Informational Webinar

NATIONAL CENTER FOR IMPROVING TEACHER AND LEADER PERFORMANCE TO BETTER SERVE CHILDREN WITH DISABILITIES
CFDA 84.325A

Office of Special Education Programs
U.S. Department of Education
June 2, 2017
11:00 AM EDT

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Introductions & Logistics

- Welcome - Bonnie Jones, 325A Point of Contact
- WebEx will be recorded; your participation is your consent.
- Application Package and Slides
- Please add your questions into **Chat Window** for discussion and answers during the **Questions?** portion of the Webinar.

Application Package

- Applicant Letter (p. 2-5)

- Notice Inviting Applications (A)

- Priority Description and Selection Criteria (B)

- General Information (C)

- Applicant Transmittal Instructions & Requirements for Intergovernmental Review (D)

- Ensuring Equitable Access & Application Forms and Instructions (E)

Informational Webinar Topics

- Purpose of the Program
- Absolute Priority and Key Definitions
- Eligible Applicants
- Award Information
- Timeline
- Program Requirements
- Application and Administrative Requirements
- Selection Criteria

Purpose of the Program

The purposes of the Personnel Development to Improve Services and Results for Children with Disabilities Program are to:

- help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and

- ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

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Absolute Priority

The purpose of this priority is to fund a cooperative agreement to establish and operate a national center for improving teacher and leader performance to better serve children with disabilities .

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Key Definitions

Strong theory means a rationale for the proposed process, product, strategy, or practice that includes a logic model.

Supported by evidence means supported by at least strong theory.

Key Definitions

"TA services" means expertise provided in response to a client's defined problem or need in order to increase the client's capacity. OSEP has specified three categories of TA services:

> (1) universal, general TA;

> (2) targeted, specialized TA; and

> (3) intensive, sustained TA.

TA – Technical Assistance

Key Definitions

"Universal, general TA" 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.

Key Definitions

- **"Targeted, specialized TA"** 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.

Key Definitions

- **"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 usually entailing a negotiated series of activities designed to reach a valued outcome. This category of TA should result in changes to policies, programs, practices, or operations that support increased recipient capacity or improved outcomes at one or more systems levels.

Eligible Applicants

- State educational agencies (SEAs); local educational agencies (LEAs), including public charter schools that are considered LEAs under State law; institutions of higher education (IHEs); other public agencies; private non-profit organizations; freely associated States and outlying areas; Indian tribes or tribal organizations; and for-profit organizations.

Eligible Subgrantees

- Under 34 CFR 75.708(b) and (c) a grantee may award subgrants--to directly carry out project activities described in its application--to the following types of entities: SEAs; LEAs, including public charter schools that are considered LEAs under State law; IHEs; other public agencies; private non-profit organizations; freely associated States and outlying areas; Indian tribes or tribal organizations; and for-profit organizations suitable to carry out the activities proposed in the application.

- **The grantee may award subgrants to entities it has identified in an approved application.**

Award Information

- **Type of Award:** Cooperative Agreement

- **Estimated Number of Awards:** 1

- **Total amount of federal funds available**: We will reject any application that proposes a budget exceeding $4,250,000 for a single budget period of 12 months.

- **Project period:** Up to 60 months

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Timeline

- Notice inviting applications published: **May 22, 2017**

- Deadline for submitting application is: **July 6, 2017, 4:30:00 PM Washington DC time**

- Deadline for intergovernmental review: **September 5, 2017**

- Award announced and funding distributed by: **October 1, 2017**

Recommended Formatting & Page Limits

- Use a font that is 12 point or larger; double space all text in the application narrative section.

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

- It is *recommended* that the narrative be limited to no more than 50 pages.

- A page is 8.5 x 11 (one side only) with 1" margins at the top, bottom, and both edges of the page.

Questions?

Programmatic Requirements

The National Center must achieve, at a minimum, the following outcomes :

(a) Improved capacity of States to review and strengthen certification or licensure standards and requirements, in collaboration with IHEs and LEAs that operate teacher and leader preparation programs, in order to ensure that these standards:

(1) are derived from frameworks and practices supported by evidence; and

(2) reflect the knowledge and skills necessary for teachers and leaders to successfully serve students with disabilities in inclusive classrooms and school settings, including, at a minimum, competencies in evidence-based interventions in reading, math, behavior, and school climate.

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Programmatic Requirements

(b) Improved capacity of States to adopt and implement rigorous program approval standards for teacher and leader preparation programs.

(c) Increased capacity of IHEs to embed practices and frameworks supported by evidence and aligned to State licensure or certification requirements, into their preparation programs.

Programmatic Requirements

(d) Increased capacity of SEAs and IHEs to use data from a variety of sources, including student data attributed to teachers and leaders who successfully exit preparation programs, to inform continuous improvement of those programs.

(e) Increased capacity of SEAs to align and implement statewide plans to include certification or licensure reform and IHE teacher and leader program reform to improve outcomes for students with disabilities.

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Appendices

- Appendix A: Reviewers will be instructed to review the content of Appendix A.

