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TECHNICAL ASSISTANCE AND DISSEMINATION TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES
NATIONAL CENTER ON RIGOROUS COMPREHENSIVE EDUCATION FOR STUDENTS WITH DISABILITIES (CFDA 84.326C)

PRE-APPLICATION ORIENTATION

U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION PROGRAMS

- Slides are for guidance only and information has been summarized due to logistics of the webinar.

- Please read the entire Notice Inviting Applications (NIA).

- Please review the recorded webinar titled "Applying for Office of Special Education Programs Discretionary Grants" for additional information related to submitting an application. It can be found at www.osepideasthatwork.org

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Today's Topics

- Award Information

- Application Information

- Selection Criteria

- Key Terms

- Purpose of the OSEP TA&D Program

- Absolute Priority & Purpose

- Application Requirements

- General Requirements

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Award Information, Application Information, Selection Criteria, and Key Terms

Section 1

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Eligible Applicants

- State Educational Agencies;

- Local Educational Agencies;

- Institutions of Higher Education;

- Other public agencies;

- Private nonprofit organizations;

- Freely associated States and outlying areas;

- Indian Tribes or Tribal organizations; and

- For-profit organizations.

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Ineligible Applications

▶ Duplicate applications

▶ Applications received after deadline (April 25, 2024, at 11:59:59 p.m., Eastern Time).

▶ Applications not addressing the published priority.

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Maximum Award: $3,250,000 per year

$16,250,000 total

Estimated Number of Awards: **1**

Project Period: ***Up to 60 months***

Applicants must provide a budget for **all 5 years (60 months)**

Application Timelines

▶ Notice Inviting Applications (NIA) published in the Federal Register – **February 22, 2024.**

▶ Applications due no later than 11:59:59 p.m. Eastern Time on **April 25, 2024.**

▶ **Grants.gov will be down** for maintenance from **April 19-23, 2024.**

▶ Please note **the closing date is changed** from originally published on Feb 22, 2024. A Federal Register Notice will be published officially changing the date **to April 25, 2024**

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- A page is 8.5 x 11 (on one side only) with 1" margins.

- Double space all text in the application narrative including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs and screen shots.

- Use a font that is 12 point or larger. Times New Roman, Courier, Courier New or Arial is recommended.

- We recommend that you limit the **application narrative** to no more than 70 pages.

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a. Significance   **(10 points)**

b. Quality of the Project Services   **(35 points)**

c. Quality of the Project Evaluation   **(20 points)**

d. Adequacy of Resources and Quality of the Project Personnel   **(15 points)**

e. Quality of Management Plan   **(20 points)**

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"**Person-centered**," as used in this notice, references **when students and their families are actively sought** to participate in their schooling, including IEP development and implementation, the course of study, and related and transition services. The discussions and decisions leading to a person-centered program are **founded upon the unique school, extracurricular, and post-secondary strengths, interests, and goals of the student and their family.**

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"**Universal, general technical assistance**" means **TA and information provided to independent users** through their own initiative, resulting in **minimal interaction with TA center staff** and including one-time, invited or offered **conference presentations** by TA center staff. This category of TA also includes information or products, such as newsletters, guidebooks, or research syntheses, **downloaded from the TA center's website** by independent users. **Brief communications** by TA center staff with recipients, either by telephone or email, are also considered universal, general TA.

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"<u>Targeted, specialized TA</u>" means TA services based on needs common to **multiple recipients and not extensively individualized.** A **relationship** is established between the TA recipient and one or more TA center staff. This category of TA includes **one-time, labor-intensive events,** such as facilitating strategic planning or hosting regional or national conferences. It can also include **episodic, less labor-intensive events** that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics that are designed around the needs of the recipients. Facilitating **communities of practice** can also be considered targeted, specialized TA.

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"**Intensive, sustained TA**" means TA services often provided on-site and requiring a stable, ongoing relationship between the TA center staff and the TA recipient. "TA services" are defined as **negotiated series of activities designed to reach a valued outcome**. This category of TA should result in **changes to policy, program, practice, or operations** that support **increased recipient capacity or improved outcomes** at one or more systems levels.

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A "**third-party" evaluator** is an **independent** and **impartial** program evaluator who is **contracted** by the grantee to conduct an **objective evaluation** of the project. This evaluator must not have participated in the development or implementation of any project activities, except for the evaluation activities, **nor have any financial interest** in the outcome of the evaluation.

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Purpose of the Program and the Priority

Section 2

Promote academic achievement and improve results for children with disabilities:

(1) providing TA;

(2) supporting model demonstration projects;

(3) disseminating useful information; and

(4) implementing activities that are supported by scientifically based research.

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To fund one absolute priority:

National Center on Rigorous Comprehensive Education for Students with Disabilities – **1 successful application**

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► will assist public, private, charter, Tribal, and correctional school teams, including administration, general and special education, related services, families, the community, and, to the extent possible, students, to increase the number and quality of evidence-based IEPs with person-centered, rigorous objectives, the implementation of which will support the progress of students with disabilities from grade to grade and preparation for postsecondary education, employment, and living.

