), based on a relevant finding from one of the sources identified under “promising evidence” in 34 CFR 77.1.

Underserved Families

- ▶ Foster, kinship, migrant, technologically unconnected, and military- or veteran-connected families; and
- ▶ Families of color, living in poverty, without documentation of immigration status, experiencing homelessness or housing insecurity, or impacted by the justice system, including the juvenile justice system.
- ▶ Underserved families also refers to families that include:
 - members of a federally or State recognized Indian Tribe;
 - English learners;
 - adults who experience a disability;
 - members who are LGBTQI+;
 - adults in need of improving their basic skills or with limited literacy; and
 - disconnected adults.

Competition Information

Expected Assessments and Activities

Selection Criteria

Project Assurances

General Requirements

Model Must Assess How It Can

- a) Increase the sustainable implementation of school policies, strategies, and practices that support the engagement of underserved families of children with disabilities;
- b) Increase the capacity of school personnel, underserved families of children with disabilities and their communities to build trusting relationships that support children with disabilities' learning and achievement;
- c) Increase the capacity of underserved families of children with disabilities to be leaders in partnership with school personnel in setting policy, making decisions, and implementing practices;

Model Must Also Assess How It Can

- d) Increase the engagement of underserved families of children with disabilities and their children with disabilities in school and extracurricular activities; and
- e) Improve the academic, social, emotional, and behavioral development and outcomes for underserved children with disabilities; increase access for underserved children with disabilities to general education and extracurricular activities with their peers without disabilities; and decrease disproportionality in the identification, placement, and discipline of underserved children with disabilities.

Proposed Model Must Include

- ▶ Core intervention components
 - What will be implemented?
- ▶ Core implementation components
 - How will the model be implemented?
- ▶ Core strategies to sustain and disseminate the model
 - How will the model keep being used and disseminated?
- ▶ Staggered implementation at three or more sites
 - One site to develop and refine the model; two or more sites to implement further



Applications Requirements

- ▶ An applicant must include in its application--
 - a. A detailed review of the literature
 - b. A logic model
 - c. A description of the activities and measures to be incorporated into the proposed model demonstration project
 - d. A description of the evaluation activities and measures to be incorporated into the proposed model demonstration project
 - e. A plan to disseminate the results of the project
 - f. A budget for attendance at required meetings



Other Project Activities

- ▶ To meet the requirements of this priority, each project, at a minimum, must--
 - a) Communicate and collaborate on an ongoing basis with other Department-funded projects
 - b) Maintain ongoing telephone and email communication with the OSEP project officer and the other model demonstration projects
 - c) Provide information annually using a template
 - d) If the project maintains a website, include relevant information about the model and ensure that the website meets or exceeds government- or industry-recognized standards for accessibility
 - e) Ensure that annual progress toward meeting project goals is posted on a public website.



Selection Criteria

- ▶ Significance
- ▶ Quality of Project Design
- ▶ Adequacy of Resources and Quality of the Management Plan
- ▶ Quality of the Project Evaluation

Significance: Selection Criteria (0-15 points)

- ▶ In determining the significance of the proposed project, the Secretary considers the following factors:
 - i. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies;
 - ii. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement; and
 - iv. The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Quality of Project Design: Selection Criteria (0-35 points)

- ▶ In determining the quality of the proposed project design, the Secretary considers the following factors:
 - i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
 - ii. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives;
 - iii. The quality of the proposed demonstration design and procedures for documenting project activities and results;

Quality of Project Design: Selection Criteria Cont'd (0-35 points)

- ▶ In determining the quality of the proposed project design, the Secretary considers the following factors:
 - iv. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project; and
 - v. The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Adequacy of Resources and Quality of Management Plan (0-25 points)

- ▶ In determining the adequacy of resources and the quality of the management plan, the Secretary considers the following factors:
 - I. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization;
 - II. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;
 - III. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project;



- ▶ In determining the adequacy of resources and the quality of the management plan, the Secretary considers the following factors:
 - iv. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - v. 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.

Quality of the Project Evaluation: Selection Criteria (0-25 points)

- ▶ In determining the quality of the proposed project 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 will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;
 - iii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies;

Quality of the Project Evaluation (Cont'd): (0-25 points)

- ▶ In determining the quality of the proposed project evaluation, the Secretary considers the following factors:
 - iv. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings; and
 - v. 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.

Selection Criteria Points

- ▶ Significance of the Project (15 points)
- ▶ Quality of Project Design (35 points)
- ▶ Adequacy of Resources and Quality of the Management Plan (25 points)
- ▶ Quality of the Project Evaluation (25points)

Competitive Preference

- ▶ Models in Schools with High Percentages of Military-Connected Students (0, 5, 7, or 9 points)
 - 5 points for locating the model in one site
 - 7 points for locating the model in two sites
 - 9 points for locating the model in three or more sites
- ▶ A high percentage of military-connected students is 20 percent or higher of the school population

General Requirements & Assurances

- ▶ 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).
- ▶ Applicants for, and recipients of, funding must, with respect to the aspects of their proposed project relating to the absolute priority, 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).

Subgrants and contracts

- ▶ Under 34 CFR 75.708(b) and (c), a grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities:
 - IHEs,
 - nonprofit organizations suitable to carry out the activities proposed in the application, and
 - public agencies.

The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee, consistent with 34 CFR 75.708(b)(2).

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 April 24, 2024.**
- ▶ Application narrative sections and all other attachments to the application must be uploaded as a PDF (preferred) or Microsoft Word file.
- ▶ Format narratives and attachments with accessibility in mind.

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.

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.
- ▶ 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.
- ▶ More about document accessibility at [OSEP Ideas That Work: Resources for Grantees: 508 Accessibility](#).

Ineligible Applications

- ▶ Duplicate applications
- ▶ Applications received after deadline April 24, 2024, at 11:59:59 p.m., Eastern Time.
- ▶ Applications not addressing the published priority.

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Thank you for your interest and attention.



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