- **Charts, tables, figures, graphs, screen shots and logic models that provide information directly relating to the application requirements for the narrative should be the only items included in Appendix A. Appendix A should not be used for supplementary information.** Please note that charts, tables, figures, graphs, screen shots, and logic models can be single-spaced when placed in Appendix A.

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General Requirements

(a) Must make positive effort to employ and advance in employment qualified individuals with disabilities in project activities; and

(b) Must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing , and evaluating the projects.

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Application – Part III

Five Sections

Demonstrate in the narrative section:

(1) Significance of the Project (A-5)

(2) Quality of the Project Services (A-6)

(3) Quality of Project Evaluation (A-9)

(4) Adequacy of Project Resources (A-9)

(5) Quality of the Management Plan (A-9)

Significance of the Project

How the proposed Project will –

(1) Support States to reform certification or licensure standards and program approval standards, to include practices and frameworks supported by evidence, consisting of, at a minimum, competencies in evidence-based interventions in reading, math, behavior, and school climate; and identify effective strategies for achieving institutional change and reform in IHEs and LEAs that prepare teachers and leaders.

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Significance of the Project

To meet these requirements the applicant must--

(i) Present applicable national and State data demonstrating the current needs of States to reform teacher and leader certification or licensure standards and program approval standards to include practices and frameworks supported by evidence to ensure teachers and leaders are fully prepared to serve students with disabilities in inclusive classrooms and school settings.

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Quality of Project Services

How the proposed project will—

(1) Ensure equal access and treatment for members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. To meet this requirement, the applicant must describe how it will--

(i) Identify the needs of the intended recipients for TA and information; and

(ii) Ensure that services and products meet the needs of the intended recipients of the grant;

Quality of Project Services

How the proposed project will—

(2) Achieve its goals, objectives, and intended outcomes. To meet this requirement, the applicant must provide--

    (i) Measurable intended project outcomes; and

    (ii) The logic model by which the proposed project will achieve its intended outcomes. A logic model used in connection with this priority communicates how a project will achieve its intended outcomes and provides a framework for both the formative and summative evaluations of the project;

(3) Use a conceptual framework to develop project plans and activities, describing any underlying concepts, assumptions, expectations, beliefs, or theories, as well as the presumed relationships or linkages among these variables, and any empirical support for this framework;

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Quality of Project Services

How the proposed project will—

(4) Be based on current research and make use of practices supported by evidence. To meet this requirement, the applicant must describe--

> **(i)** The current research on systems change and capacity building within SEAs and IHEs that will inform the TA to SEAs and IHEs that undertake alignment and reform efforts:
>
> **(ii)** The current research about adult learning principles and implementation science that will inform the proposed TA; and
>
> **(iii)** How the proposed project will incorporate current research , strategies and frameworks supported by evidence in the development and delivery of its products and services;

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Quality of Project Services

(5) Develop products and provide services that are of high quality & sufficient intensity & duration to achieve the intended outcomes of the proposed project. To address this requirement, the applicant must describe**--**

(i) Its proposed approach to **universal, general TA,** which must identify the intended recipients of the products and services under this approach; and include a plan for ensuring SEAs and IHEs can easily access and use products and services developed by the proposed project;

(ii) Its proposed approach to **targeted, specialized TA**, which must identify**--**

    (A) The intended recipients of the products & services under this approach;

    (B) Its proposed approach to measure the readiness of potential TA recipients to work with the project, assessing, at a minimum, their current infrastructure, available resources, and ability to build capacity for ongoing reform and continuous improvement at the SEA and IHE levels.

Quality of Project Services

(C) The process by which the project will select, and provide targeted TA to SEAs and IHEs. This targeted TA must support SEA capacity to initiate, scale up, and sustain alignment and reform efforts; and

(D) The process the proposed project will use to collaborate with other relevant TA centers and national organizations, as appropriate, to develop and implement targeted TA strategies in order to reduce duplication of effort and maximize efficiency;

(iv) Its proposed **approach to intensive, sustained TA,** which must identify-

(A) The intended recipients of the products and services under this approach;

(B) Its proposed approach to measure the readiness of SEAs and IHEs teacher and leader preparation programs to work with the project, including their commitment to the initiative, alignment of the initiative to their needs, current infrastructure, available resources, and ability to build capacity at SEA and IHE levels; and

(C) The process by which the project will select, and provide ongoing intensive TA to SEAs and IHEs that are positioned to engage in systemic reform efforts.

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Quality of Project Services

(6) Develop products and implement services that maximize efficiency. To address this requirement, the applicant must describe--

(i) How the proposed project will use technology to achieve the intended project outcomes;

(ii) With whom the proposed project will collaborate and the intended outcomes of this collaboration; and

(iii) How the proposed project will use non-project resources to achieve the intended project outcomes.

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Quality of the Evaluation Plan

(c) In the narrative section of the application under **Quality of the Evaluation Plan**, include an evaluation plan for the project as described in the following paragraphs. The evaluation plan must describe: measures of progress in implementation, including the criteria for determining the extent to which the project's products and services have reached the project's target population; measures of intended outcomes or results of the project's activities in order to evaluate those activities; and how well the goals or objectives of the proposed project, as described in its logic model, have been met.