1. Support school teams to achieve **consistent implementation** of person-centered specially designed instruction, related services, and accommodations consistent with the students' IEPs and through use of evidence-based and best instructional practices to allow students with disabilities to **achieve person-centered**, **rigorous objectives**;

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2. Development and use of models for **streamlining, braiding, blending, and integrating instructional materials, standards, initiatives, frameworks, priorities, and practices** into a cohesive school-wide program **easing professional burden** while simultaneously **raising school team expectations** of students with disabilities to achieve person-centered, rigorous objectives;

3. Development and increased use of evidence-based strategies, resources, and supports that allow schools to provide **rigorous educational programming to prepare students with disabilities for postsecondary education, employment, and community living**; and

4. Support of school teams to achieve improved **equity** of access, opportunities, achievement, attainment, and outcomes, including academic achievement and social, emotional, and behavioral development by **students with disabilities as a whole group and among disaggregated groups.**

Application and General Requirements

Section 3

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1) Identify and address the challenges to forming and sustaining effective school teams that include administration, general and special education personnel, related services providers, families, the community, and students;

2) Identify and address the challenges facing public, private, charter, Tribal, and correctional school teams in their substantive and procedural implementation of educational programming for children with disabilities; and

3) Apply evidence-based strategies and best practices that will effectively address the nature and magnitude of the challenges, described in response to paragraphs (a)(1) and (2), within a variety of schools, LEAs, and community contexts.

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Ensure equal access and treatment for members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Achieve its goals, objectives, and intended outcomes

Use a conceptual framework to develop project plans and activities

Be based on current research and make use of evidence-based practices

Develop products and provide services

▶ Operationalizing high expectations for students with disabilities

▶ Disaggregating evidence of effectiveness among diverse settings and populations

▶ Clarifying roles and strengthening meaningful participation of administrators, general and special educators, related service providers, and others

▶ Building capacity of school teams

▶ Building and sustaining community partnerships

▶ Allocating resources effectively and efficiently

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▶ The intended recipients, including the **type and number of recipients**, that will receive the products and services;

▶ The **products and services** that the project proposes to make available;

▶ How it proposes to develop and maintain a high-quality **website**, with an easy-to-navigate design, that meets or exceeds government- or industry-recognized standards for accessibility; and

▶ The **expected reach and impact** of universal, general TA

▶ The intended recipients, including the **type and number of recipients**, that will receive the products and services;

▶ The **products and services** that the project proposes to make available; and

▶ The **expected impact** of targeted, specialized TA

▶ The intended recipients, including the **type and number of recipients** from a variety of settings and geographic distributions, that will receive the intensive, sustained TA **products and services designed to impact the number and quality of IEPs with person-centered, rigorous objectives** that support the progress of students with disabilities from grade to grade and preparation for postsecondary education, employment, and community living;

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The proposed approach to determine the readiness, capacity, and commitment of the--

▶ Project to engage specific LEA and school teams—-that include administration, general and special education personnel, related services providers, families, and the community-- in a manner that is responsive to the local context (as described in the Background section of this notice), giving special attention to engage those LEAs and schools with the greatest need for support;

▶ Public, private, charter, Tribal, and correctional LEA and school teams to specify the scope and duration of intensive work to effect change of policies, programs, and operations and allocate the resources; and

▶ Project, LEA, and school teams to allocate the resources to implement the TA plan and measure and evaluate the improvement, spread, and sustainment of the new policies, programs, and operations at the district and school levels, and among disaggregated populations;

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Requirements - Services: Families

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- How the proposed project will intentionally engage families of children with disabilities and individuals with disabilities-- including underserved families and individuals--in the development, implementation, and evaluation of its products and services across all levels of TA;

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▶ Develop products and implement services that maximize efficiency.

▶ Use of technology to achieve the intended project outcomes;

▶ Collaboration with Lead IDEA Center, NCII, and NCSI, among others, and the intended outcomes of the collaboration; and

▶ Use of non-project resources to achieve the intended project outcomes, including the dissemination of products of other projects

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- ▶ The variety of dissemination strategies the project will use throughout the five years of the project to promote awareness and use of its products and services;

- ▶ How the project will tailor dissemination strategies across all planned levels of TA to ensure that products and services reach intended recipients and those recipients can access and use those products and services;

- ▶ How the project's dissemination plan is connected to the proposed outcomes of the project; and

- ▶ How the project will ensure, by evaluating and, when necessary, correcting, all digital products and external communications meet or exceed government or industry-recognized standards for accessibility

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▶ Evaluation plan implemented by a third-party evaluator

- Articulate formative, diagnostic, and summative evaluation questions, the answers to which provide evidence of the success and impact of the project reaching the outcomes listed in this notice

- Describe how resources, costs, progress, and fidelity of implementation, as well as project outcomes, will be measured

- Describe strategies for analyzing data

- Provide a timeline

- Dedicate sufficient funds

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- Encourage employment from members of groups that have traditionally been underrepresented

- Key project personnel, consultants, and subcontractors have the qualifications and experience

- Applicant and any key partners have adequate resources

- Processes, resources, and funds in place to provide equitable access

- Proposed costs are reasonable

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▶ Project's intended outcomes will be achieved on time and within budget

▶ Key project personnel, consultants, and subcontractors will be allocated

▶ Products and services of high quality, relevant, and useful to recipients

▶ Diversity of perspectives, including those of families, educators, TA providers, researchers, policy makers, among others, in its development and operation

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▶ Include, in Appendix A, personnel-loading charts and timelines

▶ Include, in the budget, attendance at:

- A one and one-half day kick-off meeting and an annual planning meeting in Washington, DC

- An annual three-day project directors' conference in Washington, DC

- Two annual two-day trips to meetings, as requested by OSEP

- A one-day intensive 3+2 review meeting in Washington, DC

▶ Include, in the budget, a line item for an annual set-aside of 5 percent of the grant amount

- Describe how the project will engage doctoral students or post-doctoral fellows

- Provide an assurance that it will post its annual project progress toward meeting project goals on the project website

- Include, in Appendix A, an assurance to assist OSEP with the transfer of pertinent resources and products and to maintain the continuity of services to LEAs and schools during the transition to a new award at the end of this award period

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Grants.gov Support Desk

Email at: support@grants.gov

1-800-518-4726

Grants.gov training:

https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

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