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Adequacy of Project Resources

(d) Demonstrate how--

(1) The proposed project will encourage 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, as appropriate;

(2) The proposed key project personnel, consultants, and subcontractors have the qualifications and experience to carry out the proposed activities and achieve the project's intended outcomes;

(3) The applicant and any key partners have adequate resources to carry out the proposed activities; and

(4) The proposed costs are reasonable in relation to the anticipated results and benefits.

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Quality of Management Plan

(e) Demonstrate how--

(1) The proposed management plan will ensure that the project's intended outcomes will be achieved on time and within budget. To address this requirement, the applicant must describe--

(i) Clearly defined responsibilities for key project personnel, consultants, and subcontractors, as applicable; and

(ii) Timelines and milestones for accomplishing the project tasks;

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Quality of Management Plan

(2) Key project personnel and any consultants and subcontractors will be allocated and how these allocations are appropriate and adequate to achieve the project's intended outcomes;

(3) The proposed management plan will ensure that the products and services provided are of high quality, relevant, and useful to recipients; and

(4) The proposed project will benefit from a diversity of perspectives, including those of families, educators, TA providers, researchers, and policy makers, among others, in its development and operation.

Questions?

Application Requirements

(1) Logic Model

(2) Conceptual Framework

(3) Personnel Loading charts and Timelines

(4) Budget (meetings, conferences, trips)

(5) Set-aside (A line item for an annual set-aside of five percent of the grant amount to support emerging needs)

Application Requirements

(6) Maintain a website that meets government or industry-recognized standards for accessibility; and

(7) 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 States during the transition to this new award period, as appropriate.

Include in Budget

- A **one and one-half day kick-off** meeting in Washington, DC, after receipt of the award, and an annual planning meeting in Washington, DC, with the OSEP project officer and other relevant staff during each subsequent year of the project period.

- A **two and one-half day project directors' conference** in Washington, DC, during each year of the project period;

- **Four annual two-day trips** to attend Department briefings, Department-sponsored conferences, and other meetings, as requested by OSEP; and

- A **one-day intensive 3+2 review meeting** in Washington, DC, during the last half of the second year of the project period;

Fourth and Fifth Years of Project

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), as well as**--**

(a) The recommendation of a 3+2 review team consisting of experts selected by the Secretary. 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;

(b) The success and timeliness with which the requirements of the negotiated cooperative agreement have been or are being met by the project; and

(c) 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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Performance Measures

- Under the GPRA of 1993, OSEP has a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the TA&D to Improve Services and Results for Children with Disabilities Program.

- These measures focus on the extent to which projects provide high-quality products and services, the relevance of project products and services to educational policy and practice, and the use of products and services, to improve educational policy and practice.

- Projects funded under this competition are required to submit data on these measures as directed by OSEP.

- Grantees will be required to report information on their project's performance in annual and final performance reports to the Department (34 CFR 75.590).

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Questions?

Selection Criteria
FY 2017, CFDA 84.325A

Significance of the Project	(5 points)
Quality of Project Services	(40 points)
Quality of Project Evaluation	(20 points)
Adequacy of Project Resources	(15 points)
Quality of Management Plan	(20 points)
TOTAL	**100 points**

See Application Package pages A-25 through A-27

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Significance of the Project
(0-5 POINTS)

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

- The extent to which the proposed project will address specific gaps or weaknesses in services, infrastructure, or opportunities that have been identified; and

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

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Quality of Project Services
(0-40 POINTS)

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

- 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.

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

- The extent to which there is a conceptual framework underlying the proposed activities and the quality of that framework.

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

Quality of Project Services

(0-40 POINTS)

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

- The extent to which the proposed products and services are of sufficient quality, intensity, and duration to lead to the outcomes to be achieved by the proposed project.

- The extent to which the products and services to be developed and provided by the proposed project involve the use of efficient strategies, including the use of technology, collaboration with appropriate partners, and the leveraging of non-project resources.

Quality of Project Evaluation
(0-20 POINTS)

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

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

- The extent to which the methods of evaluation will provide data and performance feedback for examining the effectiveness of project implementation strategies and the progress toward achieving intended outcomes.

- The extent to which the methods of evaluation will produce quantitative and qualitative data that demonstrate the project has met intended outcomes.

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Adequacy of Project Resources
(0-15 POINTS)

In determining the adequacy of resources, the Secretary considers:

- 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.

- The qualifications, including relevant training and experience, of key project personnel (i.e., project director, project staff, and project consultants or subcontractors).

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization and key partners.

- The extent to which the costs are reasonable in relation to the anticipated results and benefits.

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Quality of Management Plan
(0-20 POINTS)

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

- 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.

- The extent to which the time commitments of the project director, project staff, and project consultants or subcontractors are appropriate and adequate to meet the objectives of the proposed project.

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

- 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.

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Questions?

Thank You!

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Grants.gov Support Desk

1-800-518-4726

Note: Submission in Grants.gov is **NOT COMPLETE** until you receive an email confirming submission.

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